

# E-learning and higher education: Understanding and supporting organisational change in New Zealand

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# Change



Ako Aotearoa 2011



# Clayton Christensen *Seeing What's Next*

- Sustaining change
- Low-end disruptive change
- New market disruptive change

# Sustaining change



[http://en.wikipedia.org/wiki/File:Laurentius\\_de\\_Voltolina\\_001.jpg](http://en.wikipedia.org/wiki/File:Laurentius_de_Voltolina_001.jpg)



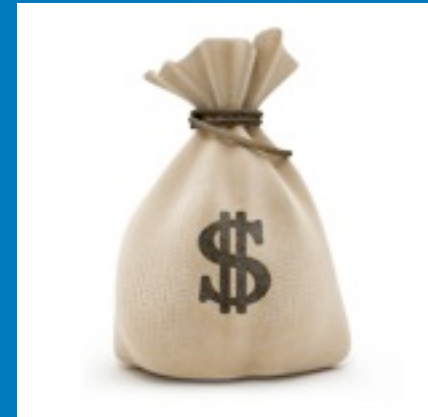
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# Disruptive Change

- Low end
  - The University of Phoenix Online
    - nearly 500,000 students
    - over 200 campuses



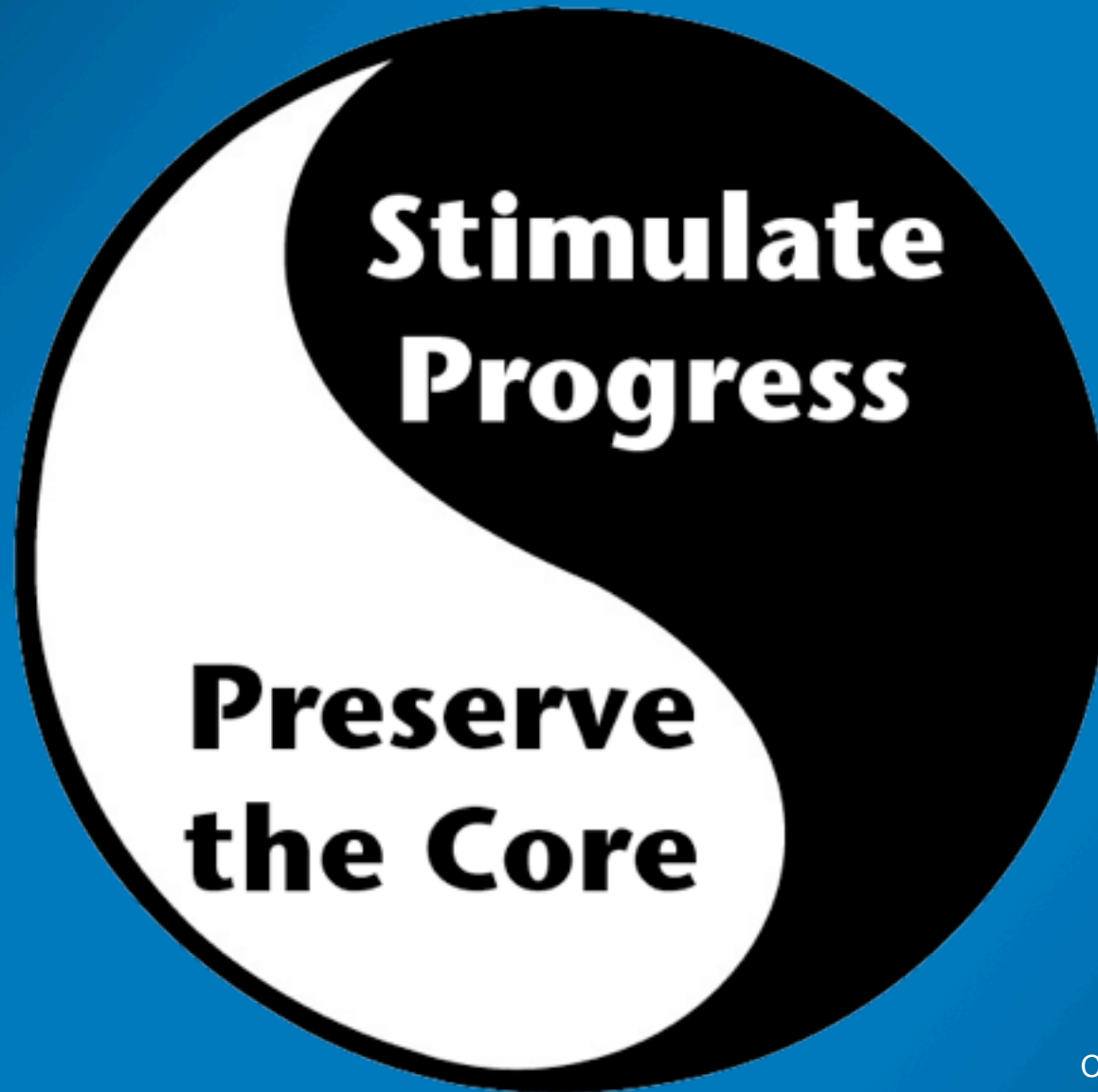
- New market
  - ?



