Universidad de Guadalajara
Workshop

Planning an academic programme using e-learning

Overview

1. Introduction
2. Purpose of workshop
3. Who you are, what you do
4. Outline of workshop
5. How we will work
6. Questions?

Purpose of workshop

When you leave this workshop, you should be able to:

- know how to decide whether or not to use e-learning in an academic programme
- what type of e-learning would be best for the programme
- how to make sure it is used well

Getting to know you

What is your name?
What is your job?
Who do you work for?
What do you do?
What is the main challenge you are facing regarding e-learning?
Dos minutos per favor!

Workshop outline

Monday, 25 September
12.00 - 14.00 Introduction to planning
16.00 - 18.00 Institutional context
18.30 - 20.00 Group reports
Tuesday, 26 September
12.00 - 18.30 A vision for e-learning
18.30 - 20.00 Planning a programme

Workshop outline (cont.)

Wednesday, 27 September
12.00 - 15.00 Defining support needs
15.00 - 18.00 Financial issues
18.00 - 20.00 Implementation, evaluation and internal politics
Farewells

How we will work

A community of practice: share experience;

I organize/moderate/suggest

You add/challenge/change/adapt

I suggest/describe planning process

You adapt/apply to your own context

You work in groups to plan a programme

The importance of academic departments in change and innovation

Two typical approaches to change:

- top down: Presidents or governments decide a strategy then try to implement it

  universities like graveyards; autonomy of the faculty member

- bottom up: early adopters; Lone Rangers

Decision making

How are academic programme decisions made in your institution?

Third way: collegial team

- senior administrators (dean, head of dept.)
- professors
- support staff

Group work

Need four groups of 6-7 people

Each group mix of managers (dean) professors, support staff

Each group: similar programme interests (arts/science etc)

Decide on an academic programme with e-learning potential

Chair (dean, etc.) + reporter

Organise groups now

Deans/heads of department

Professors/teachers

Support staff

Suggested academic area (Business, education, Science, etc.) for each group: school or training groups?

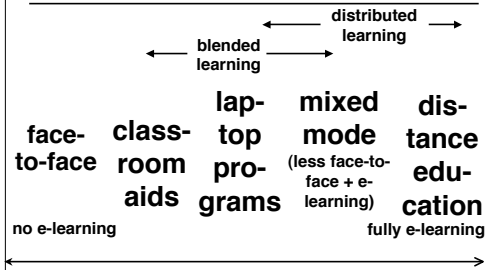
Move! (and meet each other)

What is e-learning?

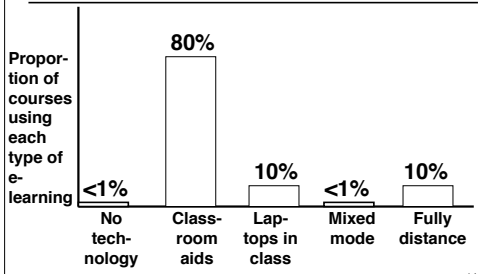
My definition:

all computer and Internet-based activities that support teaching and learning - both on-campus and at a distance

What is e-learning?
(Bates, 2005)



Current proportion of different types of e-learning in North America + Europe



Making choices

For any programme:

- **Where on the continuum of e-learning should this course or programme be?**
- **Who should make this decision: the teacher, the academic department or the institution as a whole?**

To answer these questions, we must look at the reasons for e-learning

The 'natural' development of e-learning

1. **Lone Rangers - all alone**
2. **Grants for Lone Rangers**
3. **Rapid expansion; low quality**
4. **A strategic plan**
5. **Focused, sustainable, high quality e-learning**

Why strategic planning is needed

Third stage:

- **rationale for e-learning not clear**
- **concerns about poor quality**
- **duplication**
- **faculty (and student) workload increases**
- **increasing costs**
- **disillusion grows, growth stops**

The basic elements of a plan (overview)

- **mandate/responsibility/deadline**
- **planning process (committee?)**
- **SWOT analysis**
- **agreement on definition**
- **rationale for e-learning**
- **core values and principles**
- **vision**
- **academic plan**

The basic elements of a plan (overview) cont.

- faculty needs (training, time)
- support needs (design, library)
- student needs
- technology needs
- content management
- budget implications
- implementation
- evaluation/monitoring

Mandate

- direction from rector, vice-rector, dean, head of department or faculty meeting: requires broad institutional support
- identify responsible person to lead planning (internal/external?)
- communicate decision to all stakeholders (faculty, students, support staff)

Planning process

- who will recommend decisions?
- steering/advisory committee?
- meet with all stakeholders: identify current state/interests/challenges
- senior admin., faculty, students, employers, support depts., union reps
- who will decide?
- integrate with other planning activities

SWOT analysis

Strengths/Weaknesses/ (internal)

Opportunities/Threats (external)

- brainstorming
- external people
- leaders

Identify issues that MUST be addressed

SWOT analysis (cont.)

