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Managing institutional change:

moving an institution towards new models of learning

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Key changes that will impact on use of technology for teaching

- Changing workforce; new work and new knowledge/skills

- Changing students; more diversity

- Need for more individualized learning (personalization)

- New modes of delivery: blended, online, OERs, MOOCs

- New technologies: video, social media

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Questions

Does your institution have a strategic plan?

Does U. of Southern Denmark have a plan or strategies that address any of the following:

- the use of technology for teaching or

- e-learning or

- online learning or

- digital learning or

- developing 21st century knowledge/skills?

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Overview

1. What we know about managing LTs

2. Current approaches

3. Problems with current methods

4. Changing role of professors

5. A new approach

6. Institutional culture and change

7. Student privacy and security

8. Conclusions

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1. What we know:
universities are difficult to manage

- all management is messy (Mintzberg)

- devolved decision-making/academic freedom

- LT only one, new aspect of management:
  - academic + technology + management

- rapid technological change

- fear of managerialism; resistance to change

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1. What we know:
research

Less than 10% of publications on topic

So: Bates and Sangrà (2011): 11 case studies: 6 in Europe; 5 in North America

Changes since 2010: more universities now doing serious LT planning (e.g. UBC, Ottawa): MOOCS + government

Drawing on results from case studies + more recent experiences

MANAGING TECHNOLOGY IN HIGHER EDUCATION
Strategies for *Transforming* Teaching and Learning

A.W. (TONY) BATES · ALBERT SANGRÀ

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1. What we know:
governance and administration of learning technologies

Case studies indicated:

- Growth of learning technology (LT) support units (instructional designers)

- Growth of LT committees, but no clear mandates/decision-making authority

- Duplication and gaps in support/decision-making regarding LTs

- Need for a clear governance structure based on teaching and learning goals

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2. Current approaches:
typical university planning model

(Brief) institution-wide strategic plan (aspirational)

Academic plan (new programs/degrees, etc.)?

Program plan/curriculum based on interests of professors

Professors/instructors design course (with or without support)

Committee (or ICT dept.) decides university-wide technologies

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2. Current approaches:
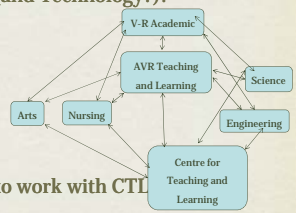### typical learning technology governance model

Vice-Rector for Teaching and Learning (academic)

Centre for Teaching and Learning (and Technology?):
- Faculty development
- Instructional design
- Media design (web, video, etc.)
- Manage LMS?

Professors (10%?) decide whether to work with CTL

ICT dept. manages infrastructure + equipment

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3. Problems with this approach

- Everything depends on individual professor

- No (mandatory) pedagogical or technology training or use of support

- No incentives to change

- Weak connection between institutional goals and course design/delivery

- No focus on identifying/agreeing on the knowledge and skills needed by students

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4. New roles for instructors

- Teaching performance will be a major competitive advantage

- Instructors need pedagogical knowledge + technology skills

- Requires pre-service + in-service training + tenure/promotion reward

- Learning technology support (instructional designers + media designers) + team-work

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4. New roles for professors:
need for systematic training in teaching

- the current model is broken: unsystematic and optional

- flying a plane without lessons

- pedagogy + technology + teamwork

- need to start with post-graduate students

- not just pedagogy+ technology; also team work; visioning; planning

- new solutions needed

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4. New roles for professors:
lack of readiness for teaching in a digital age

Instructors in most institutions are not adequately prepared to teach well (with or without technology)

Training of all instructors in teaching should be systematic and compulsory (especially in universities)

Systemic difficulties in doing this

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5. A new approach is needed:
What kind of institution?

What kind of institution do we need in a digital age?

What differentiates us – why would students come to us?

How do we turn goals into reality?

Who should decide?

