

## **UB Learning and Teaching Policy**



## **Envisaged Graduate Attributes**

- · ICT knowledge and skills
- Self-directed, lifelong learning skills
- Critical and creative thinking skills
- Problem-solving skills
- Communication skills
- Entrepreneurship and employability skills
- Organisational and teamwork skills
- Research skills and information literacy
- Social responsibility and leadership skills
- · Interpersonal skills

## **Impact of Emerging Technologies**



- Recent rapid advances in web-based technology have caused the biggest change in HE since the advent of the printed book in the mid-15th century
- The digitization of our cultures is providing with access to a breadth of intellectual and cultural resources far greater than ever before
- Networked digital technologies are fast becoming the standard technologies for interaction, communication, and collaboration not formerly
- New, tools for inquiry and investigation

# **Impact of Emerging Technologies**



"New" generation of students:

- ✓ Most university students today are younger than the microcomputer;
- ✓ the advent of the WWW, Web 2.0 technologies, Cell phones, etc have had great impact on their learning styles and needs;
- ✓ To them, keyboard is preferable to paper;
- multitasking is a way of life;
- ✓ staying connected is essential, and
- there is zero tolerance for delays.

# **Impact of Emerging Technologies**



- They process information differently from their previous generations & look up on their teachers to create & structure their learning experience;
- Their needs of information skills and lifelong learning skills to continue studying independently in order to remain competitive in a fast-changing work environment cannot be overemphasized;
- Professionals need to stay abreast of trends, training, and education in their field. (In many areas what was considered cutting-edge ten or even five years ago is obsolete today);
- Teachers must align instructional approaches with their students' changing outlook and information-age mindset.

# Blended Model: A New Approach at U

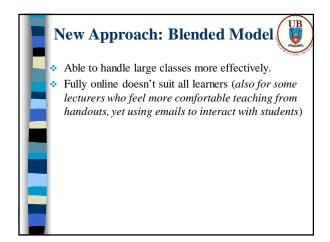


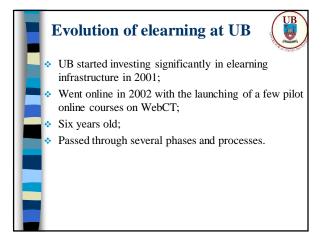
- Appropriate blending of f2f and elearning;
- A synergistic effect: maximises the strengths and minimises the weaknesses of each component;
- Multifaceted approach: diverse in its techniques as the students themselves resulting in individualisation of learning (preferred styles, needs & MI);
- Flexibility (format, anytime, anywhere, ODL, etc);
- Richer learning contexts (In learning resources & development of new skills);

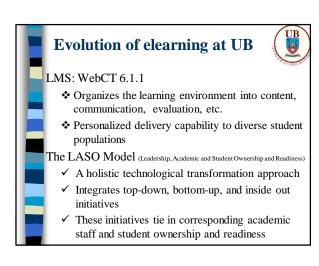
# **New Approach: Blended Model**



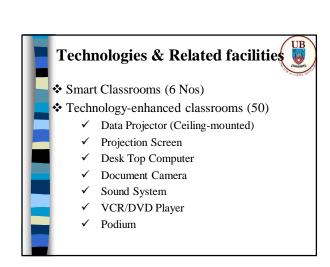
- ICT to activate & enhance learning processes by motivating & engaging learners in exciting ways;
- Interaction is critical for active learning;
- People appear to think in conjunction or partnership with others and with the help of culturally provided tools and implements (e.g., Salomon 1993);
- Motivational feedback & online scaffolding can encourage engagement & active learning;
- Positive emotions influence the learning process and increase comprehension, retention and critical thinking skills;