Some issues:

- students: same or changing? New markets?
- curriculum/employers needs
- faculty skills/support
- financial: inc. new revenues?
- technology

Group work

Group to decide on

institution

academic department

course or programme with potential for e-learning

Do SWOT analysis re using e-learning

Back by…

Agree on what e-learning is

Get agreement on definition of e-learning:

- defined by experts
- signed off by all stakeholders

Goal: use of common language

Clarify rationale for e-learning

Core values and principles

Arise from SWOT analysis:

what issues must be addressed if e-learning is to be successful?

Example: job losses, extra work, lack of training, no money

What core values/principles will address these issues?

Examples of core values or principles regarding use of e-learning (pp 9 - 10)

- only used when it adds value
- e-learning decisions made by academic departments
- not to replace professors but to improve learning
- no extra work by using best practices

Group work

1. Define rationale for e-learning in your chosen course/programme
2. Identify core values/principles that will drive your use of e-learning, in the light of the SWOT analysis

Developing a vision for teaching with e-learning

Departmental vision

e-learning a tool, not a panacea

need to identify where it will bring most benefit

depends on type of students, nature of topic

departments to develop vision of teaching/learning + role of e-learning that drives funding

Vision for teaching and learning with technology

develop departmental teaching plans based on situational analysis
- market: who are the students?
- curriculum: what to teach
- methods: how to teach (based on skills and learning outcomes)

how can technology help?

Vision: 2000

UBC: public research university (35,000 students)

new strategy for e-learning

workshops for professors

how do we want to teach?

scenarios

summary video

Developing vision

- discipline-based workshops
- show-and-tell brown bag sessions
- consultants/external experts
- conferences

Mandate for video (2000)

fit academic plan: goals:
- learner-centred teaching
- research into u.g. teaching
- inquiry-based learning (PBL)
- collaborative learning
- community-linked

Mandate for video

include lifelong learning

assume large classes

exploit existing campus

use 'known' technology

realistic about cost

8 minutes length

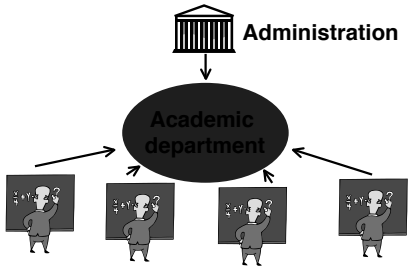
Developing a vision for teaching with technology

Group work

1. Identify what kind of students to be taught
2. Identify basic content
3. Identify what kind of teaching approach to take
4. Describe how teaching will be delivered and how students will learn using e-learning

Academic planning

The critical role of academic departments



The importance of the academic department

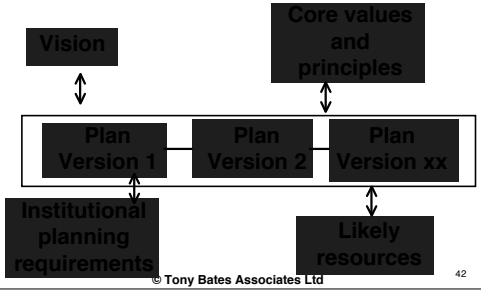
- Academic departments determine programs and curriculum
- Bridge between autonomy of faculty and institutional objectives
- Place where consensus can be built
- Academic departments determine the success or failure of e-learning

Planning goal for academic departments

Academic departments:

Each program will develop a vision and plan for teaching and learning, including the appropriate use of e-learning

Building a planning blueprint



What's in the plan?

- the rationale for the programme
- the student target group, who, numbers
- academic level, qualification, credits, pre-requisites
- content/learning outcomes/ assessment
- other similar programmes

What's in the plan?

- teaching approach
- proposed choice/use of technologies, inc. student computer requirements
- programme team
- start date
- programme administration: tutors, admission
- financial plan, inc. fees, resources needed
- risk management

Support needs

New models of course development

1. Lone Rangers
2. boutique
3. collegial materials development
4. project management

Lone Rangers

- main model everywhere
- early adopters; essential for change
- dedicated; no alternative
- too much effort: no boundaries
- poor interface/graphics/more time than professionals
- idiosyncratic: no economies of scale
- deter other professors; greater cost

Boutique model of course design

- on demand technical support
- technology not educational design
- high cost
- difficult to manage
- not scalable

Collegial materials development

- academics work together
- mainly learning objects, but also courses (California)
- share materials (e.g. MERLOT, Harvey, CAREO, Ariadne)
- collaboration between universities essential

Project management

- establish projects
- work in a team
- professor + course developer + web designer
- schedules/budgets/product
- funding linked to project management
- not popular with faculty

Course developers

- instructional design
- scheduling/tracking/ commissioning work
- managing budgets
- course maintenance
- course meetings and minutes

What is a course developer?

