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Centre for Learning Enhancement and Research

Building Institutional Capacity for the Use of Social Media

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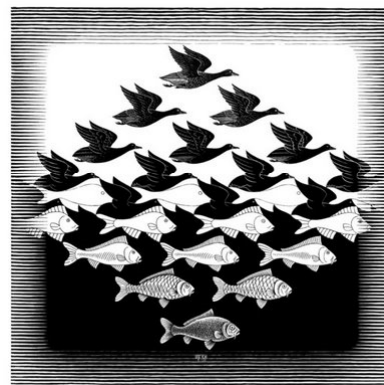


Essence and detail ...

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

McNaught, C., Lam, P., Kwok, M., & Ho, E. C. L. (in press). Building institutional capacity for the use of social media. In B. White, I. King & P. Tsang (Eds.). *Social-media tools and platforms in learning environments: Present and future*. Heidelberg: Springer.

<http://tinyurl.com/2fmbwh>

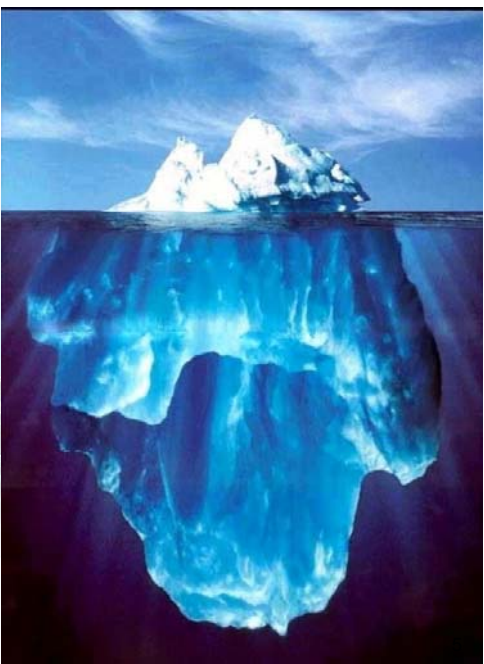


Outline

- Changing educational context in HK
- Complexity of innovation and change
J + S + CC(3)
- A small study at CUHK
- The way forward: Evolution or revolution?
- Institutional strategies
- Ss are probably well-disposed 😊

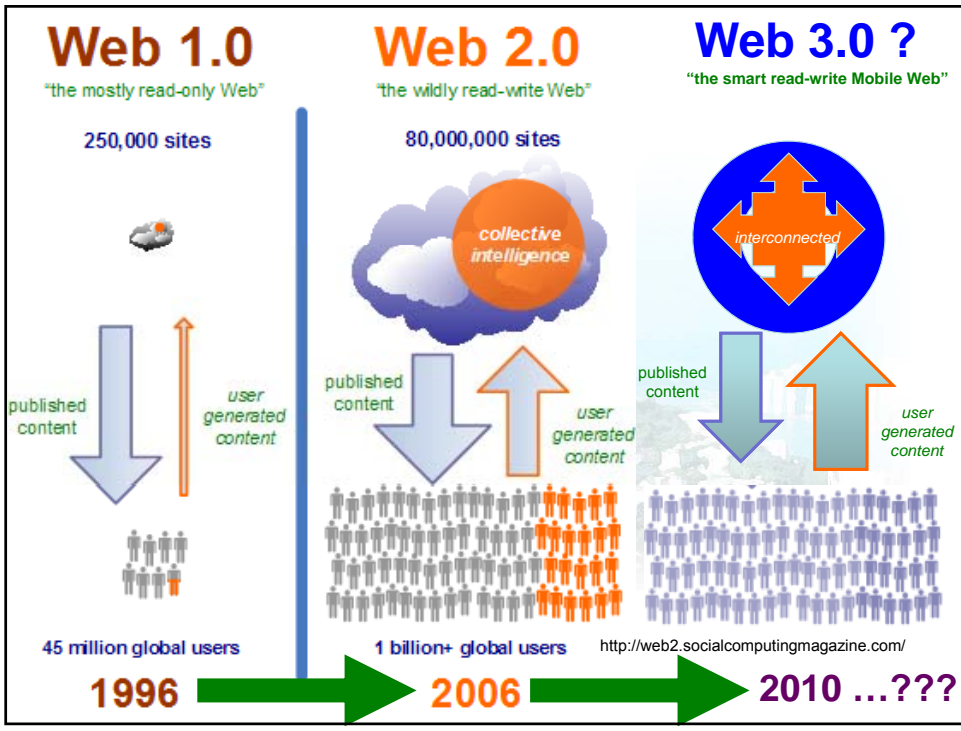
Our education systems, especially in HK, are changing!

