

Disruptive Innovation in Education and Health Care

October 27, 2008

American Enterprise Institute

www.aei.org/event1812

Disrupting Class: How Disruptive Innovation Will Change the Way the World Learns

Michael Horn



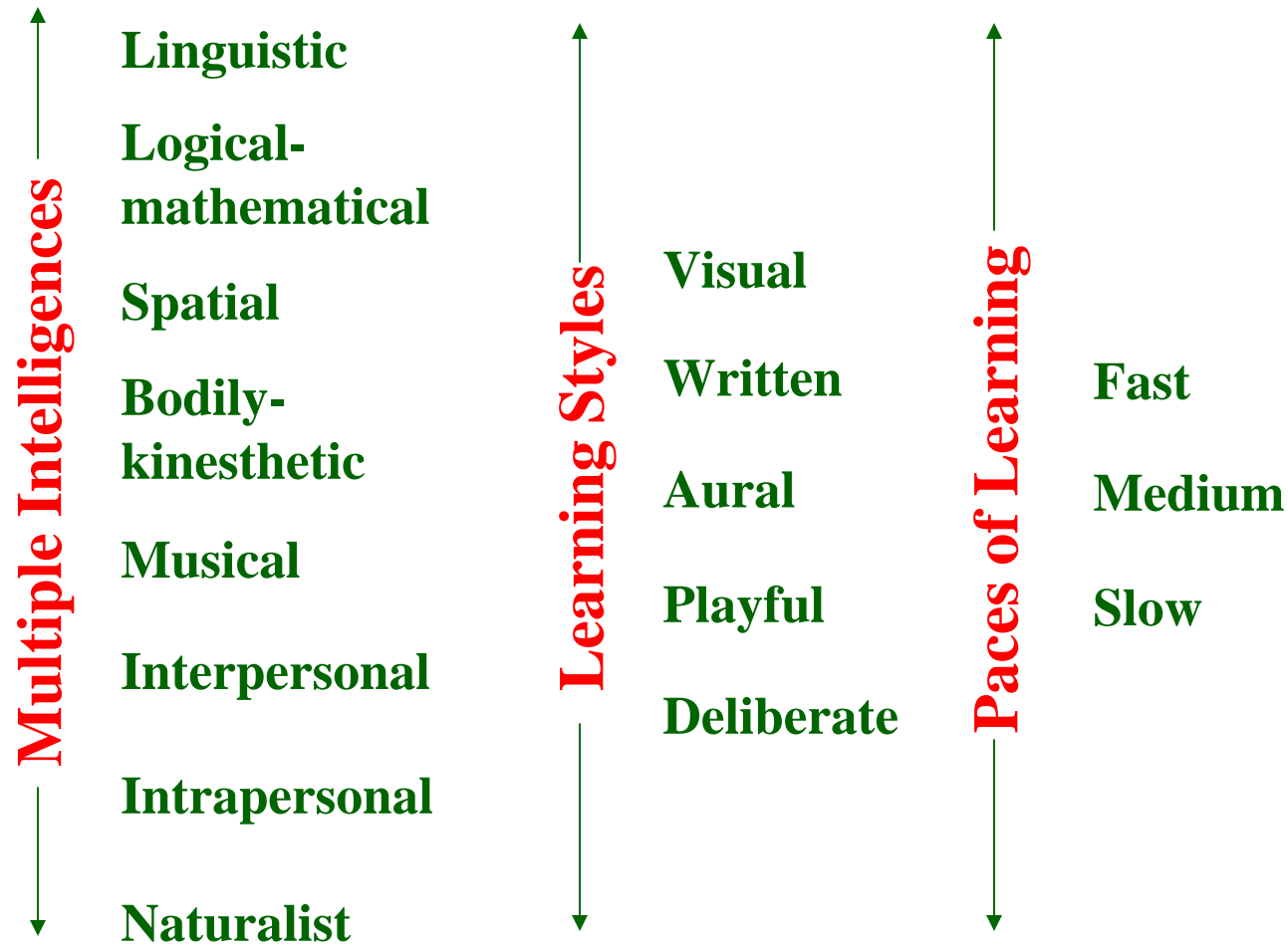
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Insights from examining education through the lenses of this research

