

A Perspective on Managing Educational Technology Change

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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

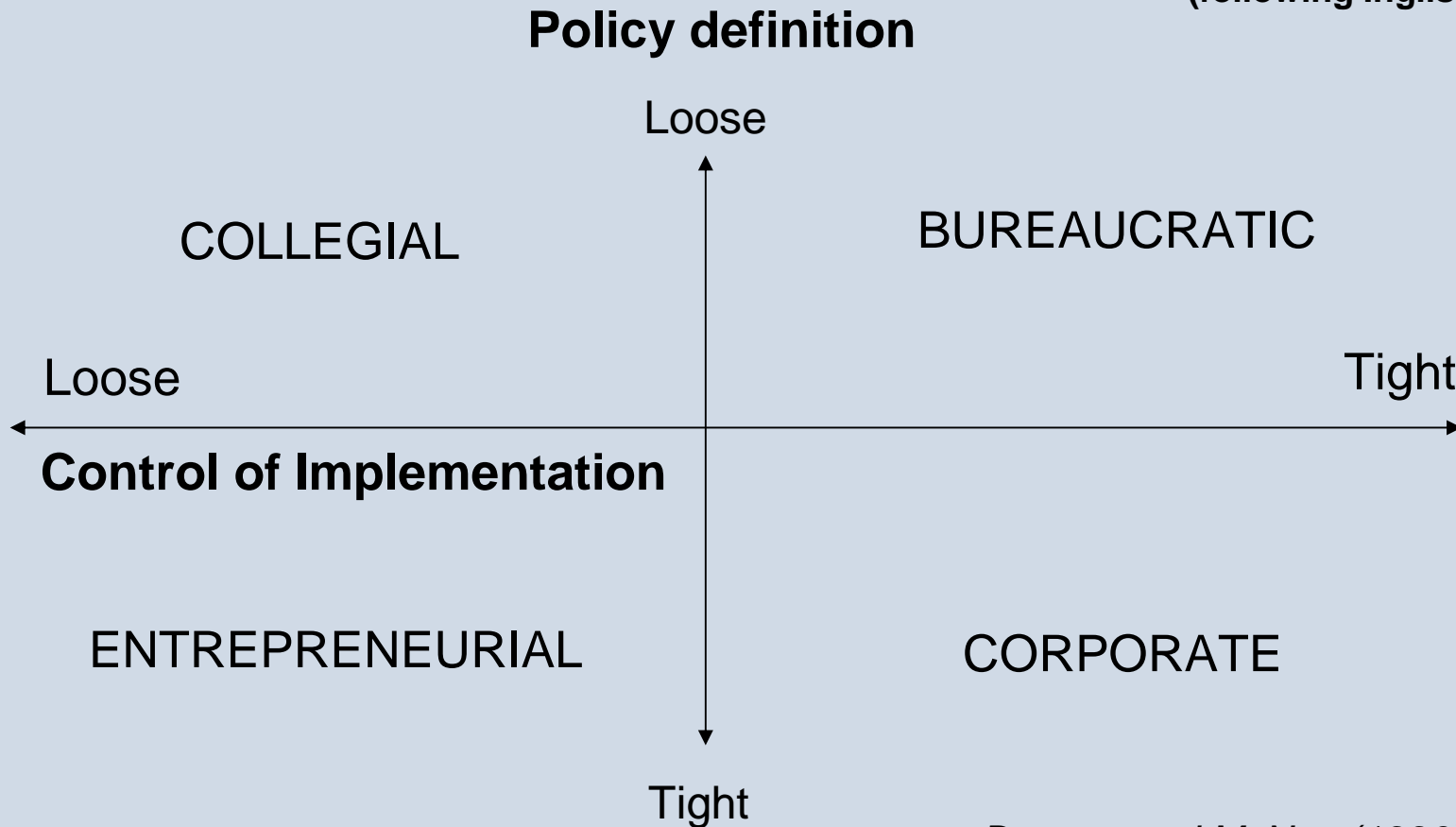
Leadership

- 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

(following Inglis, A. 2006)



Dopson and McNay (1996)

Inglis, A. (2006)

Document Type	Universities
Teaching and Learning Policy/Plan	14
Flexible Learning Policy	6
Flexible Learning Strategy	2
Flexible Learning Strategy (under develop)	1
E-learning Policy	1
E-Learning Policy (under dev)	2
E-Learning Strategy	3
E-Learning Strategy (under dev)	5
Not identified	4

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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