



Scottish Funding Council
Promoting further and higher education

JISC

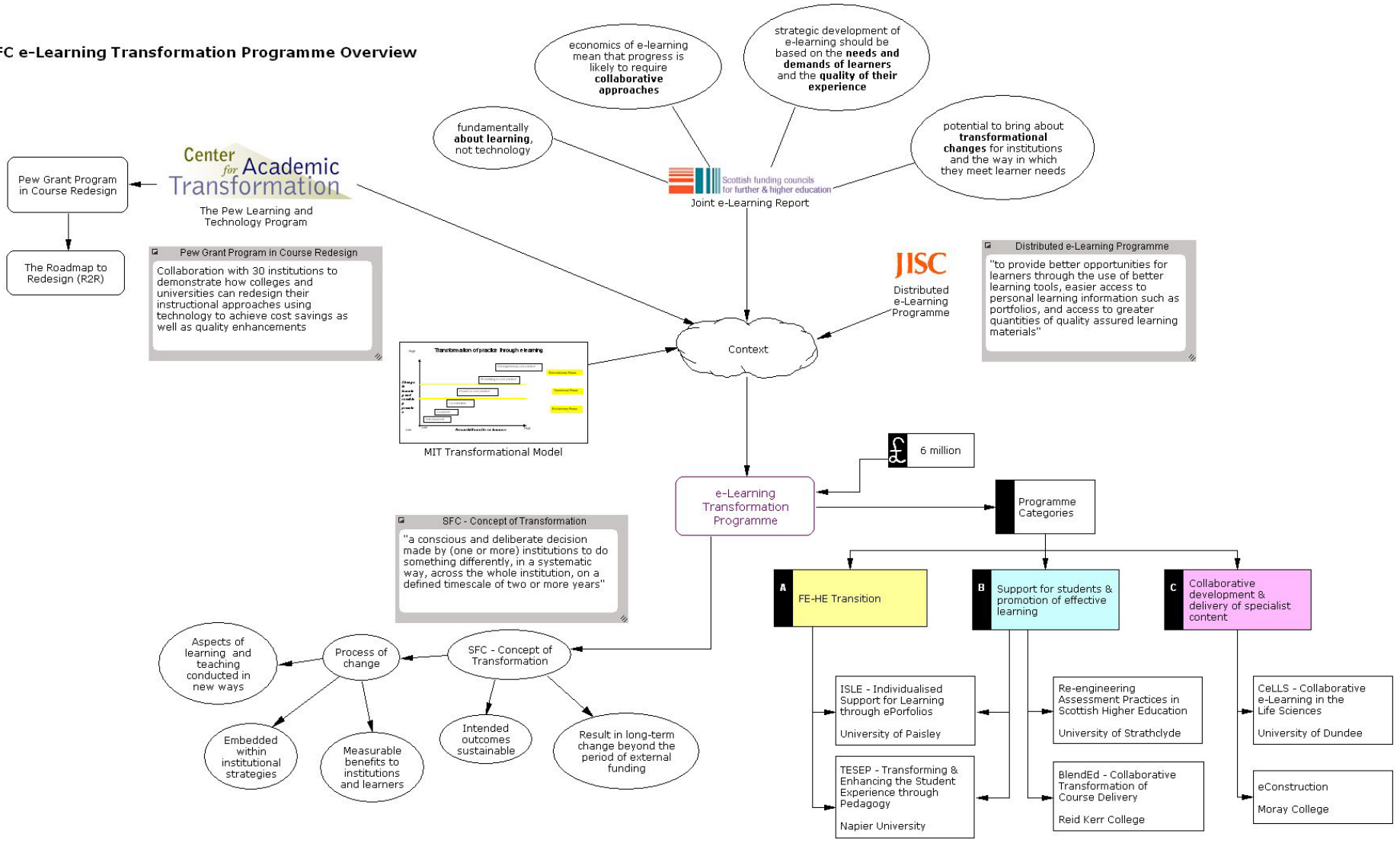
Baseline Activities and Models of Transformation