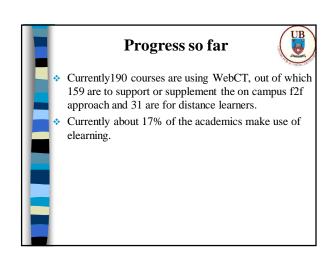


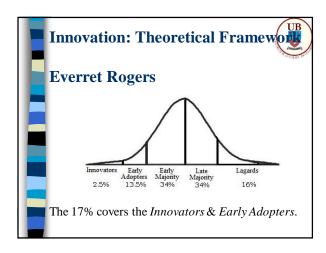


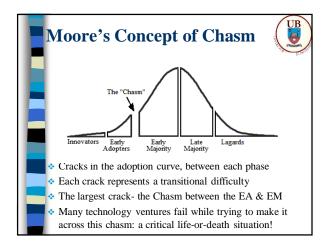




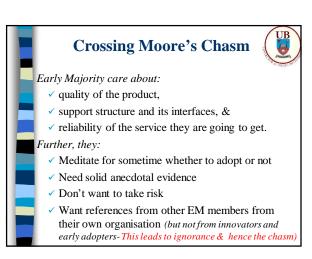


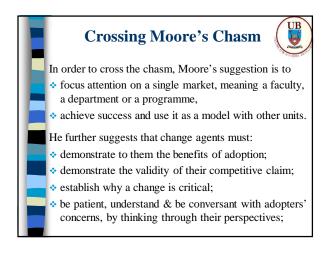


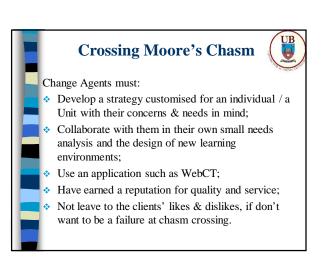


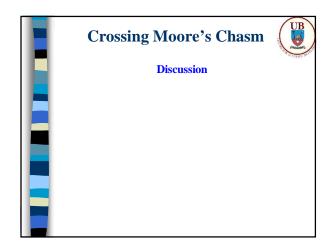


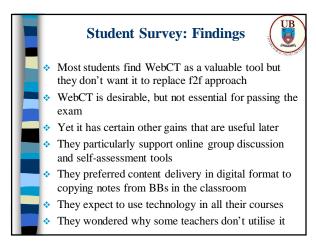
# Crossing Moore's Chasm EA & EM have very different characteristics and expectations. They make the adoption decision based on totally different criteria. Early Adopters: Are enthusiasts and visionaries Try out new ideas & make judicious innovation decisions Start out with a pilot project Have a great role in organisation-wide innovation adoption

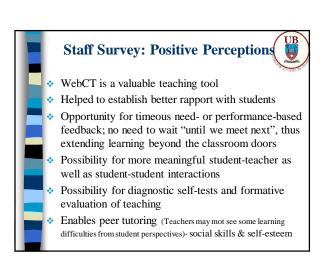


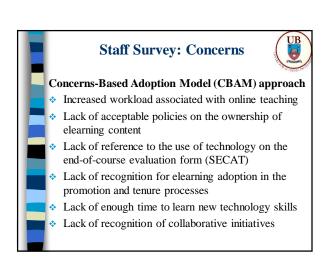


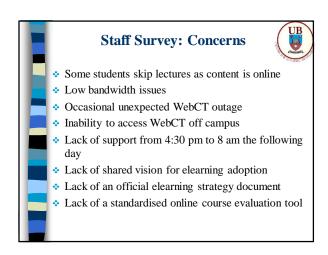


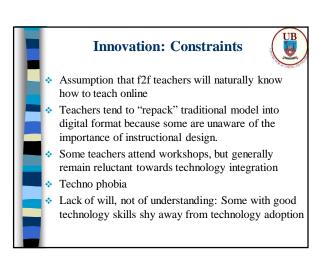












## **Innovation: Constraints**



- Resistance to change from long-embraced traditional approaches; Most teachers in HE tend to teach the way they were taught
- Some staff's difficulty to adapt to the changing roles
- Inability to cope with WebCT approach
- Lack of skills on how to appropriately integrate eLearning
- Lack of stable and supportive IT infrastructure
- Inadequate analysis and addressing of staff concerns
- Lack of team approach in managing change management strategies

