

NMC Horizon Report: 2013 Higher Education Edition

RESEARCH QUESTION 1: Round One Voting Tallies

Topic	Total	Voters	1 Yr	2-3 Yrs	4-5 Yrs
Massively Open Online Courses view	85	36	26	10	--
Learning Analytics view	71	33	13	13	7
Game-Based Learning view	57	25	8	14	3
The Internet of Things view	57	33	2	14	17
3D Printing view	54	30	6	12	12
Flipped Classroom view	50	26	18	8	--
Augmented Reality view	50	28	5	14	9
Mobile Apps view	49	28	26	2	--
Tablet Computing view	48	29	22	7	--
Information Visualization view	46	27	8	11	8
Open Badges view	39	22	8	8	6
Open Content view	38	25	15	8	2
Cloud Computing view	38	22	16	6	--
Personal Learning Environments view	35	23	8	8	7
Semantic Applications view	34	20	2	6	12
Wearable Technology view	33	23	--	1	22
Big Data view	32	18	4	8	6
Natural User Interfaces view	32	18	1	5	12
Social Media view	31	18	13	5	--
Social Learning Centers/The New Fourth Place view	30	22	4	6	12
Collective Intelligence view	29	22	8	5	9
Crowd Sourcing view	28	18	7	7	4
Collaborative Environments view	27	19	13	4	2
Smart Classrooms view	25	17	2	8	7
Electronic Publishing view	25	14	5	7	2
Flexible Displays view	23	17	1	1	15
Users as App Developers view	23	14	2	7	5
Virtual Assistants view	22	12	--	3	9
Telepresence view	21	15	2	3	10
Content Curation view	21	14	4	8	2
Statistical Machine Translation view	20	12	1	6	5
Alternative Licensing view	19	15	7	4	4
Next Generation Batteries view	16	13	--	--	13
Bibliometrics/Altmetrics view	16	8	--	2	6
Video Lectures view	16	12	9	3	--
Digital Identity view	16	12	3	7	2
Geolocation view	15	9	2	6	1
Li-Fi - High speed optical wireless	15	10	1	1	8

communication view					
Cellular Networks view	12	10	3	4	3
Wireless Power view	11	9	--	2	7
Open Hardware view	11	9	--	4	5
Machine Generated Content view	10	8	1	2	5
3D Video view	10	8	1	3	4
Location-Based Services view	10	7	--	2	5
Time-Based Media Conservation view	9	6	--	1	5
Syndication Tools view	6	5	2	--	3
Low-cost EEG devices view	4	3	--	2	1
Virtual Worlds view	4	4	1	2	1

RESEARCH QUESTION 3: Round One Voting Tallies

topic	total	voters
Massively Open Online Courses (MOOCs) are proliferating. view	44	28
Open is a key trend in future education and publication: open content, open educational resources (OER), MOOC, open access... view	33	22
Education entrepreneurship is booming. view	27	20
Education paradigms are shifting to include online learning, hybrid learning and collaborative models view	26	18
Both formal and informal learning experiences are becoming increasingly important as college graduates continue to face a highly competitive workforce. view	24	18
Increasingly, students want to use their own technology for learning. view	23	17
Social media is changing the way people interact, present ideas and information, and judge the quality of content and contributions. view	22	16
Assessment and Accreditation are changing to validate life-long learning and a modular structure view	22	19
There is an increasing interest in using data for personalizing the experience and for performance measures. view	22	17
The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators view	21	16
Educational games are increasingly being used to not only master new concepts, but also apply and assess them view	18	12
Digital humanities has emerged as a lively, challenging force within the humanities. view	18	8
People expect to be able to work, learn, and study whenever and wherever they want. view	17	15
Computers as we know them are in the process of a massive reinvention. view	16	9
New pedagogical models are emerging that encourage a wide range of technologies and tools to be embedded seamlessly into the course design view	13	9
Teaching paradigms across are shifting to include online learning, hybrid learning, and much more teamwork and collaboration. view	13	10
Changes in K-12 education will progressively have a greater impact on higher education expectations and practices. view	12	9
There is a recent emphasis in the classroom on more challenge-based and active	11	10

learning. view		
What were previously thought of as new and disruptive forms of scholarship are now becoming the norm for scholarly communication. view	10	8
There is a growing willingness on the part of administrators to consider new approaches to combining face-to-face and technology-assisted instruction. view	10	7
The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized. view	9	7
Consolidation and collaboration across state systems, regional institutions, and institutions similar to one another is growing. view	9	5
The world of work is increasingly collaborative, driving changes in the way student projects are structured. view	8	7
Lecture capture, podcasting, and cheap personal video recorders increasingly make it much easier to prepare lecture-style content for students to see/hear before coming to class. view	8	7
Apple's introduction of airplay and the proliferation of wireless devices has led to the possibility of radically rethinking the role of technology in the traditional classroom. view	7	4
Institutions are increasingly exploring technologies that allow teachers and students to better collaborate. view	6	5
The growing availability of bandwidth will dramatically change user behaviors in teaching, learning and research over the next five years. view	5	5
DIY is changing our production models for publishing view	5	4

RESEARCH QUESTION 4: Round One Voting Tallies

topic	total	voters
Economic pressures and new models of education are bringing unprecedented competition to the traditional models of higher education view	41	24
MOOCs have put a spotlight on residential campus education and its unique value. The challenge is to identify and articulate that value in the context of MOOCs and financial challenges. view	30	17
Digital media literacy continues its rise in importance as a key skill in every discipline and profession. view	29	21
Most academics aren't using new and compelling technologies for learning and teaching, nor for organizing their own research view	29	21
The demand for personalized learning is not adequately supported by current technology or practices. view	26	19
Appropriate metrics of evaluation lag the emergence of new scholarly forms of authoring, publishing, and researching view	26	16
Complexity is the New Reality view	25	15
Institutional barriers present formidable challenges to moving forward in a constructive way with emerging technologies. view	23	17
Massively Online Courses are a compelling but universities must critically evaluate their use. view	23	13
Dividing learning into fixed units such as credit hours limits innovation across the board view	20	17
Critical campus infrastructures are under-resourced. view	18	15
New modes of scholarship are presenting significant challenges to libraries and university collections, how scholarship is documented, and the business models to	15	10

support these activities. view		
Commercial providers are delivering ever more credible educational content, providing a wide range of customizable offerings at quality levels that may dampen interest in traditional sources of scholarly work, such as university presses, and even open edu view	14	11
The role of the higher ed educator is changing. view	14	10
Online educational resources must be more mobile-friendly. view	13	10
Some of the most disruptive technologies are - paradoxically - being leveraged for reactionary uses. view	12	6
The global drive to increase the number of students participating in undergraduate education is placing pressure across the system view	11	8
Technology is creating increasingly diverse students. view	11	8
As new advances in technology present new opportunities in education, questions of inequity and inequality have never been more important. view	11	10
Poor Understanding of What a Technology Eco-system Looks Like (aka, A Little Knowledge is Dangerous) view	10	8
The growing choice that emerging technologies make possible — and how people navigate through this choice — is an on-going challenge view	10	9
Cross-institution authentication and detailed access policies are needed to allow sharing of online experiments among institutions. view	9	7
What happens to OER when the funding runs out? view	8	5
Our ability to remix and reuse content is increasingly limited. view	8	6
Increasingly, it is becoming part of the public debate that educators need to improve the ability to measure learning in real time. view	8	7
Simply staying organized and current presents a challenge in a world where information, software tools, and devices proliferate at the rate they do today. view	6	5
Open resources need open infrastructure view	5	5
Educators are increasingly expected to teach digital citizenship. view	4	4