



Achieving Institutional Wide Adoption in Learning Technology

ITTHE Conference, Istanbul

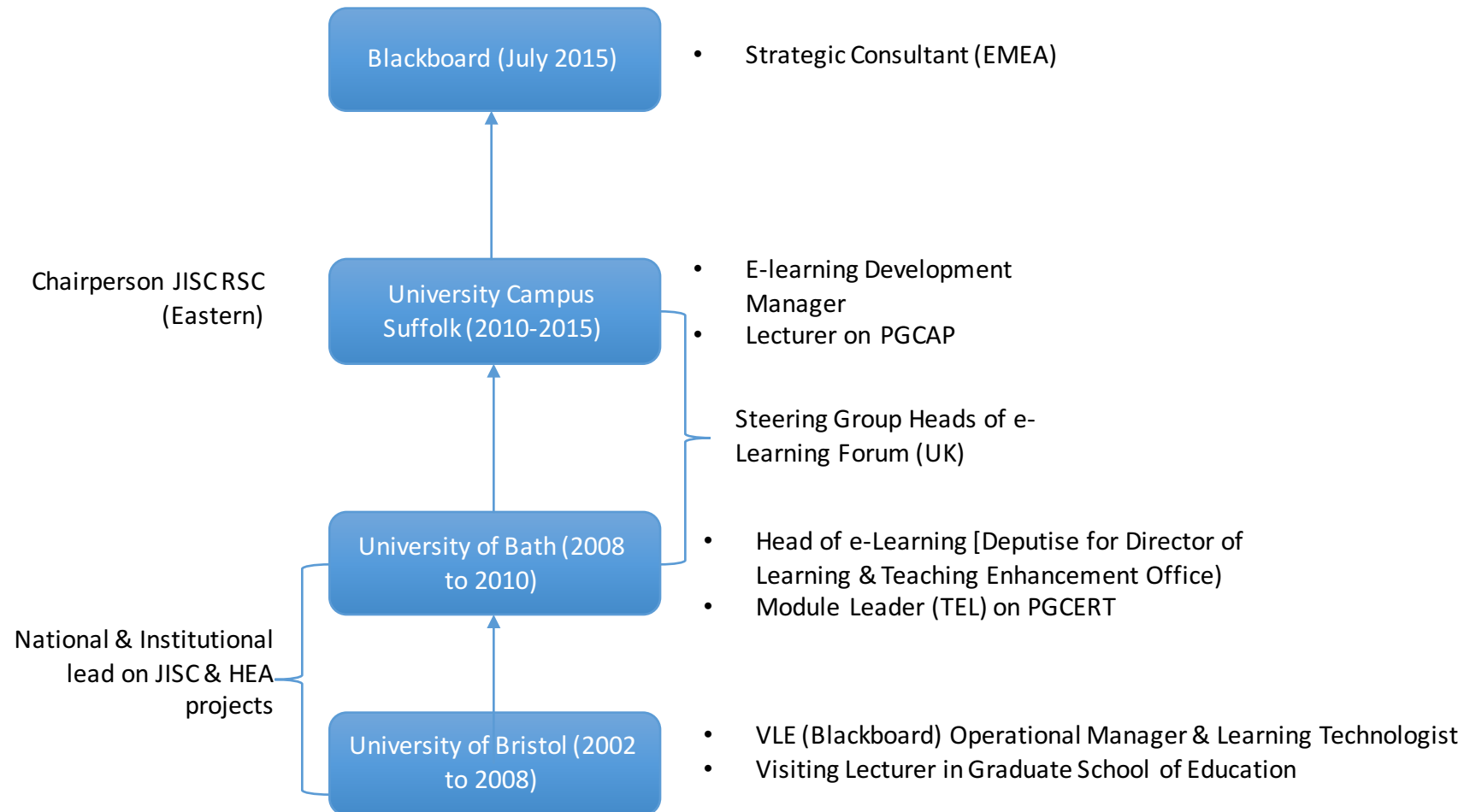
Andy Ramsden

Blackboard Strategic Consultant, EMEA

andrew.ramsden@blackboard.com

June, 2016

Who am I?



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

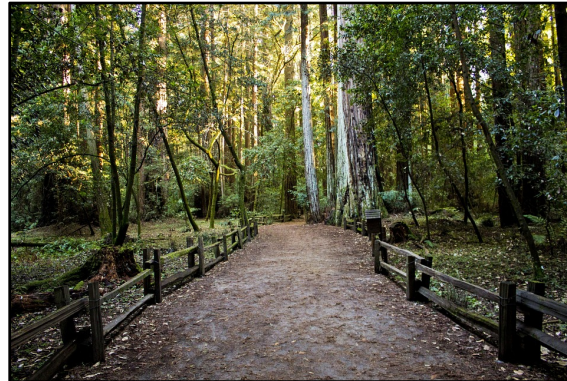
Blackboard

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://pixabay.com/static/uploads/photo/2015/03/26/09/57/pathway-690652_960_720.jpg

<https://www.flickr.com/photos/132053576@N03/18721001439>

Blackboard

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.

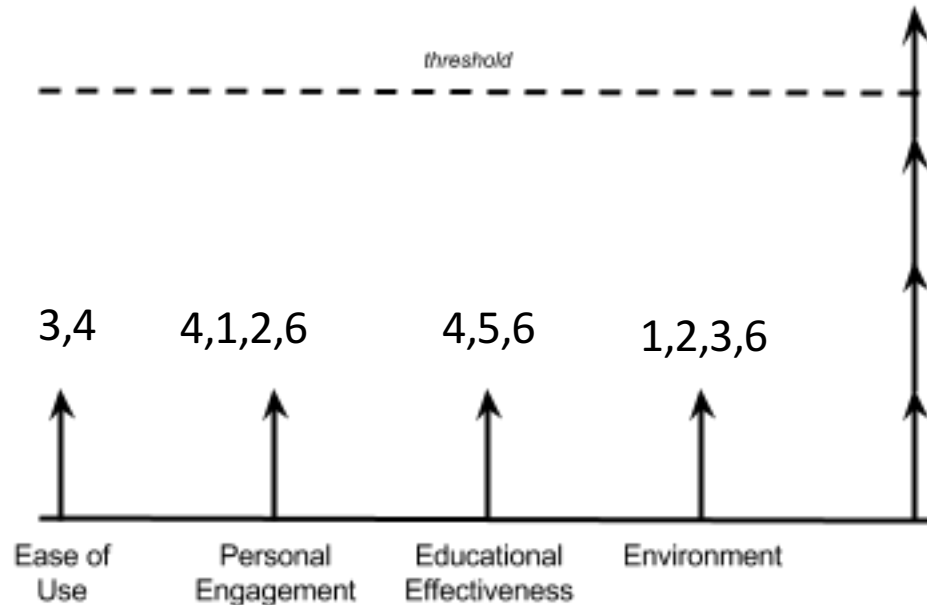
Change Equation: Successful change when >>>

$$D * V * F > R$$

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.