... in deep and fundamental ways

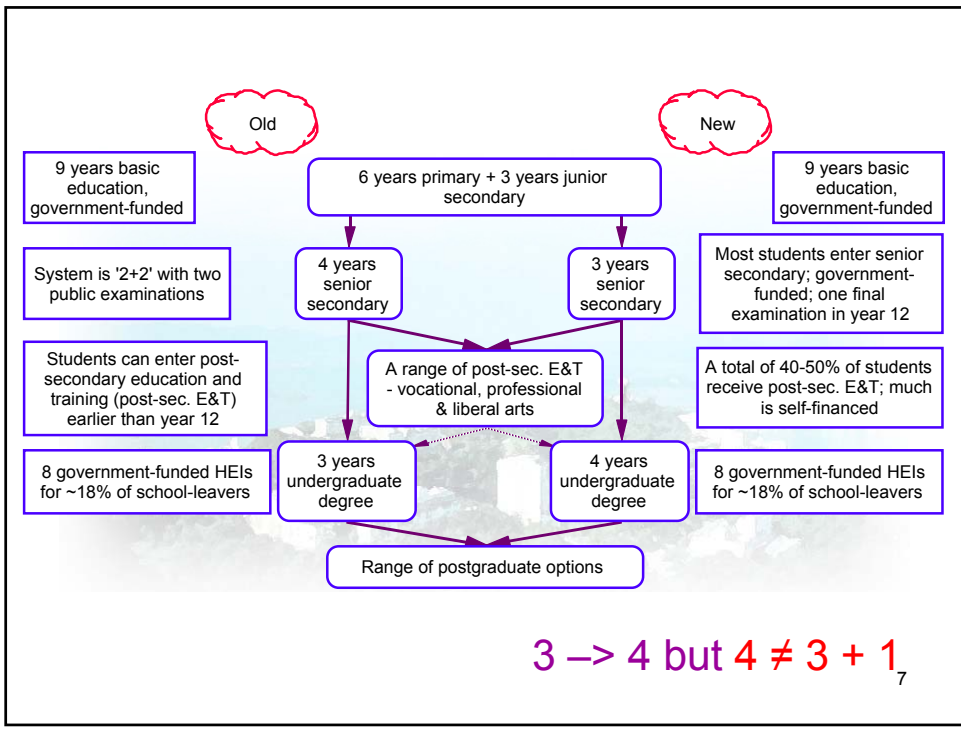


<http://londoncoder.files.wordpress.com/2007/12/iceberg.jpg>

The image features a large iceberg floating in the ocean. The tip of the iceberg, which is visible above the water line, is relatively small and jagged. The vast majority of the iceberg is submerged below the water surface, appearing much larger and more complex. This visual metaphor represents the idea that the visible changes in education systems are only the tip of a much larger, more fundamental shift that is occurring beneath the surface.



Building Institutional Capacity for the Use of Social Media



Assume no attrition
 No. in 3-year programme = X3
 No. in 4-year programme = X4

2012

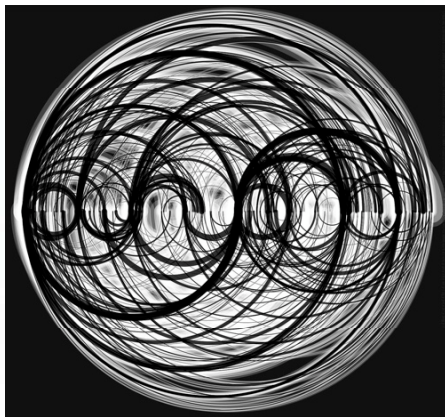
Year	2009	2010	2011	2012	2013	2014	2015
Year 1 Ss	X3	X3	X3	X3 + X4	X4	X4	X4
Year 2 Ss		X3	X3	X3	X3 + X4	X4	X4
Year 3 Ss			X3	X3	X3	X3 + X4	X4
Year 4 Ss							X4

Extra year for broadening – language, General Education, experiential learning, capstones, etc.

