



CHANGE AND INNOVATION STRATEGIES DURING THE IMPLEMENTATION OF SAKAI: AN AUSTRALIAN CASE STUDY

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**How would one go about
introducing change and
innovation University-wide?**



Background

- **Change and innovation strategies during implementation of Sakai**
- **Change manager**
- **CSU first Australian Uni in 2008 to have open source LMS Uni-wide**
- **Fullan (1991)** "... that we explicitly think and worry about the change process"



Background

Sakai called *CSU Interact*

Address: <https://weboutlook.csu.edu.au/exchange/Philip.Uys/Inbox/FW: two screenshots to me to replace th - Microsoft Internet Explorer>

Address: <https://weboutlook.csu.edu.au/exchange/Philip.Uys/Inbox/FW:%20two%20screenshots%20to%20me%20to%20replace%20the%20attached%20AAA1010%20and%20ZZZ101-2.EML/phl2.png/C58EA28C-18CD-4a97-9AF>

CHARLES STURT UNIVERSITY **INTERact** A Scholarly Community [Logout](#)

My Workspace | MGT572 200779 | Bch of Ed(EC&Pri) | **ZZZ101 all tools** | More Sites

Home

- Announcements
- Blogger
- Chat Room
- Contact
- EASTS
- Email Archive
- Evaluation
- Forum
- OASIS
- Modules
- News
- Polls
- Resources
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- Search
- Site Info
- Subject Outline
- Wiki
- Help


WORKSITE INFORMATION

Options

Welcome to your subject ZZZ101 All Tools

This imaginary subject is a dummy site that indicates what a site might look like in January 2008 when CSU Interact comes online and ALL the elective tools have been selected (see list on the left)

Your teacher is Prof Ross Chambers. He is



Please note that the "look" of the subject entry point will change at the end of the year in time for the second round of professional development in the schools and for general communications about the change. The changed look will include that tools will be listed with icons.

Philip Uys

RECENT ANNOUNCEMENTS

Options

There are currently no announcements at this location.

RECENT CHAT MESSAGES

Options

CALENDAR

Options

November, 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
28	29	30	31	1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	1

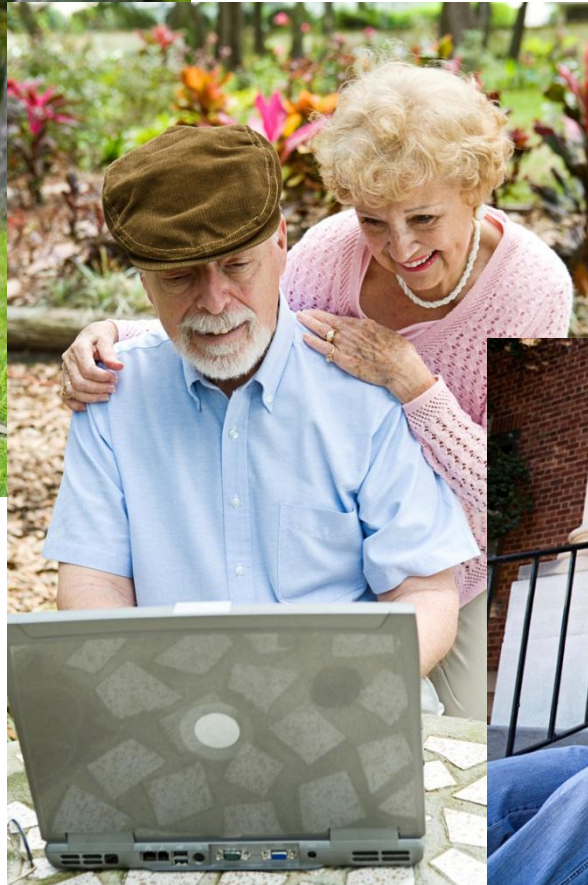
Done

Trusted sites



Background

Learner engagement & interactivity





Background

CSU is a complex organisation when considering change management, PD and comms:

- **Biggest DE provider in Aus - (70%) and Internal**
- **5 campuses and additional sites**
- **Partner organisations, International campuses in Canada, Malaysia, China etc**
- **Print → blended**
- **Full-time and casual academic staff → PD**
- **Movers and shaker academics and more traditional**



Change and Innovation Strategies

Change process started in January 2007; pilots, back-end and portal integration

December 2007 we had 750+ academics

Note: 22 educational designers (EDs)

