



Carmel McNaught

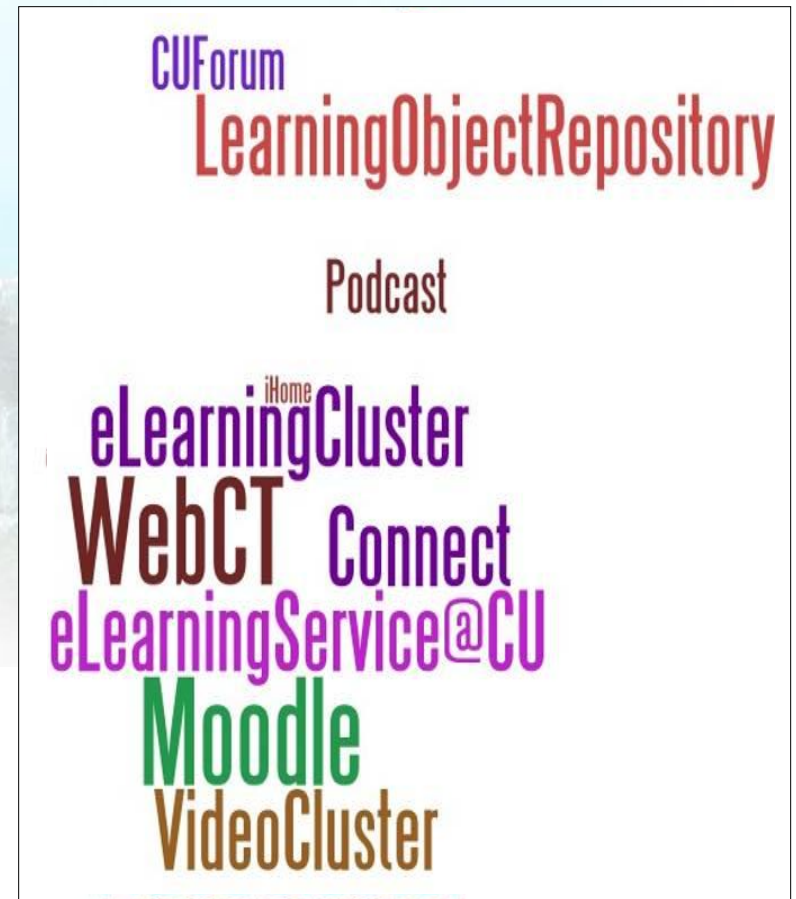


Institutional strategies for embedding blended learning in a research-intensive university



Overview

1. Context of CUHK
2. History of eLearning @ CUHK
3. Using data strategically
4. Our six strategies





- **Traditional** comprehensive research university
- Founded in 1963
- ~20,000+ students (~10,000+ undergraduates, ~10,000- postgraduates), over 100,000 alumni
- ~2,000 teaching and research staff
- ~60 major undergraduate programmes
- ~45 doctoral, ~150 master's, ~25 MPhil-PhD, ~25 PG diploma programmes





Essence and detail ...

- Core principles are transferrable.
- Details? Maybe or maybe not ...



<http://www.mcescher.nl/Shopmain/Foto/Posters/e21.jpg>

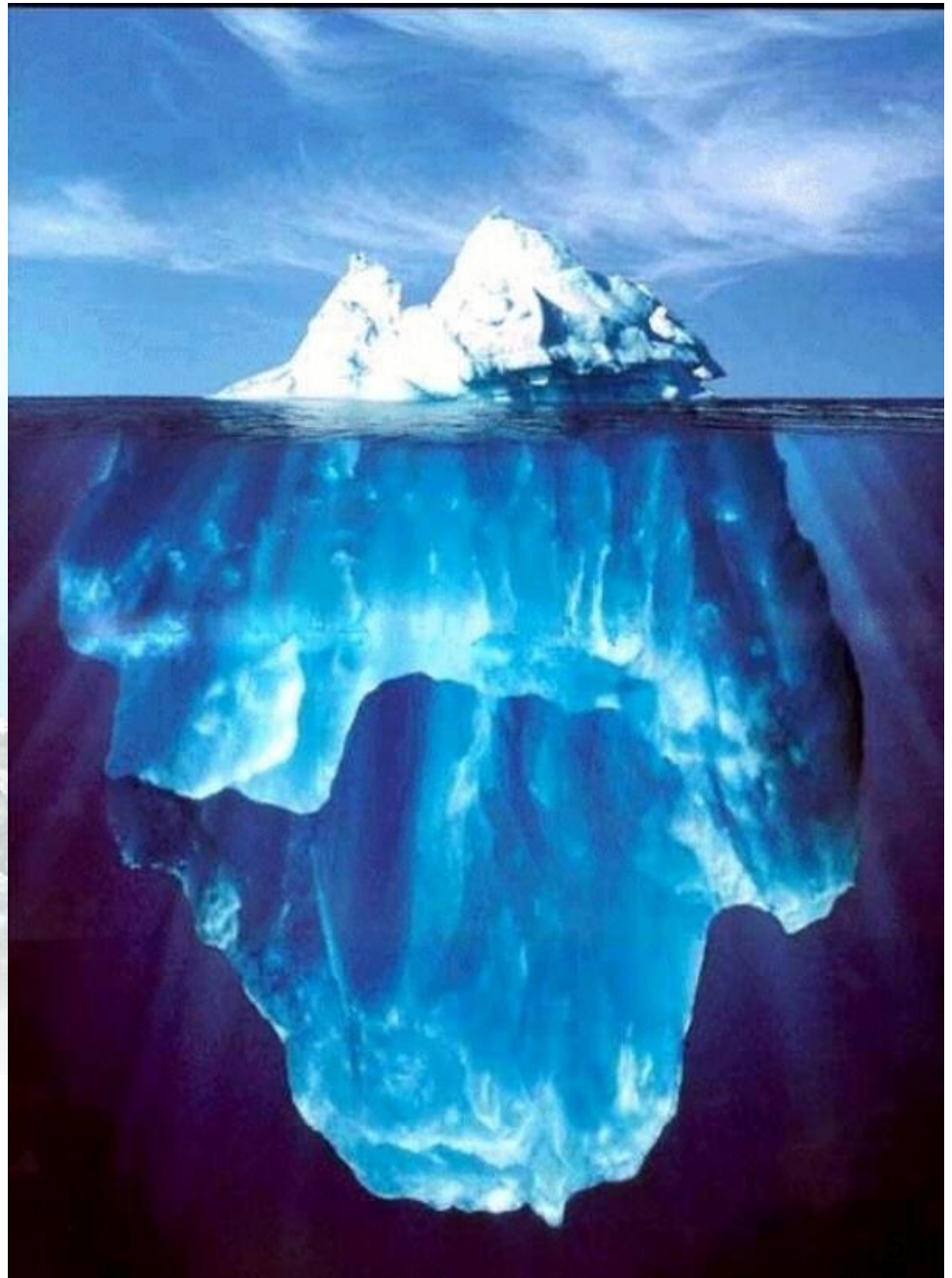




Our universities are changing!

... in deep and
fundamental
ways

<http://londoncoder.files.wordpress.com/2007/12/iceberg.jpg>





Who is our community?

Bilingualism and biculturalism

- Combining tradition and modernity
- Bringing together China and the West





Year	Event
1999	• Student IT Competence (SITC) programme
2000	• WebCT arrives
2001	• First internal courseware development grants (CDGs)
2002	• Mapping of CLEAR, ITSC and the Library
2004	• First institutional study of eLearning at CUHK • Teaching counts in promotion
2005	• Funding for the eLearning Service
2006	• Beginning of planning for the four-year undergraduate curriculum (2012). Double cohort in 2012. • University Grants Committee launches outcomes-based approaches (OBAs) to T&L
2007	• Second internal CDGs. Alongside external TDGs • Beginning of the 'Digital natives' project in HK • eLearning Liaison Persons (eLLPs) network
2008	• The first T&L quality audit in Hong Kong • eLearning Assistant (eLA) scheme • Fancy student information system
2009	• eLearning Strategy adopted
+	• Monitoring of eLearning plans for the 2012 curriculum • Framework for & project on ePortfolios



