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# Towards e-maturity: embedding e-learning within mainstream teaching and learning

A keynote presentation  
To SOLSTICE

By

**Allison Littlejohn**

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Director

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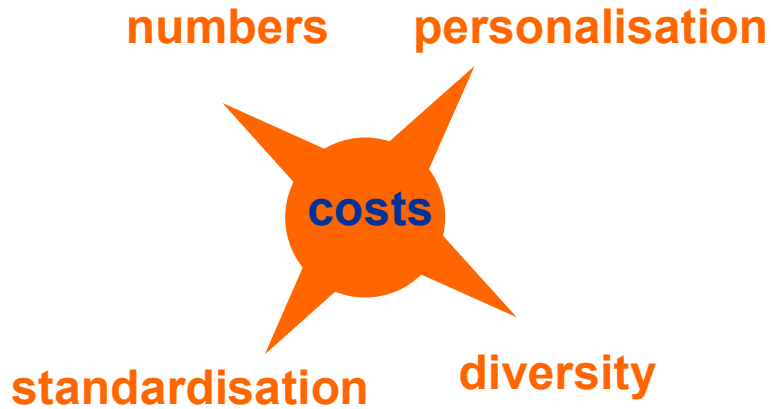
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# Drivers for transformational change

Towards e-maturity: SOLSTICE



# Drivers for transformational change

## Towards e-maturity: SOLSTICE

Urgent need to understand the effectiveness of new approaches through the integration of scholarship and practice

Boyer (1990)

Gibbs (1999)

Healey (1992)

Laurillard (2002)

Ramsden(1992/2003)

Trigwell (2000)

Trigwell, Martin, Benjamin, Prosser (2000)

But how do we scale up?

Richlin and Cox (2004)



# Approaches to transformational change

- **Pew Learning and Technology Program;**  
USA, \$mm, various funders  
[center.rpi.edu/PCR/Outcomes.htm](http://center.rpi.edu/PCR/Outcomes.htm)
- **UMI**  
SHEFC , 1996-2000
- **Centres for Excellence in L&T;**  
HEFCE, now
- **Transformational Change;**  
SFC £6m 2005-2007
- **TQEF;**  
HEFCE £181m 1999-2005  
strategy, centres, projects, fellowships
- **Local staff development**



# Approaches to transformational change

## (inter)national

Centres for Excellence in Learning and Teaching in England and Wales

## cross institutional

Pew Foundation re-engineering of course designs in the US;

Transformational Change in Scotland

## institutional

TQEF

## departmental

local initiatives



# Approaches to transformational change

National or international	Cross institutional	Institutional	Departmental
CETLs <sup>[1]</sup> , UMI <sup>[2]</sup> , CANDLE <sup>[3]</sup>	Pew Foundation <sup>[4]</sup> Transformational change projects (SHEFC)	TQEF funding (HEFCE) HEA accredited courses	ELearning staff development support

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Advancements in understanding;  Development of expertise;  Creation of networks of collaborators			
Outputs may be artefacts that are not used outside these initiatives;  Difficult to embed outputs within institutions			

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Advancements in understanding;  Development of expertise;  Creation of networks of collaborators	Transformational change;  Costs-benefits;  Impact parameters can be set and measured;  'Drip funding' can be targeted towards needs.		
Outputs may be artefacts that are not used outside these initiatives;  Difficult to embed outputs within institutions	Impact may not extend beyond partners;  Transformation is slow		

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<p>Advancements in understanding;</p> <p>Development of expertise;</p> <p>Creation of networks of collaborators</p>	<p>Transformational change;</p> <p>Costs-benefits;</p> <p>Impact parameters can be set and measured;</p> <p>'Drip funding' can be targeted towards needs.</p>	<p>Operates at various levels - strategy, centres, projects, fellowships;</p> <p>Attempt at interlinking different levels;</p> <p>Takes institutional needs into consideration.</p>	
<p>Outputs may be artefacts that are not used outside these initiatives;</p> <p>Difficult to embed outputs within institutions</p>	<p>Impact may not extend beyond partners;</p> <p>Transformation is slow</p>	<p>Awareness raising and development of expertise, but</p> <p>Little evidence of impact on T&amp;L.</p> <p>Issues with dissemination, transferability, sustainability</p>	