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Complexity!

Progress report.
December 2006



<http://barrykade.files.wordpress.com/2009/11/complexity1.jpg>

“The Education Reform is a mammoth and complex task. Reform proposals spanned across areas which are interrelated. Adjustments in one area may have significant impact on other areas. Changes will inevitably give rise to anxiety, difficulties and challenges.”

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Innovation and change

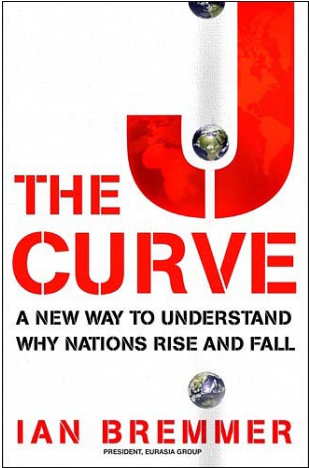
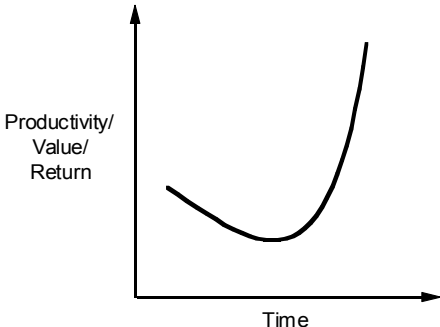
J + S + CC(3)



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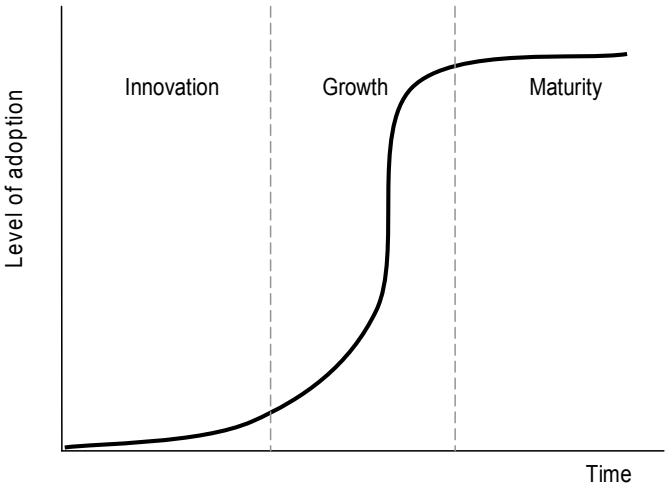
The J-curve

- Things get worse before they get better!

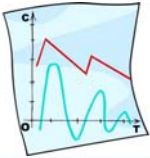


<http://tiny.cc/Etd1b>

The S-curve



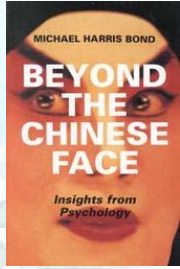
After Couros (2003)




DATA

CC(3): Three-stage conceptual-change model

1. Evidence of the need for change
2. Confronting the situation – in a face-saving way
3. Reconstruction of a new approach



PEOPLE



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Understanding the drivers

McNaught & Lam (2009)

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

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Source of cases for this study

- CUHK's annual 'innovations in teaching and learning' conference. Commonly called the Expo
<http://www.cuhk.edu.hk/elearning/expo>