# **Innovation: Critical Success Factors**



## Based on surveys & the relevant literature

- Technology innovation is a process and not an one-time event: The road to success is always under construction.
- An organization does not change until the individuals within it change.
- Facilitating change is a team effort.
- Appropriate interventions reduce the challenges of change & are key to the success of the change process.
- The Early Adopters are pillars to effect change through an inside out / horizontal strategy.
- For change to be sustainable, it needs to be collaborative

## **Innovation: Challenges**



May be categorised into:

- Pedagogical
- Technological
- Social
- Cultural
- Ethical
- Economical
- Accountability: ROI

# **Technology Innovation: Challenges**



Three common objectives of elearning & how to achieve them:

- Widening access to educational opportunity;
- Enhancing the quality of learning; and
- Reducing the cost of higher education.
  - Large classes and distance learning
  - Enhanced student-centred interactive learning
  - By collaboratively preparing pedagogically sound learning objects reusable in a variety of contexts
  - elearning is an educational investment

# **Technology Innovation: Challenges**



#### Return on Investments (ROI)

- Biggest thrust to change education is to meet the changing styles & needs of students in the information age that is characterized by a knowledge
- Society expects HE students to be critical thinkers, team players, problem solvers, etc (Historically, HE has prepared students for the world of work);
- For HE institutions to remain competitive, students expect their teachers to be techies and the learning environments to be networked and interactive as it is in most other daily activities.

# **Innovation: Critical Success Factors**



# How to address issues and Challenges:

## **Management Support**

- A team of change managers knowledgeable about the dynamics of both diffusion and resistance to innovation in a given culture and context;
- Resistance is normal; so never label individuals with personal concerns as resistors or laggards;
- Appropriate interventions reduce the challenges of change; Knowing how to change is the real key;
- Facilitating change is a team effort;

# **Innovation: Critical Success Factors** Management Support Visible initiatives, participation and support from the leadership in order to create a conducive environment for change such that teachers will feel at ease and be relieved of anxieties if they are to express real

Technology implementation requires research, a lot of time and commitment: Establish satisfactory ways of recognising it and compensating for it;

# **Innovation: Critical Success Factors**

## **Management Support**

- Usual concerns of intellectual property rights and ownership of materials must be addressed;
- Ongoing formative evaluation at various stages;
- Shared vision for elearning;
- Strategic plan for elearning implementation.

# **Innovation: Critical Success Factors**

### **Staff Training & Support**

commitment to elearning

- Change is people-centred; individuals decide whether to change or not: change must come from the teacher being the key person in the adopting process;
- Identify each individual's concerns (from their own perspective) & address them prudently;
- Well-planned inspiring training sessions: the first step towards adopting a new technology is to learn about it and then to form an attitude towards it;
- Studies indicate that teachers' technology literacy and technology training impact their pedagogy.

# **Innovation: Critical Success Factors**



### **Staff Training & Support**

- ❖ John Keller's ARCS Model of training is suggested: (Attention, Relevance, Confidence & Satisfaction);
- Train of teachers in small groups;
- Identify active technology users from the innovator and early adopter categories & utilise them as resource persons in workshops;
- Individualised post-training follow up & support;
- Instructional Designers for each faculty for more effective and personalised support to academics.

# **Innovation: Critical Success Factors**



# **Collaborative Efforts**

- Encourage collaborative approach towards online course development & team teaching
- Learning objects usable in various contexts
- Faculty/Department-based elearning teams
- Elearning Newsletters to disseminate best practices
- More action researches on elearning best practices

# **Innovation: Critical Success Factors**



## **Technology Support**

- Availability of reliable and adequate technology infrastructure and timely technical support (24/7)
- High speed access to WebCT on campus as well as off campus (24/7)
- Availability of learning support / help desk (24/7)
- Availability of course materials on CDs for students in order to reduce online download time

