Achieving Institutional Wide Adoption in Learning Technology

ITTHE Conference, Istanbul

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Who am I?

Blackboard (July 2015)
- Strategic Consultant (EMEA)

University Campus Suffolk (2010-2015)
- E-learning Development Manager
- Lecturer on PGCAP

Steering Group Heads of e-Learning Forum (UK)

University of Bath (2008 to 2010)
- Head of e-Learning (Deputise for Director of Learning & Teaching Enhancement Office)
- Module Leader (TEL) on PGCERT

University of Bristol (2002 to 2008)
- VLE (Blackboard) Operational Manager & Learning Technologist
- Visiting Lecturer in Graduate School of Education

Chairperson JISC RSC (Eastern)
National & Institutional lead on JISC & HEA projects
What is a Strategic Consultant?

- **Strategic Review**
  - Review current situation and readiness to achieve future goal
  - Make recommendations regarding effective practices

- **Strategic Planning**
  - Develop a plan for the institution to achieve its goals
  - Advice and guidance of models and approaches to change

- **Strategic Design**
  - Design and define a process, structure or academic product
  - Provide specialist subject matter expertise in "how to do this"

- **Strategic Delivery**
  - Embed a person to deliver/drive/mentor the change
  - Provide specialist subject matter expertise

- **Learning Technology Strategy**
- **Student Retention / Throughput**
- **Academic Adoption**
- **Online Programmes**
- **Online Assessment & Feedback / Grades Journey**
- **Learning Analytics / Data**
- **Student Data Lifecycle**
Who are you? (intended audience) – hands up

• Faculty / Lecturers
• Executive Leadership & Senior Managers
• Professional Services & Support Teams
Aims (Intended outcomes)

Effective adoption of learning technology is a little bit about technology and a lot about managing institutional change.

https://www.flickr.com/photos/132053576@N03/18721001439
What does success look like?

In pairs

1. Discuss, “from your perspective, what would success look like for an institutional wide adoption of learning technology (LMS)?”, ie.,
   - the LMS being used on all modules within a programme
   - A 100 % e-submission, e-marking and e-return of assessments

2. Discuss, how close do you think the institution you work at is to achieving this success?
# Thinking about change

**What do we mean by managing change?**

- A systematic approach to dealing with change with the aim of achieving lasting change
- Process, tools and techniques to engage with the people experiencing the change
- Supporting the academic community’s transition from situation A to situation B

**Why is managing change important?**

- Need to recognize that change can be overwhelming
  - Fear of the unknown
  - Fear of being ill-informed, ill-prepared, vulnerable
- Need to engage people in the change
  - Build trust
  - Get buy-in and sustain it
The starting point: The Change Equation

Eaton (2010) applies Gleicher’s change formula to predict whether an improvement program will be successful.

**Change Equation:** Successful change when >>>

\[ D \times V \times F > R \]

Where, D is the level dissatisfaction with the current state of affairs, V is the clarity of the vision of what the organization is trying to achieve and what it means to individuals, F is the clarity of what the first steps will be, and R is the level of resistance to the change.
Framework: Individual Lecturer Perspective

Characteristics of Technology Adoption

1. Leadership from the top
2. Institutional commitment and investment
3. Robust and reliable infrastructure
4. Effective and available support for academic staff
5. Ability to demonstrate the benefits to the student and staff experience
6. Evidence-based decision-making and a continuous cycle of improvement

Collis & Pals 4 Es Model
Leadership and Institutional Commitment (Extract: Strategic Review)

A senior leader who is endorsing and driving the change

- Ensuring that change aligns with institutional goals
- Bring consensus and consensus within the institution’s leadership team
- Incorporating goals in institutional plans and strategies

Institutional commitment and investment

- Internal resources to deliver the change;
  - Learning technology support
  - Change / project management
  - Funding for project and buy-in
- Demonstrate commitment to ensuring its successful adoption
- Reassuring academic community that time spent is valued by the institution
Leadership and Institutional Commitment (Extract: Strategic Review) – Full economic costings