5. A new approach needed:
the importance of strategic thinking

Institutions with plans do better:

- change agents empowered,
- gives 'permission'
- resources identified and allocated

BUT: strategic *thinking* even more important than a plan

- better engagement of professors
- ongoing process

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5. A new approach needed:
the importance of strategic thinking

Professors need to be engaged in setting/implementing teaching goals

Such goals in teaching and learning best achieved through instructors:

⑩ visioning

⑩ discussing

⑩ planning programs

⑩ designing and evaluating courses

Program planning the key

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5. A new approach is needed:
setting appropriate learning goals and direction

What goals for learning technologies? Examples:

1. Increase access to learning (new markets), e.g. online distance
2. Increase flexibility, e.g. hybrid
3. Develop 21st century skills (*new* outcomes)
4. Increase student engagement
5. Individualize learning
6. Improve productivity (better outcomes, less cost)

All are measurable

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MEASURABLE GOALS
(after strategic thinking)

Academic goal	Strategies	Intended outcomes	Performance indicators (within 5 years)
Flexible learning	1. Offer online professional masters	a. Increase lifelong learning market b. Develop self-financing programs c. Retain alumni d. Increase links with employers	1. 5 online masters in development 2. Target enrollments/revenues achieved 3. New research faculty hired 4. 10 organizations contributing to programs (cases, hiring grads, adjuncts, etc.)
	2. More hybrid learning in undergraduate teaching	1. Increased interaction with instructors 2. Improved cognitive skills 3. Improved student satisfaction	1. Survey of faculty + students 2. Better student assessments/grades

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5. A new approach is needed:
Case: Bachelor of Computer Science

Dalhousie Univ: too many students not graduating

Wrong sequence of courses

Identified desired learning outcomes for each course

What pre-requisite knowledge needed

What outcomes helped later courses

Curriculum map negotiated

Students now can see how it fits together

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5. A new approach is needed:
what are the implications of learning in a digital age?

Strategies for whole program:
- learning outcomes (skills/knowledge);
- teaching methods;
- modes of delivery

LMS to guide program/course structures; professors decide on other technologies

Instructors work in teams with colleagues/instructional designers

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5. A new approach is needed
professors as teaching consultants?

Senior professor leads program team
- selects/supervises instructors
- oversees curriculum
- supervises assessment
- content online: team produced
- instructors 'learning and skills facilitators'
- instructors assess students

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5. A new approach is needed
a strategic approach to blended learning

Who should decide on:
- face2face/blended-hybrid/fully online
- choice of technologies on a course?

Institutional leadership sets general direction, e.g. 33% hybrid in five years

Program team decides balance based on student profile/learning outcomes, integrated with annual academic planning and budget process

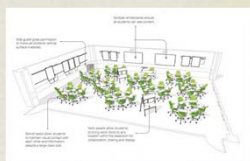Instructors decide on mix at course level

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5. A new approach is needed
what kind of campus is needed in a digital age?

How will a move to blended/hybrid learning affect campus space and use?
- what kind of campus will we need in 10 years time?
- what will be the best way to accommodate more students – online learning or more buildings?

6. Dealing with institutional culture

The effective use of technology requires changes to key processes, teaching in particular

Barriers to change:
- tradition
- autonomy of professors
- lack of incentives
- lack of training in pedagogy
- poor management

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6. Managing cultural change

Professors must be part of the solution by:

- understanding rationales for use of LTs
- being involved in decisions about LTs at all levels
- working in a team with IDs, etc.
- being better trained
- finding teaching more fun and rewarding with LTs

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7. Student privacy and data security

- Social media + cloud computing
- Government and U.S. internet companies have access: student data really valuable commercially
- Dangers of hackers
- Irresponsible student use
- High cost of securing data: need a strategy

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Conclusions

- Future is not pre-determined; you have choices
- What kind of institution do you want to be?
- What is your competitive advantage?
- What are your main threats and dangers?

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Conclusions

The biggest challenge for leadership is to change entrenched cultures for LTs to be used successfully

Good leadership is essential for the successful use of technology

Leadership can be found at all levels

In a university, successful leadership requires teamwork and good governance/delegation
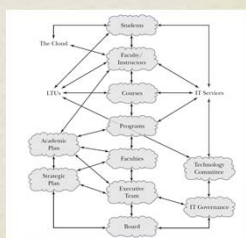

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Conclusions

The external world is changing rapidly and this must influence how we teach our students

I have no solutions

Solutions must be invented

Solutions will best come from within universities

But can they change?

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Questions and discussion

- Do we need to change how we teach to reflect changes in the outside world?
- How can we make university teaching more effective for students in a digital age?
- How can we reward excellence in teaching as well as excellence in research?
- What are the costs and risks of doing this – or of NOT doing this?

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References

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

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