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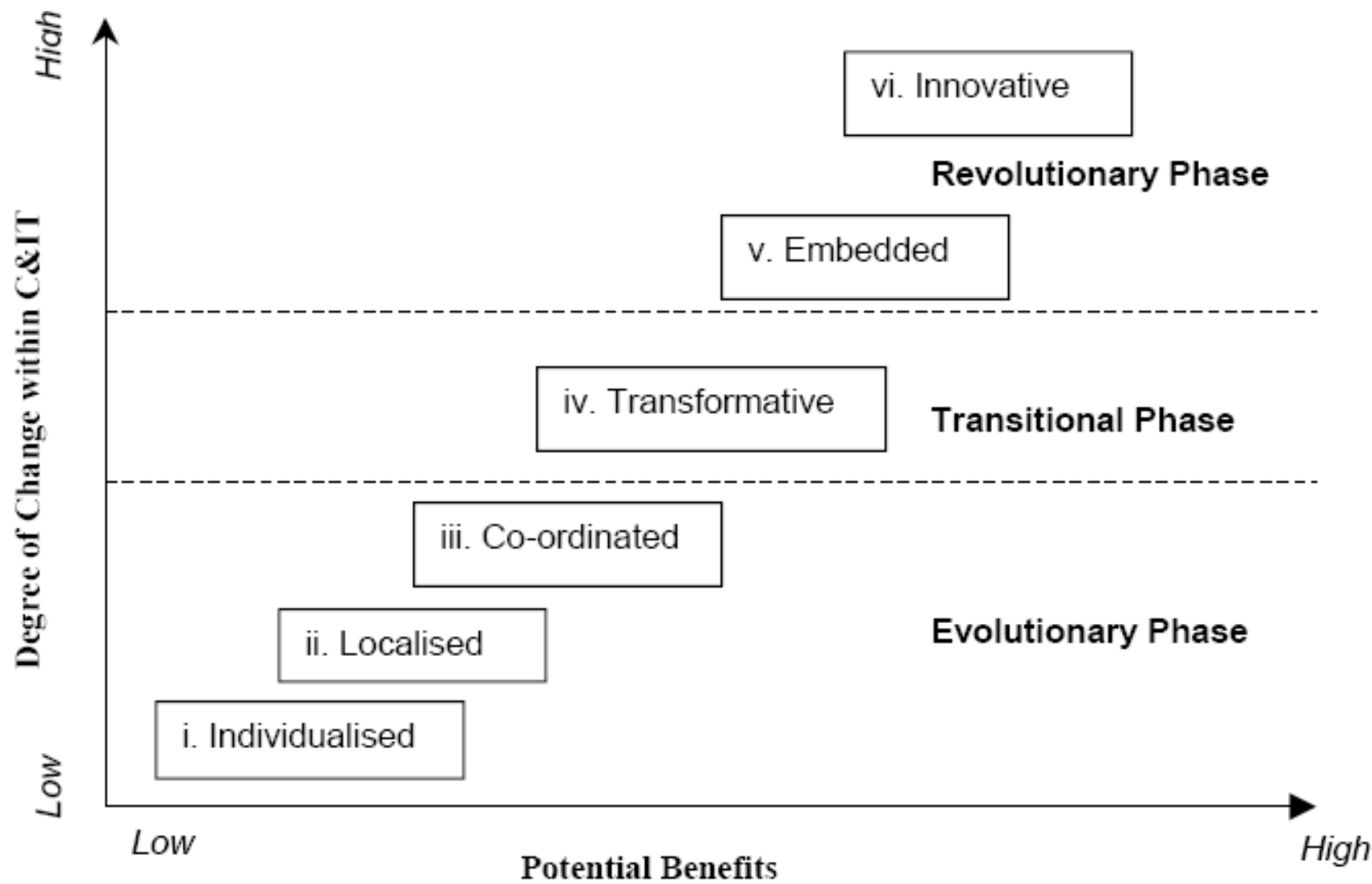
Glenaffric Ltd