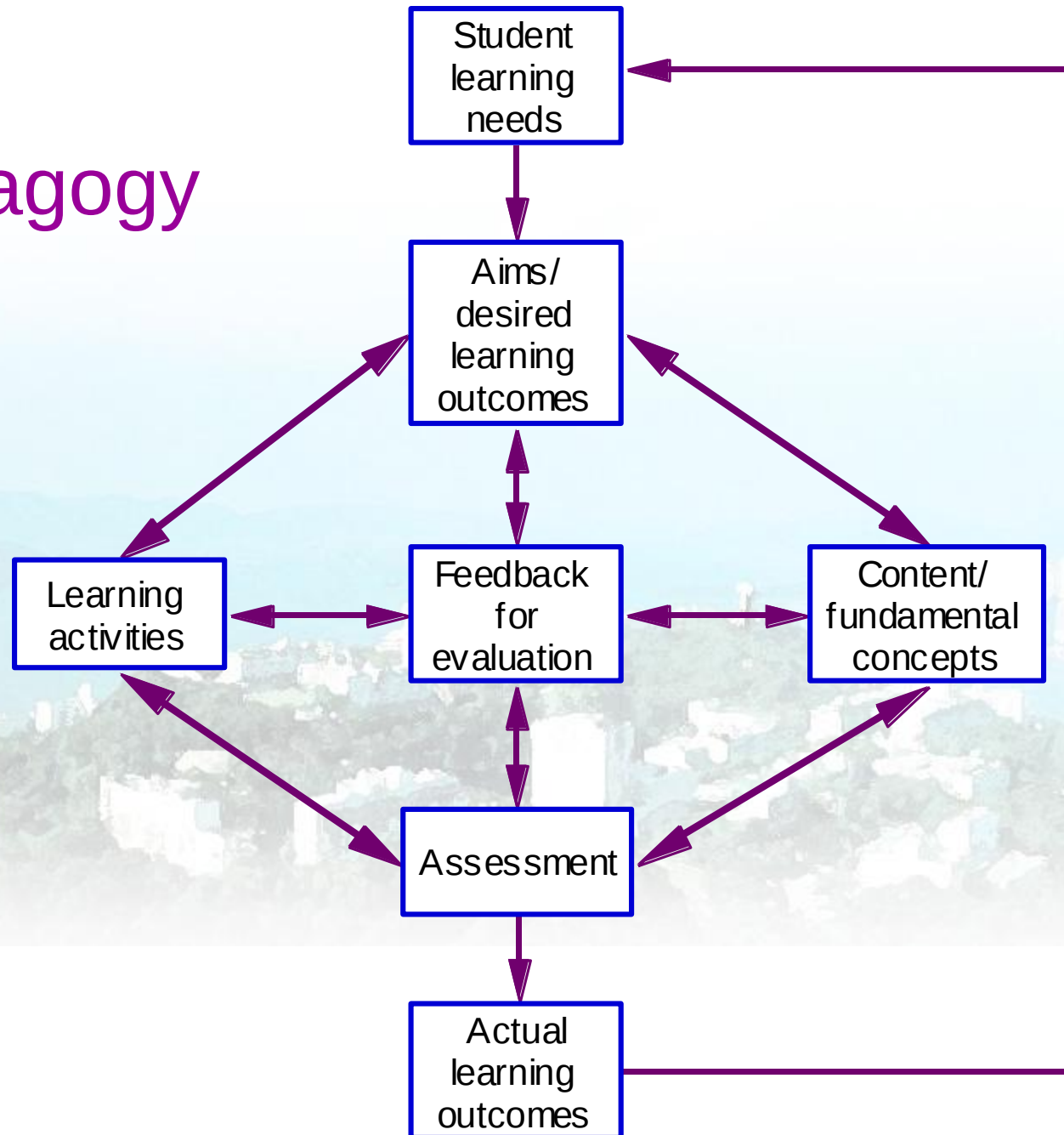
Factor	Drivers for coordinated & supported eLearning		Drivers for laissez faire approach	
1. Senior management	<i>Internal</i>	<i>External</i>	<i>Internal</i>	<i>External</i>
	1I+. Evidence of institutional research	1E+. External quality audit	1I-. Culture of a F2F university	1E-. Good external rankings
	1I&E+. New student information system			
2. Time	<i>Internal</i>	<i>External</i>	<i>Internal</i>	<i>External</i>
	2I+a. Changing student profile 2I+b. Ss as digital natives	2E+. Changing curriculum (2012)	2I-. University research life	2E-. Frenetic city
3. Ts' decisions about change	<i>Internal</i>	<i>External</i>	<i>Internal</i>	<i>External</i>
	3I+a. Local support 3I+b. Change in promotion policy	3E+. OBAs to T&L in HK	3I-. Peer groups in depts (Research in T&L as too 'soft')	3E-. Benchmarking within the discipline

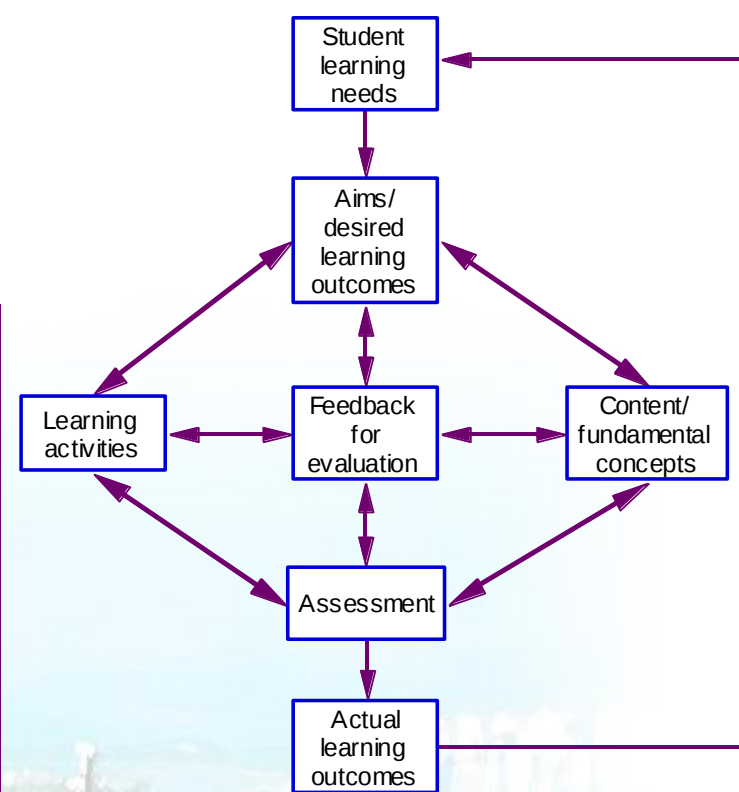
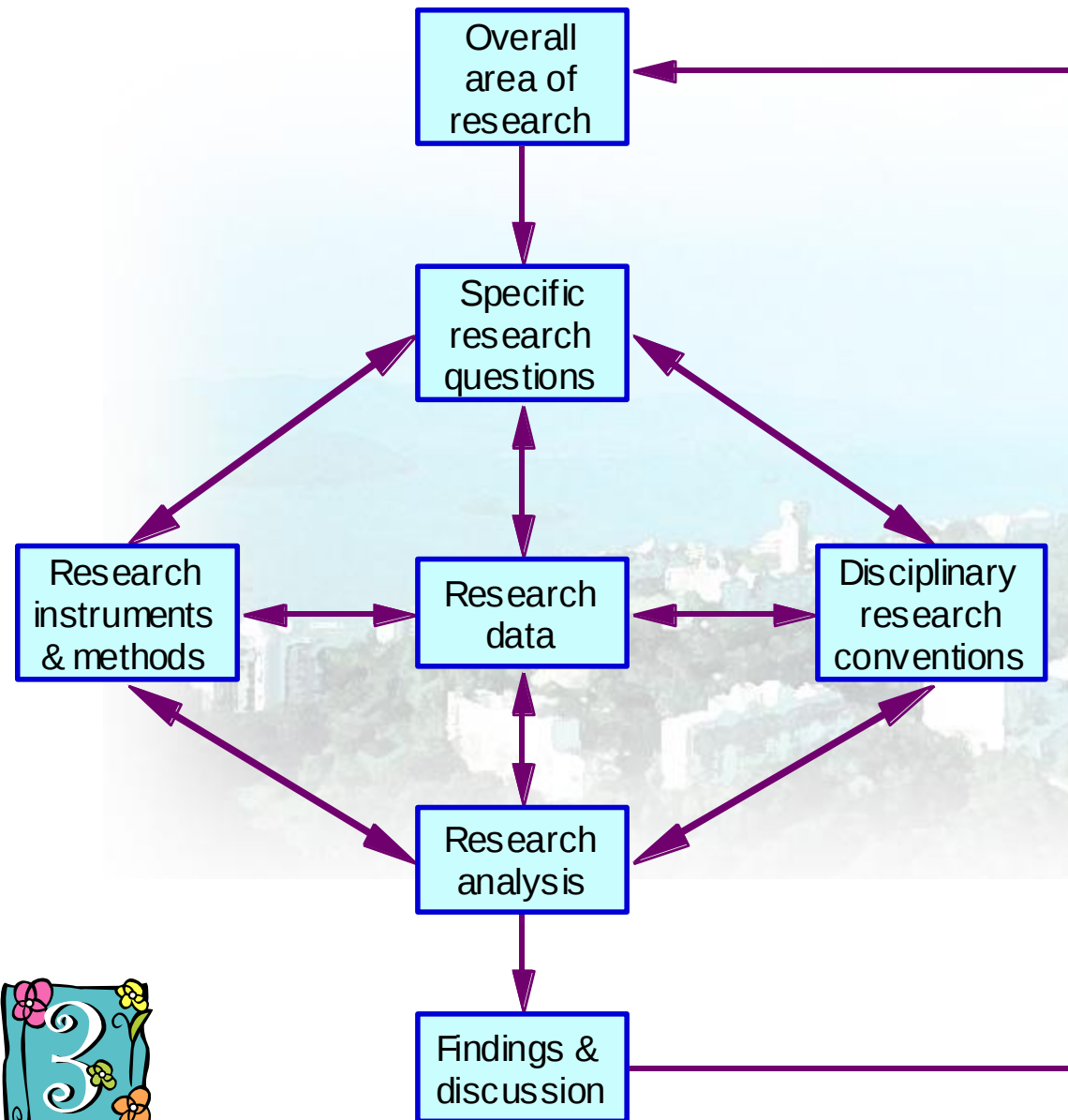
Sustainable eLearning

