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
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
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 \( \rightarrow \) 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
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


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
SPH201 Speech Disorders in Children 200740

School and staff involved in the design

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
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 "GCS 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 SPA116

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

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

**LASO Model for Technological Transformation in Higher Education**

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http://www.globaledu.com/colleges
*LASO: Leadership, Academic & Student Ownership and Readiness September 2001
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- Strategic Framework
- Vision
- Reward Structure
- Leadership
- Technological Transformation
- Academic and Student Ownership & Readiness

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

LASO: additional guide
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
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

Smcees

Learning Skills

A Guide to Learning

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 Balekom - Apr 14, 2008 8:46 PM EST)

ppp talk
(General Issues - Ateeq Ahmed - Apr 14, 2008 8:41 PM EST)

# Joel Beloy # Lisa...
(General Issues - Ateeq Ahmed - Apr 14, 2008 8:40 PM EST)

Lisa Browne
(General Issues - Ateeq Ahmed - Apr 14, 2008 8:40 PM EST)

CALENDAR

Options

April, 2008

Sun Mon Tue Wed Thu Fri Sat
30 31 1 2 3 4 5

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
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 6338 4357

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

Welcome to INTERact
CSU's online scholarly environment

Communicate
Collaborate
Discover
Learn

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
Welcome to the CSU Interact Website

The CSU Interact Website brings together information on many aspects of the Interact implementation at CSU.

CSU Interact is designed to provide an online, collaborative, scholarly environment for CSU to support research and project collaboration, learning and teaching and professional development. CSU Interact is based on the Sakai framework. Sakai is developed cooperatively by a world wide collection of higher education institutions using the community source model.

The scholarly environment has been designed with the following characteristics:

- Technical and functional integration
- Consistency
- Silo-less – can operate across organisational boundaries;
- Supporting of Ad-hoc usage
- Single point of access

For a fuller description of this integrated environment please see “The Online Scholarly Environment” (word.doc)

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.

The Director of the Centre for Enhancing Learning and Teaching (CELT) Associate Professor Marian Tubby 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.
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
Communicate
Collaborate
Discover
Learn

INTERact ➔

NOW

interact.csu.edu.au
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.
Thank You

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