1. Conflicting mandates in the way we teach vs. the way we learn
2. Computers have failed to make a difference because we have crammed them into conventional classrooms
 - They must initially be deployed against non-consumption
3. Individualized, computer-based instruction requires a disruptive distribution model
4. Separation is critical. Chartered schools should be seen as heavyweight teams, not disruptive competitors
5. We have imposed disruption on our schools three times in recent history by moving the goalposts – the metrics of improvement.
6. Education research has not shown the way forward

We all learn differently

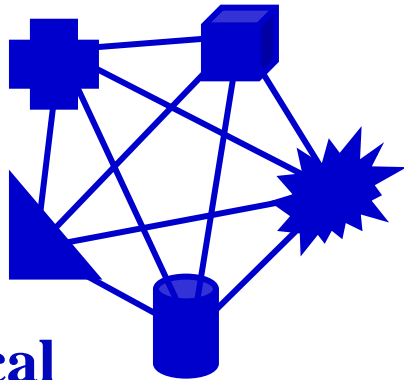


Conflicting mandates in the way we must teach VS. The way students must learn

**Interdependencies in the
teaching infrastructure**

**Need for customization for
differences in how we learn**

Temporal
Lateral
Physical
Hierarchical



Standardization !!



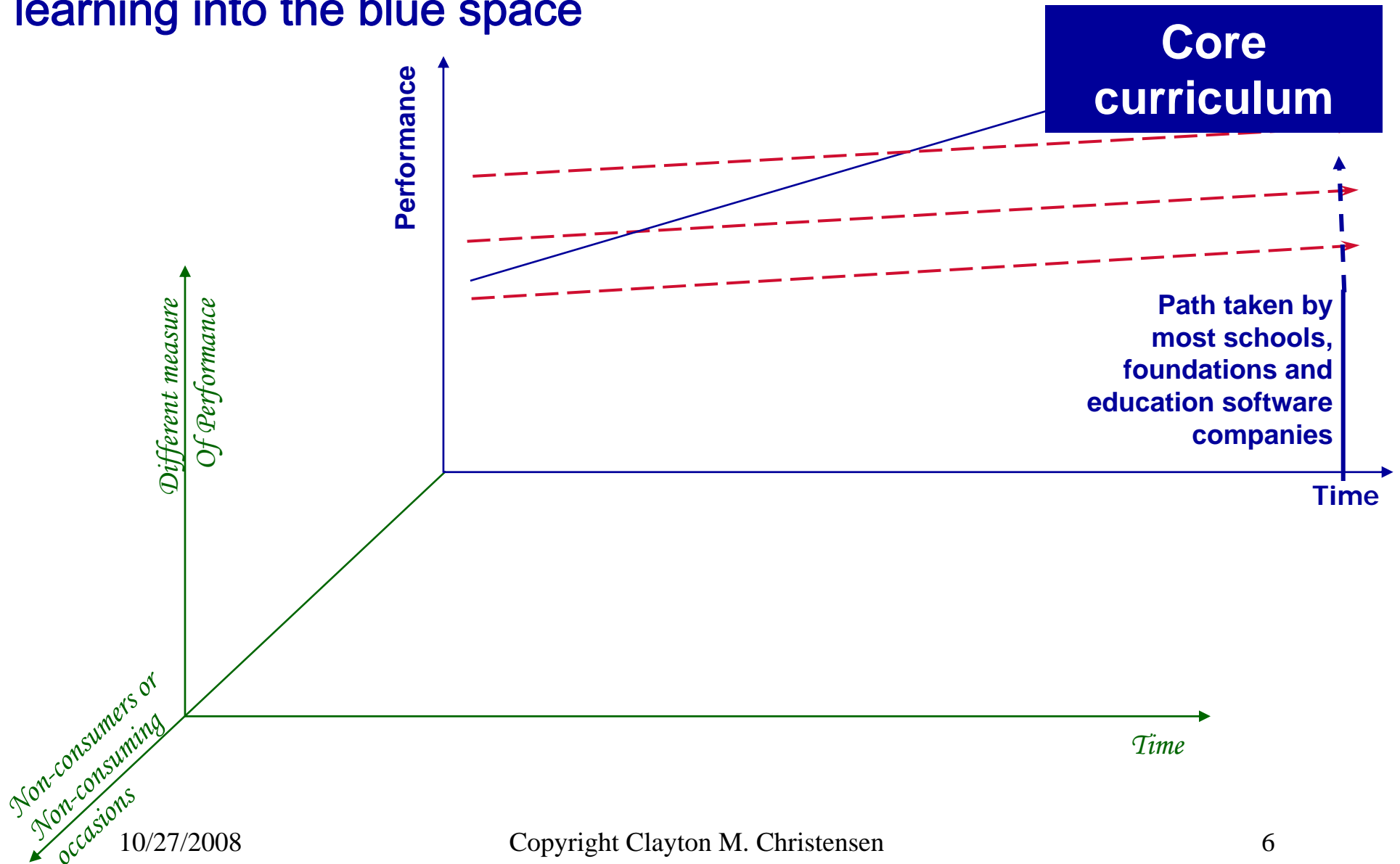
Customization !!

