DEVELOPING STRATEGIES FOR HYBRID AND ONLINE LEARNING

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Overview

1. Governance of learning technologies

2. Planning and strategic thinking

3. Goals and direction

4. Engaging faculty in decision-making

5. Dealing with institutional culture

6. Conclusions

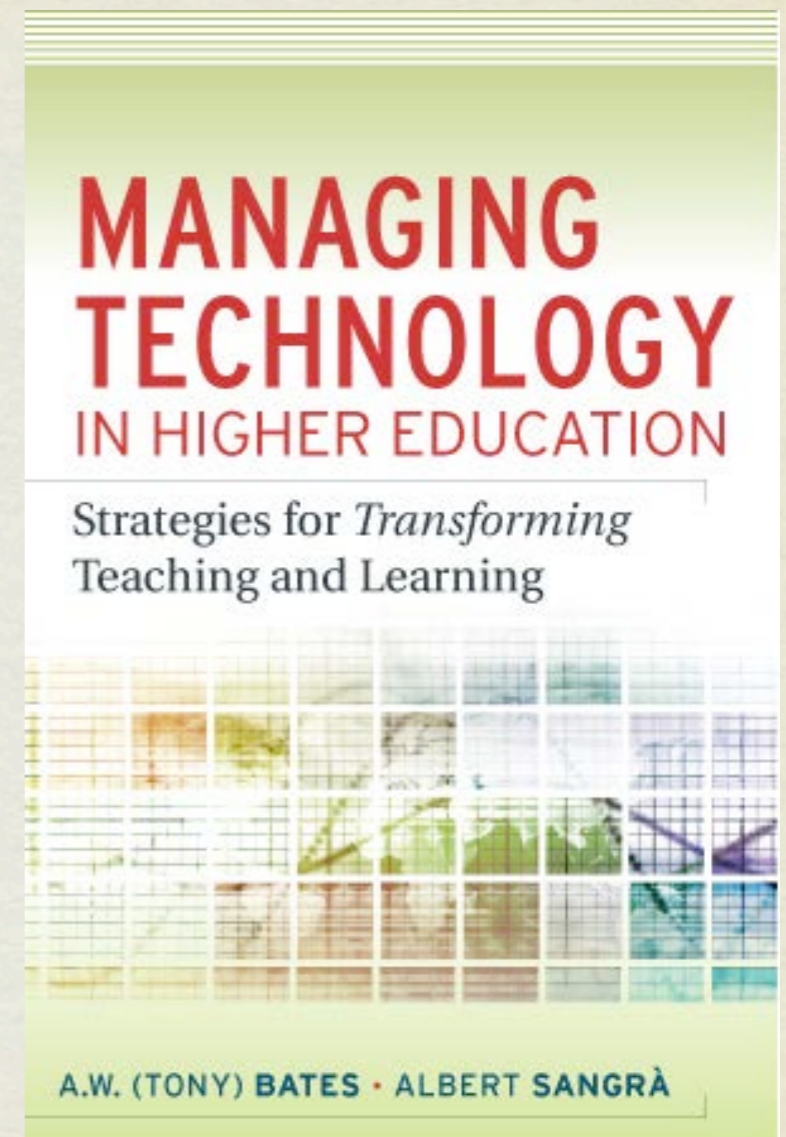7. Questions and discussion

What do we know about managing learning technologies?

