

Disruptive Innovation's E-Badge Information  
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***Definition of Disruptive Innovation:***

Disruptive innovation is a new innovation that is introduced into a market, usually starting off inferior yet bearing a cheaper associated cost, but eventually growing and developing into a major market leader disrupting the current market for that product. Disrupting the incumbent and becoming superior.

Clayton Christensen first coined the term disruptive innovation in his book, *Disrupting Technology: Catching the Wave*, published in 1995. Christensen co-wrote the book with Joseph Bower. Christensen defined Disruptive Innovation as, "Generally, disruptive innovations were technologically straightforward, consisting of off-the-shelf components put together in a product architecture that was often simpler than prior approaches. They offered less of what customers in established markets wanted and so could rarely be initially employed there. They offered a different package of attributes valued only in emerging markets remote from, and unimportant to, the mainstream."

Clayton Christensen was born on April 6<sup>th</sup>, 1952 and is currently serving as the Kim B. Clark Professor of Business Administration at the Harvard Business School. Christensen co-founded the group Innosight, which is a management consulting firm specializing in innovation. Christensen earned a Bachelor of Arts degree from Brigham Young University in 1975, a Master of Philosophy in applied econometrics at Oxford University in 1977 (he was a Rhodes Scholar), a Master of Business Administration degree from Harvard Business School in 1979 (he was a George F. Baker Scholar), and a Doctorate of Business Administration from the Harvard Business School in 1992. Joseph Bower was born in 1939. He is currently the Baker Foundation Professor of Business Administration and has worked at the Harvard Business School for over 50 years. Bower's focus is on organizational leadership and corporate strategy. Bower graduated from Harvard University in 1959, received a Masters of Business Administration from Harvard Business School in 1961 (he was a Baker Scholar), and received his Doctorate of Business Administration from Harvard in 1963. He has also served as the Donald Kirk David Professor of Business Administration at Harvard, is the director of the Loews Corporation and the Director of the New America High Income Fund. Previously he has served as the director of the TH Lee Putnam EOP Fund, director of the Brown Shoe Company, Inc, and director of Sonesta International Hotels Corporation.

Michael Horn is also attributed to promoting and furthering the notion of Disruptive Innovation. Horn is a co-founder of the Clayton Christensen Institute and leads their educational programs. He focuses on disruptive innovation for K-12 and Higher Education. His main goal is to encourage students to reach their fullest potential by promoting student-centric curriculums. Horn received his Bachelor of Arts from Yale University and his Masters of Business Administration for the Harvard Business School. He has traveled the world studying innovation and is a member of the Education Innovation Advisory Board at Arizona State University and a member of the advisory committee for the Hechinger Institute on Higher Education and the Media at Teachers College affiliated with Columbia University.

***Examples of Disruptive Innovation:***

- Transportation offers an example of disruptive innovation. At first, the transportation market was pretty stagnant in 20th century until Ford introduced the Model T. The Model T was offered a significantly lower price and was factory created allowing for the vehicle to be mass produced which flooded the market with these cheaper vehicles "disrupting" the current transportation market.

- Netflix is another example of disruptive innovation. Prior to Netflix, people would actually have to physically go to video rental stores (Hastings, Blockbuster, etc) to rent movies for home viewing. Netflix entered the market offering customers the opportunity to receive "mail to home" movies eliminating the need for going to the video rental store. Furthermore, Netflix continued to disrupt the market by adding video streaming so people could watch movies straight from the comfort of their home through their devices connected to the internet which disrupted their "mail to home" movie concept. Netflix also started offering Television Seasons as well which helped to disrupt television stations market of showing tv series. Recently with the introduction of unique made for Netflix series such as "Orange is the New Black" and "House of Cards," Netflix is now creating a disruption for networks that spend lots of money creating shows that will capture the interest of their audiences.

- Phone usage has seen many disruptive innovations over the years, but the introduction of cell phones have definitely disrupted landlines for many people. Most people are giving up on even having a land line and instead just opting for a cell phone. Furthermore, the cell phone industry has definitely seen many disruptive innovations in its journey from the old school, large phones with the 2 foot long antenna to the Iphone today which is in and of itself a mini computer that can do practically anything.

