Policy and Incentives to Support the Development of Higher-order Online Learning Designs

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Digital media literacy continues its rise in importance as a key skill in every discipline and profession.

Appropriate metrics of evaluation lag behind the emergence of new scholarly forms of authoring, publishing, and researching.

Economic pressures and new models of education are presenting unprecedented competition to traditional models of the university.

Keeping pace with the rapid proliferation of information, software tools, and devices is challenging for students and teachers alike.

Johnson, Smith, Willis, Levine, & Haywood (2011)
Avoiding silos

- 8 faculties = at least 8 silos

UNLESS

- The overall picture is clear
## Understanding the drivers @ CUHK

<table>
<thead>
<tr>
<th>Factor</th>
<th>Drivers for coordinated &amp; supported eLearning</th>
<th>Drivers for ‘laissez faire’ approach</th>
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<tbody>
<tr>
<td><strong>1. Senior management</strong></td>
<td><strong>Internal</strong></td>
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<tr>
<td>1l+. Evidence of institutional research</td>
<td><strong>External</strong></td>
<td>1l-. Culture of a F2F university</td>
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<tr>
<td>1l&amp;E+. New student information system</td>
<td></td>
<td>1E-. Good external rankings</td>
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<td><strong>2. Time</strong></td>
<td><strong>Internal</strong></td>
<td><strong>External</strong></td>
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<td>2l+a. Changing student profile</td>
<td><strong>External</strong></td>
<td>2l-. University research life</td>
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<tr>
<td>2l+b. Ss as digital natives</td>
<td></td>
<td>2E-. Frenetic city</td>
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<tr>
<td><strong>3. Ts’ decisions about change</strong></td>
<td><strong>Internal</strong></td>
<td><strong>External</strong></td>
</tr>
<tr>
<td>3l+a. Local support</td>
<td><strong>External</strong></td>
<td>3l-. Peer groups in depts</td>
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<tr>
<td>3l+b. Change in promotion policy</td>
<td></td>
<td>(Research in T&amp;L as too ‘soft’)</td>
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<tr>
<td>McNaught (2008); McNaught &amp; Lam (2009)</td>
<td></td>
<td>3E-. Benchmarking within the discipline</td>
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Sustainable eLearning

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

Things get worse before they get better!
The term ‘Learning design’ in 2012

- Bringing technology and pedagogy together
- Key focus is pedagogy

Lockyer, Bennett, Agostinho, & Harper (2009)
1. Integration of range of tools/strategies that are appropriate AND

2. that are not a duplication or optional add-on

- 1. Student learning needs
- 2. Aims/desired learning outcomes
- 3. Content/fundamental concepts
- 4. Learning activities
- 5. Assessment
- 6. Feedback for evaluation
- 7. Actual learning outcomes

1. Online diagnostic testing/examination of students' learning preferences

3. Media-enriched explanations, animations

4. E.g. online discussions, quizzes, games, simulations, debates, roleplays, etc.

5. E.g. online peer reviews, tests, wikis for collaboration

6&7. Reflective spaces, e.g. blogs, ePortfolios

McNaught (2011)
Aims of CUHK eLearning Strategy

1. Clarify the role of eLearning in OBA
2. Research for planning infrastructure, e.g. University-wide eLearning systems
3. Educational design and technology in the four-year undergraduate curriculum
4. Staff training, support & collaboration strategies
5. Student induction to eLearning & student IT competence training
6. Benchmark eLearning at CUHK against …

Action plan

- Under the auspices of the Academic IT Steering Committee – linked to overall organizational infrastructure
- Detailed action plan with responsible party against each item – pragmatic approach
- Key players are
  - Faculties
  - ITSC
  - Senate Committee on T&L (SCTL)
  - CLEAR
  - Library
  - Office of Student Affairs
Strategies

1a Faculty OBA roadmaps (also 3a, 3e)
1b ELearning OBA webpage
1c Students’ future career needs

2a WiFi coverage
2b New CUHK portal
2c EPortfolio system & tools (also 3d)
2d Review of eLearning platforms
2e Mobile technology
2f Learning Object Repository
2g Video & audio servers
2g Learning spaces & teaching spaces (also 2a)

6 ACODE 8 benchmarks

3a Level of use of eLearning
3b Courseware development
3c EAssessment
3d Formal & experiential learning – ePortfolios (also 2c)
3e QA for blended courses

4a Staff ‘training’: Ts & TAs
4b ELearning Assistants (eLAs)
4c ELearning liaison persons (eLLPs)
4d ELearning Expo
4e ELearning newsletter

5a Students’ perspectives
5b Student IT competence
5c Information literacy
5d Independent learning
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
Community

- **eLLPs – eLearning Liaison Persons** network across departments
- **EXPO event**
  http://www.cuhk.edu.hk/eLearning/expo/
Our HK students appear to be well-disposed to interactive uses of eLearning (inc. social media) \textbf{IF} they see the point in getting engaged.

Two studies
Student data from 21 courses where there was ‘good’ web-enabled learning designs. ~600+ q’aires.
Kember, McNaught, Chong, Lam, & Cheng (2010)
Survey of 1438 students at CUHK, representative of gender, year level & discipline

Positive (mostly) expectations of eLearning

Further, students with HIGHER use of eLearning were MORE positive about BOTH the usefulness of the eLearning strategies AND their own personal gains in learning.

Lam, Lee, Chan, & McNaught (2010; 2011)
One example that our students like

- Support comes from peers
- The following example has been used successfully in HK for many years & is still in use: Mohan and Lam (2005).

http://growthmindseteaz.org/sitebuilder/images/giveup-249x450.jpg
Overview of L4U Model

STAGE 1: Warming Up
- Identify key issues, create hypothesis ...

STAGE 2: Digging In
- Find appropriate resources ...

STAGE 3: Working Out
- Peer evaluation & assessments ...

STAGE 4: Evaluation & Assessment
- Solving the case ...

Mindset's Feedback
On balance?

<table>
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<th>Main successes</th>
<th>Main challenges</th>
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<tr>
<td>• Accepting ‘blended’ learning</td>
<td>• Using interactive strategies</td>
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<tr>
<td>• Online peer review</td>
<td>• Reducing formal classes</td>
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<tr>
<td>• Community of teachers</td>
<td>• Tough promotion/ tenure processes</td>
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<tr>
<td>• Students being ‘on side’</td>
<td>• Assessment not aligned to use of technology</td>
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<td>• Really fine examples of eTeaching</td>
<td>• Not yet a critical mass</td>
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Thank You
References