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<p>Advancements in understanding;</p> <p>Development of expertise;</p> <p>Creation of networks of collaborators</p>	<p>Transformational change;</p> <p>Costs-benefits;</p> <p>Impact parameters can be set and measured;</p> <p>'Drip funding' can be targeted towards needs.</p>	<p>Operates at various levels - strategy, centres, projects, fellowships;</p> <p>Attempt at interlinking different levels;</p> <p>Takes institutional needs into consideration.</p>	<p>Meets local needs;</p> <p>Involves individuals.</p>
<p>Outputs may be artefacts that are not used outside these initiatives;</p> <p>Difficult to embed outputs within institutions</p>	<p>Impact may not extend beyond partners;</p> <p>Transformation is slow</p>	<p>Awareness raising and development of expertise, but</p> <p>Little evidence of impact on T&amp;L.</p> <p>Issues with dissemination, transferability, sustainability</p>	<p>Problems not clearly identified;</p> <p>Change linked to individuals (may not be embedded);</p> <p>Not always cost effective.</p>

# Approaches to transformational change

**Towards e-maturity: SOLSTICE**

a model of transformational change that integrates scholarship with pragmatic development activities across programmes.



# Connecting scholarship with practice

## Perpetual transition management

- Trigger

external factors, trends, blue skies thinking

- Vision

future directions, strategy, innovations

- Conversion

diffusion of ideas, implementation, support structures, reward

- Maintenance and renewal

reflection, evaluation, enhancement

(Bucanan and McCalmun, 1989)



# Trigger: external influences versus local initiatives

- External factors strongly influencing Higher education;
- Local initiatives often not informed by external factors;
- ‘Meta’ level projects may not consider local needs;
- ‘Champions’ scope ideas from (inter)national initiatives



## Trigger: localised initiatives versus focus on strategic themes

- Factors affecting T&L can be grouped within themes;
- Strategic themes may not seem meaningful to lecturers;
- Localised initiatives encourage ownership, but may not move in a strategic direction;
- 'Clusters' link local and 'meta' level initiatives around key themes.



## Vision: unrelated proposals versus action plans

- Development of shared vision;
- eLearning initiatives often not contributing towards common goal;
- ‘Fellowship’ scheme with groups of academics developing action plans;
- Collaboratively developing vision.



# Vision: communication best practice vs diffusion of innovation

## Towards e-maturity: SOLSTICE

- Communication of best practice does not allow for identification of barriers;
- Identify key factors affecting diffusion of innovation;
- Assess 'readiness for change'
- Work with 'opinion leaders' and 'innovation leaders'



# Conversion: reward and recognition versus pioneer

## Towards e-maturity: SOLSTICE

- For transformational change eLearning has to be sustainable and scalable;
- Move beyond 'pioneer' status;
- Establish Fellowships integrated into promotions scheme



# Conversion: workshops vs collaborative activities

- Transformational change requires coordinated activity;
- Workshops provide 'just in time' support, but may not attain 'critical mass';
- Collaborative projects longer term, but allow for development of an evidence base.



# Renewal: 'craft-based' versus 'evidence-based' action

## Towards e-maturity: SOLSTICE

- Need to identify issues and problems;
- eLearning initiatives can be 'craft based';
- Move towards robust evidence base;
- Requires interdisciplinary approach to scholarship.



# Renewal: lone innovator versus collaborative networks

- New approaches require integration of different types of knowledge;
- Lone innovator does not have necessary knowledge base;
- Need for interdisciplinary, collaborative networks.



# Caledonian Academy

## Aim:

to develop innovative teaching and learning within GCU and further afield.

## Mission:

to lead the University in the development and implementation of pioneering forms of learning

to extend its international reputation as a centre of first-rate, applied research in education.



# Caledonian Academy

## Broad themes:

- iLearn: learning in a knowledge based society;
- iWork: increasing students' employability
- iKnow: extending social capital



# Caledonian Academy

## iLearn

- How do students support their studies informally?
- HEA funded study on students' use of eTools;
- Guidelines fed back into Schools;
- Basis of iLearn initiative;
- Seconded 'Fellow' recently promoted



# Caledonian Academy


1. Activities at 'local' and (inter) national levels;
2. Activities clustered around strategic themes;
3. Collaborative development of action plans;
4. Work with 'opinion leaders' and 'innovation leaders
5. Set up collaborative projects to allow for development of an evidence base.
6. Develop an interdisciplinary approach;
7. Provide professional development through collaborative initiatives;
8. Establish interdisciplinary, collaborative networks.

# Caledonian Academy

## Transition management through activity clusters

- **Trigger**  
Research, visiting scholarships,  
Reading group
- **Vision**  
Benchmarking, strategy,  
Fellowship scheme, seminar series
- **Conversion**  
Support for funding proposals,  
scholarship activities
- **Maintenance and renewal**  
Accredited courses, integrated  
projects



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**With thanks to Alison Nimmo  
& others in the Caledonian Academy Team**

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# Caledonian Academy

## iKnow

- How can we support lecturers in designing new ways of learning (eg 'blending online and face-to-face')?
- International study feeding into the development of next generation personal Learning environments;
- Ideas used to develop a practical text for lecturers