Less than 10% of publications on topic

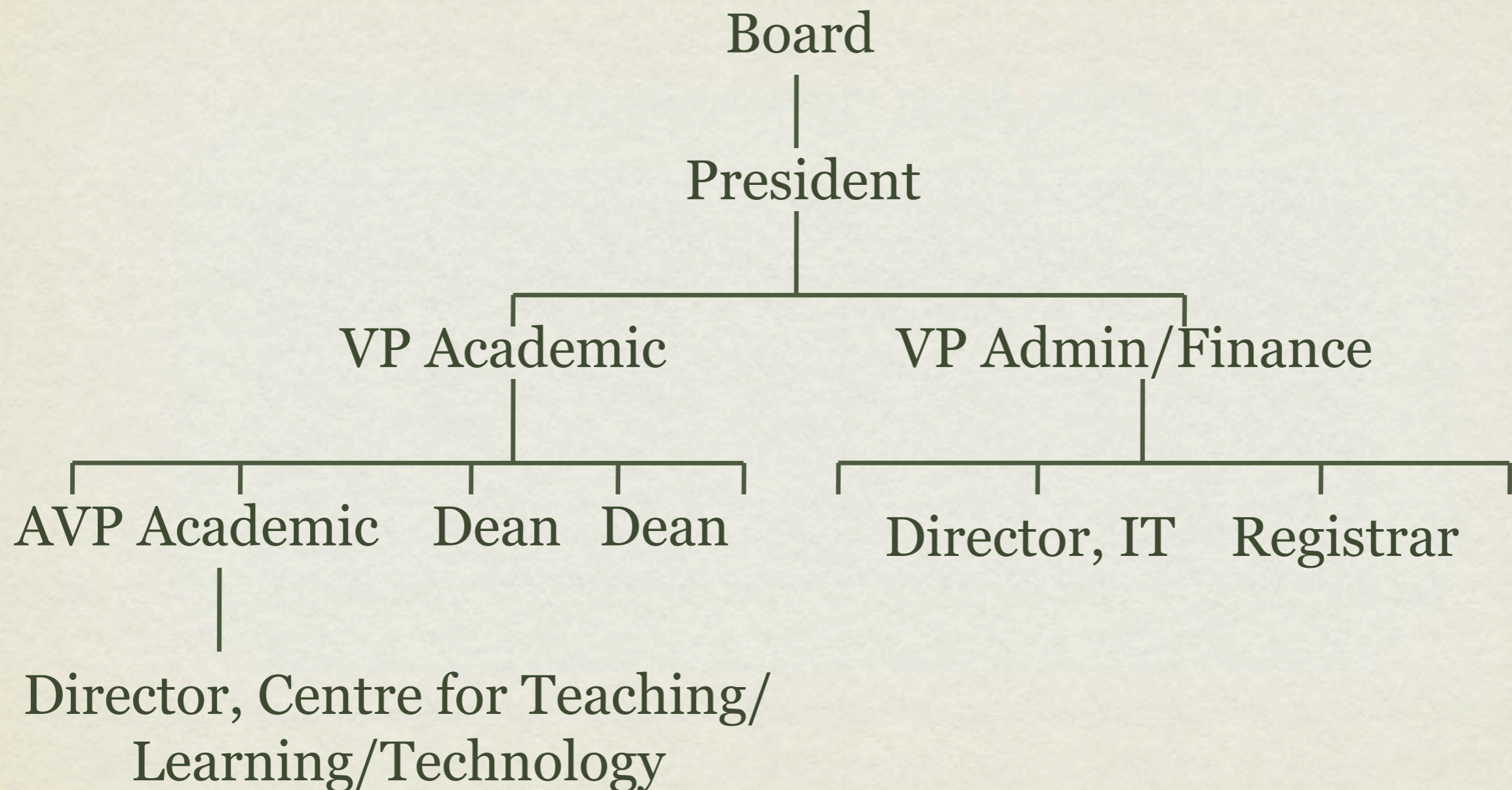So: Bates and Sangrà (2011): 11 case studies: 6 in Europe; 5 in North America

Changes since 2010: more institutions now doing serious LT planning (e.g. UBC, Ottawa): MOOCS + government

