

wcet



WICHE Cooperative for
Educational Technologies

The leader in the practice, policy, & advocacy of technology-enhanced higher education.



WCET's Leadership Summit will help you answer the big questions about innovation and leadership in higher ed.

June 14-15, 2017 | Salt Lake City, UT





The leader in the practice, policy, & advocacy of technology-enhanced higher education.

Today's Learning Design Infrastructure

Christina Anderson, Director of Learner Experience
Wiley Education Services

MJ Bishop, Director Kirwan Center for Academic
Innovation, University System of Maryland

Jay Hollowell, Vice President of Training
Max Knowledge



Today's Agenda

(Pull out your phone and text MJBISHOP334 to 37607)


Introductions & Context Setting (20 minutes)

Interactive Discussion (30 minutes)

Group report out (20 minutes)

Final thoughts (5 minutes)





Which term best characterizes your primary role at institution?



- Teaching and Learning Center Director **A**
- Academic Affairs Staff/Administrator **B**
- Student Affairs Staff/Administrator **C**
- Instructional Design Staff/Administrator **D**
- Instructional Technology Staff/Administrator **E**
- Library Staff/Administrator **F**
- Faculty **G**
- Other **H**

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app





What is your title?



Start the presentation to activate live content



If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

 Poll Everywhere

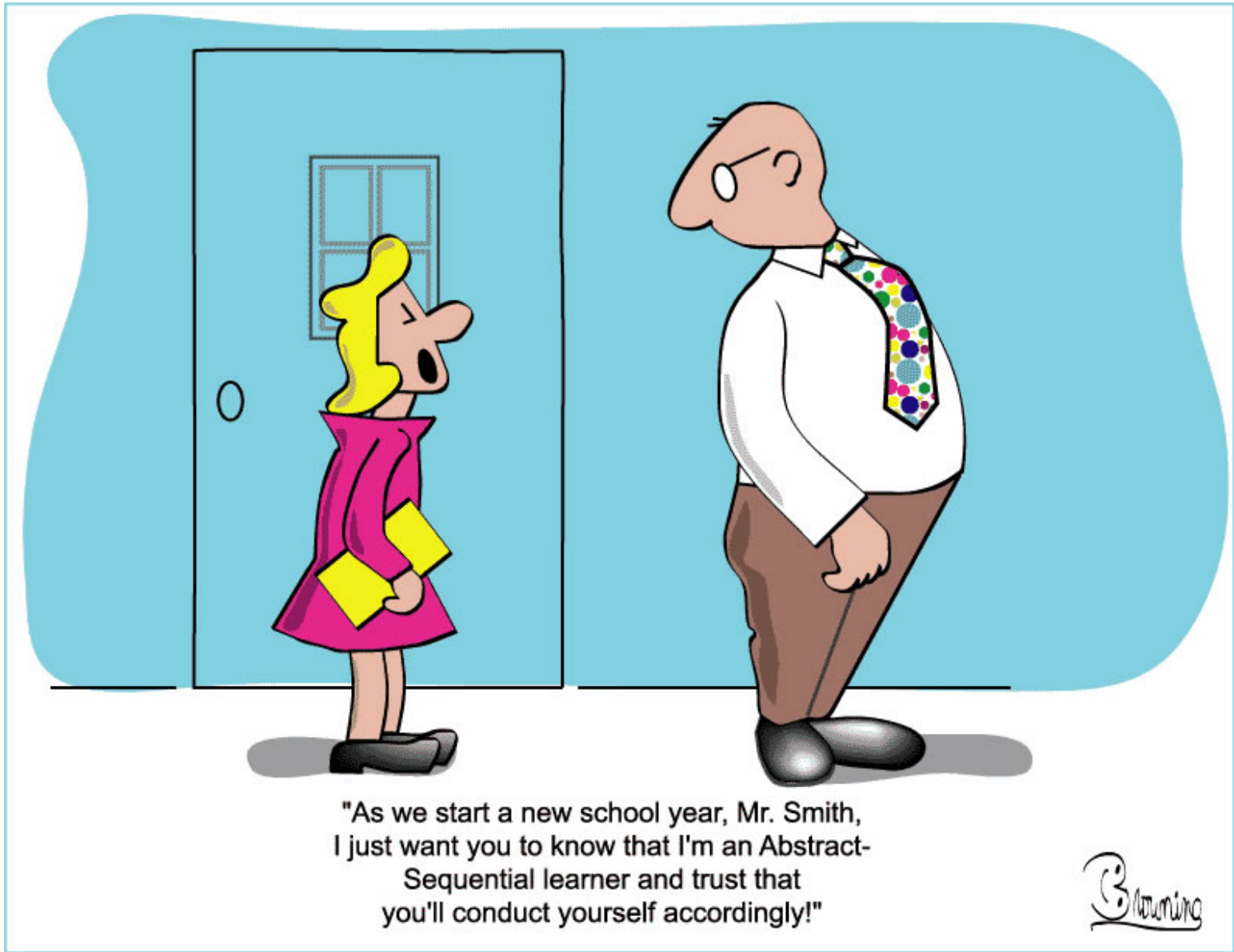


Student-Centered Life-Cycle Approach

- Student Preparedness for Study
- Effective Orientation and Transition
- Excellent School Experience
- Graduation, Work, Further Study, Alumnus

Griffith University





"As we start a new school year, Mr. Smith,
I just want you to know that I'm an Abstract-
Sequential learner and trust that
you'll conduct yourself accordingly!"

Browning



Changing Face of Today's Learning Environment

- Completion > Outcomes
- Sit and Listen > Try and See
- Select Information > Unlimited Information
- Teaching Expert > Facilitator
- Content > Process
- What > So What > Now What



Characteristics of Today's Learners

- Bring More Life Experience to the Table
- Diversity of cultures, generations and learning styles/preferences
- Tech and Multimedia Savvy
- Connective
- “On” 24/7, Fast-Paced, Multi-Taskers
- Relevance and Immediate Application
- Visual
- Entrepreneurial
- Fulfilled



Emerging Faculty Roles in Today's Learning Environment

- Planner
- Preparer
- Facilitator
- Coach
- Evaluator

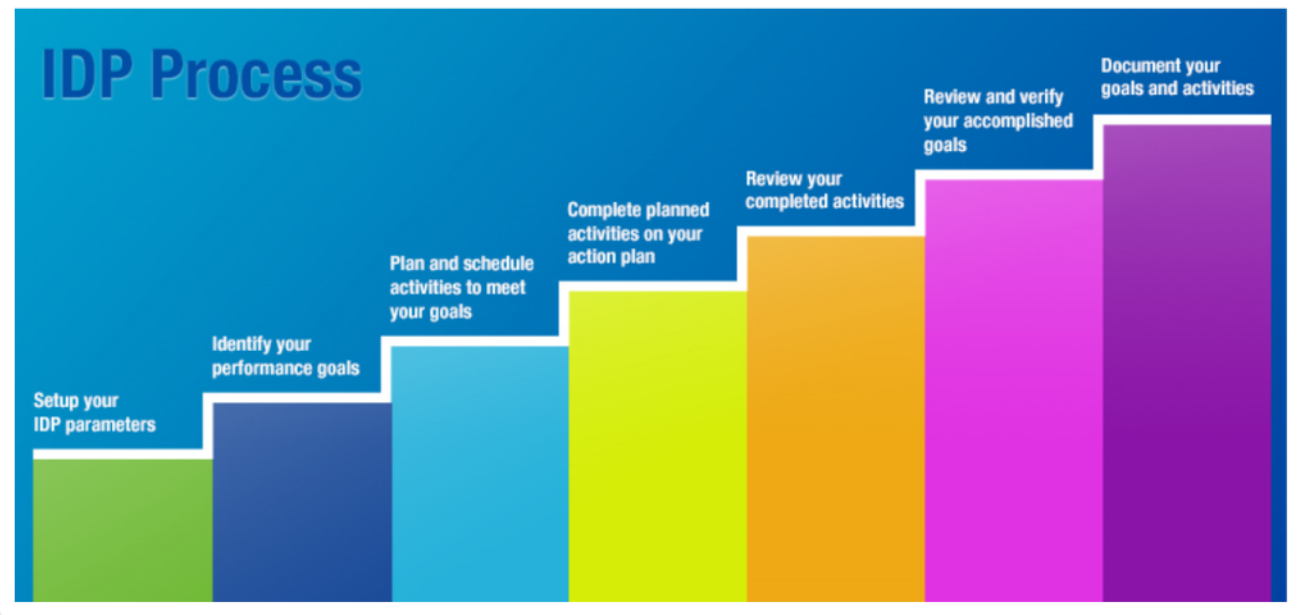




Individual Development Plan - Jay Hollowell
Time Period: 01.01.2017 - 12.31.2017
Use IDP Setup to change the time period.