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	2007 (n=2)	2008 (n=6)	2009 (n=7)
N=13; two Ts appear in two Expo events in different years. Interviewed <i>Teachers A to H</i> . ELE: 'English language education'			
1. Teachers and students used existing social media as T&L resources			
	* Readings from social-media sites (<i>Biology</i>)	* T used YouTube videos in class (<i>linguistics</i>)	
2. Teachers created resources and shared them			
Restricted	* T recorded podcasts (<i>ELE</i>)		* T gave further advice in blogs and on twitter (<i>Teacher E – information literacy</i>) * T provides learning objects (<i>ELE</i>)
Open		* T used a wiki to communicate with professionals and students (<i>Teacher A – ELE</i>) * Wikis as collaborative tools (<i>Teacher D – engineering</i>)	* T created digital stories for sharing (<i>Teacher A – ELE</i>) * Podcast lectures were created and made accessible to public (<i>Teacher F – law</i>)

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3. Students created resources and shared them		
Restricted	<ul style="list-style-type: none">* Ss shared learning portfolios (<i>Teacher B – biochemistry</i>)* Ss shared video-recorded presentations (<i>Teacher C – ELE</i>)* Ss shared thoughts in blogs (<i>physical education</i>)	<ul style="list-style-type: none">* Cases were created by Ss and shared (<i>Teacher G – pharmacy</i>)* Ss' thoughts were kept in a wiki/ Twitter/ Facebook (<i>Teacher H – tutor training</i>)
Open		<ul style="list-style-type: none">* Ss created digital stories that were made public (<i>Teacher A – ELE</i>)

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Interview findings: Advantages

- Motivating
- Sharing with a wider audience, professionally and internationally
- Engaging – more ‘time on task’
- Facilitating student–student collaboration
- Convenience in managing materials (e.g. sharing, tagging)
- A fashionable thing to do!
(It is HK, after all!)

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Interview findings: Disadvantages

- Investment of time and energy for Ts
(*Ts in category 3 overall more +ve*)
- Additional workload for Ss (in some cases)
- Ts want additional support and resources
- Fairness in grading if assessable
- Ss (& Ts!) shy to share in a public way
- Evaluation of actual learning benefits difficult

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Decision point!

- Do we take a **pragmatic approach**, providing limited support to teachers who ask for more service ?
- Or a **proactive approach** where we more actively sell the benefits of using more innovative technologies ?



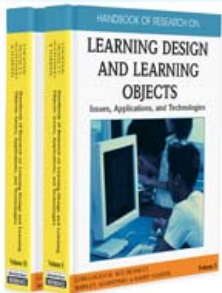
<http://members.fortunecity.com/nrbq1/gal6crossroads.jpg>

Evolution vs Revolution ?

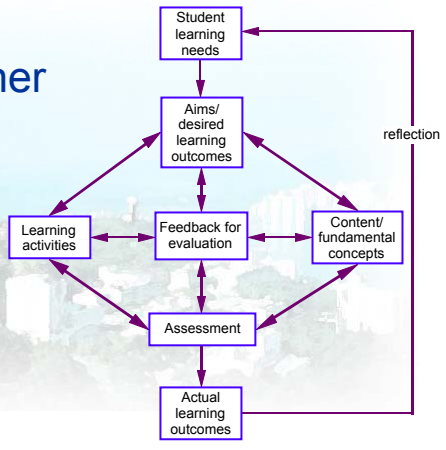
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Implications for 'learning designs'

