Breaking Faculty Boundaries – Best Practices to Improve Adoption

Dr. Susan D’Aloia
Client Success Manager: APAC
Congratulations Singapore for your hard work on the SEA Games!
Breaking Faculty Boundaries: Best Practices to Improve Adoption

Agenda:

• Introduction
• Share a Framework for Adoption of Technology
• Implications of the Global and the Local
• Seven Conditions of Learning
• Examine Successful Implementation of Blackboard Solutions
• Q & A throughout
Dr. Susan D’Aloia
Role: Client Success Manager for Asia Pacific

18 years in Education: K-12; Higher Ed; Niche Programs; Nine years of LMS instruction/ design

Areas of expertise:
- Academic change management
- Assessment and feedback
- Academic and program development
- Curriculum & instructional design
- Departmental and Institutional Branding
Comprehensive range of products and services
BLACKBOARD SERVES MORE THAN 15,000 EDUCATIONAL INSTITUTIONS AROUND THE WORLD:

Global leader in LMS market
Over 35 million users hosted on our platforms
US market leader with 49/50 HE and 50% of K12 Institutions
The Slope of Enlightenment:

Best practices are socialized. Real experience replaces unfettered imagination as the primary driver of expectations.

Gartner hype cycle.
Adoption of technology: organization and synthesis of how we communicate

- dyadic
- intrapersonal
- small group
- mass communication
- institution-wide
Mobile everywhere
Blackboard User: Sử Huệ Thanh

**Home Town:** Ho Chi Minh City, Vietnam

**Current location:** Truman State University in Missouri, USA

**Current status:** A junior majoring in Economics

“Blackboard has been easy to use and well organized. **I just log in and see what I need to do for the day.** It has notifications when homework is due or whenever the instructor makes a new announcement. I get these messages automatically on my IPAD and my phone. So I don’t forget things and when I do forget, it reminds me.

I really appreciate the links the professors provide so I can further understand the lectures. If I need to talk to my professors, I still go see them in person. But when I do that I have already checked my grades and have received the latest updates. **I have used Blackboard everyday for the last year and can’t imagine being a student without it.**”
Staff Development

Student Support

Communication & Marketing

Building a Mobile Strategy Timeline

The fundamental aspects of our mobile implementation strategy centre on understanding our “customer” experience and using performance metrics to inform our communications, staff development, student support and ongoing developments.

Student Support

Key activities to enable student adoption of EHU’s core mobile services incorporates marketing campaigns, user-friendly resources, enthused course teams and knowledgeable staff.

Staff Development

Enabling and inspiring academic and support colleagues to embrace ‘mobile’ involves sustained positive communication and opportunities for knowledge and skills development.

Communication & Marketing

A campaign to promote the availability of the Mobile Learn app includes a range of eye-catching professional print and electronic adverts, blog, twitter and Facebook posts, as well as demonstrations and opportunities for staff and students to ask questions about the new tool.

Impact & Evaluation

Proactive use of intelligence, combining longitudinal survey data, user analytics and frequent feedback from our mobile services to inform and improve all our mobile services developments.

Enhancing Mobile Provision

Improving and extending our portfolio of mobile solutions and support strategies is increasingly important as we strive to meet user expectations and ensure satisfaction.

“On-the-move access to lecture notes, timetables, etc.”

“Information at my fingertips... ease of access to learning modules and tutor announcements.”

About Edge Hill University

Embracing mobility is an investment in the student experience...

What the students have said...

“The mobile learn app allows me to...”

What the tutors have said...
Three Stages of Adoption:

1. **Adoption:** implementation of tools in ways that innovate courses so students and teachers participate with deeper effectiveness.

2. **Adoption:** academic departments intrinsically trust that the LMS to be a part of their mission and they trust its execution.

3. **Adoption:** a trusted partnership between institutions produces a future development of overarching programming of the institution.
A Basic Framework towards Adoption

Organizing the human element through teachers, students, support staff and administrators

Addressing objectives in both practical and imaginative ways

Recognizing the Tension between:

Real Challenges---------Unlimited Potential

Direct Application of the Tools
## Application of Blackboard tools

Syllabus, Discussion, Peer and Self Assessment, Assignment (Draft review), Groups, Community, Mobile Learn, Video, (Podcast), Adaptive Release, Regular formative tests, Summative tests, Portfolio, Journal, Blog, Wiki, Announcements, Calendar, Formative Feedback (all tools), My Grades, Rubric, Badges, Content (Model answers), Collaborate
National Institute of Education in Singapore: Implementation of Videos and Discussions using the LMS
Adoption at the National Institute of Education

Identify the human element. Who?

Which objectives both practical and imaginative were addressed?

Can we identify real challenges and unlimited potential?