- **Efficiency** requires whole-institution planning based on evidence
- **Effectiveness** requires sound pedagogy and scholarly evaluation on local initiatives



Pedagogy

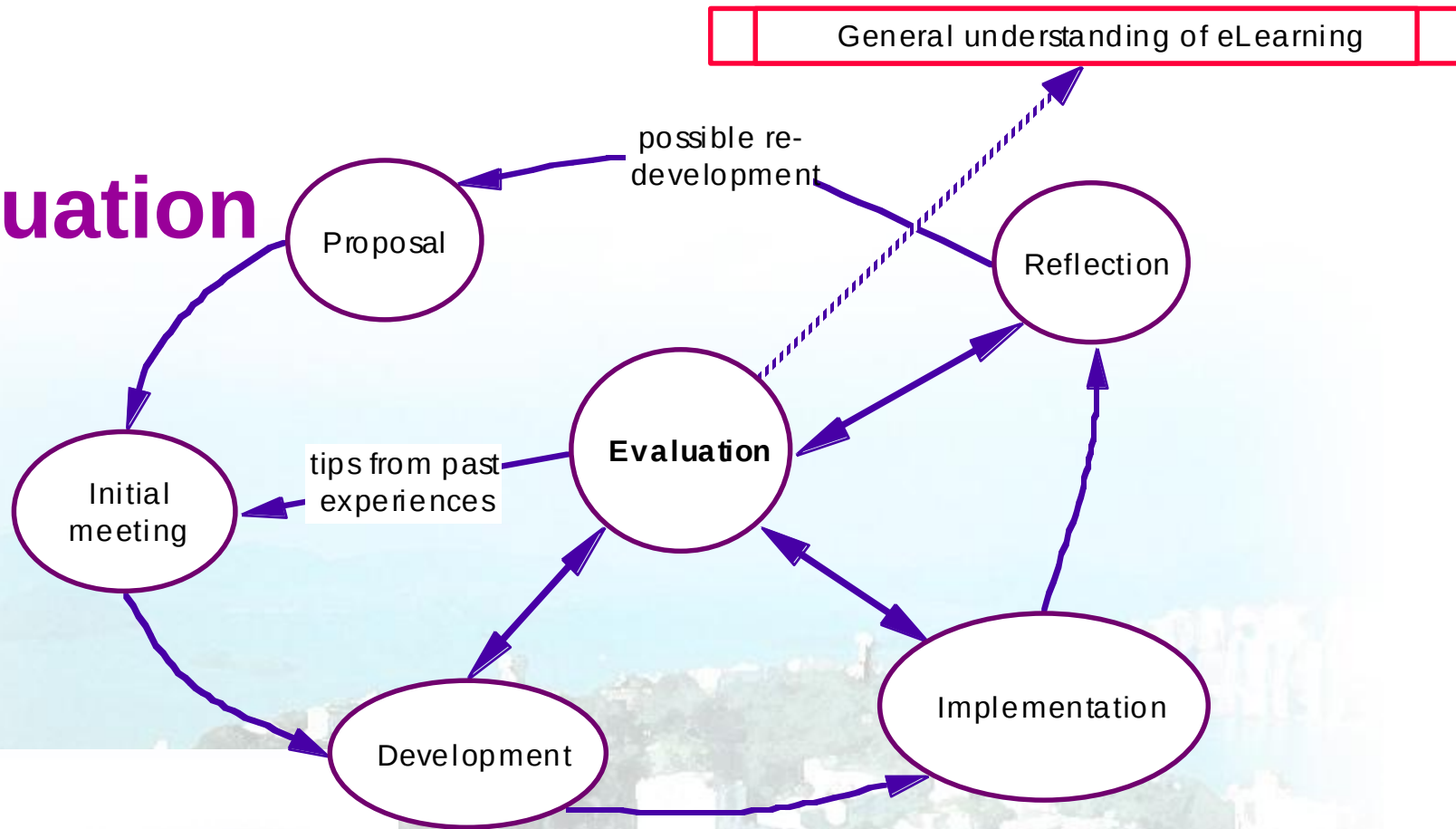




Evaluation is a
scholarly exercise



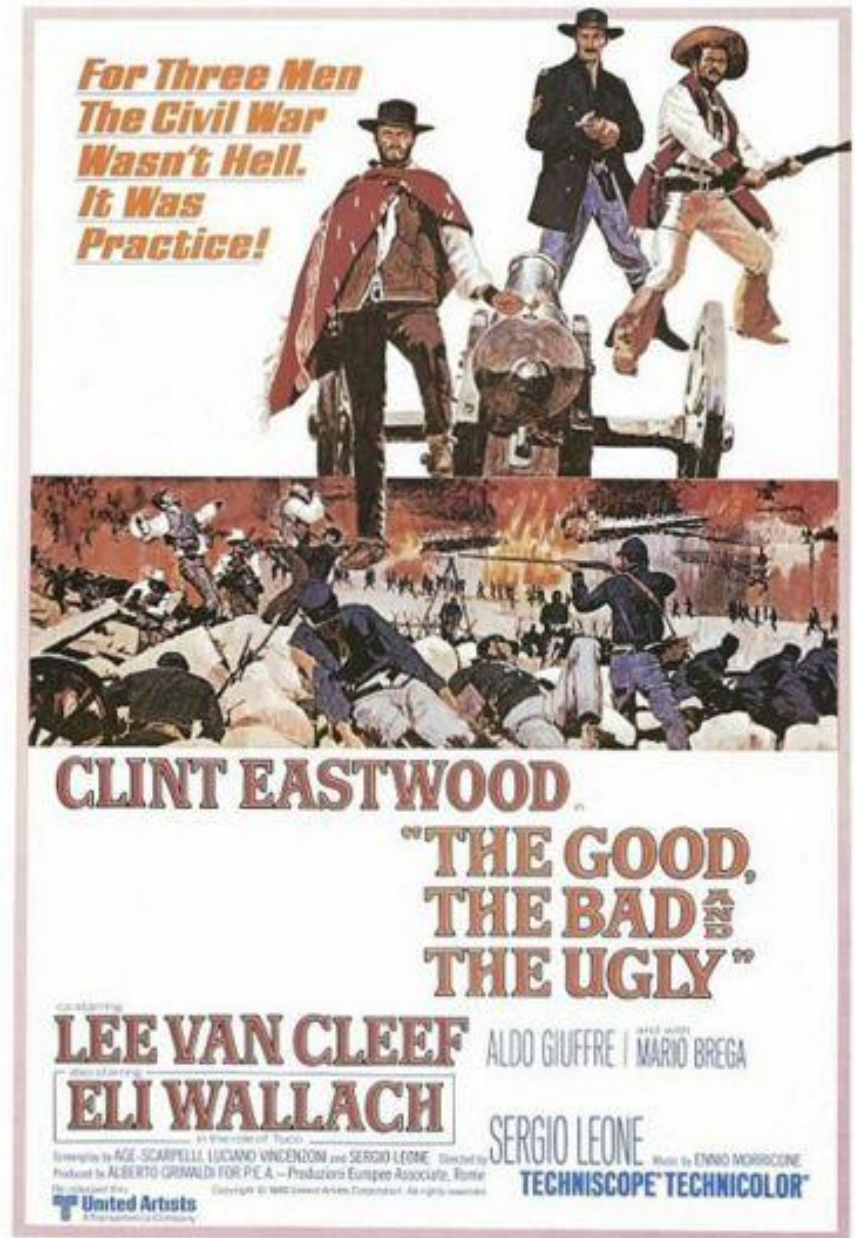
Evaluation



