

Developing strategies to introduce and manage technological change and innovation in higher education towards learning and teaching transformation

Presenters/facilitators:

Dr Philip Uys

Division of Learning and Teaching Services
Charles Sturt University

Janet Buchan

Division of Learning and Teaching Services
Charles Sturt University

Workshop Duration

3 hours

Maximum number of participants

20-25

Intended audience

The workshop is aimed primarily at those people who have responsibility in their organisation for the development, management and implementation and support of technological change and innovation: educational leaders, educational/instructional designers, learning technologists, academic staff. This includes those with an academic development and student support role.

No prior expertise in change and innovation facilitation is required, but presenters will be encouraged to bring along their questions and ideas. The presenters will contact participants in advance to find out more about the audience so that the workshop can be tailored to the specific group.

Objectives

By the completion of the workshop participants will be able to:

- develop strategies to introduce and manage technological change and innovation in higher education towards learning and teaching transformation;
- introduce participants to a variety of change and innovation instruments to manage change in their own personal work and learning environment;
- provide an opportunity to share ideas and experiences with other professionals in the field.

About the facilitators

Dr Philip Uys

Dr Uys (Ph.D., Grad.Cert. Univ.L&T., B.Comm.Hons., B.Comm., Adv. Dip. Tertiary Teaching) has expertise in the strategic implementation and management of elearning, educational technology, distance education and educational change both in developing settings (Botswana and South Africa) and in developed environments (New Zealand and Australia). He has worked in change and knowledge management over the last ten years.

He has built up his expertise through international consulting, contract and permanent engagements as well as through many years in tertiary education and the IT industry. He is the Director, Strategic

Learning and Teaching Innovation at Charles Sturt University in Australia. In this position he has University-wide responsibility for evaluating new educational technologies in terms of their impact on learning and teaching and he plays a leading role in adoption and implementation of new technologies and methods.

More information at <http://www.globe-online.com/philip.uys>

Janet Buchan

Janet Buchan (BSc., Dip.Ed., MEd.) is currently Manager of the Educational Design and Media team for the Faculty of Education at Charles Sturt University, NSW, Australia. She is an educational designer with a strong background in educational technology. Janet is active in the innovation and implementation of new educational technologies and has researched and published in the areas of designing digital media, online assessment, blended and flexible learning and educational management. Her Ph.D. research looks at developing resilience and managing change in contemporary e-learning, or technology enhanced learning environments.

More information at <http://csusap.csu.edu.au/~jbuchan>

Overview of activities

The workshop will take an interactive format. It will begin with some input by the presenters, but the bulk of the time will be spent in small group work and whole-of-workshop discussion. It will make use of a variety of visual aids including electronic presentation, posters and whiteboards.

Eight instruments will be introduced and participants will be able to work with some of these in depth over the course of the workshop.

1. Kotter's 8 dimensions of change: Deal with people issues; Create and maintain a sense of urgency; Collaboratively guide the change process; Create alignment; Communicate the vision for change; Empower and remove barriers; Achieve short-term wins; Consolidate performance improvements
2. The PIRI cycle; the Plan – Implement – Review – Improve cycle used in organisational management.
3. Change acceptance curve: positions participants using their response to change
4. LASO model (Uys, P.M., 2007): top down and bottom up strategies need to work in unison
5. A Technology Dashboard: documenting the key systems in ICT-enabled learning and teaching to allow a snapshot view of change.
6. The social-ecological system approach to understanding the educational environment (Buchan, 2008a) – a systems approach that focuses on the learning environment in the context of broader external (organisational and other) factors.
7. The Adaptive Cycle – a framework and metaphor for understanding transformation of educational systems from macro- to micro- levels (Buchan, J. 2008b).
8. Para-analysis (Buchan, J. 2010c) – this is a framework and strategic approach to mapping technology in an institution over time and predicting the impact of technology in the context of the broader environment.

Detailed plan of workshop activities

- 45 mins. Introduction: overview of a range of change and innovation instrument:
 - Kotter's 8 dimensions; the PIRI cycle; change acceptance curve; the Adaptive Cycle; LASO; a Technology Dashboard; Para-analysis; the Social-ecological system approach.
- 45 mins. Group activities: groups work with one of more of the change instruments to explore a particular scenario.
- 15 mins. *Tea break*

- 45 mins. Report back and discussion
- 30 mins. Close with general overview and take-home messages

Previous Presentations and References

- Buchan, J. (2010a). (in press- for August 2010) Developing a dynamic and responsive online learning environment. A case study of a large Australian university. In *Free and open source software for e-learning: Issues, challenges and successes*. (Ed) Ozkan B.C. IGI Global. US.
- Buchan, J. (2010b). "Developing a dynamic and responsive online learning environment: A case study of a large Australian university." International Journal of Open Source Software and Processes 2(1): 32-48.
- Buchan, J. (2010c). Putting ourselves in the big picture: a sustainable approach to project management for e-learning. *The Journal of distance Education*. Vol.24. No.1, 55-76.
- Buchan, J. (2008a). Rethinking management strategies for the online learning environment. Association for Learning Technology Conference 9-11 September 2008. Leeds UK . 'Rethinking the digital divide.' Short paper.
- Buchan, J. (2008b). Tools for survival in a changing educational technology environment. ASCILITE Conference December 2008. Theme: 'Hello! Where are you in the landscape of educational technology?' Available from <http://www.ascilite.org.au/conferences/melbourne08/procs/buchan.pdf> .
- Buchan, J & Uys, P.M. (2009). Full day change management workshop. Strategies for the Widespread Uptake of Sakai in Tertiary and Higher education. 2009 AuSakai Conference, "Sakai as a Scholarly Environment: Pedagogy, Systems, Processes and Outcomes", 16 - 18 September 2009. Charles Sturt University, Bathurst, Australia.
- Synnot, b. & Fitzgerald, R. (2007). *The toolbox for change. A practical approach*. Brisbane. Danjugah Pty Ltd.
- Uys, P.M. (2010, June). Blended Learning in the ICT-Enabled Learning and Teaching Community of Practice at Charles Sturt University. To be presented at the ED-MEDIA 2010-World Conference on Educational Multimedia, Hypermedia & Telecommunications. 28 June to 2 July 2010, Toronto, Canada: AACE
- Uys, P.M. (2009, November). Critical Reflections on Building a Community of Practice about ICT-enabled Learning and Teaching at CSU. CSU Educational Conference "Leading and Learning In Higher Education". 25th - 27th November 2009. Charles Sturt University, Thurgoona, Australia.
- Uys, P.M. (2009, April). Change and innovation strategies during the implementation of an open source LMS: an Australian case study. Paper presented at the V International Conference on Multimedia and ICT in Education (m-ICTE2009). Lisbon, Portugal.
- Uys, P.M. (2009, May). Using change management, professional development and communication strategies to support an open source LMS implementation. eLearning and Instructional Design Conference. Ark Group. 13 - 14 May 2009. Melbourne, Australia
- Uys, P.M. (2007). Enterprise-Wide Technological Transformation in Higher Education: The LASO Model. *International Journal of Educational Management* (ISSN: 0951-354X), Emerald, UK.

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Requirements for facilitators

Large room with flat floor space to allow movement of furniture for collaborative work, data projector, whiteboard, wall space or pin boards for poster display and creation.