A digital world for all
Making skills mobile
Rethinking the Student Record for the New Generation

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Millennials have come of age during a time of technological change, globalization and economic disruption.

- First generation of “Digital Natives”
  - High expectations for technology
  - “Mashed Up” Capabilities
- Different attitudes towards ownership
  - Sharing Economy
What the New Generation Expects

• Quality, Interactive experiences

• “Mashed-Up” experiences—e.g. search for a book, read an excerpt, read reviews, compare prices, identify a seller, complete purchase, look at what similar buyers have then added (vs. doing all of these things separately)
What the New Generation Expects

• Efficient self-service
• Clean, intuitive interface
• Involvement and engagement with others
• Multitasking on the move
Old Paper Record as a Compiled Summary Gives way to Vast, Interactive Digital Portfolio

The Old Paper Record was limited to:

• Resumes
• Letters of Recommendation
• Proxy information such as grades and scores
• Trust of Authority

The Old Paper Record was non-interactive

• foreclosed direct student contribution
• before graduation, it served as a degree auditing tool for faculty
• lack of clarity what the student actually knows
• no non-curricular activities: arguably the most valuable learning
Free from the Paper Straightjacket

- Vast digital Storage capabilities now permit Record to include links to corroborated artifacts
- Student, faculty can add artifacts—videos, work samples, test papers, etc. –throughout the student’s career and life
- Student interaction with Record improves self-reflection, self-confidence, and retention
- Student can later authorize access to portions of the Record tailoring it to different receiving audiences
A New Idea of “Portability”

- Instead of transmitting an electronic copy of the old paper summary, the student transmits an authorized link to relevant portions of her/his portfolio:

- Showing evidence of what they know & can do.
A New Idea of “Portability”

Old way:
Digital channels: Student separately applies, separately authorizes record transmission, separately arranges for verification

New way:
X’ing channel boundaries: Student does all of these things at once
New “Mashed-Up” Service

Old way:
Receiving Institution waits for separate arrivals of application, Credential, and Verification and then collates

New way:
All pieces necessary for evaluation arrive at the same time—automatic collation
Observations?