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

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

Do you have a TEL Team [Y]	Y	Y=Yes, N=No
How many students (FTE)? [SFTE]	x	z=0-9999, x=10000-39999, c=40000 plus
How many faculty members (FTE) do you have?	o	i=0-499, o=500-1999, p=2000 plus

Output (Days)	Fixed	Variable	Total
Change Management (across all phase)	0	64	64
Implementation Planning	22	36	58
Staff Development	56	93	149
Student Support	13	1	14
Operational Procedures (Management)	8	2	10
Total	99	195	294

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

Description	Title	Question Score
Strongly disagree	Initial	1
Disagree	Planned	2
Agree	Defined	3
Strongly Agree	Managed	4

Current Status

Blackboard

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

Description	Title	Question Score
Strongly disagree	Initial	1
Disagree	Planned	2
Agree	Defined	3
Strongly Agree	Managed	4

Current Status

Blackboard

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

Description	Title	Question Score
Strongly disagree	Initial	1
Disagree	Planned	2
Agree	Defined	3
Strongly Agree	Managed	4

Current Status

Blackboard

Leadership and Institutional Commitment (Extract: Strategic Review)

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

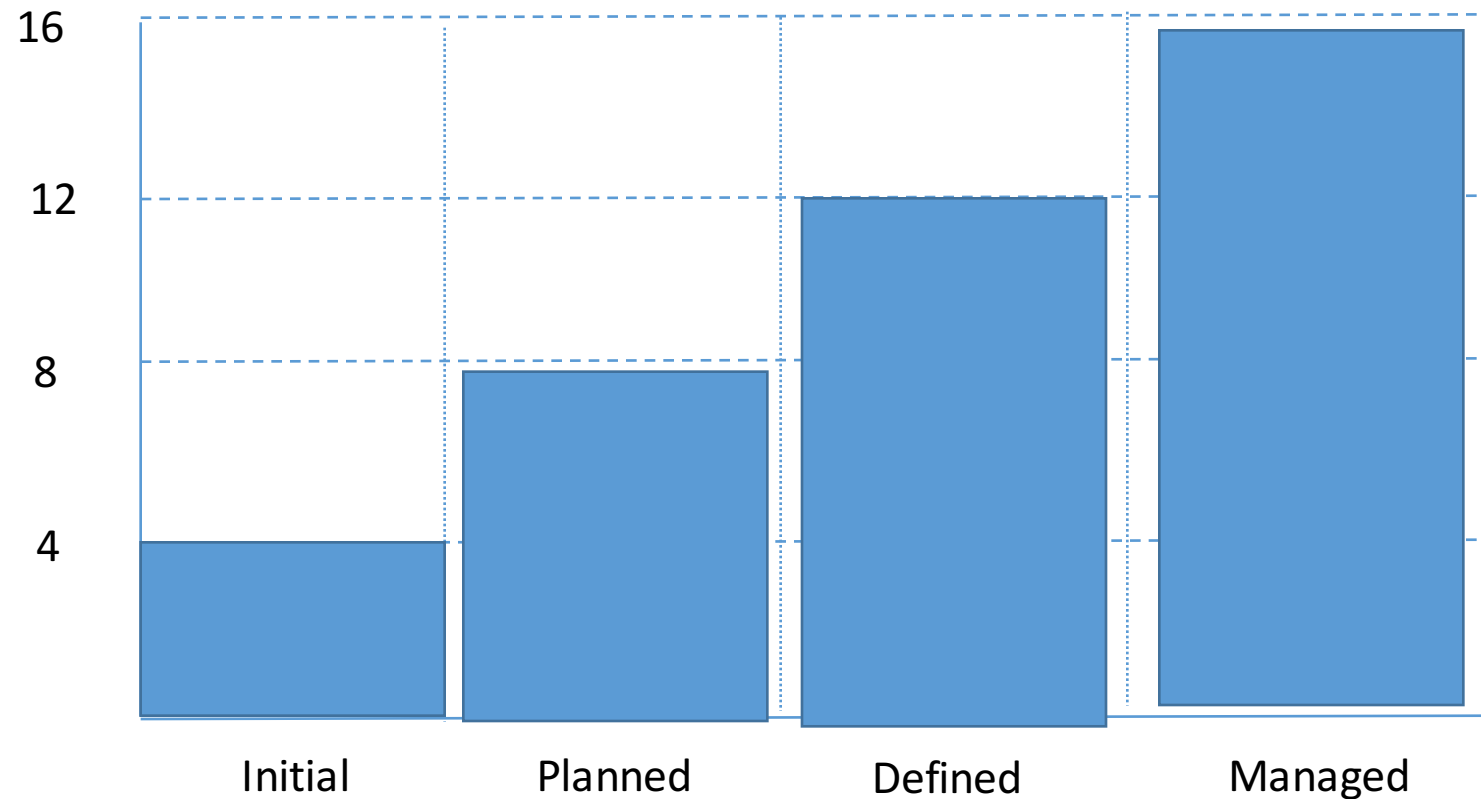
Within my institution incentives for online teaching and course development are adequately funded and centrally administered; recruitment and promotion processes reward faculty who progressively master online teaching

Description	Title	Question Score
Strongly disagree	Initial	1
Disagree	Planned	2
Agree	Defined	3
Strongly Agree	Managed	4

