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<tr>
<th><strong>Title</strong></th>
<th>A Perspective on Managing Educational Technology Change</th>
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<tr>
<td><strong>Author(s)</strong></td>
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<td>CITE Seminar: Managing Educational Technology Change and Managing Change with Educational Technology, Hong Kong, Chian, 2 November 2006</td>
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A Perspective on Managing Educational Technology Change

Allan Herrmann
Educational Technology Services
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Overview

• Differentiating the drivers
• Matching with targets
• Key activities
  – E-learning
  – Learning space design and development
• Approaches in ‘research intensive’ universities
• The relationship between strategy and management
Differentiating Drivers

- Postgraduate coursework – fee for service
  - Niche markets built on research strengths
  - Fee income
  - Profile
- International collaborations
- Meeting student expectations
- Potential for quality improvement in teaching and learning
Matching with targets

- Needs of students
  - Undergraduate
  - Postgraduate
- Professional development courses
- Matching staff skills with tools and student needs
Key activities

• Learning space
  – Design
  – Development

• E-learning
  – Platforms
  – Approaches
Learning space

• Recognition of changing requirements
  – Collaborative learning
  – Problem based learning
  – E-learning options

• Evidenced based actions
Specific issues about e-learning (platforms)

- Off the shelf proprietary options
  - Cost
  - Locked in
  - Litigation
- Open source
  - Cost
  - Scalability
  - Sustainability
- Home grown
  - Cost
  - Scalability
  - Sustainability
- Enterprise wide
- Fitness for purpose
Approaches in research intensive universities

• Leadership
• Strategic management
• Relationship between Faculties and centre
Leadership

- Create appropriate environment
- Clear statement of support and direction
- Funding of initiatives to ‘send message’
  - Targeted
  - Open process
  - Accountable
  - Strategic projects
    - Scalable
    - Sustainable
Strategic management

• Provide university wide strategy/plan
• Encourage cycle of
  – Research & development
  – Testing
  – Implementation
  – Embedding
  – Evaluation
Policy definition

 ENTREPRENEURIAL

 COLLEGIAL

 CONTROL OF IMPLEMENTATION

 BUREAUCRATIC

 Tight

 Loose

 (following Inglis, A. 2006)

 Dopson and McNay (1996)
<table>
<thead>
<tr>
<th>Document Type</th>
<th>Universities</th>
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<tr>
<td>Teaching and Learning Policy/Plan</td>
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<tr>
<td>Flexible Learning Policy</td>
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Inglis, A. (2006)
Relationship between Faculties and centre

- **Balance**
  - Timing
  - Appropriate roles and relationships for centre and Faculty
- **Communication processes**
  - Well defined and authoritative committee structure
    - Clear lines of responsibility
    - Representative membership
  - Dissemination activities
    - Good practice show cases
    - Training and development support at centre and School level
    - Information and ideas sharing protocols
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