

MOOC: #Change11: Education, Learning and Technology

Transforming teaching and learning through technology management

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Overview

- Importance of technology for teaching
- Need for management, which includes:
 - Leadership and planning
 - Organizational structure
 - Quality assurance
 - Resource management
 - Removing barriers to change
- Conclusions

Questions

1. Has HE teaching changed much in the last 100 years?
2. Is the current model the best for 21st ©?
3. Should technology *enhance* the current teaching model or *transform* it?

The importance of technology

- ◆ Changes in HE
- ◆ Importance of digital technology
- ◆ Learners have more control
- ◆ Basic delivery model unchanged since 19th ©
- ◆ Need to rethink how we teach in HE

Current practice

- ◆ Technology management in 36 institutions: 11 case studies
- ◆ Very different approaches
- ◆ Also some common features
- ◆ Ranked institutions

Current practice

Main goals for technology:

- ◆ Modern IT infrastructure
- ◆ ERP systems for admin
- ◆ Enhance classroom teaching
- ◆ \leq fully online (10-20%)
- ◆ LMSs main technology

V. conservative + adding cost

Questions

1. Do you have a strategic and an academic plan?
2. Do you have an e-learning plan? Integrated or separate?
3. At what level is such planning done?

Leadership and planning

Senior management team
critical

For learning technologies:

- ◆ Shared vision
- ◆ Set measurable strategic goals
- ◆ Develop governance mechanisms

Leadership and planning

Goals (examples):

- ◆ Flexible delivery
- ◆ 21st century skills
- ◆ Subject-relevant IT skills/
knowledge
- ◆ Improving cost-effectiveness

Goals need to be communicated and resourced; need for a plan

Leadership and planning

Planning for LTs at several levels:

- ◆ Institutional
- ◆ Schools/Faculties
- ◆ Program

Strategic thinking vs
detailed plans

- ◆ Visioning for instructors
- ◆ LT Centres

Organization: case-study results

- ◆ Projects not part of broad strategy
- ◆ Committees with weak mandates
- ◆ Growth of LT support units
- ◆ Gaps and duplication
- ◆ Instructors decide on use of technology

Organization: best practices

1. High-level technology committee with sub-committees
2. Clear mandates for committees, schools, LT centre(s), instructors: who can decide/do what
3. Formal communication channels

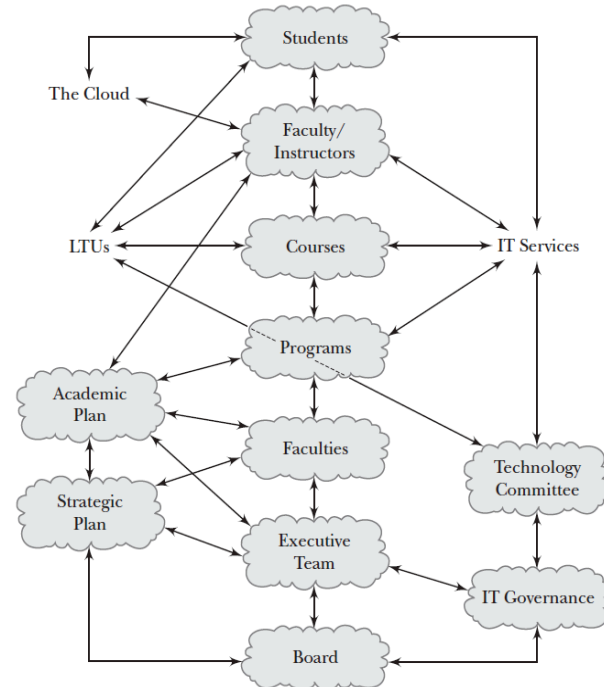
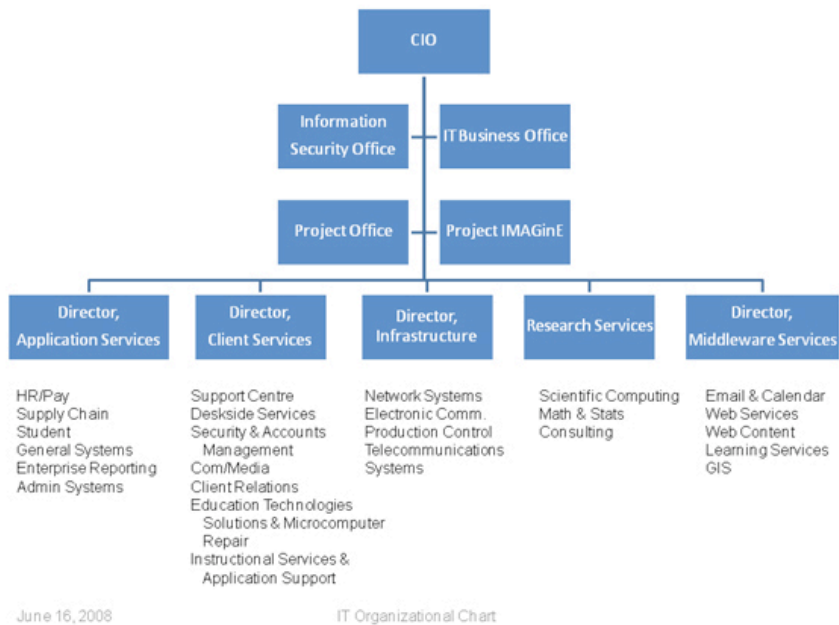
Organization: best practices

