2011 Horizon.K12 First Round Results

RQ 1: Topics

topic	total	voters	1 yr	2-3 yrs	4-5 yrs
Mobiles	**68**	**31**	**25**	**6**	**--**
Cloud Computing	**65**	**32**	**26**	**5**	**1**
Collaborative Environments	**58**	**27**	**20**	**6**	**1**
Game-Based Learning	**54**	**29**	**12**	**15**	**2**
Personal Learning Environments	**48**	**27**	**12**	**7**	**8**
Electronic Books	**42**	**23**	**15**	**7**	**1**
Social Media	36	22	13	7	2
Social Networking	35	21	12	6	3
Augmented Reality	**33**	**21**	**5**	**11**	**5**
Learning Analytics	**30**	**17**	**2**	**7**	**8**
Cellular Networks	**28**	**19**	**5**	**10**	**4**
Open Content	**25**	**20**	**9**	**9**	**2**
Gesture-Based Computing	**25**	**17**	**2**	**3**	**12**
Online Communication	25	14	6	5	3
Virtual Worlds	24	15	2	8	5
Visual Data Analysis	23	15	3	4	8
Cognitive Tutors	23	12	1	7	4
Digital Identity	22	18	9	6	3
Semantic Web	22	15	2	6	7
Smart Classrooms	20	12	--	6	6
New Scholarship	20	9	--	4	5
Collective Intelligence	18	14	3	6	5
Web Aggregation Tools	17	12	1	4	7
Tagging	17	11	3	4	4
Competency-Based Pathways	17	10	--	5	5
Wireless Power	**16**	**13**	**1**	**2**	**10**
Online Conferencing Venues/Technologies	15	12	3	7	2
Alternative Licensing	15	10	3	4	3
Context-Awareness	14	11	1	6	4
Robotics	14	8	2	3	3
Learning Objects	13	10	2	4	4
3D Video	13	10	1	4	5
Geolocation	12	12	4	5	3
Artificial Intelligence	12	7	1	--	6
Brain-Computer Interfaces	12	8	--	1	7
Telepresence	10	9	1	2	6
Smart Objects	10	10	2	2	6
3D Printing	9	8	--	2	6
Location-Based Services	8	7	--	1	6
Thin Film Displays	7	6	--	1	5
Geosocial Networks	7	6	--	3	3
Near Field Communication(NFC)	6	5	--	2	3
Statistical Machine Translation	5	4	--	1	3
Thunderbolt I/O	2	1	--	--	1

Red = Less than One Year
Blue – Two to Three Years
Orange = Four to Five Years
Grey = allowable horizon – ties are within 10% of voters, or 4 votes