Multiple Intelligences

Learning Styles

Paces of Learning

Historically, most schools have “crammed” computer-based learning into the blue space



10/27/2008

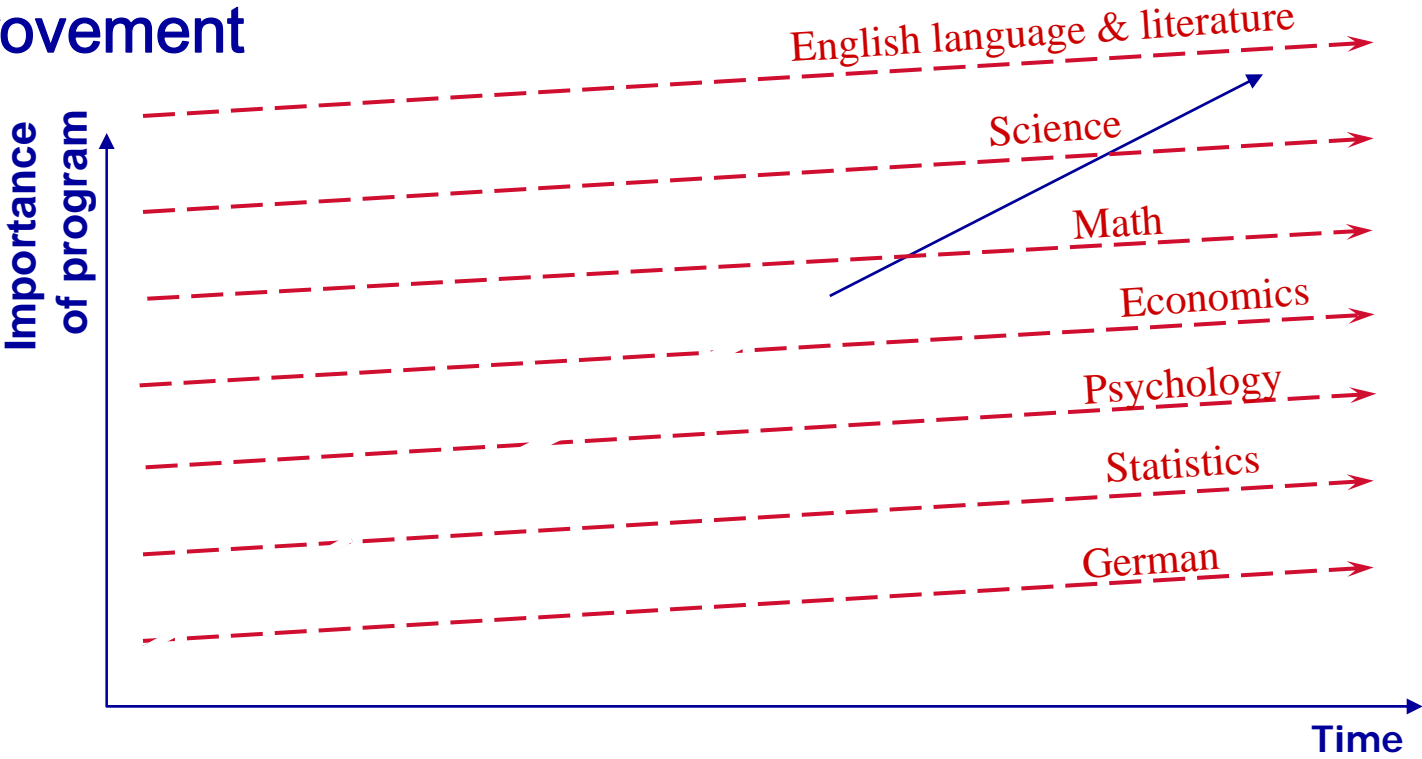
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Prime examples of non-consumption

