

Reardon, Tiffani

Dr. Harper

WRIT 3398 (Internship)

15 March 2013

Annotated Bibliography

Higher Education becomes increasingly more expensive every semester while not always preparing students for their careers, leaving them with thousands of dollars of debt when they graduate and no way to pay it off. Edupunks, the new kind of education entrepreneurs, seek to solve the problem using open online education and by rejecting the current classroom setting. They look to technology and experiential education to transform the higher education system. My argument is in favor of these ideas because pushing students in a direction directly relating to their career goals and allowing them to learn by experience will not only help the students financially, but it will also help the schools financially because it will cut costs tremendously.

Arum, Richard, and Josipa Roksa. *Academically Adrift: Limited Learning on College Campuses*.

Chicago and London: The University of Chicago Press, 2011. eBook.

This source argues that universities are straying away from their ultimate goal by worrying too much about extracurricular activities and campus life rather than the academics that are supposed to prepare students for their careers. With the heightening demand for bachelor's degrees for jobs, more and more people go to college every year, and people start planning for it as young as birth, but what Arum and Roksa argue is that the students go, and they get their degrees, but they don't actually learn anything while they're there. The source includes research from surveys, transcripts, and the Collegiate Learning Assessment to determine that a large percentage of students get through their first two years of college with no advancement in a

range of academic skills. They then go on to say that faculty and administrators aren't surprised by this percentage because they see how much emphasis schools are putting on everything but education.

Corrigan, Julie Ann, and Nicholas Ng-A-Fook. "Mobilizing Curriculum Studies in a Virtual World: Open-Access, Edupunks, and the Public Good." *Canadian Journal of Education* 35 (2012): 19. *ERIC*. Web. 11 March 2013.

This source focused more on the importance of utilizing all of the resources we have access to, most importantly the Internet. It outlines the failure of current higher education to provide public access to education and then explores how using the resources available to us can solve that problem and help universities make it happen without costing them more money and without costing students more money. It talks about a study done on Open Access research and whether it diminishes the impact of research, with results revealing that it actually increases it rather than decreases it.

DeMillo, Richard A. "Viewpoint: Keeping Technology Promises." *Communications of the ACM* 55.11 (2012): 37-39. *Business Source Complete*. Web. 1 March 2013.

This source outlines practices in education that no longer work in our society and then goes on to define a set of principles that need to be implemented in the higher education system. It gives a list of "Failed Assumptions" for today's education system, which together form the idea that the classroom should be a group of people aged 18-24 who have all the same interests, cultures, and learning methods gathered around one professor who does nothing except lecture and give an exam (DeMillo). It then goes on to outline principles that should be implemented into today's education system to create a more inclusive and realistic system including "Open CourseWare and Open Certification," "Open and Democratic Systems," "Digital Identities,"

“Ascendance of Learning Communities,” and “Transformative Power of Technology on Content” (DeMillo). Each of which I will further describe in the paper.

Kamenetz, Anya. *DIY U: Edupunks, Edupreneurs, and the Coming Transformation of Higher Education*. White River Junction: Chelsea Green Publishing 2010. Print.

This book began with a long history of the university system with a strong emphasis on the financial history of both students and universities. It outlined how as universities got bigger, students ended up more in debt and both students and universities relied more and more on federal funding. It then went into the different kinds of education that are developing now, like MOOCs (Massive Open Online Classes), where the information that students are getting so far in debt for is being made available to the public for free. The only differences are the money and the official degree. The book then goes into recommendations for what we should do to solve the financial aid crisis. A lot of what Kamenetz was saying is that we should stop focusing solely on fixing the universities and their finances, but to also work on solving the economy as a whole and expanding education to more than just the four-year university.

Hanley, Larry. “Mashing Up the Institution: Teacher as Bricoleur.” *Radical Teacher* 90 (2011). *Academic Search Complete*. Web. 10 March 2013.

This source talks about the limits of the university and the how professors aren’t using all of the resources they have access to. It talks also about technology and how much more it could bring to the university system for less money. The primary focus of the paper, however, is on Course Management Systems and how limiting they are compared to all the other technology that could be used and just how expensive these systems are. The CMS not only costs money to buy, but it costs more money for “training, help desks, faculty development, etc.” (Hanley). The article then goes into a section called “Enter the Bricoleur” where Hanely first defines edupunk

(in other words educational bricoleur) and then goes on to explain how edupunks can transform higher education into a low-cost but more effective version of the university.

Wood, Peter. "Higher Education's Precarious Hold On Consumer Confidence." *Academic Questions* 24.3 (2011): 262. *Advanced Placement Source*. Web. 1 March 2013.

This source started by outlining “false” ideas about the current educational system including that “the high prices are warranted,” “a college is still the best investment,” “national interest requires we maintain the system,” “this is a temporary situation; higher ed will adjust,” and “proponents of the Bubble Thesis overstate the costs of college” (Wood), each of which I will further examine in my paper, including his arguments against them. His entire argument was based on a metaphor of a bursting bubble in the sense that when the higher education bubble bursts, it will change forever one way or another. It talks a lot about the future of higher education and how if something doesn’t change now in the way of technology and teaching methods, when the bubble bursts it will ultimately cause a financial catastrophe.