<table>
<thead>
<tr>
<th>Do you have a TEL Team [Y]</th>
<th>Y</th>
<th>Y=Yes, N=No</th>
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<tbody>
<tr>
<td>How many students (FTE)? [SFTE]</td>
<td>x</td>
<td>z=0-9999, x=10000-39999, c=40000 plus</td>
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<tr>
<td>How many faculty members (FTE) do you have?</td>
<td>o</td>
<td>i=0-499, o=500-1999, p=2000 plus</td>
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<table>
<thead>
<tr>
<th>Output (Days)</th>
<th>Fixed</th>
<th>Variable</th>
<th>Total</th>
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<tr>
<td>Change Management (across all phase)</td>
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<td>64</td>
<td>64</td>
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<tr>
<td>Implementation Planning</td>
<td>22</td>
<td>36</td>
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<tr>
<td>Staff Development</td>
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<tr>
<td>Student Support</td>
<td>13</td>
<td>1</td>
<td>14</td>
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<tr>
<td>Operational Procedures (Management)</td>
<td>8</td>
<td>2</td>
<td>10</td>
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<td>Total</td>
<td>99</td>
<td>195</td>
<td>294</td>
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Leadership and Institutional Commitment
(Extract: Strategic Review)

Question 1: To what extent do you agree with the following statement;

The Senior Management at the institution where I work have contextualised an institutional vision for learning technology and articulated it to the faculty members

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Leadership and Institutional Commitment
(Extract: Strategic Review)

Question 2: To what extent do you agree with the following statement;

Within my institution there is a coordinating body comprising of high level stakeholders who regularly meet to monitor efforts, infrastructure and evidence around our learning technology to provide guidance and oversight

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Current Status
Leadership and Institutional Commitment  
(Extract: Strategic Review)

Question 3: To what extent do you agree with the following statement;

Within my institution there are policies addressing key aspects of online learning, these are updated when needed and changes are effectively communicated and understood across the organisation.

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Question 4: To what extent do you agree with the following statement;

Within my institution incentives for online teaching and course development are adequately funded and centrally administered; recruitment and promotion processes reward faculty who progressively master online teaching

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Leadership and Institutional Commitment (Extract: Strategic Review) – where does your institution score?

![Bar chart showing current status of leadership and institutional commitment]

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- Initial: 4
- Planned: 8
- Defined: 12
- Managed: 16
Leadership and Institutional Commitment
(Extract: Strategic Review)

Vision

To maintain and enhance a high quality, broadly based academic portfolio which builds on and further develops areas of University strength and potential including in relation to xxxx.

To develop increasingly flexible modes of delivery including through part-time and blended learning opportunities.

KPI >>> 20% of teaching in a module will be delivered online (blended)

Future Status: Recommendations
Effective & Available Support for Academic Staff (Extract: Strategic Planning)

To step away from the comfort zone and try something new requires strong support

- Technical skill development (How to complete certain tasks)
- Pedagogical development (why use it in a particular way)
Effective & Available Support for Academic Staff (Extract: Strategic Planning)

The dependence between technology and the learning design.

“Without a working knowledge of technologies, lecturers do not know what is possible ... equally, without knowledge of the ... pedagogical design of these technologies ... online learning environments will remain an underutilised and ineffective resource” (Owens 2012)

A community of practice is a group of people who share a concern or a passion for something they do, and learn how to do it better as they interact regularly.

This definition reflects the fundamentally social nature of human learning

Wenger-Trayner (2011)

Faculty as Agents of Change

The concept of a person’s absorptive capacity.

This is a person’s capability to identify and evaluate the potential value of relevant (external) knowledge. They propose the higher the level of absorptive capacity within the individual the higher the level of innovative performance. Moilanen et al., (2014)
Effective & Available Support for Academic Staff (Extract: Strategic Planning)

Question 1: To what extent do you agree with the following statement;

The institution I work at provides an extensive workshop and online courses programme for hands-on training in the effective use of leaning technologies, such as the LMS (Blackboard)

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Effective & Available Support for Academic Staff (Extract: Strategic Planning)

Question 2: To what extent do you agree with the following statement;