Training Site | Support

- IDP Process
- IDP Setup
- Goals
- Activities
- Action Plan
- Completed Activities
- Accomplished Goals
- Documentation
- Printing
- Help



Leading Academic Change Project*

- Leading Academic Change Summit
- In-depth interviews with innovative teaching and learning centers
- National Survey of Campus Centers for Teaching and Learning

*Funded by the **BILL & MELINDA**
GATES *foundation*



Our hypotheses...

- Institutions are reorganizing to better support faculty and students in technology-enabled learning initiatives.
- Faculty are increasingly leading the efforts.
- New administrative positions being created.
- Narrowing gap between academic and student affairs.



Project Learnings

- Almost all are quite new to their positions.
- Most have come up through the faculty.
- More than 75% are in Academic Affairs.
- Taking on a broad range of responsibilities.
- Institutional culture is among their biggest challenges (equal to “lack of resources”).
- Eager to learn more and to network.



Key Findings

Revisioning and reorganizing:

- Taking on much broader responsibilities.
- Models vary quite a bit.
- Breaking down traditional boundaries/silos.
- Still some “legacy” structures, however.



Key Findings

Collaboratives:

- Many efforts involve strong collaborations across campus.
- Exploring “shared services” model.
- Working to empower and facilitate structure rather than to impose strategies.



Key Findings

Shift from faculty success to student success:

- Involving students in work with faculty.
- Also providing student learning resources (tutoring, academic skills and coaching, resilience, graduate student teaching development).



Key Findings

Technology as tool, not leading focus:

- Learning sciences moving to “lead position.”
- Discussions focus first on course transformation, *then* look to technology solutions to fill an identified need.



Key Findings

Obstacles/Challenges:

- Faculty factors (time, workload, professional development, lack of reward, resistance).
- Lack of collaboration among faculty.
- Lack of sound evidence.
- Infrastructure issues.



Final Project Observations

- Surprising amount of consistency.
- Academic/Student Affairs units are changing.
- Increasing importance of these Centers as key strategy to promote innovation.
- Need to improve engagement of faculty and students in the discussions.



Does your institution have a teaching and learning center?

Yes

No

Sort of...

Don't know

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app



How long has your teaching and learning center existed?

More than 10 years

5 to 10 years

3 to 5 years

less than 3 years

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app



do you think is the primary mission of your teaching and learning c

Start the presentation to activate live content

If you see this message in presentation mode, install the add-in or get help at PollEv.com/app

 Poll Everywhere



Look Familiar?



Why Change?

“Progress is impossible without change, and those who cannot change their minds cannot change anything.”

-- George Bernard Shaw



Change Agents

“Progress is impossible without change, and those who cannot change **others’** ~~their~~ minds cannot change anything.”



Leading Change



Context Matters

- **How** does your institution's culture drive how change happens (or fails to happen)?
- **What** (specifically) are you trying to change?
- **Why** must this change happen?
- **How** will you know you've been successful? How can you communicate this vision and your progress against it?
- **When** does this need to happen?
- **Who** needs to be involved?





The leader in the practice, policy, & advocacy of technology-enhanced higher education.

Interactive Discussions



Discussion Question 1

How must higher education institutions change to better support learning?

- What role, if any, should the teaching and learning center play in today's learning design infrastructure?
 - with respect to faculty?
 - with respect to students?
- In the face of growing demand but stagnant budgets, what innovative strategies might your institution use to improve teaching and learning?





WICHE Cooperative for
Educational Technologies

The leader in the practice, policy, & advocacy of technology-enhanced higher education.

Report Back



Discussion Question 2

How do we make this change occur?

- What type(s) of change are you leading, in your organization or on campus, on a scale from “incremental” to “transformational?”
- What successes have you had? How can you build on these?
- What barriers are you facing?
- Who are your influencers/supporters/advocates? Who do you need “on your side”?





WICHE Cooperative for
Educational Technologies

The leader in the practice, policy, & advocacy of technology-enhanced higher education.

Report Back



Final Thoughts



“What if we don’t change at all ...
and something magical just happens?”



Contact information

Christina Anderson: chanderson@wiley.com

MJ Bishop: mjbishop@usmd.edu

Jay Hollowell: jayh@maxknowledge.com