Which tools are being utilized?
Driving trends changing education

- Education truly global
- Non-traditional learners
- Consumer preferences/alternative models
- Learner-centric education
- Big-data in mainstream
- Online & mobile everywhere

Blackboard
Implications of the Global and the Local

Global pushes create regional/local negotiations

Ideas and practices can be shared, modified and tailored in a way that best serves learning and institution building

This dynamic stays healthy through dialogue, decision making and approximation
Blackboard User and Nanyang Technological University Graduate: Ruixiang Ci

Home Town: Guilin, Guangxi, China

Current status: Recent graduated from Nanyang Technological University majoring in Materials Engineering

Approach towards the LMS: Very grateful for the videography of lectures available on the LMS. Gives him and other students an opportunity to review a lecture multiple times.

Challenge: The course about photovoltaic devices and a lot of derivations, formulas and schematics involved could sometimes be difficult to understand. The videos helped but I have more suggestions.
Adoption Recommendation: Let students add comments onto the recording. Maybe student A has a question in one part and she can add her question onto the recording. When another student B is also watching the recording and he sees the question, if he knows the answer he can also add the answer onto the recording. Students can answer each other’s questions on the video and if the students cannot solve the problems, the lecturer can look at the questions and leave the answers.

This idea comes from the comments that are left onto videos which are popular in some Chinese and Japanese website. This is called Danmaku and some of the popular websites include niconico. People leave comments that are flying off the video and if someone finds it disturbing they can simply click the bottom of the recording.
Learning Pyramid

- Lecture: 5%
- Reading: 10%
- Audio Visual: 20%
- Demonstration: 30%
- Discussion Group: 50%
- Practice By Doing: 75%
- Teaching Others: 90%

(Average Learning Retention Rates)

(National Training Laboratories, Bethel, Maine)
Oregon State University: Cyclical Feedback
Adoption at Oregon State University

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Which tools are being utilized?
In the learner centric paradigm, what else is necessary for success?

“If we don’t teach our children to be alone, they will only know how to be lonely.”

— Sherry Turkle
Successful learners need to perform with confidence and courage as they practice self-reflection and self-control.

Wired or not... digital natives or immigrants... in the global, regional or local context...
Adoption at Nanyang Fine Arts Academy

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Technological Adoption and Adaption in the Arts

“Any art form that requires the human body as an active creator/modifier of physical space and time will require more than just verbal and non verbal information from the practitioner. It will require the physically critical transference of skills from a more experienced practitioner, a mentor, to the novice.” Dr. Filomar Tario, Dance Instructor and Professor
Home Town: Manila, Philippines

Trained at the Hong Kong Academy of Performing Arts in Dance

Current status: Professor of Modern Dance at NAFA: Nanyang Academy of Fine Arts

“Dance is perhaps the most physical and sentient of all art forms, and the most fleeting. The sensation of touch, of physical contact, is the most valuable source of feedback from a dancer’s environment-- whether it be the skin of a partner, the brush of cloth or the sensation of sweat evaporating from his or her own skin. Henceforth, the value of passing on information through tactile stimulus is the most critical part of a dancer’s education.”
**Challenge:** The mentor must now document all of the above experiences through videography and further promote precision and discipline through technology.

**Approach to using the LMS:** I have been very invested in utilizing Blackboard’s tools so to promote the correct techniques. While the studio remains most important for the acquisition and refinement of artistic skills, the LMS becomes the ecosystem for the revision of knowledge. This ecosystem reinforces the value of learning directly from the source and further allows the mentor to reinforce necessary knowledge experienced during studio time.

Videos and other tools of technology must engage learners to inspire a form of rehearsal-lust in the novice.
Themes of the Course

Reflective Learning Opportunities through Blogs
“As sentient beings, humans need to be educated through all their available senses,” Professor Filomar

<table>
<thead>
<tr>
<th>Description</th>
<th>All about the hips in dance</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions</td>
<td>Choose the letter of the best answer for each item</td>
</tr>
<tr>
<td>Total Questions</td>
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</tr>
<tr>
<td>Total Points</td>
<td>10</td>
</tr>
<tr>
<td>Number of Attempts</td>
<td>43</td>
</tr>
</tbody>
</table>

1. True / False: Application: In this picture, the left hip is ex...

In this picture, the left hip is extended while the right hip is on slight flexion

Answer
- True
- False
Online Remediation of Ballet Instruction to Better Promote Technique
NAFA: Nanyang Academy of Fine Arts
Home Town: Singapore

Current location: NAFA: Nanyang Academy of Fine Arts

Current status: Classically Trained Pianist and Undergraduate Instructor

Real Challenge: Semester after semester, her students largely struggled recognizing and producing melodies in her Gamelan Ensemble course.

Apprehension to using the LMS:

“I thought it was a bit cold. And I feared, will students get the interaction? I also felt strongly that you could not learn Gamelan solely online. It’s a largely communal practice.”

Acknowledgement: Students often forgot the things she explained in class. And they cannot differentiate the tones.
First Step of Adoption: With the help of department assistants, she uploaded multiple demonstration videos of her playing the Gamelan. In addition, she incorporated a placement code that provided visualization with sound accompaniment to punctuate the tones of the instruments.