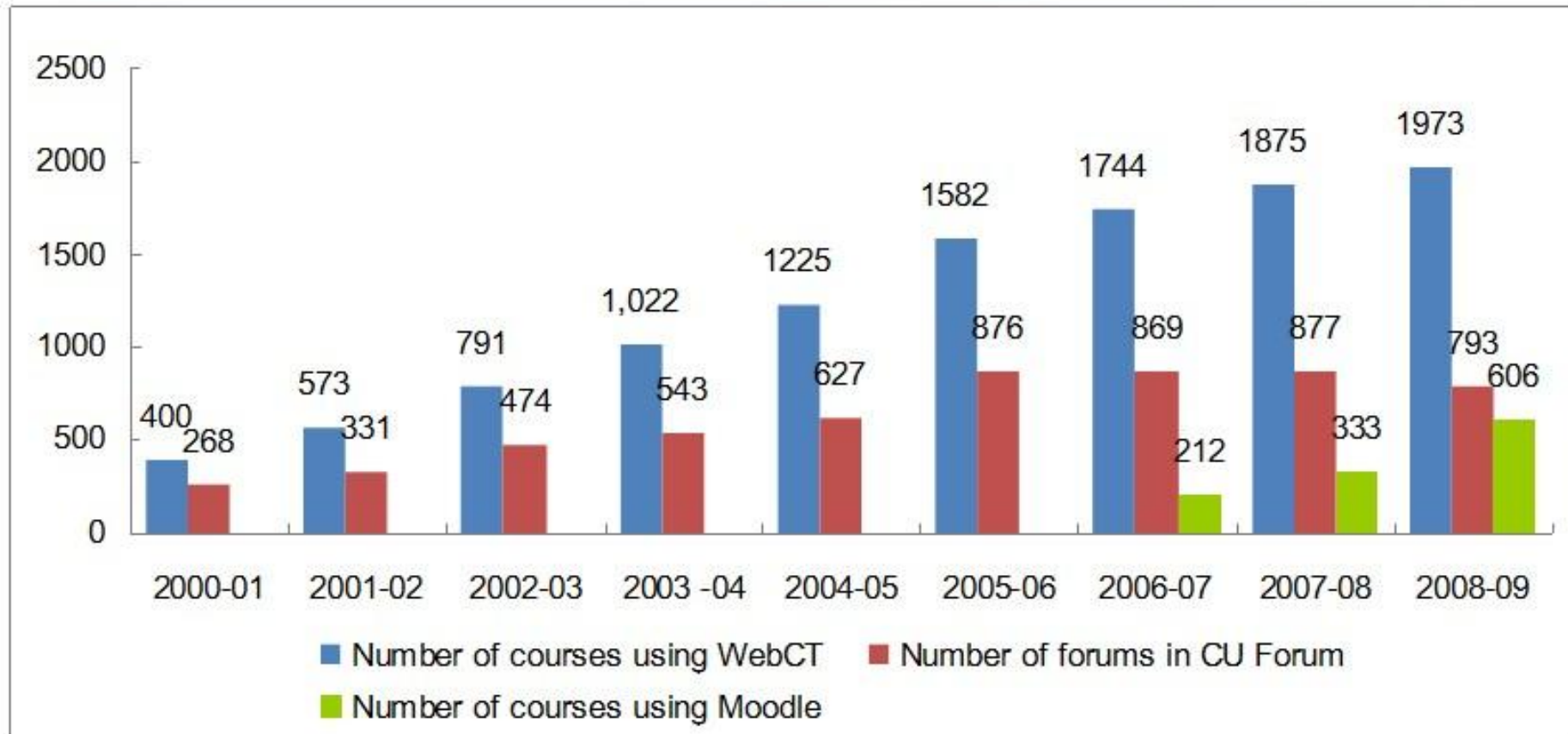
Fitting the pieces together

Making sense of the whole picture

Institutional data: Web logs



Now 80+% Ug courses have a website The good ...

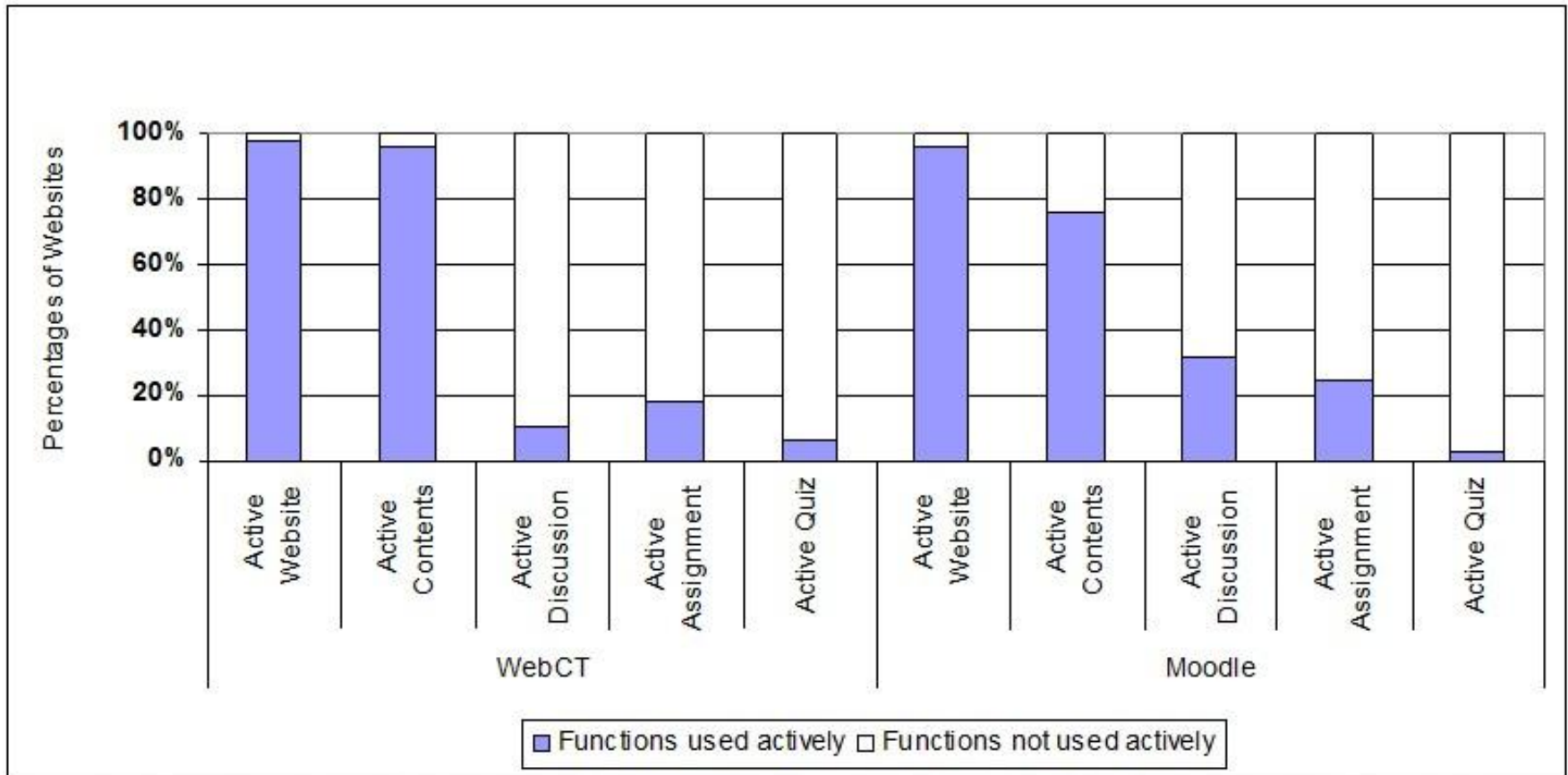


2008-09 data (All sections)

From <http://webct.cuhk.edu.hk:7080/webteaching/>



The OK ...

