

Organizational Change: Strategies for Online Course Delivery

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Overview

- Observations about Distance Education in Higher Education
- Suggestions from literature
- Case study examples
- Activities at SPSU
- Discussion of practices

External Factors

- Growth of Distance Education
- Broader participation in DE
 - Student readiness
- Technology Infrastructure
- Energy costs
- Physical infrastructure limitations

Internal Factors

- Desire to improve student learning
- Meet students in their medium
 - Student comfort with electronic medium

Classification of Recommendations

Gilbert's Level	Context	Purpose
Philosophical	Human Identity	Raison d'être
Cultural	Culture, the state	Fulfillment of ideals
Policy	Institutions, organizations	Attainment of specific cultural goals
Strategic	Roles, jobs	Completion of missions
Tactical	Tasks, skills	Discharge of responsibilities
Logistic	Implementation schedules	Execution of duties

Chart of Recommendations

- [PDF of DE Recommendations organized via Gilbert's Level of Vantage Point](#)

<p>Level of Vantage Point (Gilbert)</p>	<p>Broskoske (2000) Elements of successful Distance Education Programs</p>	<p>De Freitas (2005) Factors should be considered when developing and implementing e-learning strategy across organization</p>	<p>Dutton, Cheong (2001)</p>	<p>Goolink (2006) 3 Key insights underpin effective change management in flexible and online learning</p>	<p>Prestera (2001) Discussion based on Rummler and Brache's Organization Alignment Model</p>	<p>Schrum (1998) Cited from: Robert Albrecht and Gary Bardsley, "Strategic Planning and Academic Planning for Distance Education," in Barry Willis (Ed.), Distance Education: Strategies and Tools (Englewood Cliffs, N.J.: Educational Technology Publications, Inc.), 67-86.</p>	<p>Smith (2005)</p>	<p>Zawacki-Richter (2005)</p>
<p>Philosophical Context: <i>Human Identity</i> Purpose: <i>Raison d'être</i></p>				<p>"The profile of the effective change leader is identical to that of the effective adult educator."</p>				

<p>Cultural Context: <i>Culture, the state</i> Purpose: <i>Fulfillment of ideals</i></p>	<p>Administrators open dialog with whole college community in planning and developing a vision of distance education.</p> <p>Distance learning used as an extension of the use of teaching and learning rather than technology to increase revenue, market share, etc.</p> <p>Faculty were encouraged to integrate technology to improve teaching/learning process as opposed to using the technology for DL primarily</p>	<p>Compare how other similar organizations have undertaken e-learning strategy implementation and with what results and pitfalls.</p> <p>Consider how partnerships and collaboration both within and outside the institution could provide costs savings and better resource access.</p> <p>Consider how the e-learning strategy would affect change in the organization according to two or more models listed above and correct the strategy accordingly.</p>	<p>Accept the continued value of traditional paradigms in guiding early use of virtual learning environments.</p> <p>Explore new possibilities as instructors gain experience with other new ICTs, such as wireless.</p> <p>Rethinking teaching practices embedded in university cultures and rules that make innovation in online learning difficult.</p> <p>Diffuse e-learning innovation by motivating</p>	<p>Change must be relevant, desirable, and feasible for the learners (faculty). This motivation is key.</p> <p>Individual learning and organizational learning are linked. People must be willing and able to learn how to do new things.</p> <p>Develop a positive and collaborative workplace and system culture.</p> <p>Leadership is key, Emotional Intelligence and “contingent” way of thinking are critical factors in change</p>				
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			grassroots take-up of new electronic media, as e-learning policies cannot be imposed top-down.	leadership, along with up-to-date skills and knowledge. Remember the most critical leaders of change are the teachers. This is because they are the final arbiters of whether a change is put in practice.				
Policy Context: <i>Institutions, organizations (subcultures)</i> Purpose: Attainment of specific cultural goals	Administrators were sensitive to concerns of faculty (employment conditions, job security, compensation, and the faculty's fear of learning and using new technologies.)	Conduct a consultation with experts, staff and learners within the organization to establish objectives and needs of user groups.				Study the implications of different management structures and select one that best meets specific situational and cultural needs of the institution. Link planning to implementation		The university's managing board takes the necessary structural decisions that advance the use of the new information and communications technologies in teaching.

