

# Part I

## Higher Education Redefined and Broadened

We are in a constant state of flux, and higher education needs to respond in more proactive, intentional, and innovative ways to remain a relevant cornerstone to society and culture. The purpose of this edited collection is to provide insight into the complexities confronting higher education today and to highlight tangible opportunities that exist to address such issues. The chapters are arranged to inform the reader seeking knowledge on how to (1) reshape and redefine the 21<sup>st</sup> century university, with its evolving role in these transformative times; (2) design and implement courses that address the changing needs of the university and the non-traditional student; and (3) utilize research on innovative strategies with processes that promote organizational learning. The chapters profile the fluid nature of learning as it evolves in higher education and the workplace, often with a blurred line separating the two environments. Exciting ideas related to heutagogy, problem-based learning, innovative constructivist strategies, authentic learning, and self-regulated learning all converge in this volume. The editors begin by asking how our collective reality might change if the complexity and uncertainty surrounding us were embraced and leveraged to serve the learner and society as a whole. They invite the reader to explore collaborative approaches to individualized learning pathways, networked learning, and a reimagined ecosystem of academia in the section ahead.

Part I opens with Richard Milner's insightful perspective on the need for educational institutions to become more entrepreneurial and the value in doing so. Notably, he highlights the way such entrepreneurial institutions challenge students to develop the knowledge and skills to confront complexities in the world of technology-mediated collaboration, and the ways in which they embrace innovation to meet the future ahead. Building upon Milner's idea of the entrepreneurial university, in Chap. 3, B. Jean Mandernach, Hank Radda, Scott Greenberger and Krista Forrest explain a proprietary model for educational entrepreneurship which can assist colleges and universities in meeting the expanding needs of lifelong learners by opening access to a broader community of students. They explore strategies to create efficient, profitable, and student-centric learning that has filled a growing gap in higher education in recent years. In an effort to provide an example of an entrepreneurial university

aimed at innovating for the non-traditional learner, Katerina Bohle-Carbonell and Amber Dailey-Hebert describe a multifaceted bottom-up project structure which afforded lower-level faculty members the autonomy, money and time to experiment and explore unorthodox methods. They discuss the capacities necessary to promote and infuse innovation at the individual, group, and organizational levels. Finally, as the focus shifts from organization to learner, with emphasis on the impact of emerging technologies, in Chap. 5 the strategies and philosophical approach to the needs of lifelong learners is addressed by Lisa Marie Blaschke and Stewart Hase. They showcase heutagogy, a framework for self-determined learning that can be deployed using the latest technological developments and implemented in pedagogically meaningful ways to serve the 21<sup>st</sup> century learner.