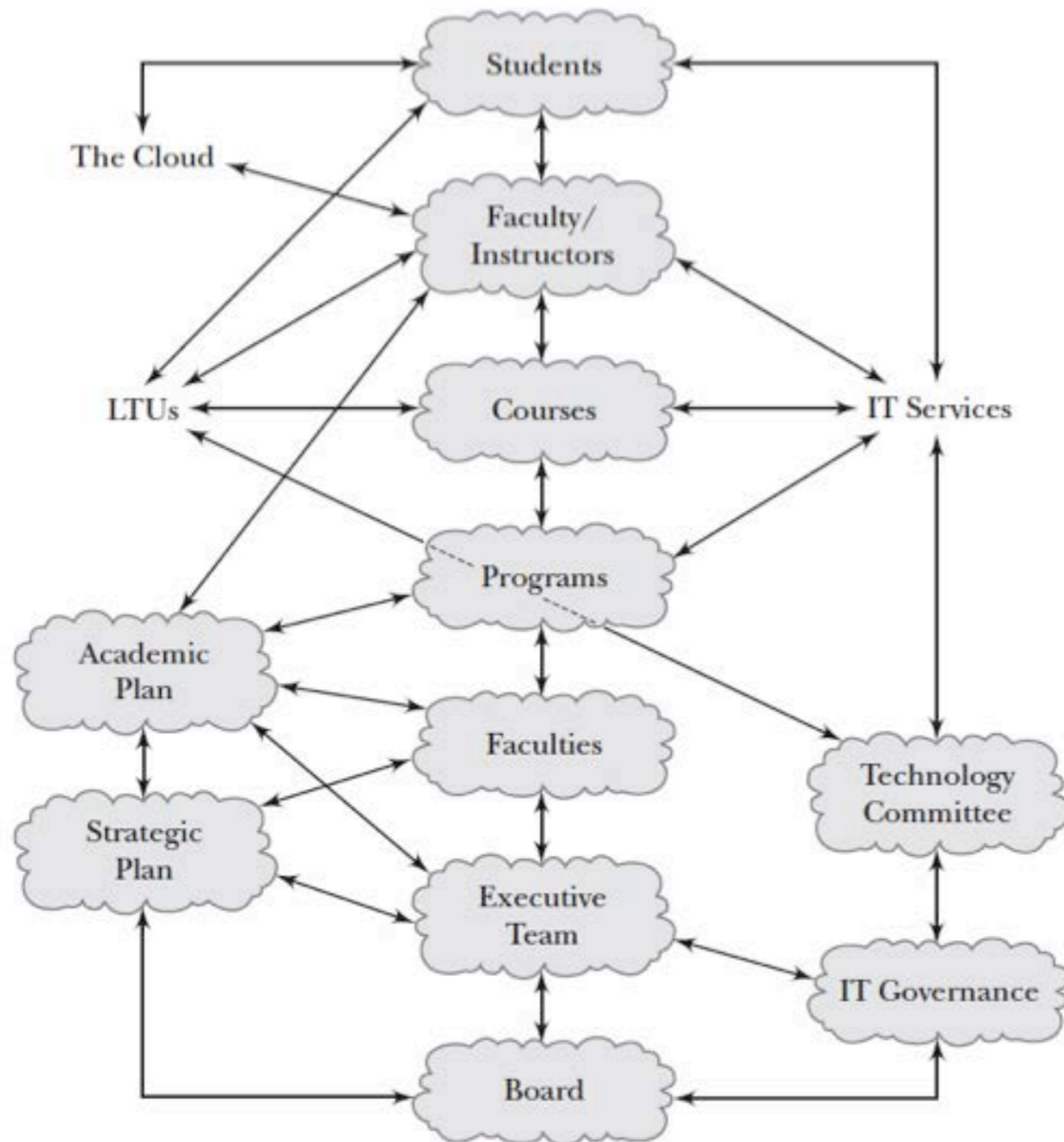Drawing on results from case studies + more recent experiences

MANAGING TECHNOLOGY IN HIGHER EDUCATION

Strategies for *Transforming* Teaching and Learning

A.W. (TONY) BATES · ALBERT SANGRÀ

Two ways of looking at governance

Managerial by position

Board

President

VP Academic   VP Admin/Finance

AVP Academic   Dean Dean   Director, IT   Registrar

Director, Centre for Teaching/
Learning/Technology

Two ways of looking at governance

Functional: where decisions are made about learning technologies

(From Bates and Sangrà, 2011)