Current Status

Blackboard

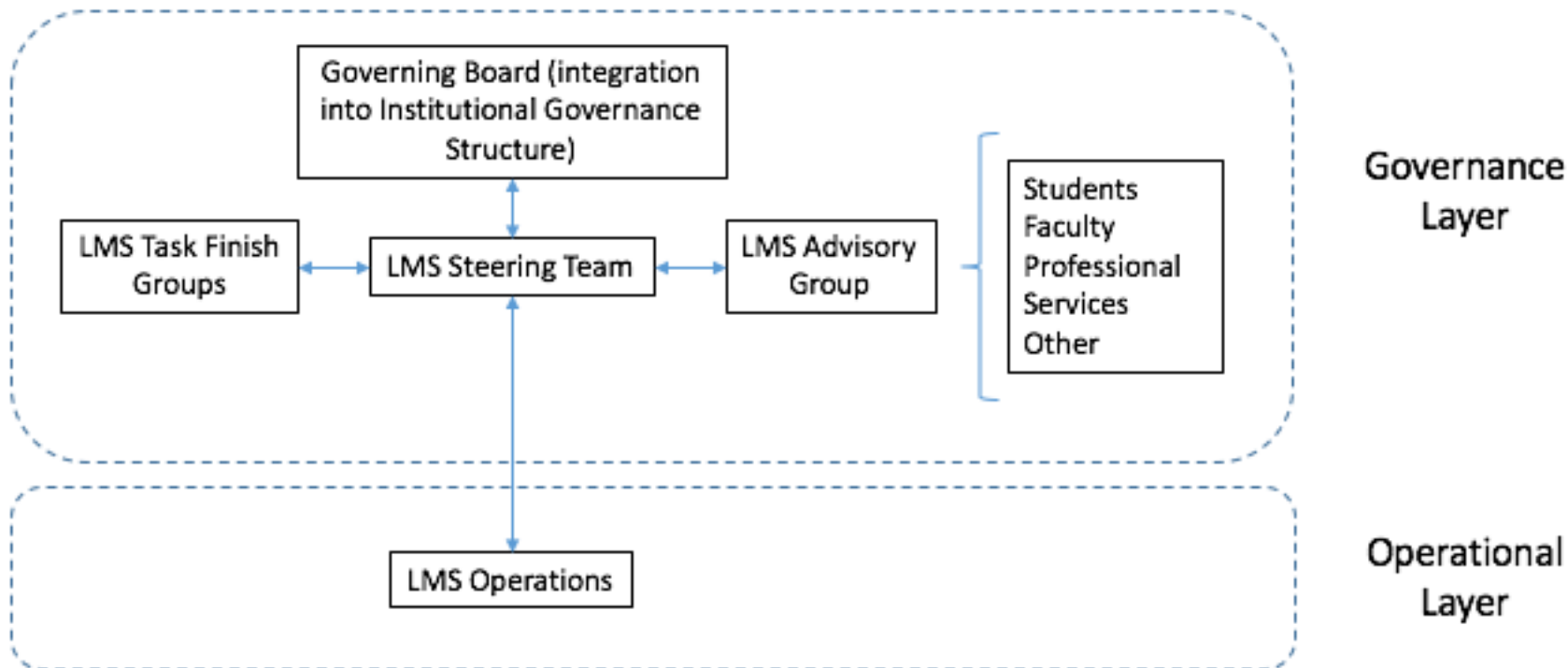
Leadership and Institutional Commitment (Extract: Strategic Review) – where does your institution score?



Current Status

Blackboard

Leadership and Institutional Commitment (Extract: Strategic Review)



Future Status: Recommendations

Vision

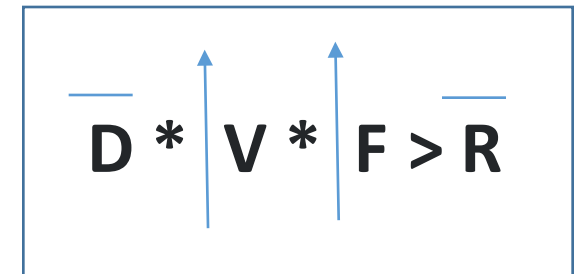
To maintain and enhance a high quality, broadly based academic portfolio which builds on and further develops areas of University strength and potential including in relation to xxxx

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)

Governance Layer

Operational Layer



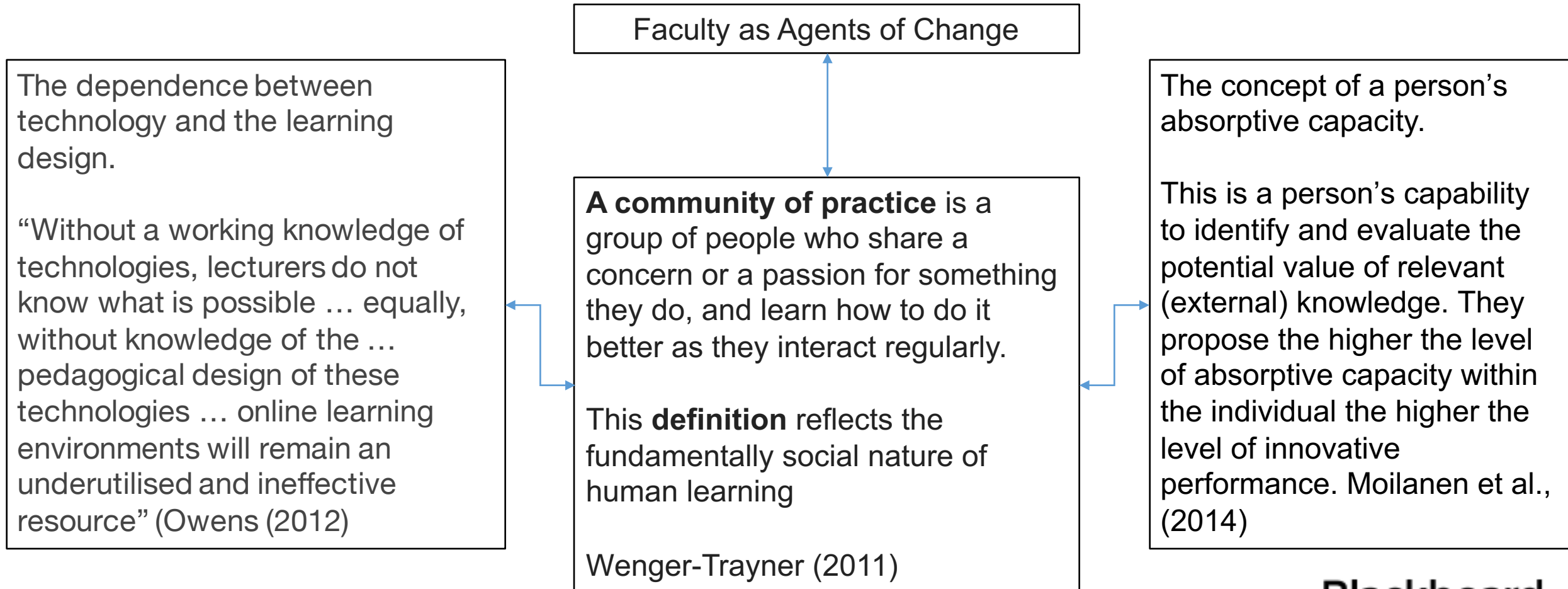
Blackboard

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)



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 learning technologies, such as the LMS (Blackboard)