SFC e-Learning Transformation Programme Overview



Nature of Transformation

Transformational change will require a conscious and deliberate decision made by (one or more) institutions to do something differently, in a systematic way, across the whole institution, on a defined timescale of two or more years



Programme Baseline Measures

Institution

Strategic plans
Drivers for change
Anticipated benefits
Anticipated costs
Retention & progression
Adoption of e-learning
Future plans for systems

Programme

Delivery structures
Pedagogical approach
Resources
Assessment
Diagnostic testing
Use of e-PDP/e-Portfolio

Technology

Technologies in use
Software in use

Staff

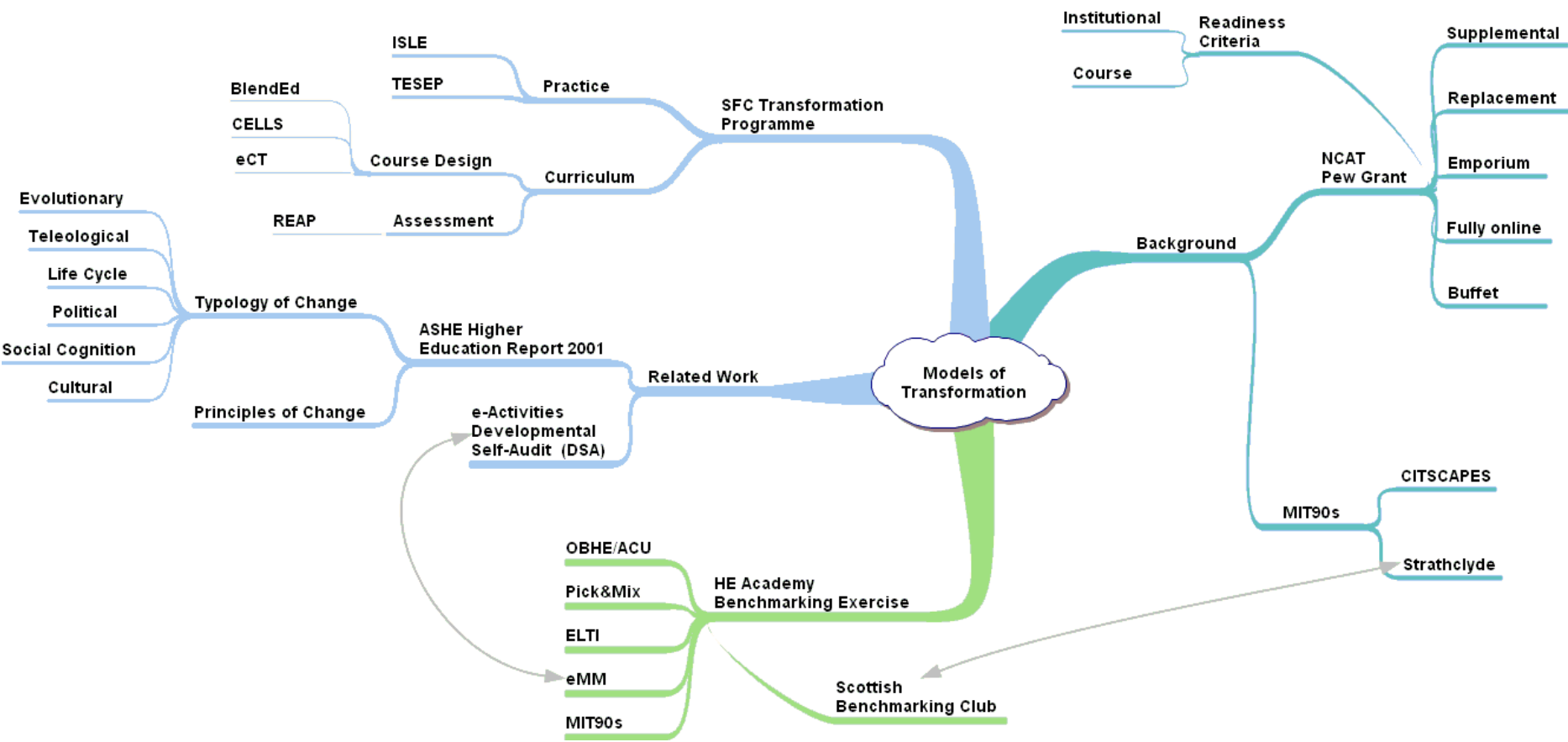
Current practice
Contact hours
Attitude
Expertise
Workload
Current position
Drivers/barriers
Hard/soft measures
Awareness
Development
Understanding concepts