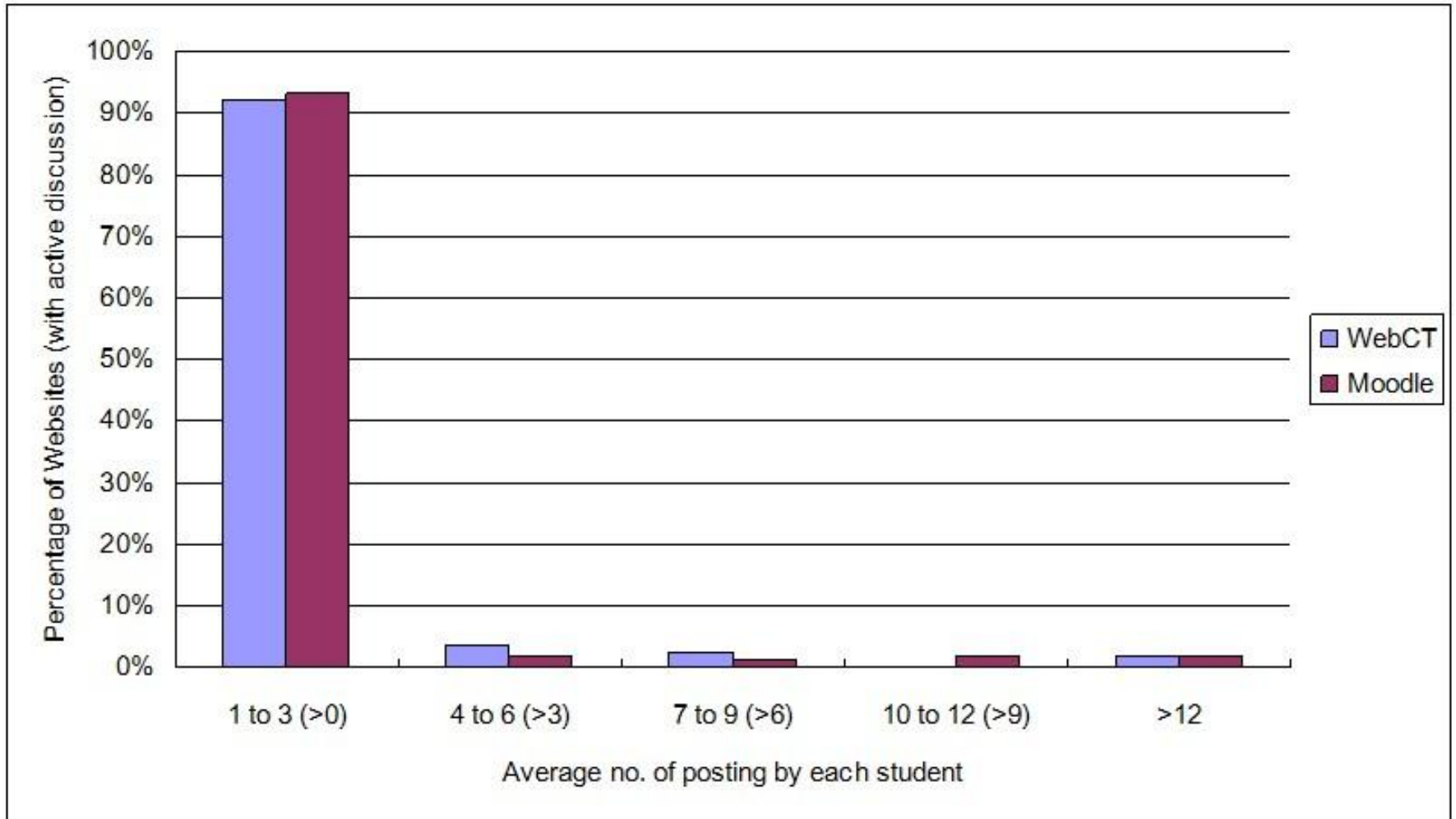


2008-09 data

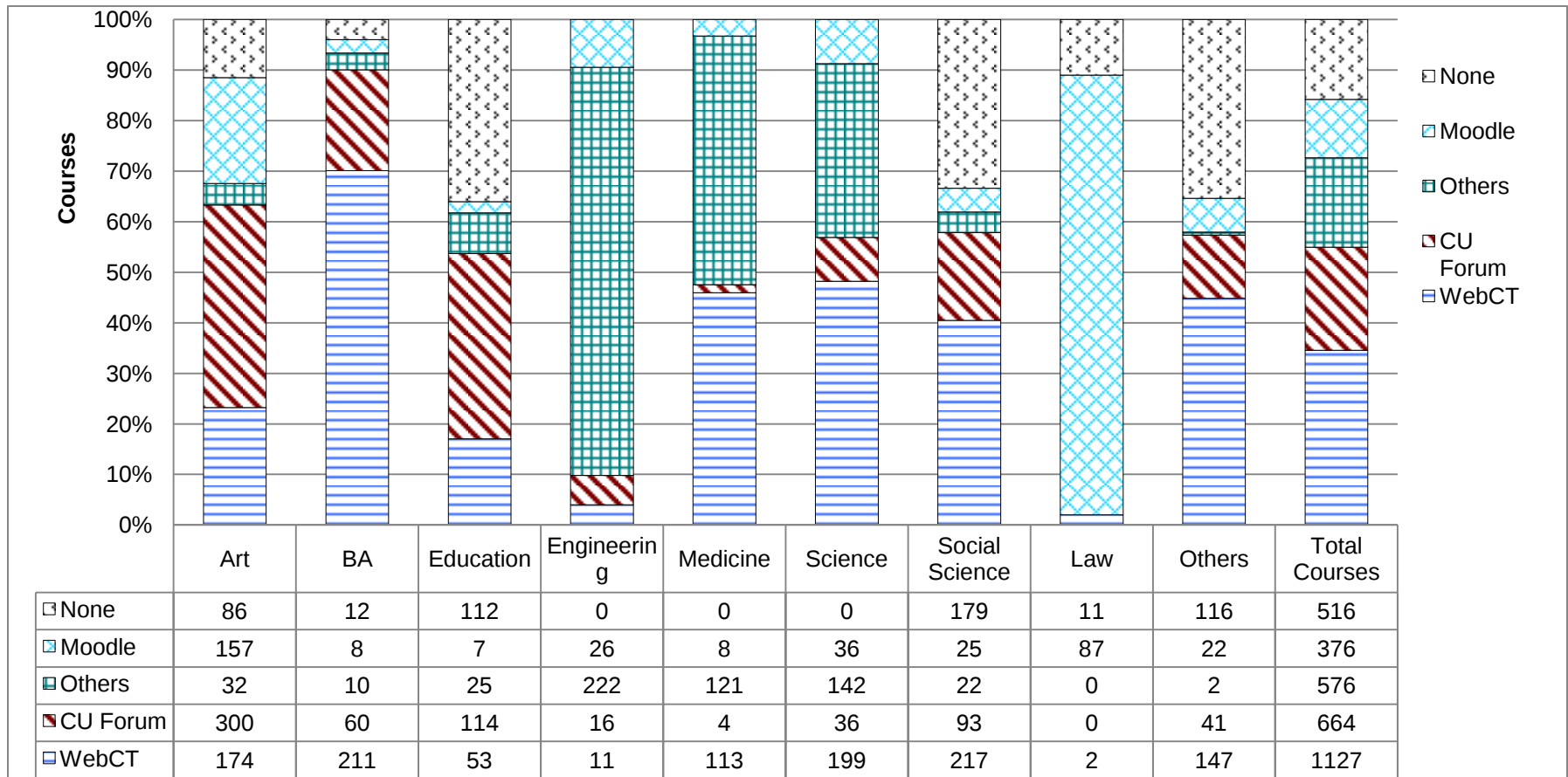
(Log Report System)



The bad ...



And the ugly ...