- **January 2008:**

- 35,026 students,**

- 7976 subject sites,**

- 1312 project sites,**

- 30 million hits / month**



CSU Change and innovation management model

- 1. Deal with people issues – majority was open; underestimated ability of some to resist; lack of ownership and addressing perceptions**
- 2. Create and maintain a sense of urgency – 17th December; university wide implementation; wide communication → new era of online learning**
- 3. Collaboratively guide the change process - OLE SC and OLE PT provided leadership; guiding teams in Admin divisions; In schools – variable: teams/enthusiasts**
- 4. Create alignment - “By 2011: Leader in flexible provision of quality learning and teaching”; school-based plans; divisional plans eg within CELT; “what’s in it for me?” sometimes ill-defined; rationale for change in schools not always well defined**



CSU Change and innovation management model

- 5. Communicate the vision for change - extensive communication plan; news, formal comms; screensavers; extensive PD plan (integrated)**
- 6. Empower and remove barriers – extensive PD and Support plan; not many procedural changes – publishing online; few policy issues e.g. copyright; DIT operating in a open source community**
- 7. Achieve short-term wins – pilots and front runners in 2008**
- 8. Consolidate performance improvements –PD phases; 2008 - 2009; new and blended learning – takes time!**



Change and Innovation Strategies

Three key bottom-up strategies emerged:

- 1. building learning communities**
- 2. applied research**
- 3. sharing of best practice**



1. Building communities of practices

- **Gibson and Manuel, (2003) argue that effective communication and continued interaction allows those involved **to develop common values and a shared understanding based on mutual trust** which is fundamental**
- **The development of 'learning communities' that engage academics in local communities of discourse about their educational practices provides a **sound basis for innovation and reform** (Tillema, 1995)**
- **Building trust requires that local 'learning communities' **engage in discourse that challenges** those responsible for strategic planning and institutional support structures to expand their understanding of the 'messy' realities of learning and teaching**



1. Building communities of practices

- **Some communities of practice developed; difficult to support and encourage through sponsorships from outside academia; bottom-up**
- **A Uni-wide community and growing of approx 550; to become more collaborative and participative: Supporters group; bi-monthly forum by video-conference**
- **The Sakai open source system links CSU with the wider Sakai technical and user community which is critical for being up to date with Sakai developments, for more efficient computer code developments and professional development and for contributing back to the community.**



1. Building communities of practices

<http://interact.csu.edu.au/>



2. Applied research

Institute for Flexible Learning and Teaching

- “Teaching Scholar” scheme (8 academics in 2008 re ICT in education and disseminate info)**
- Continues in 2009**



3. Sharing of best practice

Learning Designs Showcase & Stories – Formal designs difficult to obtain without specific reward structure, and too comprehensive

Stories: in wiki and then transferred to website

- Learning Designs Homepage
- Content Area
- Technology
- Pedagogy
- Putting it into Practice
- Links
- Glossary

SPH201 Speech Disorders in Children 200740

[School/staff](#) | [Content Area/Discipline](#) | [Pedagogy/ies used](#) | [Rationale](#) | [Subject snapshot](#)

School and staff involved in the design

Search for:



Conversations with an academic

In this **video** Sharynne McLeod discusses her use of case based reasoning learning design in her subject

- Dr Sharynne McLeod, School of Teacher Education, School of Community Health
- Dr Robert Parkes, EEL517 lecturer in Graduate Certificate of University Learning and Teaching
- Lynn Flynn, Educational Designer - Learning Media Laboratory Coordinator

Dr Sharynne McLeod



<http://www.csu.edu.au/division/landt/interact/staffsupport/examples.htm>


Interact : ABOUT ICT integration : Wiki - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites

Address <http://interact.csu.edu.au/portal/site/4c1ab4f2-b720-41d5-00c0-b2feec3a9189/page/a64475ae-fd4d-4104-0033-16d576e3bf3d> Go Links

Google Go Bookmarks 10 blocked Check AutoLink AutoFill Send to Settings



- Home
- Announcements
- Resources
- Chat Room
- Wiki**
- Email Archive
- CSU Interact website
- CSU Forum
- CSU Interact sandbox
- Site Info
- Blogger
- Help

users present:

Philip Uys

WIKI

Home View Edit Info History Search:

[Home](#) > [Interact In Practice](#)

PLEASE TELL A SHORT STORY BELOW OF HOW YOU ARE USING THE CSU INTERACT TOOLS

To do so, please click on the 'Edit' link above, type your entry below the latest story, include title, rationale, description, your name, and then a horizontal line (key in 4 '~'), click 'Preview' and scroll to the preview window to check your entry, then click 'Save' if all is okay.

Please note that each tool page in the wiki has a "Please tell a short story below" section.

Treasure hunt

Rationale: In order to familiarise my students with the Interact environment, I built a treasure hunt for them.