Description	Title	Question Score
Strongly disagree	Initial	1
Disagree	Planned	2
Agree	Defined	3
Strongly Agree	Managed	4

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)

Description	Title	Question Score
Strongly disagree	Initial	1
Disagree	Planned	2
Agree	Defined	3
Strongly Agree	Managed	4

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)

Description	Title	Question Score
Strongly disagree	Initial	1
Disagree	Planned	2
Agree	Defined	3
Strongly Agree	Managed	4

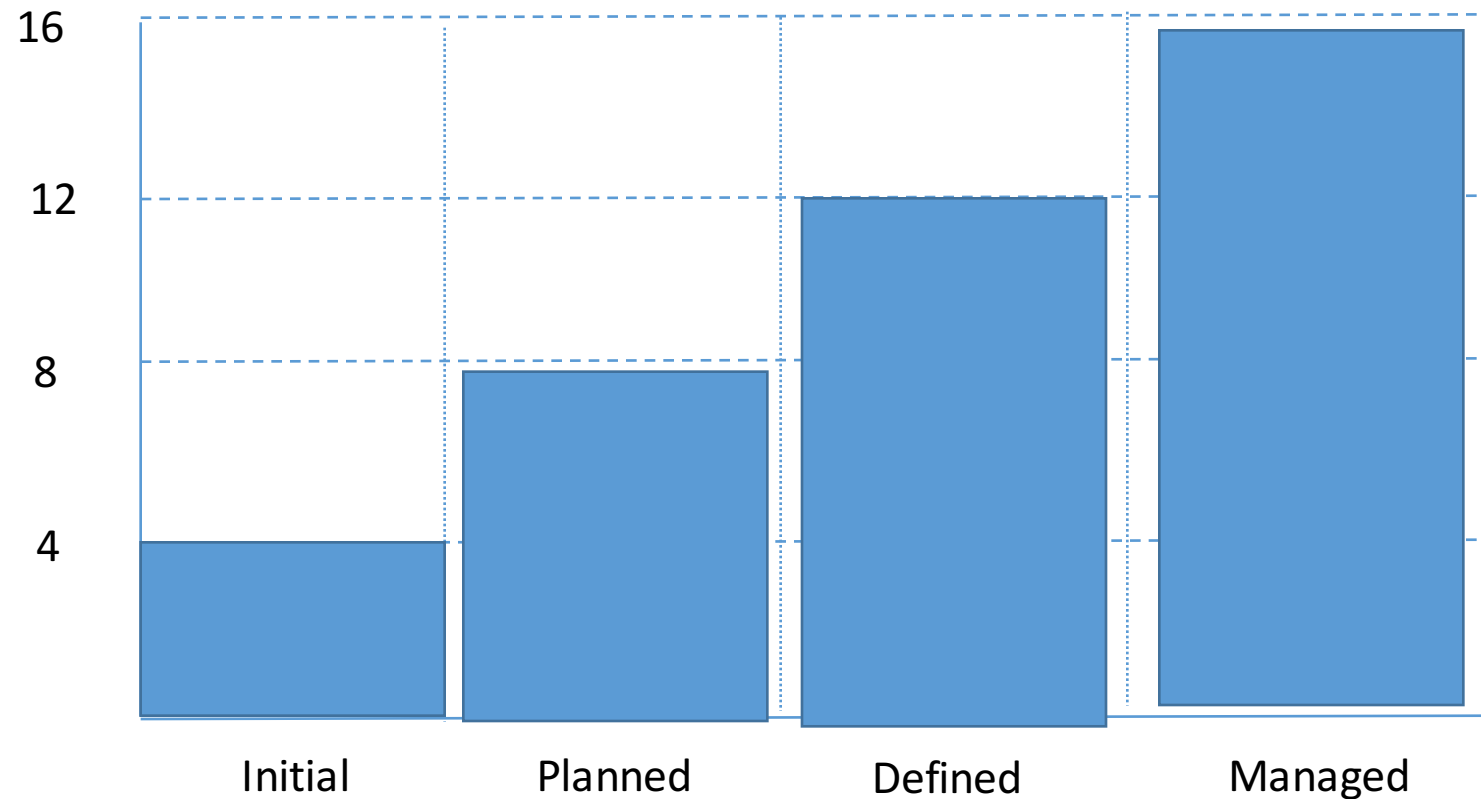
Effective & Available Support for Academic Staff (Extract: Strategic Planning)

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 leactuers to discuss and share effective practice around use of learning technology for teaching, learning and assessment, such as the LMS (Blackboard)

Description	Title	Question Score
Strongly disagree	Initial	1
Disagree	Planned	2
Agree	Defined	3
Strongly Agree	Managed	4

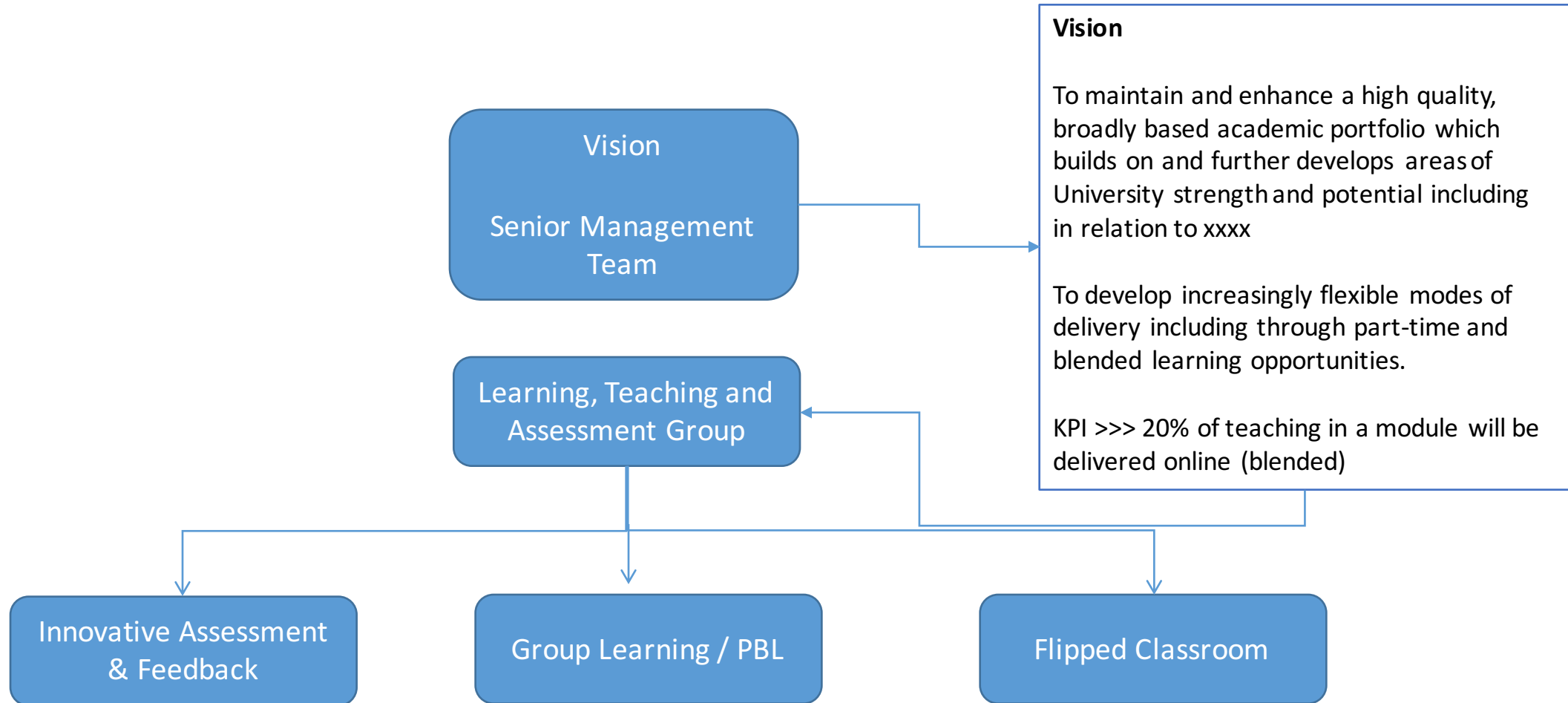
Effective & Available Support for Academic Staff (Extract: Strategic Planning) – where does your institution score?