<p>Strategic Context: <i>Roles, Jobs, Etc</i> Purpose: <i>Completion of missions</i></p>		<p>Consider which type of approach would yield better results: top down, bottom up, or combined approach.</p> <p>Consider the scale and extent of e-learning already being undertaken within the organization.</p>		<p>Identify the most appropriate players for each change priority and drive the discussion towards “why don’t we?”, rather than “why do they?”</p> <p>UTS used cross-functional flexible learning actions groups (FLAGS)</p> <p>Create a process where the team works on learning how to best make the desired change work. This is done by working under controlled conditions, monitoring outcomes, enhancing the change, and using</p>	<p>Establish balanced scorecard with goals that are aligned with the institution’s mission.</p> <p>Benchmark processes by identifying best practices for instructional design, development, and delivery of online courses.</p> <p>Identify roles needed, responsibilities, and outputs. Tie performance goals to reward systems.</p> <p>Develop a workflow design that supports best practices.</p>	<p>Committees are often formed by campus administrators to systematically analyze campus needs.</p> <p>Create and define the environment via strategic planning</p> <p>Integrate with the institutional mission</p> <p>Treat new program launches through the lens of project management</p> <p>Plan to review and revise campus policies</p>	<p>University-wide enterprise systems to allow financial viability and growth. Three foci: e-Information repositories, e-applications, and e-interface. A “fifth generation” (as defined by Taylor 2001a) distance education operation.</p>	<p>The university has established a department of telematic learning and education innovation that has successful in the promotion, coordination, and operation of the innovation process.</p> <p>Support units decide on the award of funds.</p>
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				<p>what has been learned to coach others on how the change might be adapted for additional locations.</p> <p>Work collaboratively to choose which waves of change to take up and which to let pass through. Keep eye on the future to prepare for the waves of change in the future. (UTS visited over 26 over seas institutions known to be successfully addressing flexible and online learning aspects)</p> <p>Look outside of the institution as</p>				
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				well as within for viable change ideas and solutions. Develop key, strategic networks, listen to staff from within the organization, but avoid groupthink.				
Tactical Context: <i>Tasks, Skills, etc.</i> Purpose: <i>Discharge of responsibilities</i>			Do not expect an overnight revolution, as much time is needed for teachers and students to understand how to utilize e-learning capabilities fully. Identify, target and support key likely benefits of e-learning, such as saving teacher's time,	Set evidence based priorities for improvement and innovation in teaching and learning. Develop benchmarking for improvement projects with like organizations that have the same change priorities and develop mutually beneficial and complementary partnerships with	Determine the size and scope of the distance education organization. Evaluate through cost/benefit analysis. Use benchmarks to set process standards and develop policies and practices to support performance. Evaluate	** Committee charges		

			supporting individual and group student working and operating new ways to configure the geography and timing of class activities.	relevant public and private instrumentalities in order to engage in joint action research and learning in these priority development areas.	processes to determine standard resource usage levels. Use feedback to improve efficiency and quality. Set employee performance standards, measure results, and use feedback to improve performance.			
Logistic Context: <i>Implementation Schedules</i> Purpose: <i>Execution of Duties</i>	Administrators committed resources to the faculty. (Educate faculty to the benefits of using technologies, training opportunities, support for faculty in learning and using technology and encouraged faculty	Consider the amount of investment needed to achieve desired results of e-learning strategy; including additional technical and pedagogical support, additional training, extra staffing costs, and extra	Enable new forms of content and communication media to support new educational patterns and paradigms, such as group work and multitasking. Offer ample training and	When a change priority is set, ensure that you establish what will change in staff roles, and provide training and support for the change. Improve the technology infrastructure, support, and	Assess student and organizational needs.	-Conduct a resource inventory -Conduct a financial and market assessment - Evaluation of academic standards and roles - Assess student support services - Faculty		

	exploration and experimentation.)	hardware/software costs.	<p>support to encourage better management of information and communication as a university becomes more dependent on ICTs.</p> <p>Complement e-learning with appropriate face-to-face contact.</p> <p>Provide sufficient resources to support effective innovation not only in the classroom, but also in the offices, libraries, households, and dormitories of students and teachers.</p>	<p>monitoring.</p> <p>Consider the implications of intensive winter and summer sessions.</p> <p>Effective change management should be team based, but follow good practice in workplace-action research.</p>		<p>development and technical support for faculty</p> <ul style="list-style-type: none"> -Conduct market analysis - Plan evaluation components for the programs 		
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**Charges for Distance Learning Advisory Committee:

-Identify the purposes and goals of initiating and supporting a distance learning on campus

- collect and summarize information on current distance education programs and the strategic plans of various academic units;
 - evaluate strategies and technologies for delivering distance education programs
 - define what is needed to deliver technology-enhanced learning programs effectively, including equipment and facilities.
 - Investigate successful models at other institutions
 - specify needs and incentives for faculty who become involved in developing and implementing technology enhanced learning.
 - estimate costs and resource commitments
 - identify potential barriers to successful implementation of the recommended strategies and technologies and suggest how to manage these
- establish a process for at least an annual review of new technologies and other aspects of the distance programs to assess their potential for improving the delivery of distance education and reducing associated costs;
- report findings and recommendations to senior decision makers
 - define needs for particular academic programs

Common Recommendations

- Need for strategic alignment of DE
- University wide systems development
- Cross functional groups to identify issues and help guide planning (resources and structures)
- Consider organizational culture and implications of DE
- Identify and share best practices

Strategies used at SPSU

- Distance Learning Task Force
 - Faculty representation from each of the schools
 - Representation from administrative and support areas
- Funding to encourage new program development
- Dedicated marketing funds for DE programs
- Support staff to assist faculty with Instructional Design and Technology
- Campus software licensing
- High level administrator buy-in

Administrator Implications

- Compare how other institutions have implemented DE.
- Determine motivational strategies for institution.
- Consider institutional culture when making transition.
- Consider employment conditions of faculty and staff when making transition.
- Identify staffing and structural changes required to support DE.

Technical Implications

- Ease faculty fear of learning new technologies - make them easier to use - provide training
- Evaluate needs of users
- Ensure processes and organizational structures match organization's cultural needs.
- Conduct resource inventory.
- Support bottom up efforts to use DE technology.
- Identify teaching and learning benefits of DE technology, rather than cost savings.
- Build upon existing DE efforts.
- Work towards enterprise wide systems in order to support growth and affordability of systems.

Faculty Implications

- Use technology to support BOTH DE and traditional courses
- Potential for saving time or potential time sinks with DE
- Need to identify further training and support resources
- Use DE as a way to redesign all courses
- Work with colleagues to find strategies and best practices

Remaining Challenges

- Institutionalizing Distance Learning perspective
- Streamlining administrative processes
- Program development
- Faculty recognition
- Lab technology for applied labs in engineering/science specialty areas

Discussion

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