- Bringing technology and pedagogy together

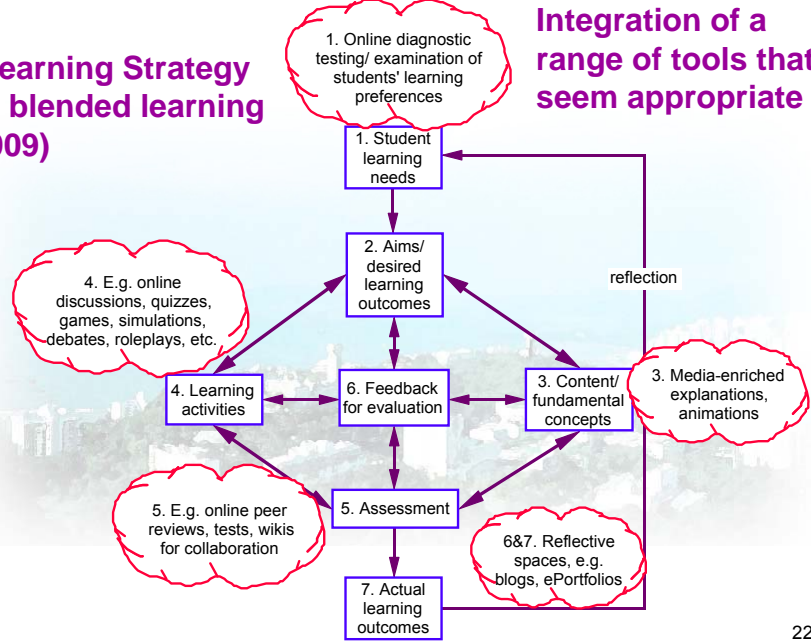


Lockyer, Bennett, Agostinho, & Harper (2009)



ELearning Strategy for blended learning (2009)

Integration of a range of tools that seem appropriate



Aims of CUHK eLearning Strategy

<http://www.cuhk.edu.hk/english/documents/teaching/elearning-strategy.pdf>

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 ...

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Components

- | | |
|--|---|
| 1a Faculty OBA roadmaps (also 3a, 3e) | 3a Level of use of eLearning |
| 1b ELearning OBA webpage | 3b Courseware development |
| 1c Students' future career needs | 3c EAssessment |
| | 3d Formal & experiential learning – ePortfolios (also 2c) |
| | 3e QA for blended courses |
| 2a WiFi coverage | 4a Staff 'training': Ts & TAs |
| 2b New CUHK portal | 4b ELearning Assistants (eLAs) |
| 2c EPortfolio system & tools (also 3d) | 4c ELearning liaison persons (eLLPs) |
| 2d Review of eLearning platforms | 4d ELearning Expo |
| 2e Mobile technology | 4e ELearning newsletter |
| 2f Learning Object Repository | 5a Students' perspectives |
| 2g Video & audio servers | 5b Student IT competence |
| 2g Learning spaces & teaching spaces (also 2a) | 5c Information literacy |
| 6 ACODE 8 benchmarks | 5d Independent learning |