Goals and directions for online learning

Possible institutional goals for online learning:

1. Increase access to learning (new markets)

2. Increase flexibility, e.g. hybrid

3. Develop 21st century skills (*new* outcomes)

4. Increase student engagement

5. Individualize learning

6. Improve productivity (better outcomes, less cost)

All are measurable

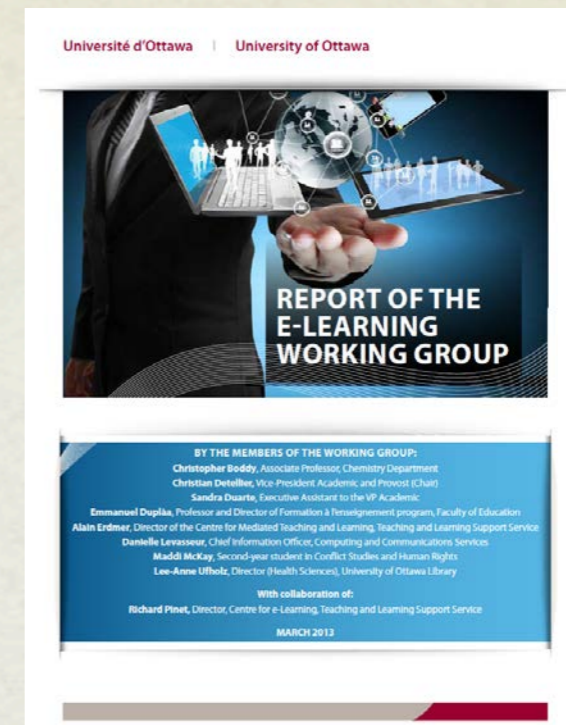Is there a plan or set of strategies?

The importance of strategic thinking

Institutions with plans do better:

- change agents empowered,

- gives 'permission'

- resources identified and allocated

BUT: strategic *thinking* even more important than a plan

- better faculty engagement

- ongoing process

The importance of strategic thinking

Faculty need to be engaged in setting and implementing goals

Such goals in teaching and learning best achieved through faculty:

- visioning

- discussing

- planning programs

- designing and evaluating courses

Implications

Who should decide on:
- face2face/hybrid/fully online
- choice of technologies on a course?

Institutional leadership sets general direction

Program team decides balance based on target groups/learning outcomes, integrated with annual academic planning and budget process

Individual faculty decide at course level

Designing faculty workshops

New program or after program review

One day: 10.00 am – 4.00 pm

All program instructors + CLTS + IT

Topic: what kind of program for the future?

Dean provides situational analysis

3 or 4 short presentations on innovative teaching

Lunch

Designing faculty workshops

Break into groups: 5-6 faculty, CTLS staff + student(s)

Brainstorm for one hour: what will it look like to be a student/instructor in this program five years from now? (Content + methods)

Set up small program planning team

Each 'vision' posted on web with wiki/discussion forum

Designing faculty workshops

Planning group meets one month later to prepare consensus plan for program

Identifies/resolves resource issues with CTLS/IT

Plan to include program structure/ content/staffing/teaching methods/ technology

Puts plan to faculty/administration/ senate for amendment/approval

The need for faculty development and training

Instructors in most institutions are not adequately prepared to teach well (with or without technology)

Training of all instructors in teaching should be systematic and compulsory (especially in universities)

Systemic difficulties in doing this

The need for faculty development and training

The traditional faculty development model is broken

Very expensive to take a mid-career professional and re-train them

Need to start with post-graduate students

Not just pedagogy+ technology; also team work; visioning; planning

New solutions needed

Questions

What are your main teaching challenges? How could online learning help?

Who decides on use of learning technologies? Does this work well?

What is the academic planning process?

What rewards/incentives are there for faculty to change?

References

Bates, A. and Sangrà, A. (2011) *Managing Technology in Higher Education: Strategies for Transforming Teaching and Learning* San Francisco: Jossey-Bass/John Wiley