Current Status

Blackboard

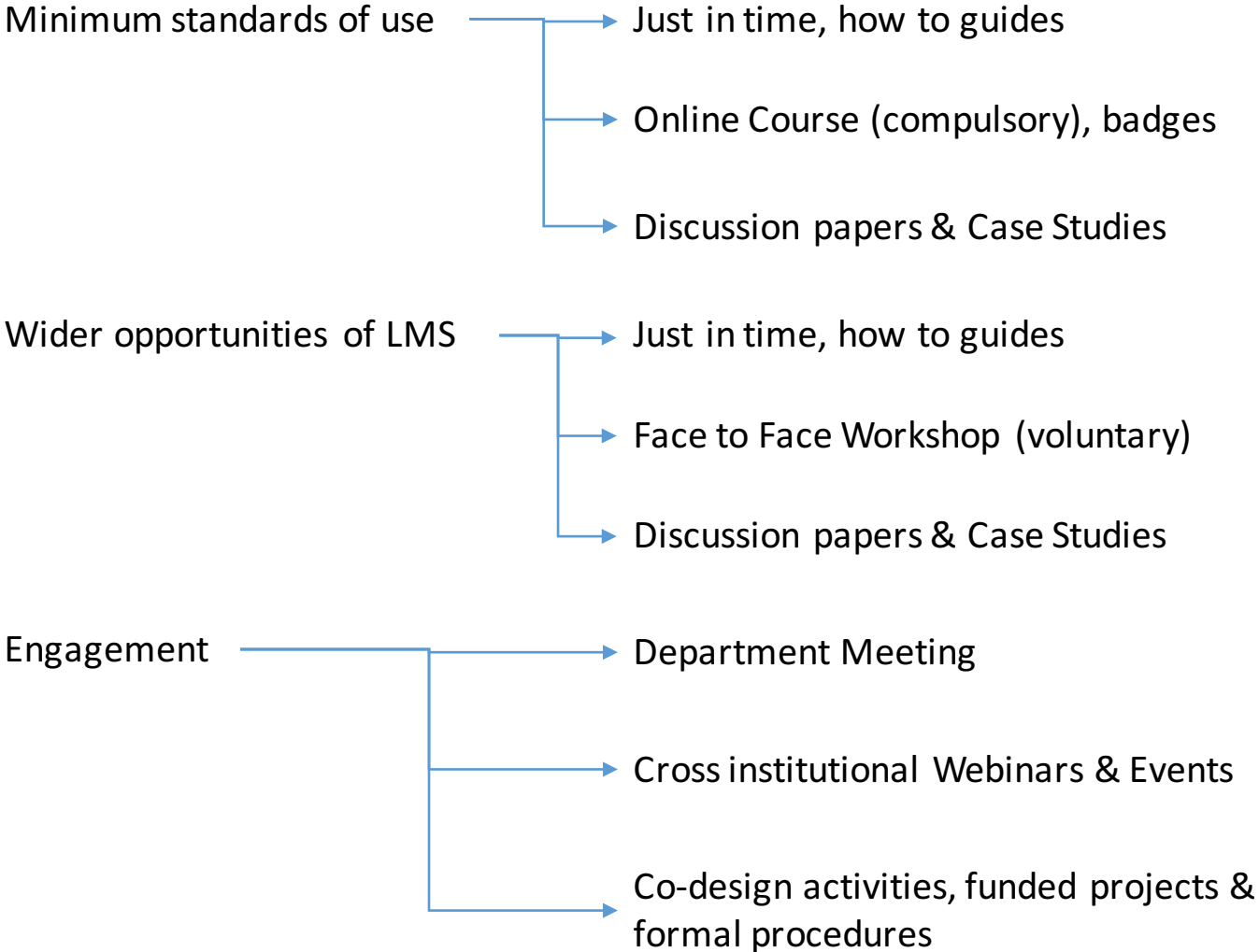
Step 1: Discussion themes not technologies