Description: The first clue was in the Announcements, and gave them a letter and the next clue. They had to navigate through the forums, the subject outline, resources, schedule, an external webpage, the blog and wiki, collecting letters along the way. At the end they had to unscramble the letters to spell "GIS rocks" (first person winning a chocolate bar!). Now when I told them to find the instructions for today's workshop in the schedule, and where to find the resources, they had no problems.

Rachel O'Brien- SPA115

Chatting with lecturer about the Bible

Rationale: To develop students interpretation skills by working on a Biblical text together.

Description: I announce in the forum and announcements of an onlinechat with myself, about 5 days in advance (having taken a poll in Week 1 over suitable chatting times). I announce also the text we will be studying, so students can prepare if they want. During the chat, I post a few sentences at a time from the text and ask various questions and give various comments. The students enjoy the interaction and it is a great way to teach interpretative skills.

Matthew Anstey- THL202

Trusted sites



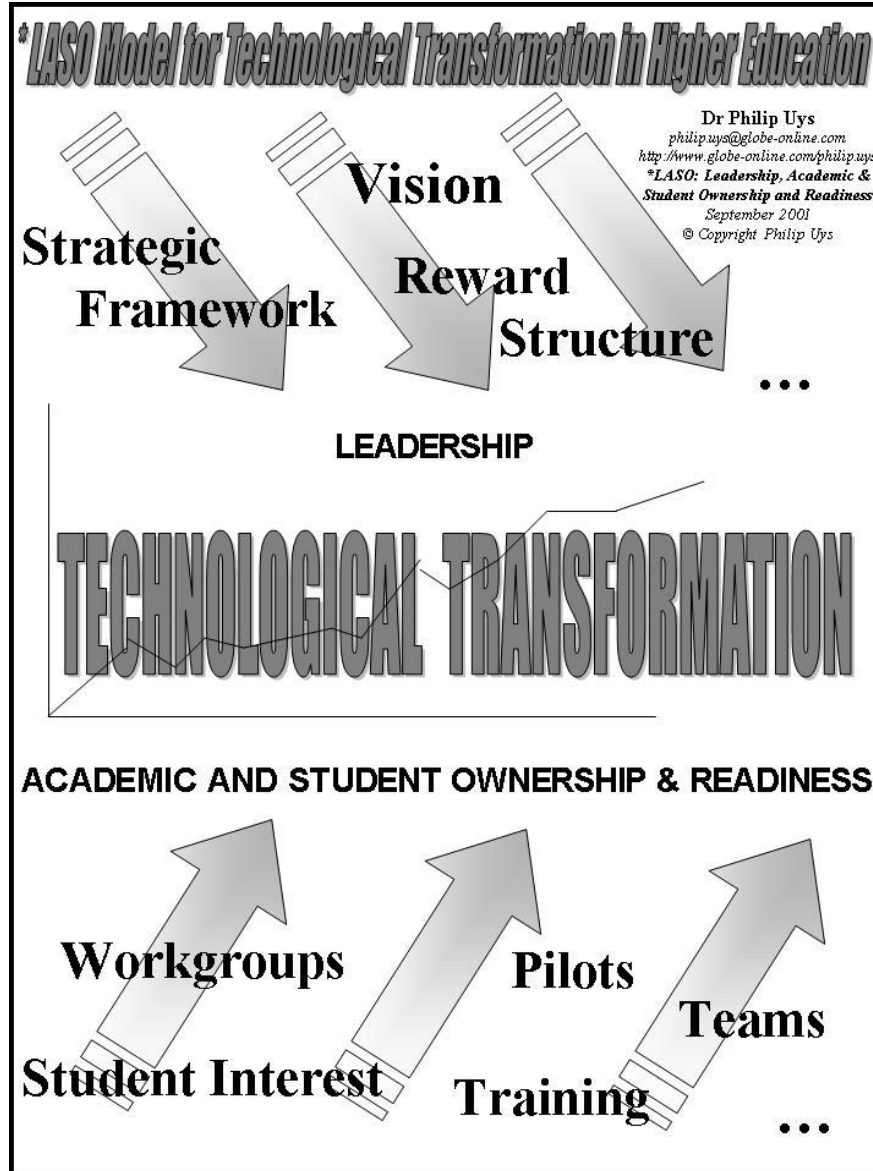
Unique aspects of change in educational organisations - Adrian Bromage (2006)

- i. Mutual education: low; high re detail implementation**
- ii. Collegiate approach: high because bottom-up**
- iii. High quality evidence – needed to have done more especially from community**
- iv. Spirit of open debate: low; high re detail implementation**