Initial Outcome: Blackboard Learn platform became a space for references that provided modeling and the necessary repetition needed for music acquisition. This transformation positioned more in-class practice, or communal learning, an intrinsic experience of playing and some improvement in student spontaneity when playing the instruments.
Unlimited Potential

**Instructor’s Values:** Mastering the Gamelan can inspire aesthetic and design. More importantly, Ms. De Silva sees mastery of her course as giving the students the opportunity to persevere.

“Everything is so easy today in terms of pressing a button, but that’s not how one learns craft or excellence. I want my students to make further connections and practice the theoretical in a web of learning. And I want them to make friends.”
Next Step: Previous student findings must be brought to the forefront of the inquiry and practice. Measured use of Blackboard tools should enthuse dialogue and discussion. Incorporation of the online Journals and/or blog and more extensive comment features attached to video uploads In turn, group projects where students continue to co-create content by making more music.

Outcome: Blackboard more intrinsically part of the learning experience and a more developed Blackboard Champion. A component of the an emerging case study of how the arts negotiate the LMS so to forward the perseverance and other learning goals.
Adoption of Tools Ideally Promotes the

Expectation
Have clear and ambitious expectations been communicated?

Immersion
Is the ecosystem labeled with meaningful tools relevant to the learning objectives?

Responsibility
Do the tools provide opportunities for learners to develop competence through self-reliance?

Demonstration
Are the necessary processes or products being modeled?

Employment
Does the eco-system provide opportunities for regular practice?

Approximation
Do assignments/activities provide opportunities for trial and error as means to mastery?

Response
Do the tools provide opportunities for self, peer and expert feedback?

Seven Conditions of Learning

Adapted from Brian Cambourne’s Research
Coping With Chaos
Reflective Learning at the University of Northampton:
Reflective Learning
Adoption at the University of Northampton

Identify the human element. Who?

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Which tools are being utilized?
Recognizing and Reflecting on Obstacles at McGill

“To become a professor, you complete a PhD and then teach in your discipline and area of research, but you don’t get training in how to teach,” said Lawrence Chen, professor of Electrical and Computer Engineering and former Associate Dean (Academic Affairs) at McGill University.

“Instead, we tend to teach the way we were taught; if our professors lectured to us, then we will probably lecture to our own students.”

http://publications.mcgill.ca/reporter/2014/03/active-learning-techniques-becoming-the-new-norm/
Forty-four Chemical Engineering students rapidly sketched graphs into their Wi-Fi devices and pressed “send.” At the front of the classroom, the graphs popped onto Professor Anne Kietzig’s computer screen, allowing her to assess how well her class understood the problem she had presented and where difficulties lay.
Learner Centric Education Privileges the Learner

The learner’s needs, talents, challenges and choices have come into the forefront

So how do we frame teacher-centric education?
Shifting Paradigm for Learning

From
- **Teacher-centered approach**
- Assessment of learning
- Experts make judgments
- Focus on learner outcomes
- **Transmission of criteria**
- Individual assessment tasks
- Teacher as feedback source
- Quality of feedback message
- **Feedback as monologue**
- Teacher feedback reviews
- Teacher responsibility
- Delivery of feedback

To
- **Learner-centered approach**
- Assessment for learning
- Students learn to judge
- Focus on process and outcome
- **Co-construction of criteria**
- Collaborative tasks
- Multiple sources – peers, others
- Quality of feedback interaction
- **Feedback as dialogue**
- Student feedback reviews
- Shared responsibility
- Use of feedback

_Continuum —— moving in a direction_
Adoption at Jefferson Community and Technical College

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University of Santo Tomas Educational Technology Center
Overcoming Challenges in Adoption

Quick Facts
› Private Higher Ed.
› 46,000 students
› 2,314 active course sites
› 1,700 faculty members
› 204 academic programs

The Challenges
› Faculty Training
› Faculty Lack of Time for course development
› Group Barriers to Learning

Adoption:

“Sustaining massive-wide, successful implementation of eLearning requires a full-scale spectrum of tactics in the continuous adoption and adaptation of the entire academic community.”

A/Prof Anna Cherylle M. Ramos
Director of Educational Technology Center, University of Santo Tomas

to its annual 46,000 student population.

The eLeAP remains the focal program of the EdTech Center catering to the eLearning activities of the university. It specifically provides opportunities for faculty members across subject areas of specialisation to explore a wide range
Create an institution wide electronic coffee shop designed to foster an awareness of learning styles. Include inquiry that espouses the principles of the Meyers Briggs Personality test.
Global pushes create regional/local negotiations

Ideas and practices can be shared, modified and tailored in a way that best serves learning and institution building

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Direct Application of the Tools
How will my institution develop the adoption process?
Workshop at the University of Santo Tomas
Thank you! I hope we can work together in the future.

Susan.DAloia@blackboard.com
Recent Activity

Today

Life Sciences:
You may want to catch up on some material

Yesterday

Life Sciences:
Added - Metamorphosis Evolution PPT

Respond to Section Activity Reminder

- Review Section 4 Now: Major Divisions of Life
- Put a reminder on my Calendar
- Snooze this Alert
Blackboard Student App