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

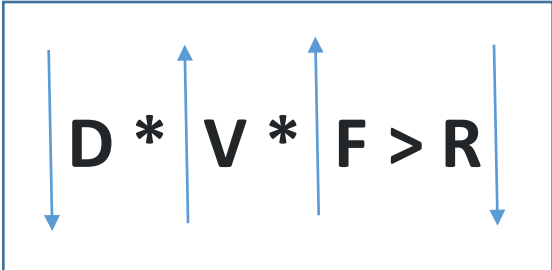


Vision

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

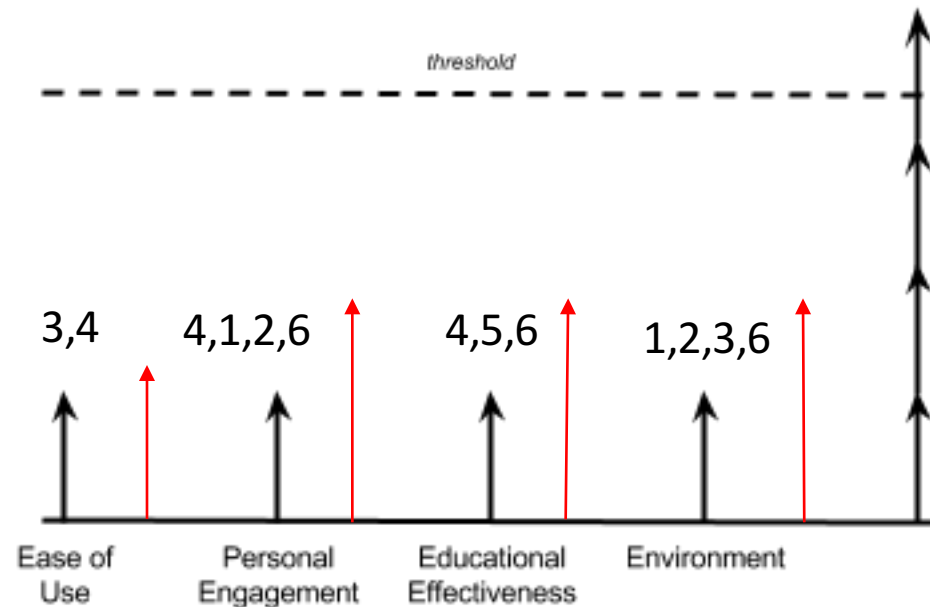
To develop increasingly flexible modes of delivery including through part-time and blended learning opportunities.