LASO:
additional
guide

Middle
- HOS
crucial
low;
writer;
**OLE SC &
PT**



Top down
– CSU plan;
SC; PT;
Deans; HOS;
Inevitability;
Drucker

Bottom-up
- pilots; PD;
comms;
students;
22 EDs
















Professional Development

1. **Critical for empowerment and focussed on academics; successful**
2. **CELT had a couple of dedicated staff to PD programme**
3. **Extensive resources: Help site with FAQs; site 'about ICT integration'; staff support site; Sakai community resources**
4. **Academics involved though pilots**
5. **Immersion through authentic project sites in *Interact***
6. **Authentic PD environment**
7. **PD sessions in schools in late 2007; some repeats in 2008**
8. **One-on-one via EDs**



Professional Development

- 9. Brown-bag meetings in schools**
- 10. Built into the Foundations of University Learning and Teaching programme**
- 11. 2008 CSU Learning and Teaching conference**
- 12. Students: immersion approach: Student Life site and through actual use (less complex on student side); at risk callouts and after one week all but 6 students logged in**

-  Home
-  Programs at CSU
-  Mentor
-  Wiki
-  Announcements
-  Chat Room
-  Email Archive
-  Resources
-  Site Info
-  Contact Us
-  Forum
-  Calendar
-  Help

-  Ateeq Ahmed
-  Joel Bely
-  Lynette Fragar
-  Lauren Howard
-  Lauren Madors


STUDENT LIFE HOME



Welcome to Student Life @ CSU

This website will provide you with helpful information and activities that will assist you in developing your knowledge about the University, how it works and its services and how you can get the most out of being part of this community.

 [Check your study readiness](#)

 [Guide to Learning](#)
your lifeline as you settle into being a student at CSU

 [Learning Skills](#)

academic learning support to all students enrolled
1300 734 654 Student Services

RECENT ANNOUNCEMENTS

DAW- Drug Action Week - Poster Competition

(Christopher Roche - Apr 10, 2008 2:57 pm)

Treasure Hunt - Winners

(Paul Shaw - Mar 27, 2008 9:24 am)

RECENT CHAT MESSAGES

Morning Everyone

(General Issues - Ateeq Ahmed - Apr 15, 2008 10:31 AM EST)

Hi all again, is my ...

(General Issues - Simon Van Ballekom - Apr 14, 2008 6:46 PM EST)

ppl talk

(General Issues - Ateeq Ahmed - Apr 14, 2008 6:41 PM EST)

Joel Bely # Lisa...

(General Issues - Ateeq Ahmed - Apr 14, 2008 6:40 PM EST)

Lisa Browne

(General Issues - Ateeq Ahmed - Apr 14, 2008 6:40 PM EST)

CALENDAR

Options

April, 2008

< Today >

Sun	Mon	Tue	Wed	Thu	Fri	Sat
	24	1	2	3	4	5



Professional Development

- 13. CELT staff: workshops; build a school site; link to performance management; self-study**
- 14. Other divisions: introductory sessions; some workshops; link to performance management; self-study**



Communication

- 1. Central to successful participation in ed change and innovation, and was successful**
- 2. Integrated in change management and PD processes**
- 3. Central communications team**
- 4. Communication to students at key points via eBox**
- 5. Computer screensavers and brochure to every student**



Fridge magnet



Screen saver

The screenshot shows the 'gateway to CSU' login page. At the top left is the Charles Sturt University logo. To the right is the text 'gateway to CSU' with a stylized arrow icon. Below this is a navigation menu with four items: 'Communicate', 'Collaborate', 'Discover', and 'Learn', each with a red circular icon. The main content area features the 'INTERact NOW' logo and a photograph of a group of people standing around a large red '@' symbol. Below the photo is the URL 'interact.csu.edu.au'. On the right side, there is a 'please login' section with two input fields: 'username' containing 'elsmith' and 'password' containing seven dots. Below these fields is a blue 'Login Now' button. At the bottom of the login section are two red buttons: 'Activate My Login' and 'Forgotten Password?'. At the very bottom of the page, there is a footer with links for 'CSU Home', 'Page Info.', 'Legal', 'Search', and 'I.T Service Desk', followed by copyright information: '©2008 Charles Sturt University CRICOS 00005F (NSW) & 01947G (VIC)'.