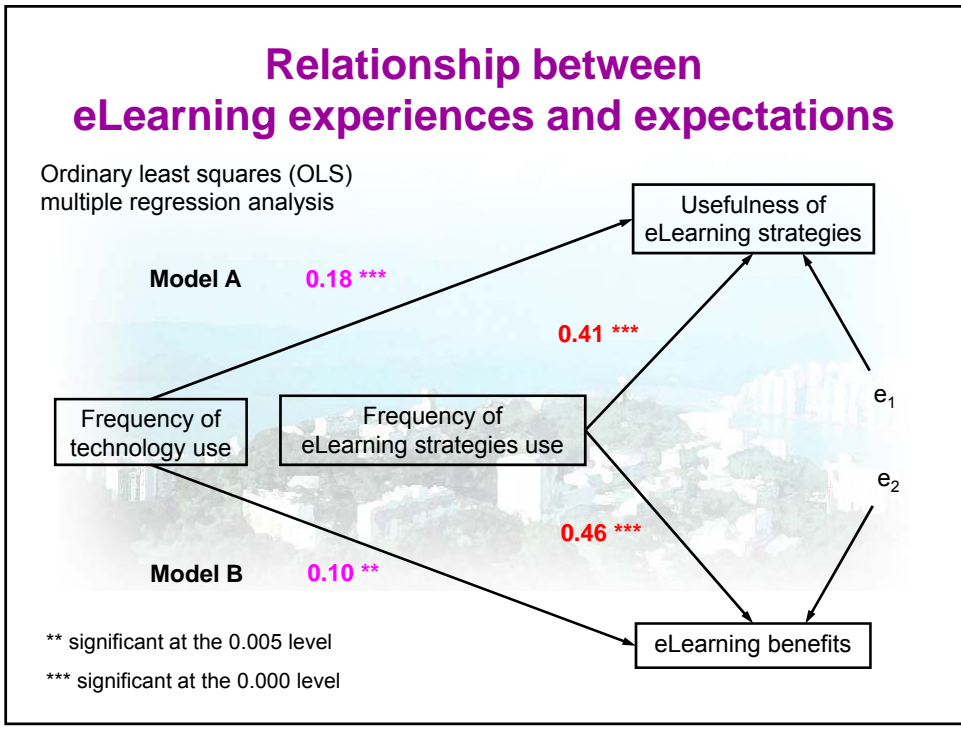
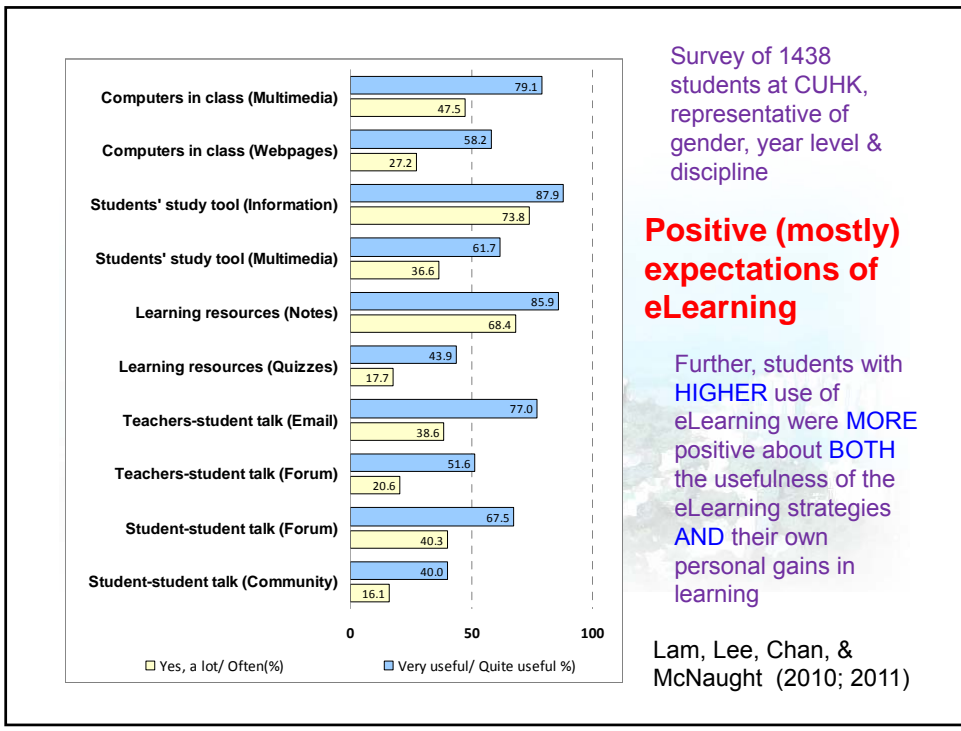
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ELearning Service strategy	Action at department or faculty level	Action at institutional level
<i>ELearning systems review</i>	All eight faculties involved	Web 2.0 features are important criteria
<i>A range of support services</i>	ELearning assistants (Lam et al., 2009)	New criteria for evaluating teaching
<i>Professional development (PD)</i>	Showcasing examples	Ts can gain credits for Web 2.0 sessions for a PD certificate in T&L
<i>Courseware development</i>	Courseware development grants	E.g. the podcasting service and the learning object repository
<i>Promotion of eLearning</i>	A pragmatic approach	Programme reviews of the 'new' curriculum (2012) include innovation in eLearning (McNaught & Young, in press)
<i>Research on new strategies & technologies</i>	The scholarship of T&L (Boyer 1990)	Involvement of the Academic IT Steering Committee

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Our students appear to be well-disposed to interactive uses of eLearning (inc. social media) **IF technology supports learning which is assessed.**





Patience is a virtue

- Effective change takes time.
- Monitoring over time is needed for evidence to be convincing.



http://197.photobucket.com/albums/aa259/odea_photos/626time.jpg

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