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



Blackboard

Framework: *Institutional* 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

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

Blackboard Strategic Consultant, EMEA

andrew.ramsden@blackboard.com

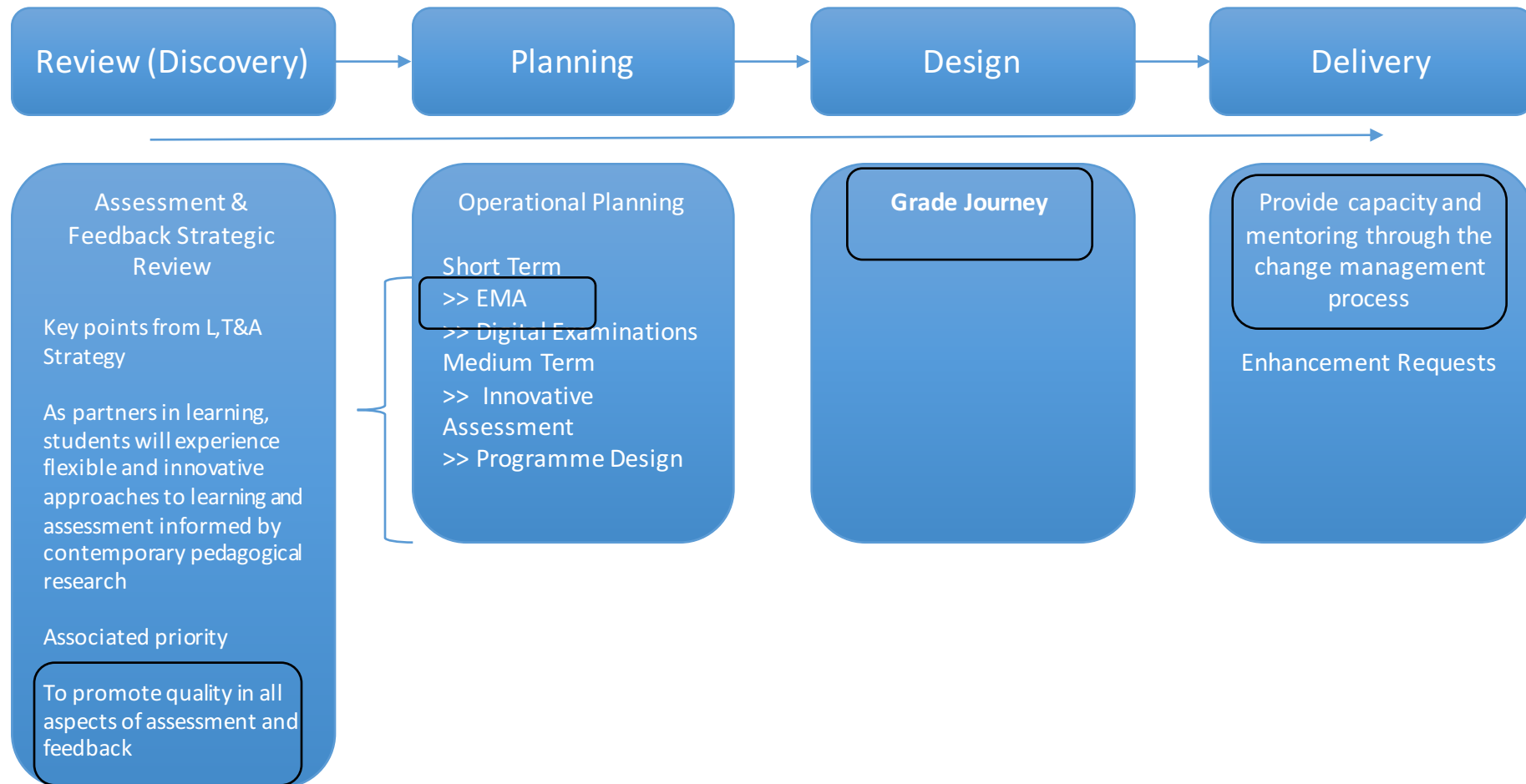
June, 2016

Blackboard

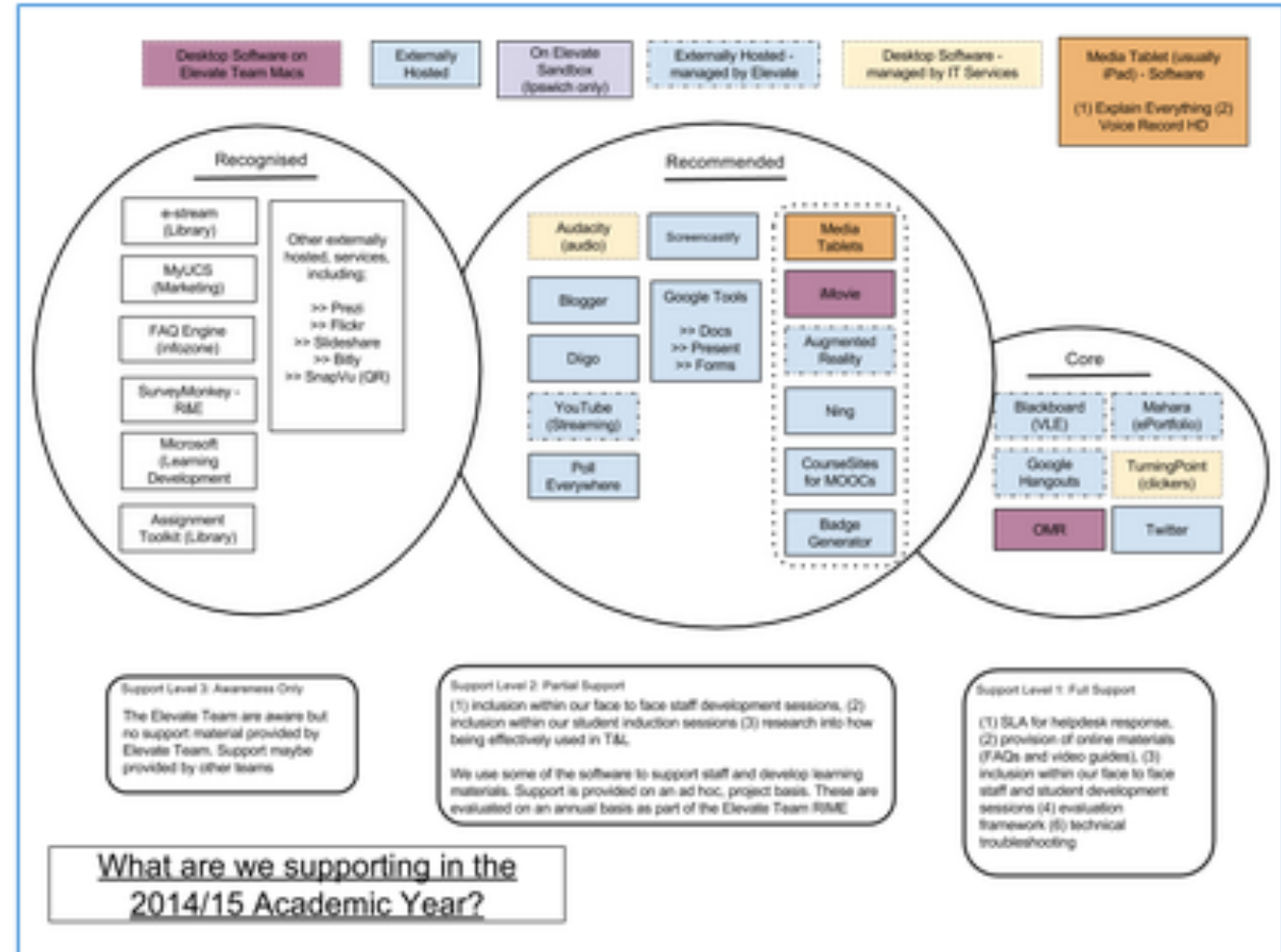
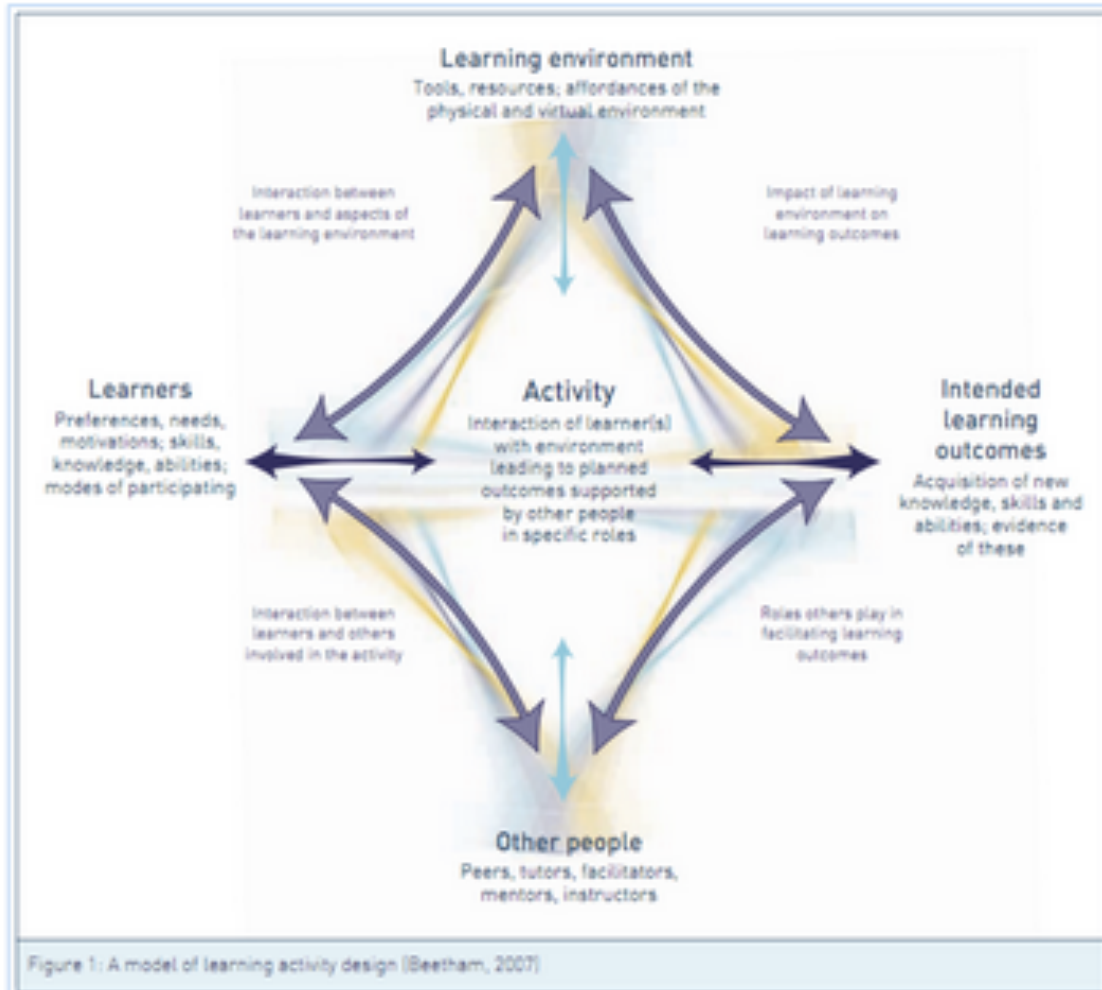
Appendix: Useful Slides

How might it help you achieve your strategic goals?