Login page



CHARLES STURT
UNIVERSITY

*Charles Sturt University is one of Australia's largest providers of higher education online services. Having led the way into online education over ten years ago, **CSU Interact** is the latest innovation to enhance access to quality learning at Charles Sturt University.*



Support for CSU Interact

For further information and support with CSU Interact refer to

www.csu.edu.au/student/interact

or contact the

IT Service Desk

Local call Australia wide: 1300 653 088

International: +61 2 6398 4357

www.csu.edu.au/division/dit/service/



Communicate



Collaborate



Discover



Learn

Welcome to
INTERact

CSU's online scholarly environment



interact.csu.edu.au



www.csu.edu.au



interact.csu.edu.au



Communication

6. Briefing sessions in divisions
7. *Interact* CD's for all academics (academics who participated in the pilots shared their stories and senior administrators in the University shared their vision for *Interact*)
8. *Interact* website



<http://www.csu.edu.au/division/landt/interact>

Charles Sturt University - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Stop Refresh Home Search Favorites RSS Print Mail News Groups

Address <http://www.csu.edu.au/division/landt/interact/index.htm> Go Links

Google Go Bookmarks 122 blocked Check AutoLink AutoFill Send to Settings

Charles Sturt University Home

<ul style="list-style-type: none"> Learning & Teaching Homepage CSU Interact Homepage ▶ Latest CSU Interact News CSU Interact CSU Interact PD environment Why CSU Interact? What is CSU Interact? What is Sakai? CSU Interact Tools CSU Interact Help CSU Interact Support for Staff CSU Interact Support for Students ePortfolios at CSU Timelines Team Members How Can I Contribute? Resources 	<h2 style="text-align: center; color: #c00000;">Welcome to the CSU Interact Website</h2> <p>The CSU Interact Website brings together information on many aspects of the Interact implementation at CSU.</p> <p><i>CSU Interact</i> is designed to provide an online, collaborative, scholarly environment for CSU to support research and project collaboration, learning and teaching and professional development. <i>CSU Interact</i> is based on the Sakai framework. Sakai is developed cooperatively by a world wide collection of higher education institutions using the community source model.</p> <p>The scholarly environment has been designed with the following characteristics:</p> <ul style="list-style-type: none"> Technical and functional Integration Consistency Silo-less – can operate across organisational boundaries; Supportive of Ad-hoc usage Single point of access <p>For a fuller description of this integrated environment please see "The Online Scholarly Environment" (word.doc)</p> <p>This site introduces visitors to many aspects of the implementation including explanations of CSU Interact and Sakai, news about the Pilots and the various tools that have been introduced in 2008.</p> <p>The Director of the Centre for Enhancing Learning and Teaching (CELT) Associate Professor Marian Tulloch gave a series of presentations on these initiatives to staff across the University in May 2007. A copy of the Powerpoint presentation that accompanied these talks can be found in the Resources section.</p>
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Local intranet



Communication

- 9. Latest news are distributed via site 'about ICT integration'**
- 10. EDs in schools and via L&T committees: also acted as feedback loop**
- 11. Student feedback at the end of every session in every subject/course**
- 12. Further feedback end of 2008 extensive review among academics: biggest need more examples and one-one-one PD**
- 13. Externally: a few official releases and newspaper articles; presentations at conferences**
- 14. Posters**



Donor Contract Loan Facility or Debbie
 McClelland, Closing Deals for Taxpayers
 © 2002 Chase Bank/First NSSA 2795

The participants are helping to raise
 money for Kidney Health Australia
 by offering major kidney problems until
 they are fixed for transplantation and for those
 on dialysis.

KIDNEY HEALTH AUSTRALIA

-  Communicate
-  Collaborate
-  Discover
-  Learn

INTERact  **NOW**

interact.csu.edu

 **CHARLES STURT**
UNIVERSITY





Summary

Change was largely bottom-up and middle management mostly through OLE SC and OLE PT, writer and a few HOSs (not strong on academic side)

Known movers and shakers engaged as early adopters

Use a multi-pronged approach from bottom (22 EDs), top and middle as put forward in the LASO model

CSU's change model proved to be a helpful framework

More than one change dimension needs to be addressed at the same time



Summary

Change management, PD and comms is about people: needs to deal with innovation capacity, insecurity, resistance, technophobia

Open LMS → wider, external implications given free flow of information and IP

LASO model: technological transformation has a ragged implementation contour: human relationships; resources; change fatigue; resistance to change; diverse expectations

Tsoukas and Chia (2002) - “to properly understand organizational change one must allow for emergence and surprise”



***The biggest temptation is to
settle for too little***

Thomas Merton



This is just the start



CSU needs to continue to extend the **educationally focussed implementation of *CSU Interact* in learning and teaching to **create richer experiences for the students** so that **educational technology truly serves the purposes of learning****



"to educate,"

Thank You

Dr Philip Uys <puys@csu.edu.au>

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