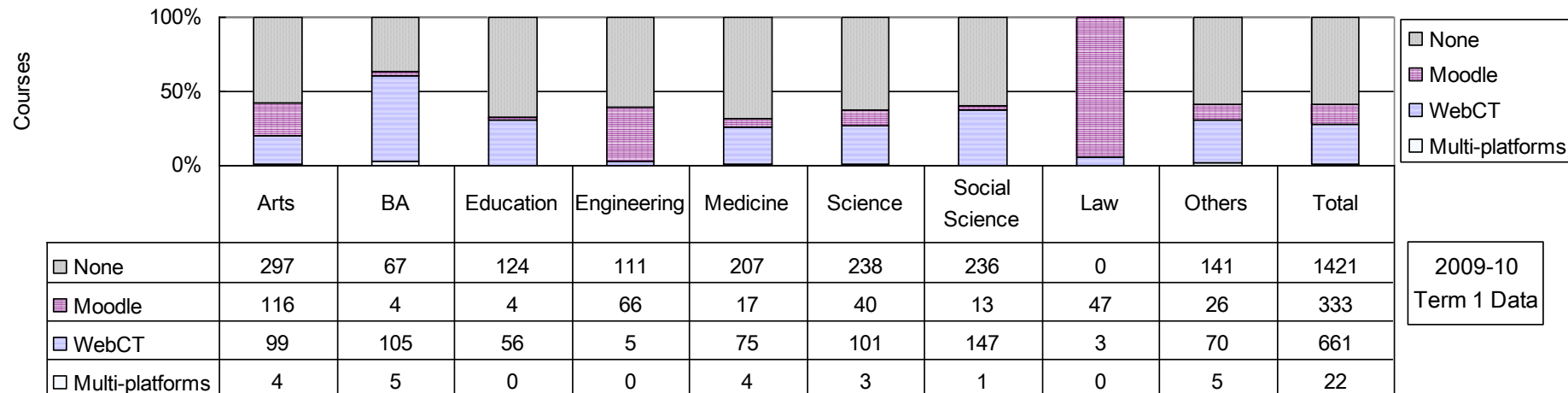
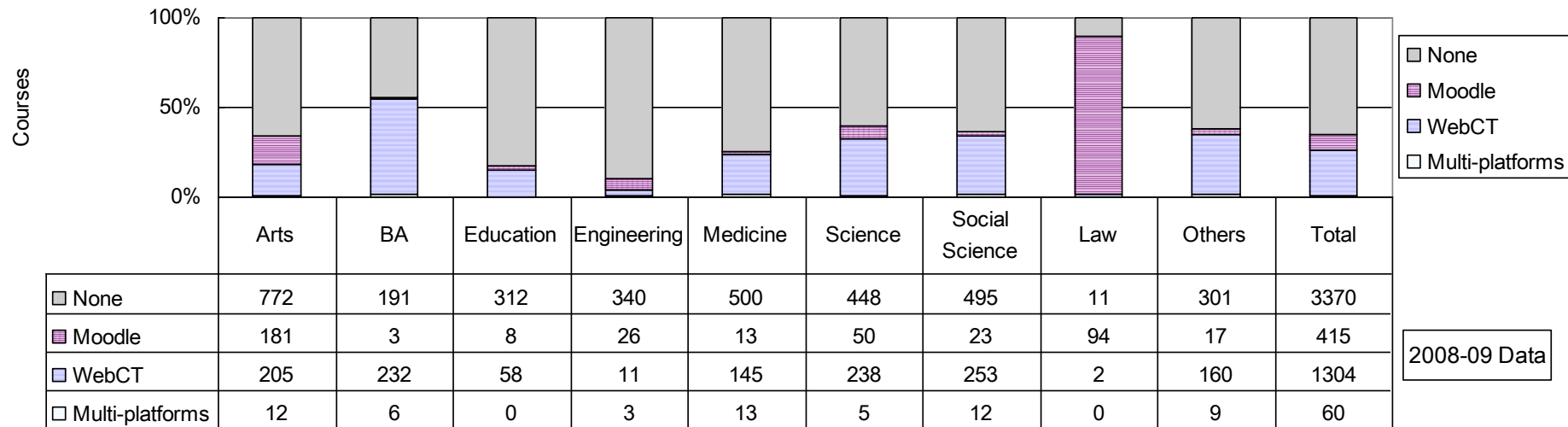


2008-09 data

So complex ... unnecessarily so ??

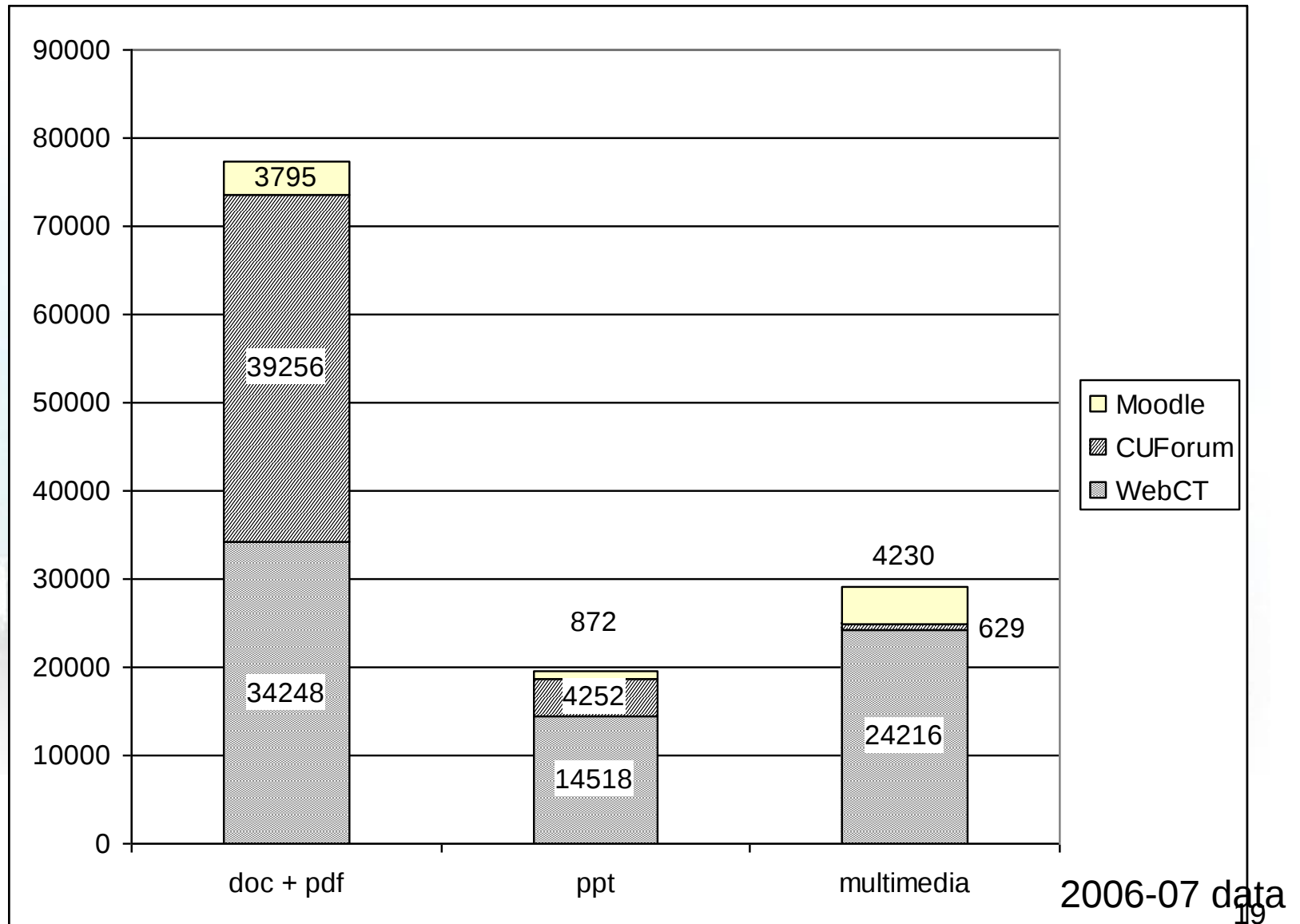


So complex ... unnecessarily so ??



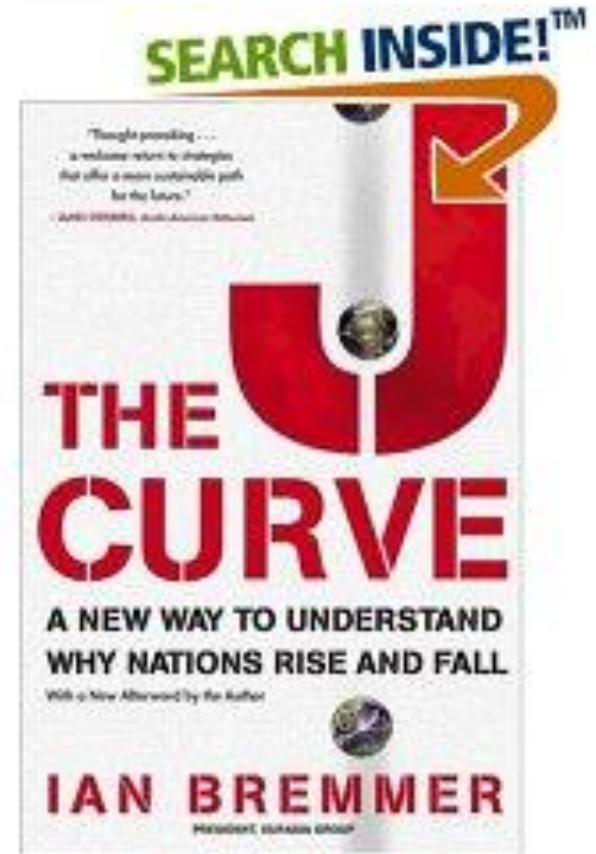
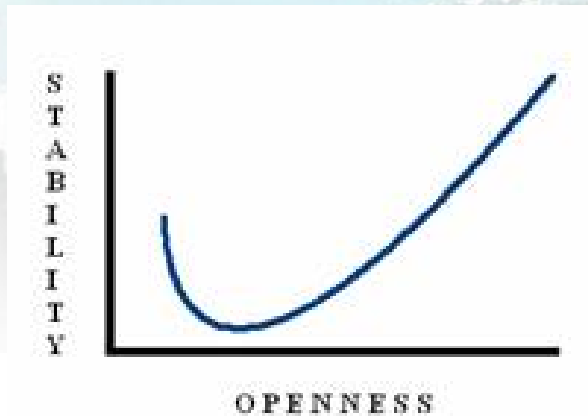
Data from log report system – i.e. no 'CUForum' and 'others' categories

And who knows ... ??



