

New and Enhanced Learning Experiences

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Managing the Impact

- At the end of this session participants will be able to:
 - Explore how technology impacts on organisations;
 - Explore models of organisational change and examine how these enable the introduction of e-learning;
 - Extend the concepts explored to one's own practice.

Today

- Examine four extracts looking at different aspects of managing change and elearning
 - Stephen C. Ehrmann: Proceedings of the 2001 9th International Symposium: Improving Student Learning , 11 (OCSLD 2002)
 - Betty Collis and Jef Moonen: Flexible Learning in a Digital World, pps 44-66 Kogan Page 2002
 - Diana Laurillard: Rethinking University Teaching (2nd Ed), pps 214-241, Routledge 2002
 - Colin Latchem and Donald E Hanna: Leadership for 21st Century Learning, pps 41-52 Kogan Page 2002

**Stephen C. Ehrmann: Proceedings of
the 2001 9th International
Symposium: Improving Student
Learning , 11 (OCSLD 2002)**

Learning from past mistakes

“Progress, far from consisting of change, depends on retentiveness. Those who do not learn from the past are condemned to repeat it.”

George Santayana *as quoted by Stephen C Ehrmann (2001)*

Review of Technologies

Mainframe Computing	1970-1980
Videodisc players	1970-1980
Microcomputers	1980s
Hypercard	1988-1992
Computer Conferencing	1988-1992
Courseware and CAA	1992-2000
Web	1996-date
VLE's	2000-date

Strategies for successful embedding

- Long term focus on selected outcomes and activities needed to improve them;
- Choose technology that can contribute to long-term, cumulative improvement in the chosen activities;
- Emphasise forms of instructional material that most faculty members find it quick and easy to create, adapt and share;
- Track the progress of the strategy;
- Diagnose problems 'on the ground' as they occur;
- Create coalitions.

In our Experiences...

Does this happen?...

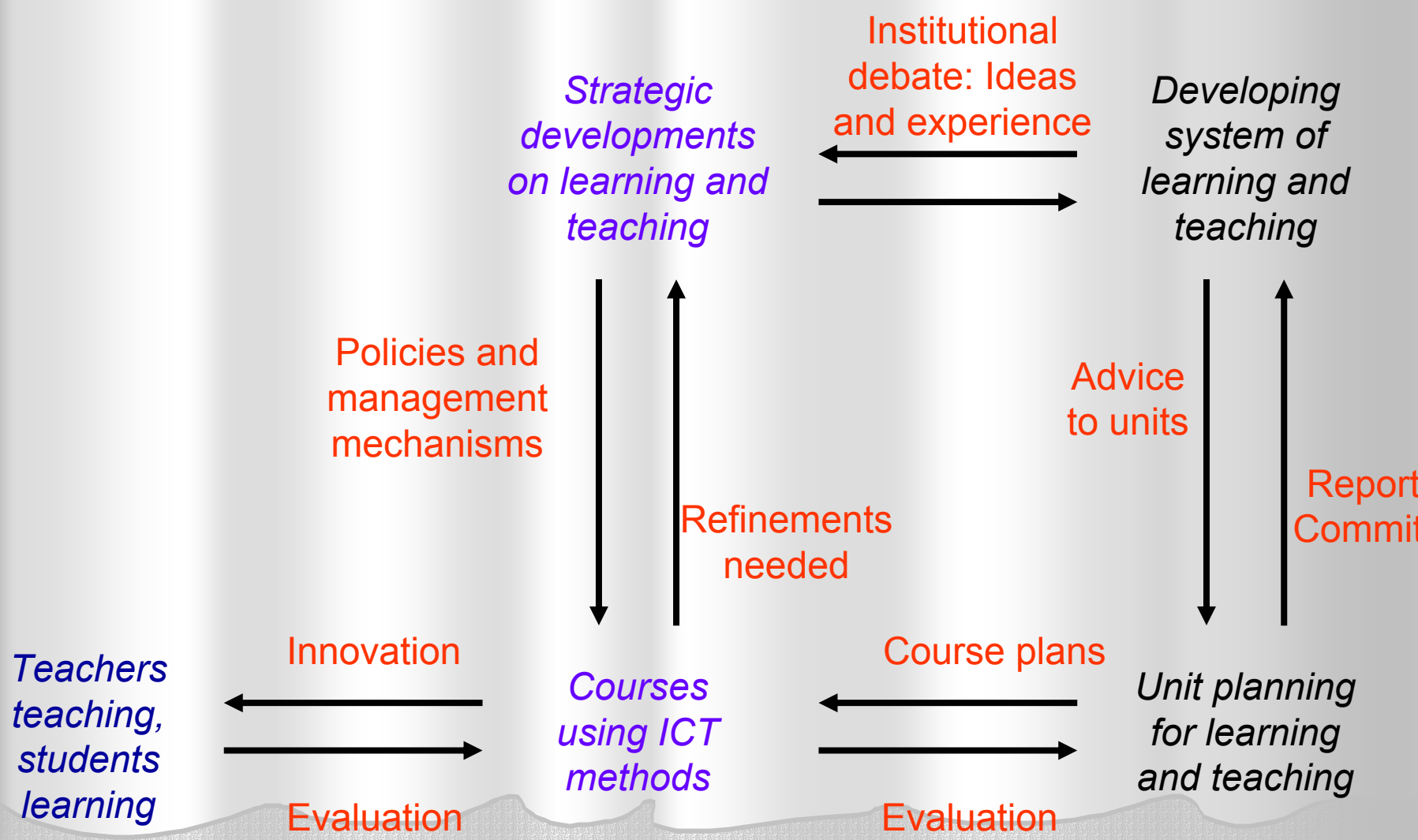
**Diana Laurillard: Rethinking University
Teaching (2nd Ed), pps 214-241,
Routledge 2002**

Conversational Framework for the learning organisation *(after Laurillard 2002)*

Class level activities

Institution Specific Activities

Institution General Activities



In our institutions...