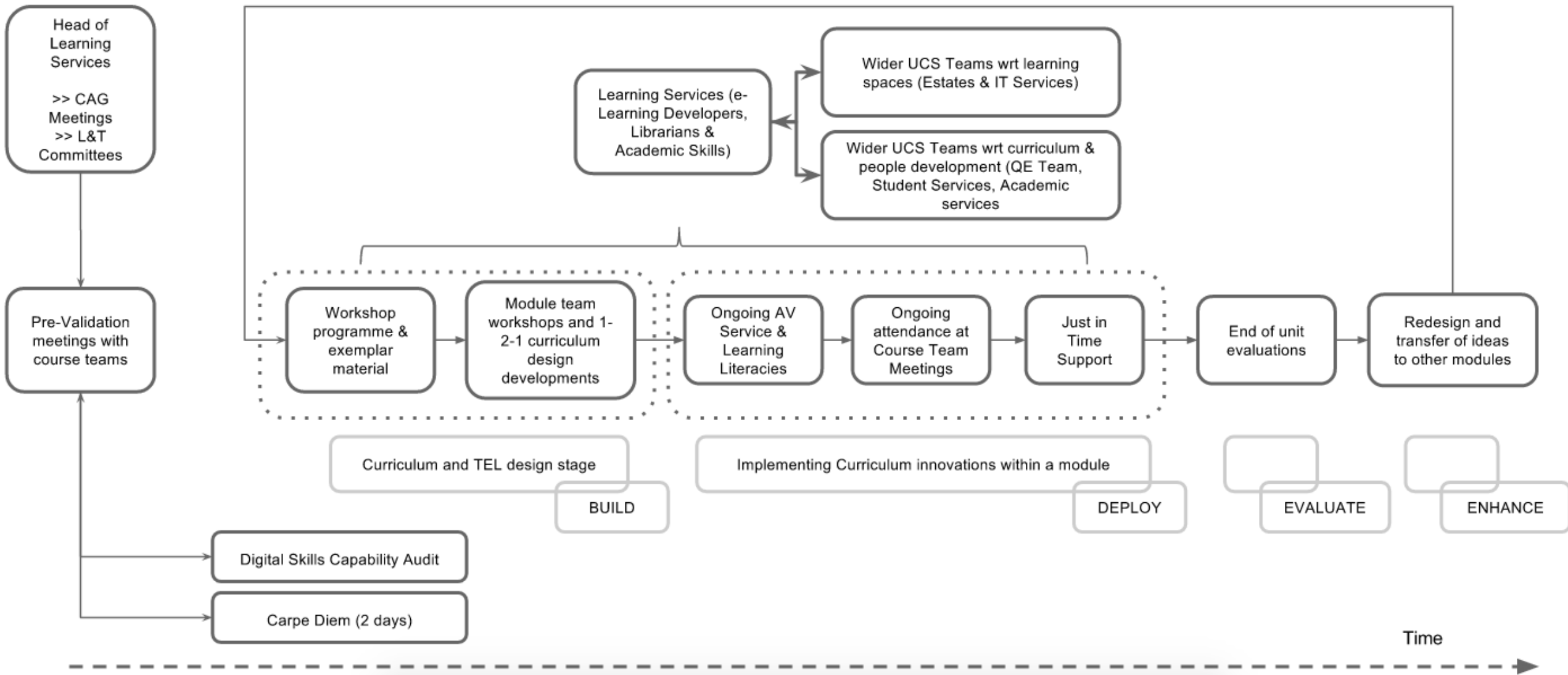
Moving from vision and strategy to implementation reality



Make the digital environment invisible

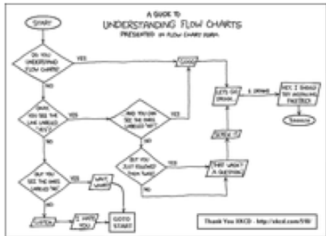


A collaborative curriculum development cycle



Developing the change agents; Credibility within Peer Networks

Flipping in study skills: ICT Literacies for Science Students



The following describes the latest iteration in our flipped classroom approach for the effective deployment of study skills within curriculum. This outlines the need to ensure students had the skills and competencies to create flow diagrams (decision trees), as they need to apply them in an assessed piece of work on Biology of Disease (Level 5 module).

In the previous year, this session was run as a two hour computer based Microsoft Visio workshop for around 40 students

Learning Services Open Online Courses Pilot Study 2014-15



The pilot aims

1. explore how we might design and develop a number of online (self-paced) courses to provide an equivalent to face to face workshops
2. explore the potential use of Open Badges and design within our wider provision.



Findings: The Usage Data

- Three online course rolled out in December 2014

people enrolled (excludes Learning Management System) and 100 Open Badges were claimed by June 2015. The first course was in February 2015

The role of open



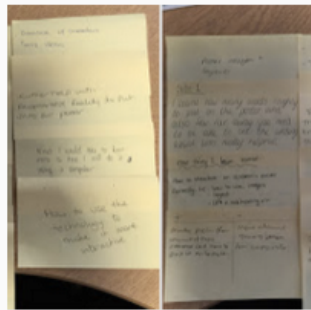
SEP 23 Testing Feedly as an aggregator
Testing Feedly.



the design team the creation of more courses and plans to foster collaborative learning on the CourseSites platform to promote the



and follow the instructions
services@ucs.ac.uk
goo.gl/nW8sox



FEB 26 Latest Workshop Thoughts

I ran the 'Effective Poster Design' workshop yesterday for the first time. Not only was this the first time I had run the session, I was also being observed by our Quality

DEC 16 Gamification Sprint
A few of us from the Learning Services division are currently participating in a Gamification development sprint.

We have been set a challenge to see if we can design gamification into our study skills workshop programme. We have the same issues as most institutions, low turnout, mixed learner characteristics low motivation etc. amongst our student when we are trying to support them.

This sprint has got us thinking how we can use game mechanics in the development of our workshops.

OCT 6 Google Slides for RLOs
Following the successful Getting Ahead programme and the social media elements I thought I would put together a quick 'how to' for Twitter.

For this I've decided to try and use Google's presentation tool 'slides'.

The idea being that I would make a presentation that would guide people through a number of tasks, with Google Slides being online and usable through just a browser I thought this should work well.

With Thanks

CourseSites: https://es.coursesites.com/webapps/Eb-sites-course-creation-BBLEARN/pages/_img/Cs_small.png
Open Badges: http://ocupop.com/wp-content/uploads/2013/03/2012_Logos-12.png
Open Educational Resources: http://hub.moodle.org/pluginfile.php/13635/block_html/content/oeer-logo.png

Stage 5: migrate to CourseSites, Check & Release