# Why Change?



# Balancing multiple qualities...



Collins and Porras (1994)

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## Quality...

- quality as an **exception**, describing the surpassing of standards
- quality as **perfection**, describing the state of flawlessness
- quality as **functionality**, referring to the degree of utility
- quality as an **adequate return**, measured by the price performance or cost-benefit ratio
- quality as **transformation**, describing the co-producer relationship between the learning environment and the learner, and referring to learning as process.

Harvey and Green (2000)

## Ability to change

- Institutional leaders can *drive* change in organisations that:
  - are in a state of acknowledged crisis
  - are small
  - are conspicuously out of date
  - have autocratic leadership

Birnbaum, 1988, p205

## Mechanisms that result in change:

- Coercive isomorphism      TEC Investment Plans, PBRF  
Australian LTPF
- Mimetic isomorphism      Learning Management Systems
- Normative isomorphism      ?

## Goal of the eMM

*“The answer to large-scale reform is not to try to emulate the characteristics of the minority who are getting somewhere under present conditions ... Rather, we must change existing conditions so that it is normal and possible for a majority of people to move forward”*

*(Fullan, 2001, p268)*

Knowing what to measure

Knowing how to measure

# Quality Enhancement

Knowing how to improve  
what has been measured

## Project Overview

- Conduct eMM assessments
- Collect information on organisational culture relating to change
- Support and observe change activities
- Measure the impact of change using the eMM
- Identify change approaches for reuse and challenges for leadership response

# A Quick introduction to the eMM

	Delivery	Planning	Definition	Management	Optimisation
<b>Learning</b>					
L1. Learning objectives guide the design and implementation of courses					
L2. Students are provided with mechanisms for interaction with teaching staff and other students					
L3. Students are provided with e-learning skill development					
L4. Students are provided with expected staff response times to student communications					
L5. Students receive feedback on their performance within courses					
L6. Students are provided with support in developing research and information literacy skills					
L7. Learning designs and activities actively engage students					
L8. Assessment is designed to progressively build student competence					
L9. Student work is subject to specified timetables and deadlines					
L10. Courses are designed to support diverse learning styles and learner capabilities					
<b>Development</b>					
D1. Teaching staff are provided with design and development support when engaging in e-learning					
D2. Course development, design and delivery are guided by e-learning procedures and standards					
D3. An explicit plan links e-learning technology, pedagogy and content used in courses					
D4. Courses are designed to support disabled students					
D5. All elements of the physical e-learning infrastructure are reliable, robust and sufficient					
D6. All elements of the physical e-learning infrastructure are integrated using defined standards					
D7. E-learning resources are designed and managed to maximise reuse					
<b>Support</b>					
S1. Students are provided with technical assistance when engaging in e-learning					
S2. Students are provided with library facilities when engaging in e-learning					
S3. Student enquiries, questions and complaints are collected and managed formally					
S4. Students are provided with personal and learning support services when engaging in e-learning					
S5. Teaching staff are provided with e-learning pedagogical support and professional development					
S6. Teaching staff are provided with technical support in using digital information created by students					
<b>Evaluation</b>					
E1. Students are able to provide regular feedback on the quality and effectiveness of their e-learning experience					
E2. Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience					
E3. Regular reviews of the e-learning aspects of courses are conducted					
<b>Organisation</b>					
O1. Formal criteria guide the allocation of resources for e-learning design, development and delivery					
O2. Institutional learning and teaching policy and strategy explicitly address e-learning					
O3. E-learning technology decisions are guided by an explicit plan					
O4. Digital information use is guided by an institutional information integrity plan					
O5. E-learning initiatives are guided by explicit development plans					
O6. Students are provided with information on e-learning technologies prior to starting courses					
O7. Students are provided with information on e-learning pedagogies prior to starting courses					
O8. Students are provided with administration information prior to starting courses					
O9. E-learning initiatives are guided by institutional strategies and operational plans					