Learners

Satisfaction
Contact hours
Recruitment numbers
Attitude
Workload
Current position
Drivers/barriers
Hard/soft measures

Baseline Updates

- Revisit baseline information gathering from 2005
- What did you learn from this initial activity?
- What do you plan to do next to measure and evaluate transformation?



Models of Transformation

SFC Transformation Programme

Practice

ISLE

TESEP

Curriculum

Course Design

BlendEd

CELLS

eCT

Assessment

REAP

Background

Institutional

Course

Readiness Criteria

Supplemental

Replacement

Emporium

Fully online

Buffet

NCAT Pew Grant

MIT90s

CITSCAPES

Strathclyde

Related Work

ASHE Higher Education Report 2001

Typology of Change

Principles of Change

Evolutionary

Teleological

Life Cycle

Political

Social Cognition

Cultural

e-Activities Developmental Self-Audit (DSA)

HE Academy Benchmarking Exercise

OBHE/ACU

Pick&Mix

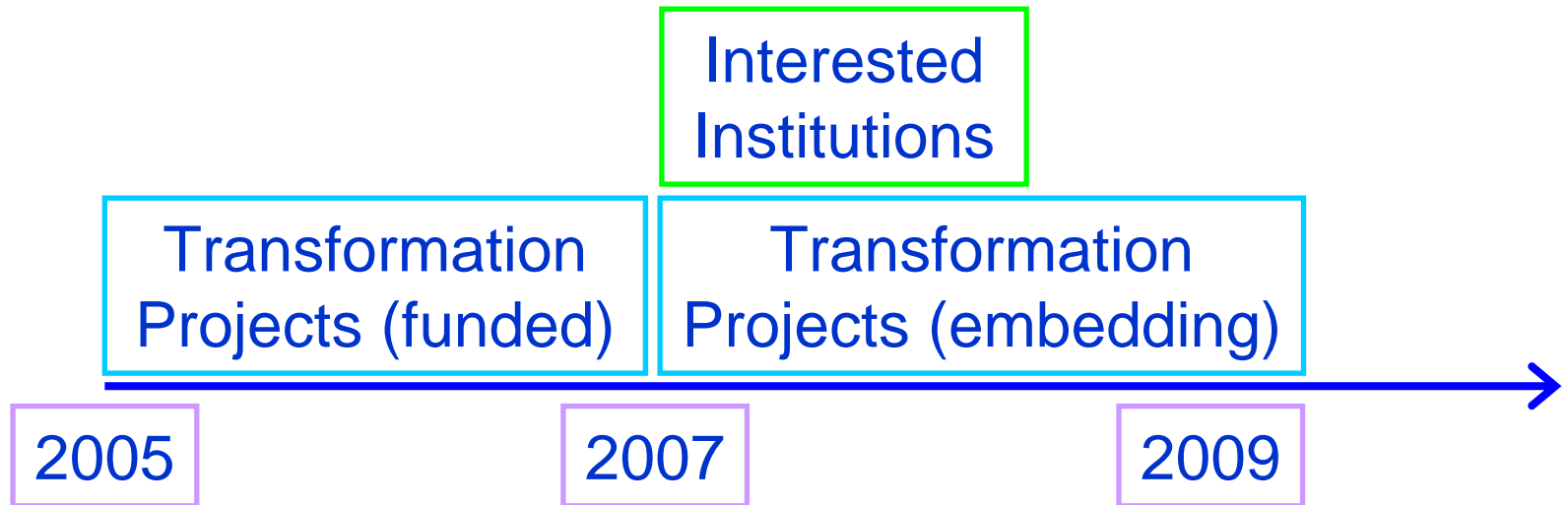
ELTI

eMM

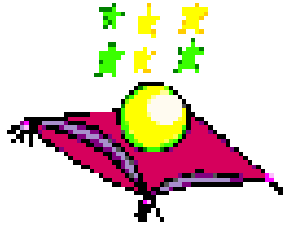
MIT90s

Scottish Benchmarking Club

Timeline



Madame Butterfly's Crystal Balls



- With the wisdom of hindsight (and one of Madame's balls) what advice would you give to managers and practitioners if they want to transform their institutions
- What we really want is a set of good practice statements or principles of change that other interested staff and institutions can use to get started

Great Leap Forward

- Imagine two years have passed (well life does seem to be getting shorter ...) and it's April 2009
 - What has happened to the project outputs?
 - What has been the impact of the project outcomes?
 - What remains to be done to achieve the project vision?

Program in Course Re-Design

- Continuum from fully F2F to fully online
- Five design models identified:
 - Supplemental
retains basic course structure but add technology-based activities
 - Replacement
reduction in class meeting time
 - Emporium
best time to learn is when students want to not when tutor wants to teach
 - Fully online
staff perform tasks alone – translated to online but labour intensive
 - Buffet
all of the above treat students the same but could use menu based on student needs with varying learning styles

NCAT Institutional Readiness

- Does the institution want to control or reduce costs and increase academic productivity?
- Is there a demonstrated commitment on the part of institutional leaders to use technology to achieve strategic academic goals, a commitment that moves beyond using technology to provide general support for all academic staff and for all courses?
- Is computing firmly integrated into the campus culture?
- Does the institution have a mature IT organisation to support integration of technology into courses?