The institution I work at provides an extensive number of workshop and online courses programme on the effective use of learning technology for teaching, learning and assessment, such as the LMS (Blackboard)

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Effective & Available Support for Academic Staff (Extract: Strategic Planning)

Question 3: To what extent do you agree with the following statement;

The institution I work at provides a large number of regularly updated case studies to evidence from our own practice the effective use of learning technology for teaching, learning and assessment, such as the LMS (Blackboard)

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Effective & Available Support for Academic Staff (Extract: Strategic Planning)

Question 4: To what extent do you agree with the following statement:

The institution I work at provides a large number of cross institutional events (conferences, webinars) for lecturers to discuss and share effective practice around use of learning technology for teaching, learning and assessment, such as the LMS (Blackboard)

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Effective & Available Support for Academic Staff (Extract: Strategic Planning) – where does your institution score?
Step 1: Discussion themes not technologies

Vision

To maintain and enhance a high quality, broadly based academic portfolio which builds on and further develops areas of University strength and potential including in relation to xxxx

To develop increasingly flexible modes of delivery including through part-time and blended learning opportunities.

KPI >>> 20% of teaching in a module will be delivered online (blended)

Discussion papers & Case Studies:

What is it? Where is the evidence it works?
How does it fit with summative assessment?
What is the required staff development model?
Step 2: Staff training & engagement

Minimum standards of use
- Just in time, how to guides
  - Online Course (compulsory), badges
  - Discussion papers & Case Studies

Wider opportunities of LMS
- Just in time, how to guides
  - Face to Face Workshop (voluntary)
  - Discussion papers & Case Studies

Engagement
- Department Meeting
  - Cross institutional Webinars & Events
  - Co-design activities, funded projects & formal procedures

Vision
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KPI >>> 20% of teaching in a module will be delivered online (blended)
Framework: *Institutional Perspective*

**Characteristics of Technology Adoption**

1. **Leadership from the top**
2. Institutional commitment and investment
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5. Ability to demonstrate the benefits to the student and staff experience
6. Evidence-based decision-making and a continuous cycle of improvement

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Role of TEL was viewed as an "add on", where some courses used it within the T&L. The adoption by academics was low, effectiveness varied across courses, and it was driven by early adopters working in relative isolation.

TEL is centrally positioned within the T&L landscape. Its use is driven by course team discussions around effective practice. It is viewed as a facilitator of effective T&L and not an inhibitor.
Thank you & questions

Achieving Institutional Wide Adoption in Learning Technology

Andy Ramsden
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June, 2016
Appendix: Useful Slides
How might it help you achieve your strategic goals?

Moving from vision and strategy to implementation reality

Review (Discovery) -> Planning -> Design -> Delivery

- Assessment & Feedback Strategic Review
  - Key points from LT&A Strategy
  - As partners in learning, students will experience flexible and innovative approaches to learning and assessment informed by contemporary pedagogical research
  - Associated priority
    - To promote quality in all aspects of assessment and feedback

- Operational Planning
  - Short Term
    - >> EMA
    - >> Digital Examinations
  - Medium Term
    - >> Innovative Assessment
    - >> Programme Design

- Grade Journey

- Provide capacity and mentoring through the change management process
  - Enhancement Requests

Moving from vision and strategy to implementation reality
Make the digital environment invisible
A collaborative curriculum development cycle

- Head of Learning Services
  - -> CAG Meetings
  - -> L&T Committees

- Pre-Validation meetings with course teams
  - Workshop programme & exemplar material
    - Digital Skills Capability Audit
    - Carpe Diem (2 days)

- Module team workshops and 1-2-1 curriculum design developments
  - Curriculum and TEL design stage

- Ongoing AV Service & Learning Literacies
  - Implementing Curriculum innovations within a module
    - BUILD
    - DEPLOY

- Ongoing attendance at Course Team Meetings
  - Just in Time Support

- Wider UCS Teams wrt learning spaces (Estatos & IT Services)
  - Wider UCS Teams wrt curriculum & people development (QE Team, Student Services, Academic services)

- End of unit evaluations
  - Redesign and transfer of ideas to other modules
Developing the change agents; Credibility within Peer Networks