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<input type="checkbox"/>	Largely adequate
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# Capability Assessments

	PTE A	ITP Z	University NZ-C	Wananga A
<b>Learning: Processes that directly impact on pedagogical aspects of e-learning</b>				
L1. Learning objectives guide the design and implementation of courses	■	■	■	■
L2. Students are provided with mechanisms for interaction with teaching staff and other students	■	■	■	■
L3. Students are provided with e-learning skill development	■	■	■	■
L4. Students are provided with expected staff response times to student communications	■	■	■	■
L5. Students receive feedback on their performance within courses	■	■	■	■
L6. Students are provided with support in developing research and information literacy skills	■	■	■	■
L7. Learning designs and activities actively engage students	■	■	■	■
L8. Assessment is designed to progressively build student competence	■	■	■	■
L9. Student work is subject to specified timetables and deadlines	■	■	■	■
L10. Courses are designed to support diverse learning styles and learner capabilities	■	■	■	■
<b>Development: Processes surrounding the creation and maintenance of e-learning resources</b>				
D1. Teaching staff are provided with design and development support when engaging in e-learning	■	■	■	■
D2. Course development, design and delivery are guided by e-learning procedures and standards	■	■	■	■
D3. An explicit plan links e-learning technology, pedagogy and content used in courses	■	■	■	■
D4. Courses are designed to support disabled students	■	■	■	■
D5. All elements of the physical e-learning infrastructure are reliable, robust and sufficient	■	■	■	■
D6. All elements of the physical e-learning infrastructure are integrated using defined standards	■	■	■	■
D7. E-learning resources are designed and managed to maximise reuse	■	■	■	■
<b>Support: Processes surrounding the support and management of e-learning</b>				
S1. Students are provided with technical assistance when engaging in e-learning	■	■	■	■
S2. Students are provided with library facilities when engaging in e-learning	■	■	■	■
S3. Student enquiries, questions and complaints are collected and managed formally	■	■	■	■
S4. Students are provided with personal and learning support services when engaging in e-learning	■	■	■	■
S5. Teaching staff are provided with e-learning pedagogical support and professional development	■	■	■	■
S6. Teaching staff are provided with technical support in using digital information created by students	■	■	■	■
<b>Evaluation: Processes surrounding the evaluation and quality control of e-learning through its entire lifecycle</b>				
E1. Students are able to provide regular feedback on the quality and effectiveness of their e-learning experience	■	■	■	■
E2. Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience	■	■	■	■
E3. Regular reviews of the e-learning aspects of courses are conducted	■	■	■	■
<b>Organisation: Processes associated with institutional planning and management</b>				
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O3. E-learning technology decisions are guided by an explicit plan	■	■	■	■
O4. Digital information use is guided by an institutional information integrity plan	■	■	■	■
O5. E-learning initiatives are guided by explicit development plans	■	■	■	■
O6. Students are provided with information on e-learning technologies prior to starting courses	■	■	■	■
O7. Students are provided with information on e-learning pedagogies prior to starting courses	■	■	■	■
O8. Students are provided with administration information prior to starting courses	■	■	■	■
O9. E-learning initiatives are guided by institutional strategies and operational plans	■	■	■	■

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■	Largely adequate
■	Fully adequate
■	Not assessed