- A new knowledge worker
- project manager
- instructional designer
- B.Sc. in informatics
- Masters of Education
- taking Ph.D., specializing in learning objects

media production

Professionals in media production:

- print design
- A/V media
- web design

Quicker and better than students or professors

The continuum of design

face-to-face | classroom aids | laptop programs | mixed mode | distance education

technical help

less —— change in methods —— more

more up-front money

Student support

Student support

should students be required to have a computer?

who should provide it: institution or student? who pays?

- driven by mandate; target those in need: sponsorship, bursaries, loans
- driven by academic goals

every department needs policy

Student computer access

options: none, optional, required

if required, MUST add value

- course re-design FIRST

institutional access: computer labs, residences, laptops ('Thinkpads)', wireless

student ownership: standards, tech support

Student support

different levels of computer literacy:

- keyboarding, hardware, software, networking, searching and analysis

program to bring all students to minimum level (role of library?)

build in additional IT skills in courses as needed

student 'computer stars' to assist

Student support

If mandatory for teaching, admin services must become web-based

the seamless Web:

- class-lists/grades/e-mail addresses

portals:

- student self-management
- e-portfolios

Student administration

recruitment/marketing/fund-raising/alumni

admission/registration/book sales/online fee payments

student records, class lists,grades

an integrated e-strategy (www.estrategy.ubc.ca)

Technology needs

What does university provide?

Technology access, on and off campus

What technology help/training does programme need?

How to ensure good service is provided?

Content management

Build, buy or borrow?

Who owns digitally created material?

What to do with material once created: re-use, re-sale?

What format should it be created in?

Group work

Draft Plan Version 1

- vision, values, institutional planning requirements, likely resources
- rationale/students/academic issues/competition/teaching approach/technology/team.

Budget implications

Develop a business plan

- revenues as well as costs
- project management
- track, allocate and project costs (including time) over several years
- identify risks and options
- evaluate after five years

What's in a business plan/budget?

Depends on institutional methods

Best strategy: 5 -7 year budget plan

Key assumptions:

- academic and support staff time
- enrolments per course/semester
- student-teacher ratios

What's in a business plan/budget?

Revenues:

- allocated resources (staff)
- government grant (cash)
- tuition fees
- special grants
- loans
- other (sponsorship, alumni)

What's in a business plan/budget?

Expenditures:
- fixed and variable costs
- direct and indirect (overheads)
- up-front planning (overhead)
- programme co-ordinator (fixed)
- production costs (fixed)
  - academic + support staff
  - media production/copyright

What's in a business plan/budget?

Expenditures (cont.)
- course maintenance (fixed)
- delivery (variable)
  - tutors
  - materials
  - support staff
  - student administration
- loans/interest

Overheads/indirect costs

Costs that cannot be directly linked to programme, but must be paid

e.g. Rector's Office, Dean's office, IT infrastructure,building maintenance

UBC: overheads = 53%

Negotiate, negotiate

Balancing the budget

Calculating the 'break-even' point between revenues and expenditures (over six years):

Break-even when revenue = expenditure

Fee = expenditures (- grant)/no. of students over length of programme

Margin for safety

Use different assumptions

Group work

Key assumptions:
- how much time for development?
- how much time for delivery?
- student/teacher ratio? tutors and/or professors?
- how much time do students study per course or credit?

Group work

Develop a budget for your project.

Planning = year 0.

Use five years - spread courses?

Salaries: cost per working day (minus weekends/holidays) = 200 days per year: how much for research?

Allow 20% for overheads

Implementation and evaluation

Measuring success: set targets

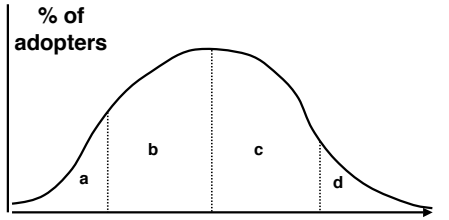
- enrolments
- within budget
- cost per student
- quality assurance process
- accreditation
- benchmarking

Implementation and evaluation

Measurements (cont.):

- student satisfaction
- employer satisfaction
- programme accreditation
- student performance
- increased revenues

The diffusion of innovation



Resistance to innovation (Rogers, 1995)

Is planning possible?

Is this approach practical in your institution? Why/why not?

How to win friends and influence people

- what do key people want?
- how can e-learning help?

General questions and comments

Conclusions

- e-learning requires fundamental changes to way teaching offered
- better for some students than others
- dependent on re-training of faculty and re-organization of teaching
- e-learning essential for economic development in many countries
- e-learning is strategic not technical

Further information

Bates, A. (2001) Cómo gestionar al cambio technológico Barcelona: Gedisa

Epper, R. & Bates, A. (2004) Ensenar al profesorado como utilizar la tecnologia Barcelona: Editorial UOC

Bullen, M. and Janes, D. (ed.) (2006) Making the Transition to e-Learning Hershey, PA: Ideal