### *My Prediction:*

I do think that Massive Online Open Courses will be a disruptive innovation for higher education. I think we have already seen it serve this purpose. MOOCs offer knowledge acquisition for life-long learners at a cheaper (most times "free") price. The question that really exists is whether MOOCs will prove to be successful. They are catching on and I think that we have already started to see them serve as a catalyst for other online learning opportunities such as the Kahn Academy. As MOOCs are developed and the older they get, they will become more familiar to the general population and will be more widely available for everyone to participate in. I think this first wave of MOOCs is really a trial period and we will see new developments and practices/policies that will develop around MOOCs.

Evidence suggests that MOOCs are already catching on. With over 4 million students enrolled, 83 partners, and 433 courses, in just 17 months, speaks volumes for how the program has rapidly grown. Also with the data on college tuition and debt, these courses are already proving education can be free. For now though, MOOCs are just mainly training and professional development opportunities, but once institutions of higher education begin accepting the completion of a MOOC for credit, that will officially open the flood gate for becoming a disruptive innovation.

An article in the Chronicle of Higher Education, Coursera Eyes Teacher Training With New MOOC Partners, Coursera announced that it was going to move into graduate programs with classes that will aid teachers in teaching. Dean of the Curry School of Education at the University of Virginia, Robert Pianta felt that although MOOCs are not going to replace curriculum, they might be used to supplement it. He said, "Let's experiment." I do think that the views of MOOCs currently are mixed. With the California Bill SB 520 being put on the backburner (the bill would require institutions to offer credit to students for passing MOOCs), I think that more evidence needs to be gathered to decide how disruptive a MOOC is going to be. To me there are three main challenges to MOOCs before it could ever become a major disruption:

- 1) There really needs to be student buy-in for MOOCs. Students need to see and understand MOOCs importance and see why it is important (i.e. through college credit at a cheaper price, etc). I think with all things, students need to understand and see the value in something before they get behind and support it.
- 2) Faculty need to get on board. Right now many faculty are afraid of MOOCs and afraid of what will happen if they accept MOOCs. Do they lose their job? Are they still going to get Tenure? What kind of difference can they make? I think there is a level of notoriety for professors teaching MOOCs. Look at Sebastian Thrun, who through his first Artificial Intelligence course had over 160,000 students enrolled.

Every student that took that class now knows who he is and what his expertise is on which could be great publicity for Thrun and open many doors.

3) Institutions need to figure out how MOOCs are going to be beneficial. I think through offering “signature tracks” so institutions can help to regain some of the capital that is expelled to invest in offering MOOCs is a start, but Institutions still need to work out the funding scheme of the MOOC system to ensure financial sustainability.

According to an article in the Chronicle of Higher Education, written by Steve Kolowich, titled “The MOOC 'Revolution' May Not Be as Disruptive as Some Had Imagined,” points out that MOOCs just are not gaining ground. Kolowich looks at Colorado State University-Global Campus offering to give credit for completion of a MOOC to students gained little interest from students as a whole. Furthermore Kolowich points to the Council for Adult and Experiential Learning likewise offering a similar program of MOOCs for credit fueled little interest. I think this just shows that MOOCs are going to need to be remarketed and rebranded and better explained. This first wave of MOOCs is a starting point, but as more companies begin to push MOOCs and more money, courses and notoriety is generated, I think we will begin to see students getting more involved in and supporting the MOOC for credit concept.

Higher education is an old institution and sometimes old institutions take a long time to warm up to and support change. I think that seeing how many campus partners and professors that have already gotten on board with the MOOC program is a refreshing thing to see because it shows that collectively, Higher Education to some extent realizes that a change is necessary, and a major change is going to come and that in order to be sustainable and be successful, Higher Education is going to have to look in a new direction to help foster this change.

<http://chronicle.com/article/MOOCs-May-Not-Be-So-Disruptive/140965/>

<http://chronicle.com/blogs/wiredcampus/course-eyes-teacher-training-with-new-mooc-partners/43679>