The J-curve

- Things get worse before they get better!





eLearning Service



Centre for
Learning
Enhancement
And
Research

■ Strategies used are:

- 1) revamp of the eLearning platforms
- 2) a range of support services
- 3) seminars and workshops
- 4) support for courseware development
- 5) promotion of eLearning
- 6) research on new strategies & technologies



Main strategies	Specific strategies
1) Revamp of platforms – Moodle & WebCT	Launch Moodle in 2006
	Upgrade of WebCT
	Choice of one platform in 2010

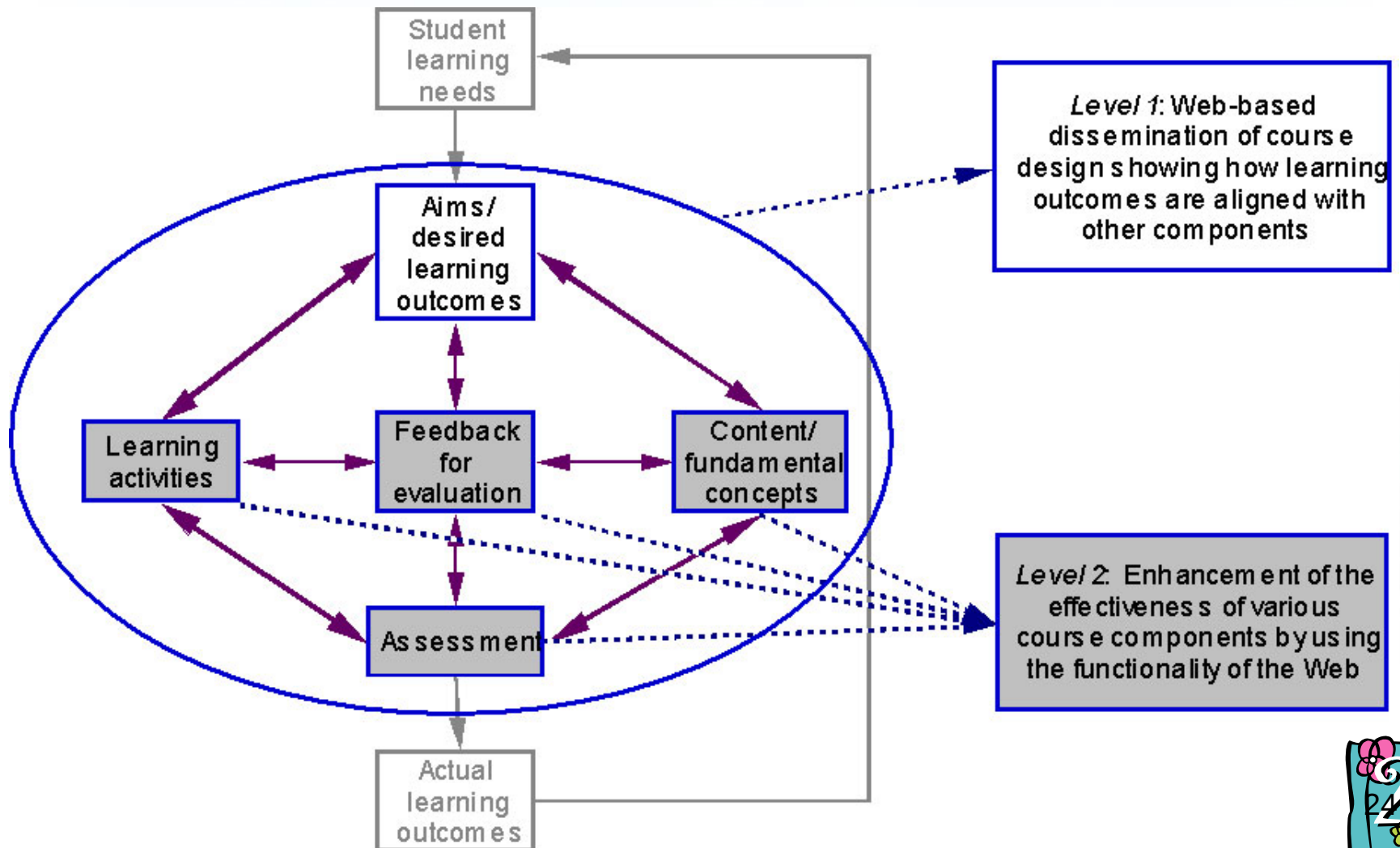


Main strategies	Specific strategies
2) eLearning support services	Faculty visits inc. senior management
	Enhancement of course outlines
	Walk-in clinic
	eLearning Assistants (eLAs)
	Consultations & projects
	Virtual eLearning Resources Centre
	Podcasting
	New Learning Object Repository



Outcomes-based eLearning

■ <http://www.cuhk.edu.hk/eLearning/eLoutcomes/>



Main strategies

3) Seminars & workshops

Training & exploration of learning



Main strategies	Specific strategies
4) Support for courseware development	Framing projects for grants
	Successful completion of projects
	eLearning cluster & video cluster



Make it matter: Promotion & tenure

Two year snapshot: 2005-2007

Teaching performance scores

■ Successful cases:	5.26
■ Unsuccessful cases:	4.88



Main strategies	Specific strategies
5) Promotion of eLearning	eLS@CU Newsletter
	Departmental eLearning Liaison Persons (eLLPs)
	eLearning Expo



Community

■ eLLPs – eLearning Liaison Persons network across departments

■ EXPO event

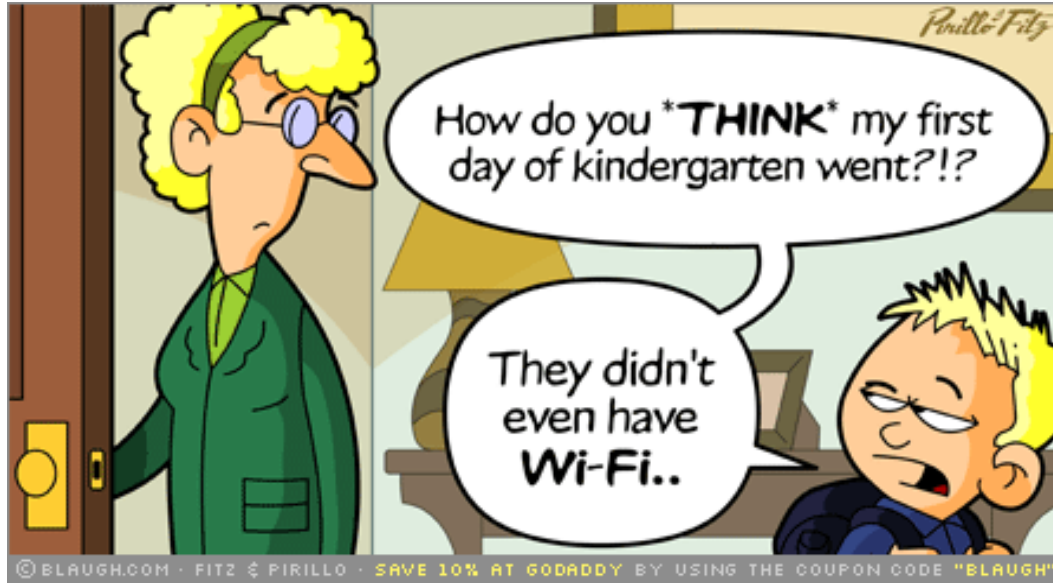
<http://www.cuhk.edu.hk/eLearning/expo/>



Main strategies	Specific strategies
6) Research	Learning Activity Management System (LAMS)
	Web-conferencing solution (Adobe Connect)
	eBooks
	Mobile learning & teaching
	eAssessment
	Reporting growth of eLearning at CUHK



One example: “Digital Natives ??”