- Do a substantial number of the institution's academic staff have an understanding of and some experience with integrating elements of e-learning into existing courses?
- Does the institution have a demonstrated commitment to learner-centred education?
- Has the institution made a commitment to learner readiness to engage in e-learning?
- Is there a recognition on the campus that large-scale course redesign using e-learning involves a partnership among academic staff, IT staff and administrators in both planning and execution?

NCAT Course Readiness

- Will changes in the course have a high impact on the curriculum?
- Does the course offer the possibility of capital-for-labour substitution?
- Are decisions about curriculum in the department, programme, or faculty made collectively - in other words, beyond the individual staff member level?
- Are the academic staff able and willing to incorporate existing curricular materials in order to focus work on redesign issues rather than materials creation?
- Do the project participants have the requisite skills?
- Have the course's expected learning outcomes and a system for measuring their achievement been identified?
- Do the academic staff involved have a good understanding of learning theory?
- Is there a business plan for achieving the redesign goals so that the innovation can be self-sustaining in the future?

HEFCE Measures of Success

- ICT is commonly accepted into all aspects of student experience of higher education, with innovation for enhancement and flexible learning, connecting areas of academe with other aspects of life and work.
- Students are able to access information, tutor support, expertise and guidance, and communicate with each other effectively wherever they are. They are able to check and record their achievement in a form designed for multiple uses to enable personal and professional development.
- Tutors have tools for course design to enable better communication between them and their students and to manage their role in communicating effectively with students, giving feedback and targeted support.
- Subject communities are able to share materials in ways that enhance their ability to produce customised high quality courses.
- Institutions are able to build appropriate infrastructure and resources support for integrating registration and learning functions.
- Lifelong learning networks support connectivity between institutions to provide seamless access for students and staff.
- Staff are supported at all stages to develop appropriate skills in e-learning and have these skills recognised in their roles and responsibilities and in reward structures.