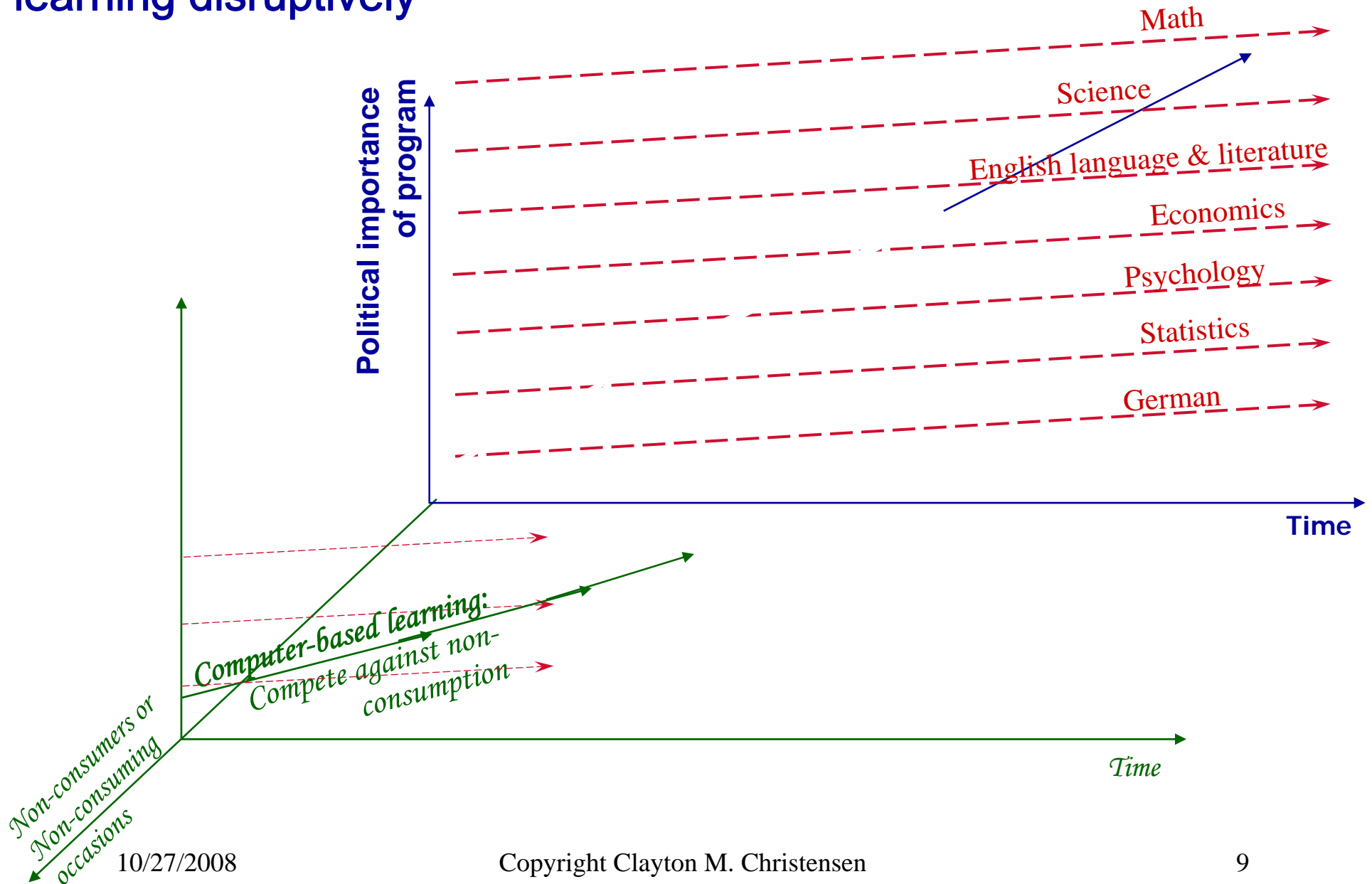
- Credit recovery
- Drop-outs
- AP Courses
- Home-schooled and homebound students
- Small, rural, and urban schools
- Tutoring
- Pre-K