Where are these happening?...

... and where are they not happening?

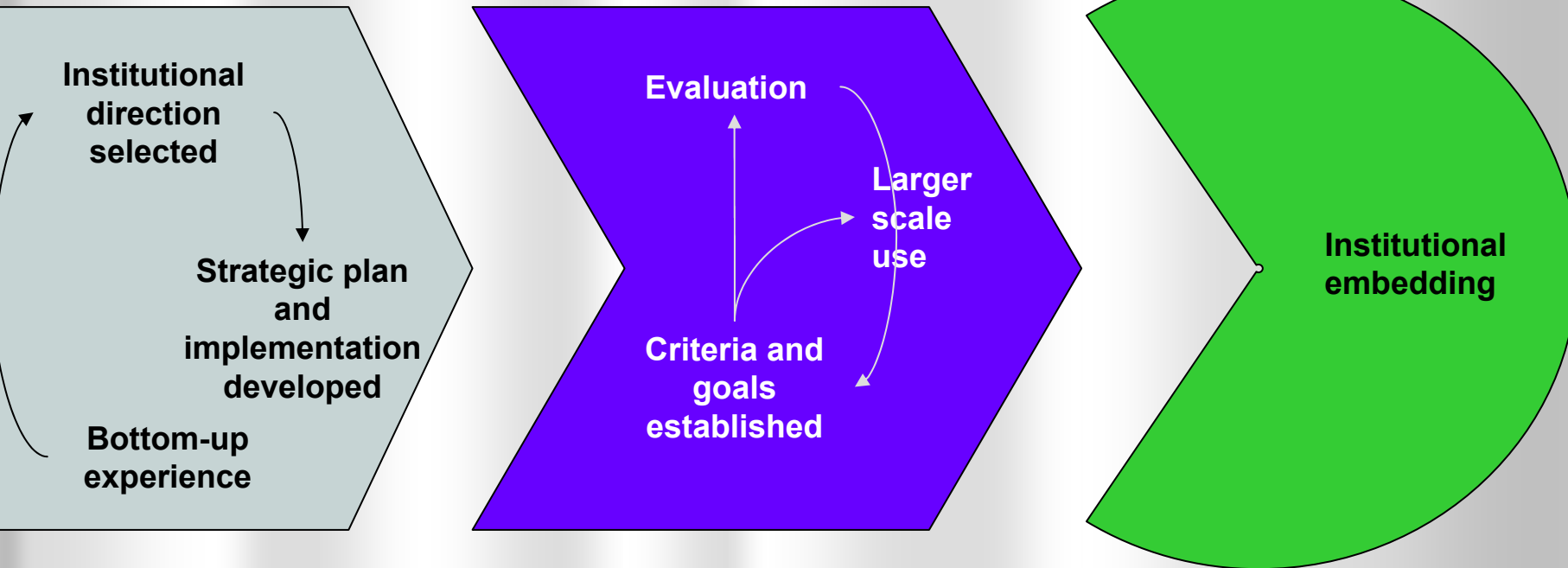
**Betty Collis and Jef Moonen: Flexible
Learning in a Digital World, pps 44-66,
Kogan Page 2002**

Three Stage Process

Initiation

Implementation

Institutionalisation



Institutional Strategy Elements

- Pedagogical Goals
- Infrastructural requirements
- Evaluation, Dissemination and debate
- Quality issues
- Expertise for development, production, distribution
- Funding developments
- Resource planning

Four E model

- Effectiveness
- Ease of Use
- Engagement
- Environment Vector

**Colin Latchem and Donald E Hanna:
Leadership for 21st Century Learning,
pps 41-52 Kogan Page 2002**

Key components

- Systemic change
- Re-engineering
- Strategic planning
- Scenario planning
- Implementation
- Staff Capacity

Scholarship of Discovery

Research and investigation about:

organisational and curriculum change
learning theory, learners and learning

Hardware, software and networks
Cost, access and delivery factors

Scholarship of Integration

Research at the boundaries where fields converge and putting isolated facts into perspective:

organisational and cultural factors inhibiting and
supporting educational change

Systemic and social factors inhibiting
supporting technological change

Providers' and learners' perceptions of flexible
learning

Providers' and learners' perceptions of various
technologies

Scholarship of Application

New intellectual understandings from:

Introducing and managing organisational and
technological innovation and change

Introducing and managing technology innovation
and change

Introducing open and flexible education and training
on and off-site

Developing production tools, courseware
and learning networks

Scholarship of Teaching

What elements do we need to enable
change to benefit Lifelong Learning in
Europe?