RQ 3: Challenges

topic	total	voters
People expect to be able to work, learn, and study whenever and wherever they want to.	28	15
1-to-1 computing is spreading to a large number of countries and regions.	26	16
As IT support becomes more and more decentralized, the technologies we use are increasingly based not on school servers, but in the cloud.	22	16
The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators.	21	15
Blogs, open textbooks, electronic journals, and forms of expression embodied in new media formats are challenging the notions of academic writing.	20	14
The perceived value of innovation and creativity is increasing.	20	14
Devices like Apple's iPad are filling a niche that is neither 'big smart phone' or 'small laptop.'	17	11
Technology continues to profoundly affect the way we work, collaborate, communicate, and succeed.	17	13
It becomes more and more evident every year that students are not deeply engaged in learning at school.	16	10
Not only will we see a convergence of tools in the next five years, we will also hopefully see a convergence of disciplines, cultures, and many other areas we have been claiming there have been convergences for the past decade.	15	7
Web 2.0 tools are re-defining the way we live, work and play.	13	8
Technology is increasingly a means for empowering students, a method for communication and socializing, and a ubiquitous, transparent part of their lives.	13	9
The traditional role of teacher to student is shifting in that students come to school knowing more than teachers in certain areas because of anytime / anyplace learning.	11	8
The world of work is increasingly collaborative, driving changes in the way student projects are structured.	10	9
The lack of time coupled with the overwhelming amount of information have a tendency to restrict the exposure to information/knowledge to a limited range of sources.	10	7
World-wide access to information is challenging the knowledge teachers and students have about how to search.	9	4
There is increasing interest in just-in-time, alternate, or non-formal avenues of education, such as online learning, mentoring, and independent study.	9	8
There is a trend toward tying credentials to proficiency assessment rather than seat time.	7	4
The way we think of learning environments is changing.	7	5
Computers as we know them are in the process of a massive reinvention.	5	4
World-wide access to education, including high quality tertiary education and professional credentials are becoming more widespread.	4	3
The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.	4	4
There is a growing willingness on the part of administrators to consider new approaches to combining face-to-face and technology-assisted instruction.	2	2
The technium (eco system of co-dependent technologies) has great potential of impacting the core mission of education.	2	2
There are Innovative and creative researchers and authors continuing to bring forward new models of theory and practice.	2	2
People expect to be able to work, learn, and study whenever and wherever they want to.	28	15
1-to-1 computing is spreading to a large number of countries and regions.	26	16
As IT support becomes more and more decentralized, the technologies we use are increasingly based not on school servers, but in the cloud.	22	16
The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators.	21	15
Blogs, open textbooks, electronic journals, and forms of expression embodied in new media formats are challenging the notions of academic writing.	20	14
The perceived value of innovation and creativity is increasing.	20	14

RQ4: Trends

topic	total	voters
People expect to be able to work, learn, and study whenever and wherever they want to.	29	16
1-to-1 computing is spreading to a large number of countries and regions.	27	17
As IT support becomes more and more decentralized, the technologies we use are increasingly based not on school servers, but in the cloud.	23	17
Blogs, open textbooks, electronic journals, and forms of expression embodied in new media formats are challenging the notions of academic writing.	22	16
The perceived value of innovation and creativity is increasing.	22	16
The abundance of resources and relationships made easily accessible via the Internet is increasingly challenging us to revisit our roles as educators.	21	15
Technology continues to profoundly affect the way we work, collaborate, communicate, and succeed.	18	14
Devices like Apple's iPad are filling a niche that is neither 'big smart phone' nor 'small laptop.'	17	11
It becomes more and more evident every year that students are not deeply engaged in learning at school.	16	10
Not only will we see a convergence of tools in the next five years, we will also hopefully see a convergence of disciplines, cultures, and many other areas we have been claiming there have been convergences for the past decade.	16	8
Technology is increasingly a means for empowering students, a method for communication and socializing, and a ubiquitous, transparent part of their lives.	15	11
Web 2.0 tools are re-defining the way we live, work and play.	13	8
The world of work is increasingly collaborative, driving changes in the way student projects are structured.	12	11
The traditional role of teacher to student is shifting in that students come to school knowing more than teachers in certain areas because of anytime / anyplace learning.	11	8
The lack of time coupled with the overwhelming amount of information have a tendency to restrict the exposure to information/knowledge to a limited range of sources.	10	7
There is increasing interest in just-in-time, alternate, or non-formal avenues of education, such as online learning, mentoring, and independent study.	10	9
There is a trend toward tying credentials to proficiency assessment rather than seat time.	10	5
World-wide access to information is challenging the knowledge teachers and students have about how to search.	10	5
The way we think of learning environments is changing.	7	5
Computers as we know them are in the process of a massive reinvention.	5	4
The technologies we use are increasingly cloud-based, and our notions of IT support are decentralized.	5	5
World-wide access to education, including high quality tertiary education and professional credentials are becoming more widespread.	4	3
There is a growing willingness on the part of administrators to consider new approaches to combining face-to-face and technology-assisted instruction.	3	3
The technium (eco system of co-dependent technologies) has great potential of impacting the core mission of education.	2	2
There are Innovative and creative researchers and authors continuing to bring forward new models of theory and practice.	2	2