- ◆ Choice of 'core' technologies for teaching: program level
- ◆ Innovation: three stage process:
 - ◆ Exploration
 - ◆ Pilot and evaluation
 - ◆ Adoption

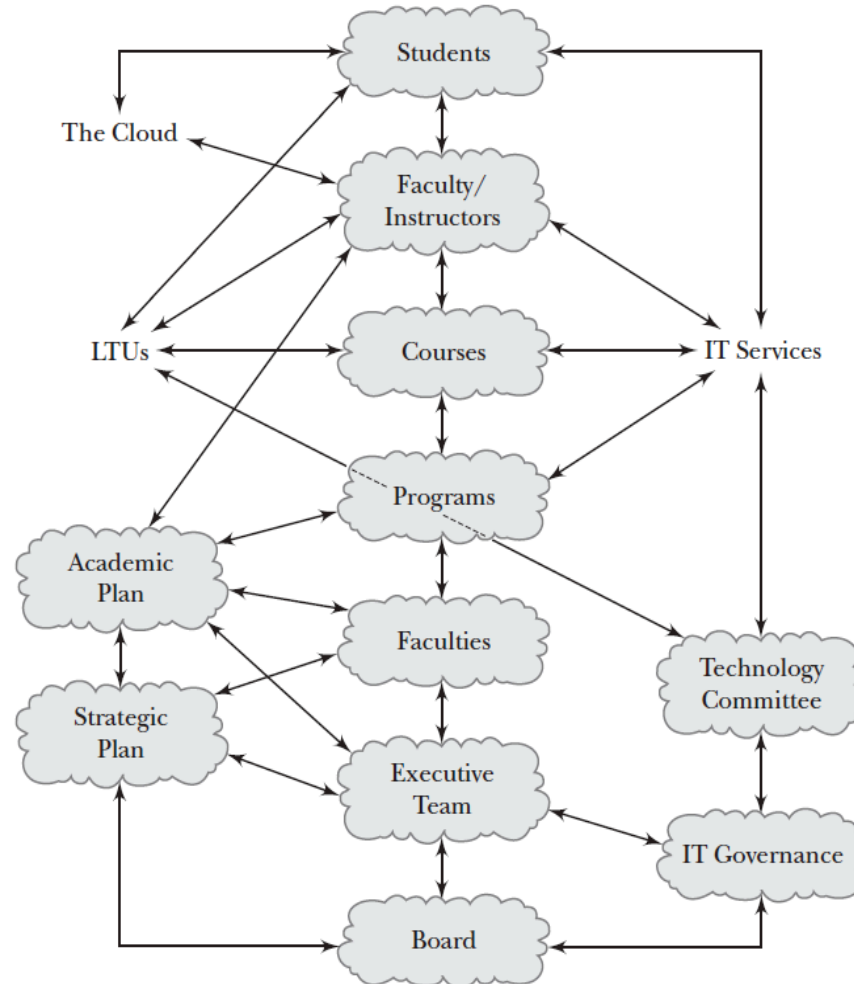
Governance: lessons from case studies

- ◆ Technology permeates organization
- ◆ Line management/silos inappropriate
- ◆ Collective decision-making
- ◆ Clear mandates needed
- ◆ Senior admin + CIO to monitor