# Change context: ITP

- Urban
- Strategy focus on e-learning
- History of strong engagement
- Commercialisation agenda
- Gap between vision and leadership

	ITP Z 2005	ITP Z 2008	ITP Z 2010
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# Change context: ITP

- Development of professional development qualification for staff focused on e-learning
- Development of Library resources for students supporting digital literacy

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# Change context: PTE

- Urban, but strong distance delivery focus
- Very strong commitment by leadership
- Significant and rapid growth in dependence on e-learning

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# Change context: PTE

- Risk management framework and systems
- Stronger use of course learning objectives within course materials
- Improved mechanisms for obtaining and using student feedback on their experience

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# Change context: University

- Traditional research oriented university with an emphasis on local region and face to face delivery
- Unclear about direction for e-learning

University  
NZ-C

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# Change context: University

- Strategic framework developed with four priority action areas identified for senior managers
  - Vision for future direction
  - Leadership and governance
  - Student experience
  - Staff capability development

University  
NZ-C

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# Change context: Wananga

- Emphasis on supporting national network of Marae using technology
- Face to face delivery important
- Tutors based in local communities
- Clear leadership engagement
- Heavy dependence on a key staff member

Wananga  
A

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Organisation									
O1. Formal criteria guide the allocation of resources for e-learning design, development and delivery									
O2. Institutional learning and teaching policy and strategy explicitly address e-learning									
O3. E-learning technology decisions are guided by an explicit plan									
O4. Digital information use is guided by an institutional information integrity plan									
O5. E-learning initiatives are guided by explicit development plans									
O6. Students are provided with information on e-learning technologies prior to starting courses									
O7. Students are provided with information on e-learning pedagogies prior to starting courses									
O8. Students are provided with administration information prior to starting courses									
O9. E-learning initiatives are guided by institutional strategies and operational plans									

<input type="checkbox"/>	Not practised/not adequate
<input type="checkbox"/>	Partially adequate
<input type="checkbox"/>	Largely adequate
<input type="checkbox"/>	Fully adequate
<input type="checkbox"/>	Not assessed

# Change context: Wananga

- Change activities delayed by death of key staff member
- Key areas for change identified:
  - Formalisation of systems and removal of dependencies on individual staff
  - Gathering information on the student and staff experience
  - Stronger integration of technology with course activities

Wananga  
A

Learning									
L1. Learning objectives guide the design and implementation of courses									
L2. Students are provided with mechanisms for interaction with teaching staff and other students									
L3. Students are provided with e-learning skill development									
L4. Students are provided with expected staff response times to student communications									
L5. Students receive feedback on their performance within courses									
L6. Students are provided with support in developing research and information literacy skills									
L7. Learning designs and activities actively engage students									
L8. Assessment is designed to progressively build student competence									
L9. Student work is subject to specified timetables and deadlines									
L10. Courses are designed to support diverse learning styles and learner capabilities									
Development									
D1. Teaching staff are provided with design and development support when engaging in e-learning									
D2. Course development, design and delivery are guided by e-learning procedures and standards									
D3. An explicit plan links e-learning technology, pedagogy and content used in courses									
D4. Courses are designed to support disabled students									
D5. All elements of the physical e-learning infrastructure are reliable, robust and sufficient									
D6. All elements of the physical e-learning infrastructure are integrated using defined standards									
D7. E-learning resources are designed and managed to maximise reuse									
Support									
S1. Students are provided with technical assistance when engaging in e-learning									
S2. Students are provided with library facilities when engaging in e-learning									
S3. Student enquiries, questions and complaints are collected and managed formally									
S4. Students are provided with personal and learning support services when engaging in e-learning									
S5. Teaching staff are provided with e-learning pedagogical support and professional development									
S6. Teaching staff are provided with technical support in using digital information created by students									
Evaluation									
E1. Students are able to provide regular feedback on the quality and effectiveness of their e-learning experience									
E2. Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience									
E3. Regular reviews of the e-learning aspects of courses are conducted									
Organisation									
O1. Formal criteria guide the allocation of resources for e-learning design, development and delivery									
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# Questions?

■ <http://www.utdc.vuw.ac.nz/research/emm/>

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