TUTORIAL: Targeting Transformation: Taking the Big Step in Teaching and Learning with Technology

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References:


Anne H. Moore. "Redesigning Learning Environments: Virginia Tech's Story." In Rhonda Epper and A. W. (Tony) Bates (eds.). Teaching Faculty How To Use Technology: Case Studies of Successful Programs. Oryx 2001. (These cases are the result of a bench marking exercise convened by the American Productivity and Quality Center and the State Higher Education Executive Officers: http://www.apqc.org)


Jacquelyn B. Tulloch and John R. Sneed (eds.). Teaching and Learning. Instructional Telecommunications Council series on Quality Enhancing Practices in Distance Education. Volume 1, 2000

WARM-UP EXERCISE: TARGETING TRANSFORMATION

“…a shift [is happening] between using technology to support the individual to using technology to support relationships between individuals. With that shift, we will discover new tools and social protocols for helping us help each other, which is the very essence of social learning.”


1. Write a headline (on the attached paper) for an article to appear in the Chronicle of Higher Education, August 2004, which captures the key transformation which has taken place at your institution.

   For Example: Faculty and Students Agree: New Learning Formats Work!

2. Now write down 5 facts from the first paragraph of the article

   For example: • faculty contact with students improves 20% • 80% of students select hybrid modalities • learning measures improve 10-50% • students audit an average of 3.5 online courses/academic year • library of instructional modules expands 15% annually
Getting Started: Targeting Transformation

1. What is the primary driver at your institution?

2. What is the culture of your institution?

3. Which strategies are appropriate to the drivers, culture, and resources available?
Seminars on Academic Computing 2001

Targeting Transformation-Taking the Big Step in Teaching and Learning with Technology

Session Notes

Chronicle of Higher Education Headlines, 2004 Headlines

…if we undertake some transformational steps:

2. Tenured Faculty Cut to fund IT and Learning Technologies
3. Pilot Cohort Enrolls in Consortial Online Degree Program
4. University of X Faculty using Technology to Personalize Undergraduate Education
5. Engaged Students at University of X applaud faculty for enhancing learning
6. Personalized Learning Through Technology
7. University of X Offers a Minor in Computer Science to All Students
8. University of X Abolishes Lectures
9. University of X in Forefront of Undergraduate Education
10. Faculty Discover Liberal Arts and Technology Can Work Together
11. University to Fully Fund IT Needs Citing Learning Benefits and Competitive Needs
12. IT Fluency Program for Students, Faculty, and Staff in Place at the University of X.
13. Students at X Learn More and Retain Knowledge Longer
14. Customized Learning Plans Enthuse Faculty & Students
15. Technology Initiative Plays Integral Role in Information Literacy
16. Students at X Take Charge of Their Learning
17. 250 Schools Close in Face of On-line Competition
18. Study Shows 75% of University of X Faculty Use PowerPoint
19. Over 90% of Students Meet Their Educational Goals Through Customized Learning Experiences at X College
20. Last Residential Student Connected to Campus Network
21. Young Alumni at X Appreciate Life-long Electronic Connection for Life-Long Learning
22. Faculty Report They Cannot Teach Without Technology
23. Open Courseware Initiative Raised Standards at X and Colleges Worldwide
24. Bits Take a Byte Out of Legal Education at X College of Law
25. Investment Pays Off: Technology Helps Students Learn in Ways That Were Not Possible Before
26. X College Sets New Paradigm for Instruction
27. Georgia Business Find New Hires Fully Prepared
28. Faculty Accept IT in Classroom
29. Paradigm Shift at R1s: Learning First, Research Second
30. Faculty Find Useful Resources on Campus Network
31. X University has Integrated Technology into EVERY Course on Campus
32. Alumni of X College Keep on Learning
33. Digital Library Resources Used by 80% of Classes
34. E-Learning a Success? Class Attendance Down 50%

…and if we do not:

4. AOL Graduates More Students Than All the Remaining Brick & Mortar Universities

**DRIVERS**

- Financial crisis
- Restructuring mandate
- More students
- High demand areas
- Competition as seen by President
- Alumni & trustee demands
- Serve world & under-populated areas
- Student expectations for technology
- Physical access to campus
- Tenured faculty in key departments demand technology
- Double cohort and demographic shift
- Obligation to work with K-12 and rural land-grant mission
- Accreditation

**CULTURE**

- Boundaries/Geographic
- Work Hard
- Don’t Toot Your Horn
- Collaborative
- Willingness to Think Outside Organizational Boundaries to Solve Problems
- Attacks by Students Against I.T.
- First-Generation Students
- Bias Toward Quick Action
- Stability and Tradition
- Differing Cultures (Student, Faculty, Organization)
- Traditional / Non-Traditional Tensions at Senior Tenured Level
- Engineering – Perfect Solution Expectation
- Change?? (gasp)
- D.I.Y. Independence Among Faculty
- Fierce Loyalty to Students
- Collegiality – Consensus Before Change
• Discuss Fully But Able to Move – New Urgency, Time for Action
• Less Resistance – Transformative Time
• Fees to Students Need to Be Clearly Justified
• Comparing Real Needs to I.T. Needs
• Liberal Arts – No Need for Technology
• $$ Pushed to the Edge Where Innovation Occurs (Who Holds $$?)
• Unionized Labor
• How Have More Graduates Across State
• Like Traditional “Sage” Roles
• Diverse Students
• Faculty Distrust Administration and I.T.
• Skepticism About I.T.
• Risk-Taking

STRATEGIES

• Place in Faculty Development Office
• Consistency between/among system institutions for substantive change
• Involve interdisciplinary groups
• Think one scale larger than the original problem
• Web to transform curricular communication
• Student per course fee
• Central funding, but funnel to edges
• Focus on minimal faculty impact – remove barriers
• Create atmosphere of open dialogue
• Faculty driven
• Vocal students
• Incentives to faculty, for example, early adopters
• Mandate/leadership at strategic times
• Explain how IT money is spent and why (reports & face-to-face)
• Emphasize partnership between faculty & IT staff
• Encourage faculty to modularize instruction
• Separate budget processes [projects, policy]
• Focus on graduate students – new approach to teaching
• Create cross-functional team funded by faculty contracts

GUIDING PRINCIPLES

• Cohesive strategies – process, programs, budget, policy
• Focus on teaching and on learning approaches
• Involve ALL stakeholders (students, faculty, administration)
• Focus on value (accountability for claims of improvement)
• Change is a slow, evolutionary process

YE TO DO

• How Overcome Common Barriers?
• How Capture Non-Formal Learning as Aspects of Student Life?
• How Infuse I.T. into Other H.E. Initiatives?
• Tools to Analyze & Find New Strategies
• How Are the Tenure Policies & Practices Changing (Or Not)?
• More On Vision
• Case Studies of “Typical” Institutions (Low Budget) & Failures
• Mistakes & Wrong Moves to Avoid
• What’s the Evidence?
• Linking Measurements to Vision-Goals
• Changes in Incoming Students

Additional reference:

“CREATING A CONTEXT FOR CONSENSUS”
David G. Brown and Sally Jackson
EDUCAUSE REVIEW, July/August 2001

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