School boards have been moving “Up-Market” to focus limited resources in the “new” trajectory of improvement

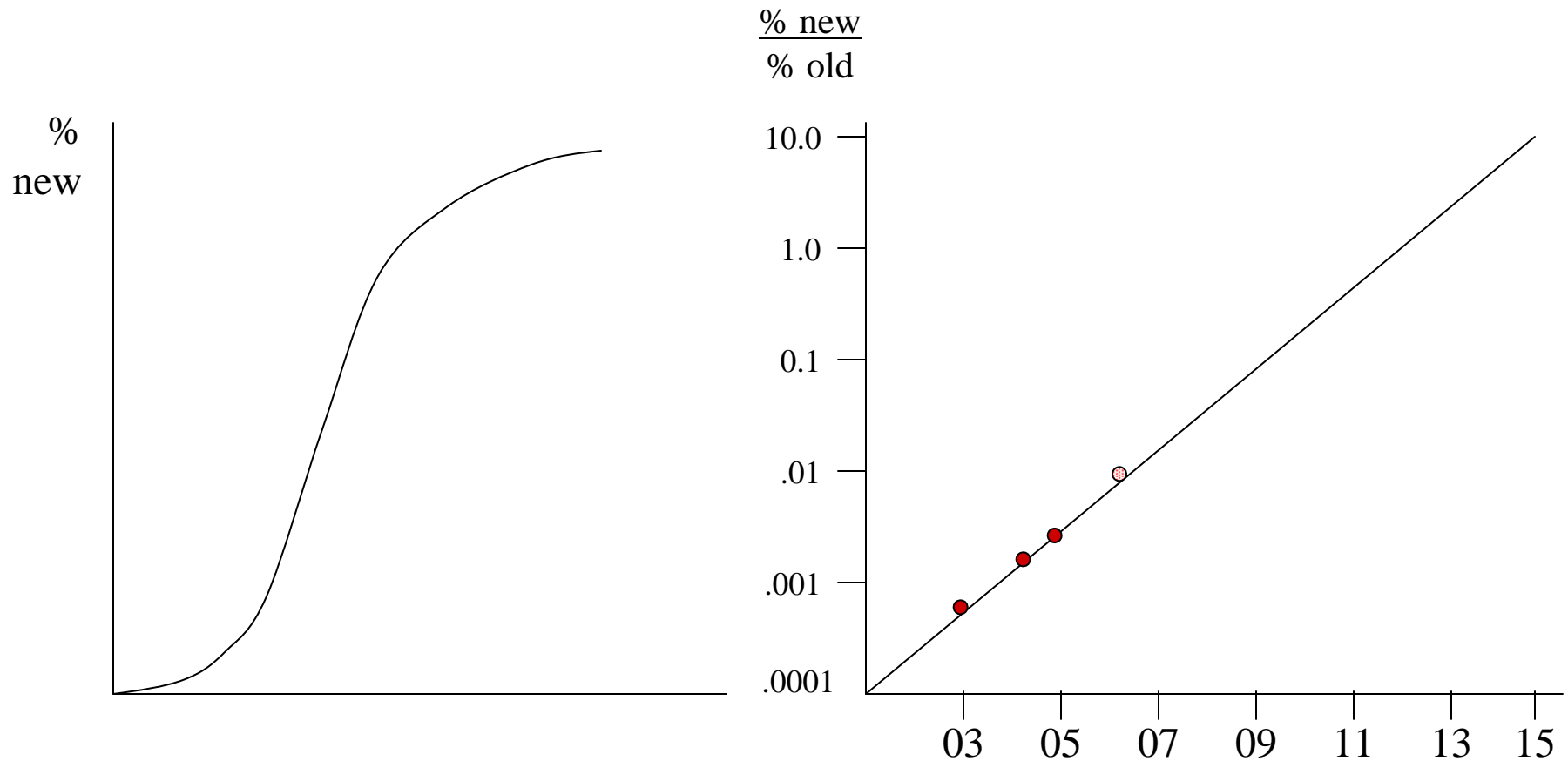


Time

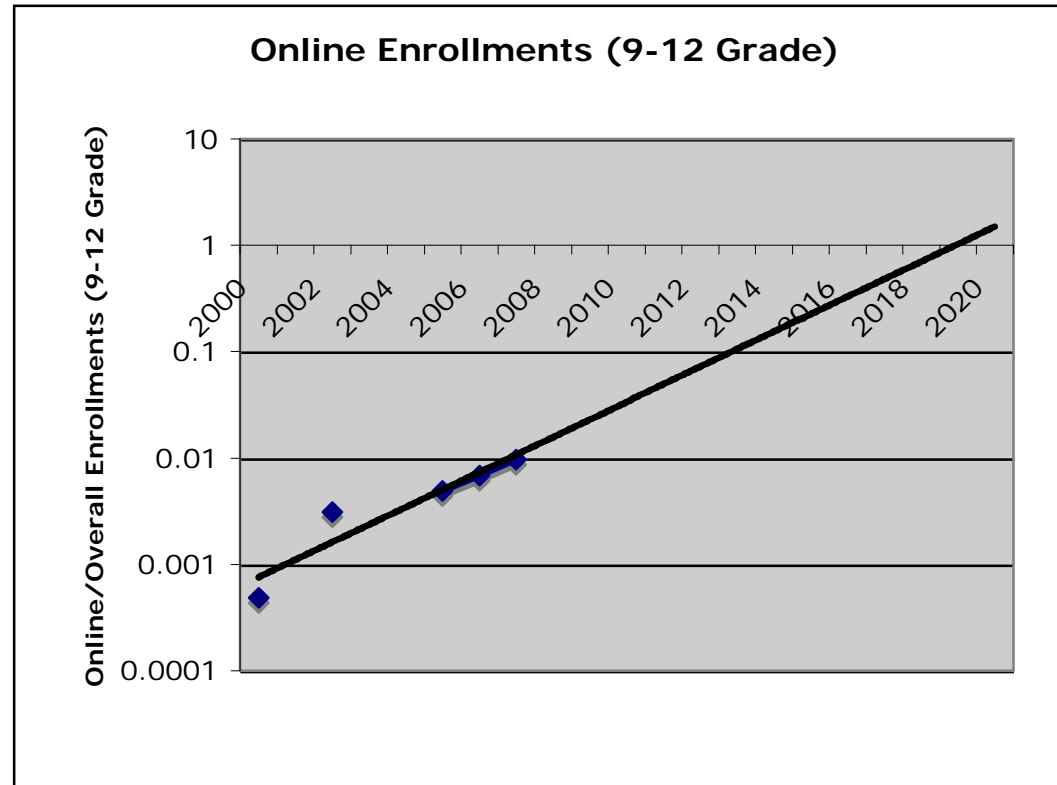
Perfect opportunity to implement computer-based learning disruptively



The substitution of one thing for another always follows an S-curve pattern



Online learning gaining adoption



Enrollments up from 45,000 in 2000 to 1,000,000 in 2007