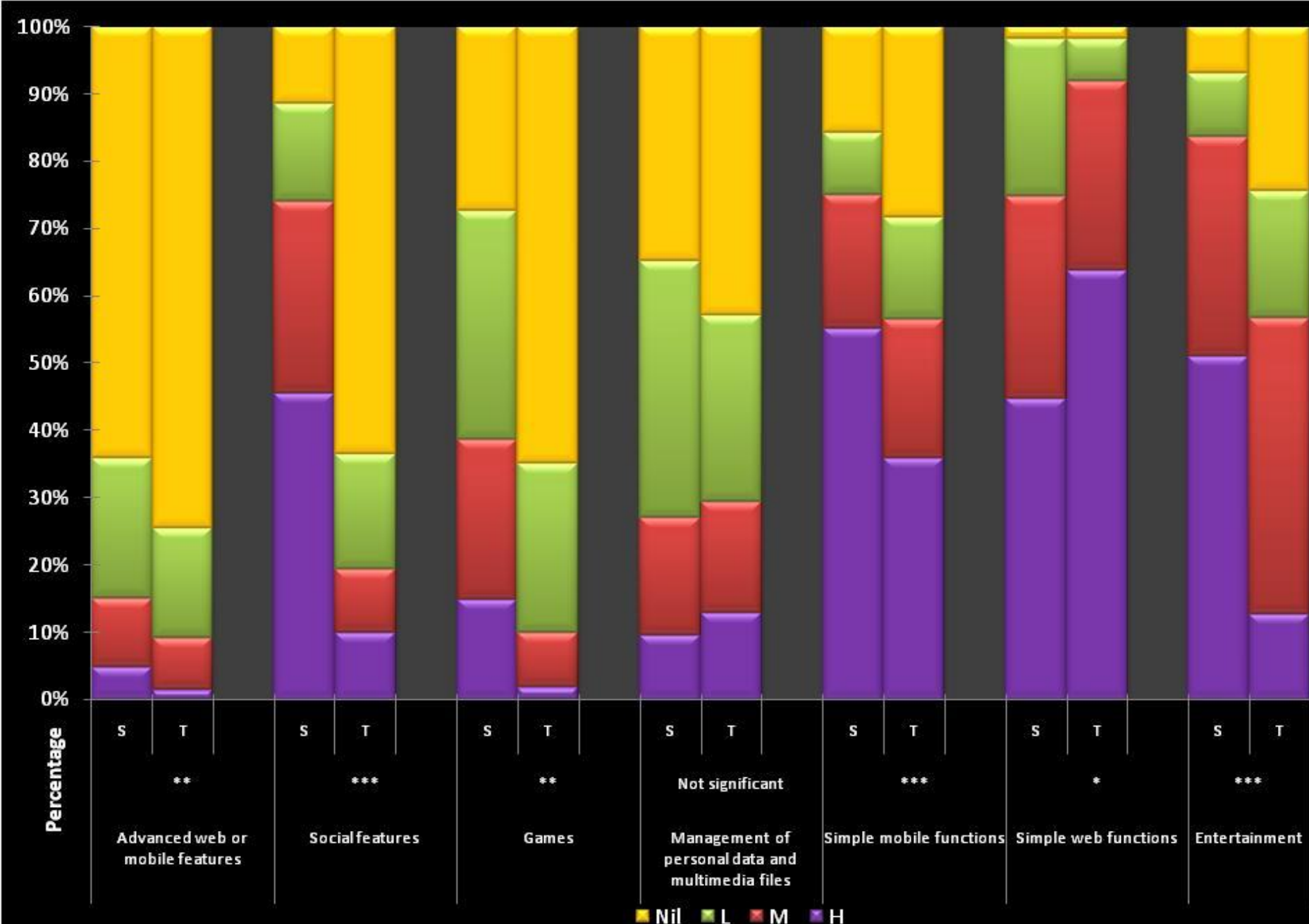


http://blaugh.com/cartoons/060901_kindergarten_wifi.gif

689 Year 1 Ss and 56 of their Ts across all 8
Faculties – 2008 study

McNaught, Lam & Ho (2009)





Using online tools and strategies (frequency) by teachers students [S] and teachers [T]

[* p-value <= 0.001 * p-value <= 0.005 * p-value <= 0.05]**

ELearning publication snapshot

2004-2005:

38 different authors

44 refereed papers

Role of evaluation in eLearning	10
Strategic planning for eLearning	8
Innovations in eLearning	8
ELearning projects at CUHK	18



Departmental profiles from log data

Course code	Course title	Type of website	Content	Forum	Quizz	Drop box
AAA 1111	XXXXX	W	X	X	--	X
AAA 1222	XXXXX	M	X	--	X	--
AAA 5111	XXXXX	--				

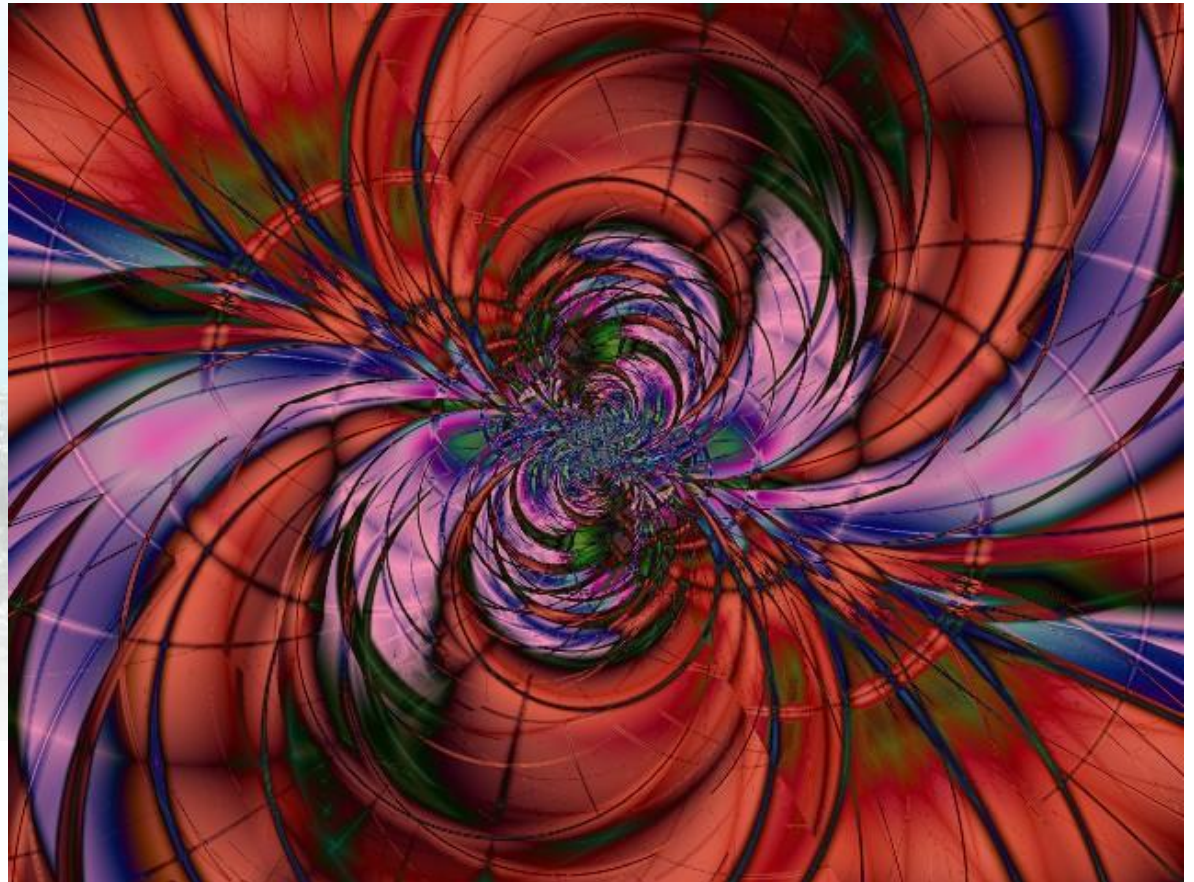
Triggers for reflection



References

- McNaught, C., & Lam, P. (2009). Institutional strategies for embedding blended learning in a research-intensive university. Proceedings of the elearn2009 conference, *Bridging the development gap through innovative eLearning environments*, The University of the West Indies, St Augustine, Trinidad and Tobago, 8–11 June 2009.
- McNaught, C. (2008). Towards an institutional eLearning strategy: The long journey. In C. S. Nair (Ed.), *Evidence based decision making: Scholarship and practice* (pp. 43–55). Proceedings of the Australasian Higher Education Evaluation Forum (AHEEF) 2008, 2–3 October. Melbourne: Centre for Higher Education Quality, Monash University.
<http://pandora.nla.gov.au/tep/103801>
- McNaught, C., Lam, P. & Ho, A. (2009). The digital divide between university students and teachers in Hong Kong. In R. Atkinson & C. McBeath (Eds.), *Same places, different spaces* (pp. 654–664). Proceedings of the 26th annual Australian Society for Computers in Learning in Tertiary Education 2008 conference, Auckland, 6–9 December 2009.
<http://www.ascilite.org.au/conferences/auckland09/procs/mcnaught.pdf>
- Others papers noted at <http://www.cuhk.edu.hk/clear/people/Carmel.html>

Several aims ...
Several streams ...
Need for convergence



Thank You