Integrated planning and governance



New model of governance



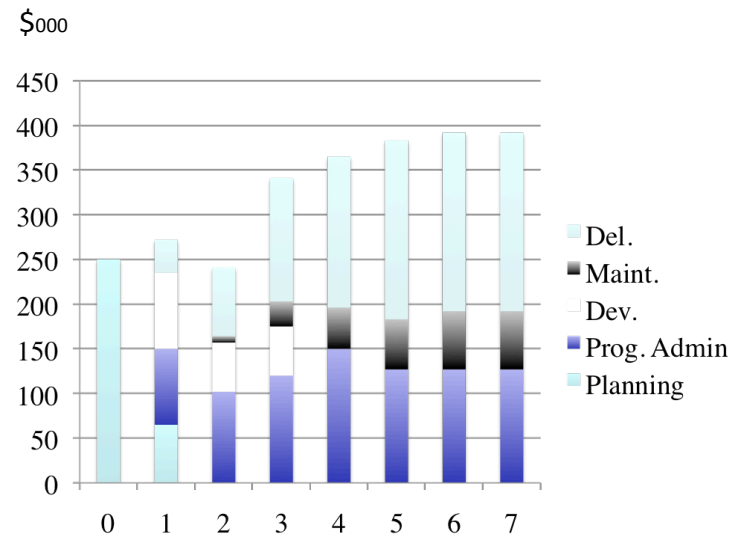
Quality assurance: best practices

- ◆ Standard program approval process
- ◆ Follow guidelines on best practices for e-learning
- ◆ Program teams decide what will be taught and how
- ◆ Instructors work with instructional and media designers
- ◆ Evaluate

Questions

What's the cost of an online course compared with a classroom course?

What are the important factors that influence the cost of online courses?



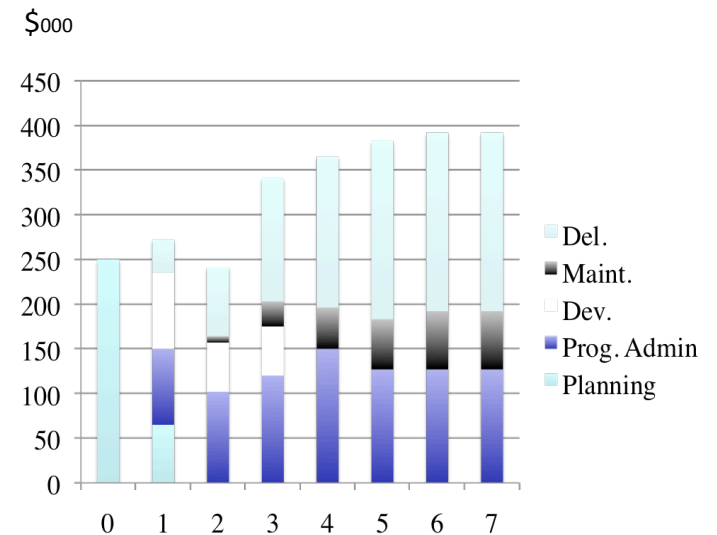
Resources

Costs not known

Two main costs: instructor time
+ instructor support (LTUs)

Main factors: course design;
no. of students; method of
working

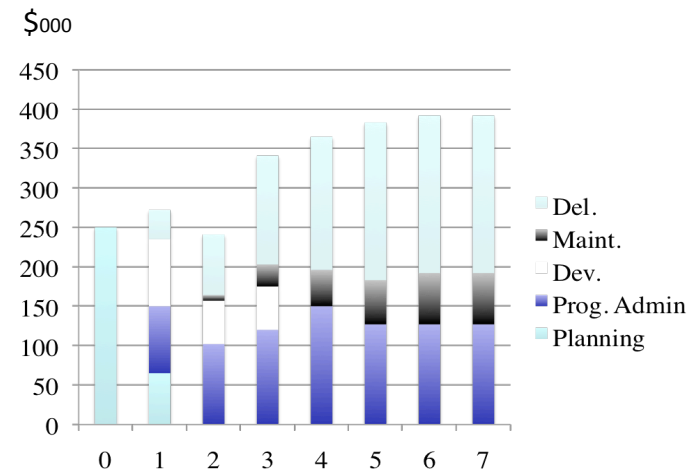
Costs going up: technology an
add-on



Resources

Ways to control costs:

- ◆ Course redesign:
 - ◆ Replace existing activities
 - ◆ Transfer 'work' to students
- ◆ OERs
- ◆ Pre-service instructor training



Barriers to change

- ◆ HE 'culture', especially the Socratic myth
- ◆ Reward system
- ◆ Lack of pre-service training in teaching for instructors
- ◆ Lack of training for administrators

Questions

1. Does the existing classroom model have to change? If so, why?
2. How can technology help – or does it make it worse?
3. What can you do to bring about the necessary changes?

The ultimate questions

1. Can universities or colleges change from within, or do we need new institutions for 21st century learning?
2. What would reformed or new universities/colleges look like?

This is the topic of this week's
MOOC

General discussion

Reference:

Bates, A. and Sangrà, A. (2011) *Managing Technology in Higher Education: Strategies for Transforming Teaching and Learning* San Francisco: Jossey-Bass

Web sites:

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