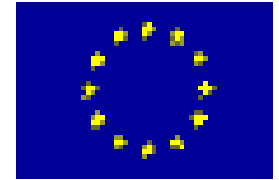




RECRE@SUP



ICT and change process in HE, depiction and management: Case study from SOCRATES projects

Professor Murray Saunders

« on behalf of the RECRE@SUP evaluation team »

Centre for the Study of Education and Training

Department of educational Research

Lancaster University

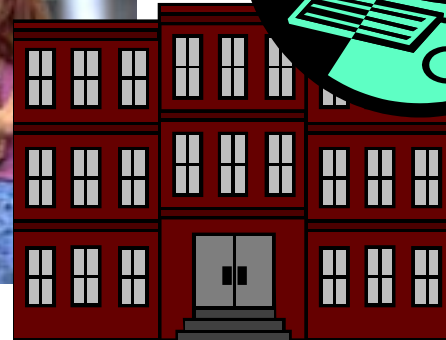
Topics..

Research base

Methods used

The framework

Ideas on change



In each university two innovative projects



- ⌘ New distance teaching programmes for adults
- ⌘ Collaborative projects
- ⌘ Using ICT to deal with large audiences
- ⌘ Using ICT to support self-learning
- ⌘ Teachers training and support

Our methodological strategy



- ⌘ 20 semi-structured interviews with the course leaders of the 20 cases at the beginning of the project and at the end (40 interviews) ;
- ⌘ Descriptions of each project under headings : timing, resource support, validation, content, ICT use, strategic vision, dissemination
- ⌘ For the discourses analysis we have applied interrogatory concepts and generated a grounded typology which evolved with the second interview
- ⌘ For validation, we have communicated our analysis to the course leaders

Example of questions asked



- ⌘ Could you describe the story of your project and its characteristics (objectives, resources used, roles of the tutors, type of validation, ..)
- ⌘ Why did you decide to begin this project ? Did you get a support from your colleagues or your institution ?
- ⌘ What were the desired outcomes ?
- ⌘ What could be the best support from your institution?
- ⌘ How the course might be used to change things on a wider front?
- ⌘ In what ways does institutional policy or action influence your capacity to change?

Analytical framework



⌘ Interrogatory concepts

- ☑ Purpose for innovation

- ☑ Relationship with the institution

⌘ Grounded categories

- ☑ Theories of change

- ☑ Dissemination

Purpose for innovation



- ⌘ **Developmental** concerned with course development i.e. course materials, teaching processes or learning processes in a discipline or subject area which already existed
- ⌘ **Experimental** concerned with a fixed activity in time to test a way of using a teaching technology often using special resources
- ⌘ **Exploitative** concerned with the development of a course of study to exploit new customers or market

Relationship with the institution



Enclave — Bridgehead — Embedded practice

Grounded categories



⌘ Theories or ideas of change

⌘ Dissemination

Theories of change



- ⌘ Practice based exemplar
- ⌘ Resource driven / dependent
- ⌘ Institutional rethorical support
- ⌘ Professional imperative
- ⌘ Technological determinism

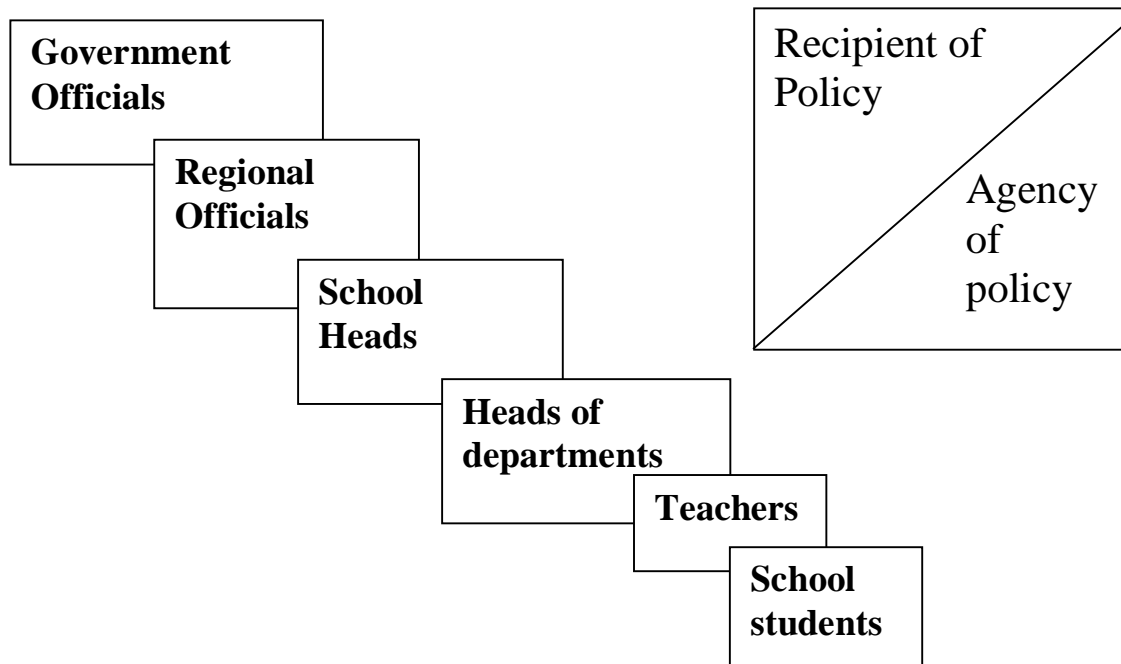
Dissemination



- ⌘ Demonstrating good practice
- ⌘ Through academic channels
- ⌘ Piloting for wider use
- ⌘ No dissemination strategy

Depicting change 1

The Implementation Staircase



Depicting change 2: Stages of impact adapted from Hall and Loucks (1978, 2002).

1. **Awareness, but little concern or involvement**
2. **Informational: awareness plus interest in knowing more**
3. **Personal: beginning to analyse effects and impacts on own existing professional practice**
4. **Management: attention on difficulties in the processes and tasks involved in developing new practices**
5. **Consequence: attention on impact on students of new practices, their relevance, evaluation and implied changes**
6. **Collaboration: co-ordinating and co-operating with others in using new practices**
7. **Refocusing: attention now on adaptation, major changes, alternatives to original ideas, creativity**

Depicting change 3: the trajectory of a change intervention



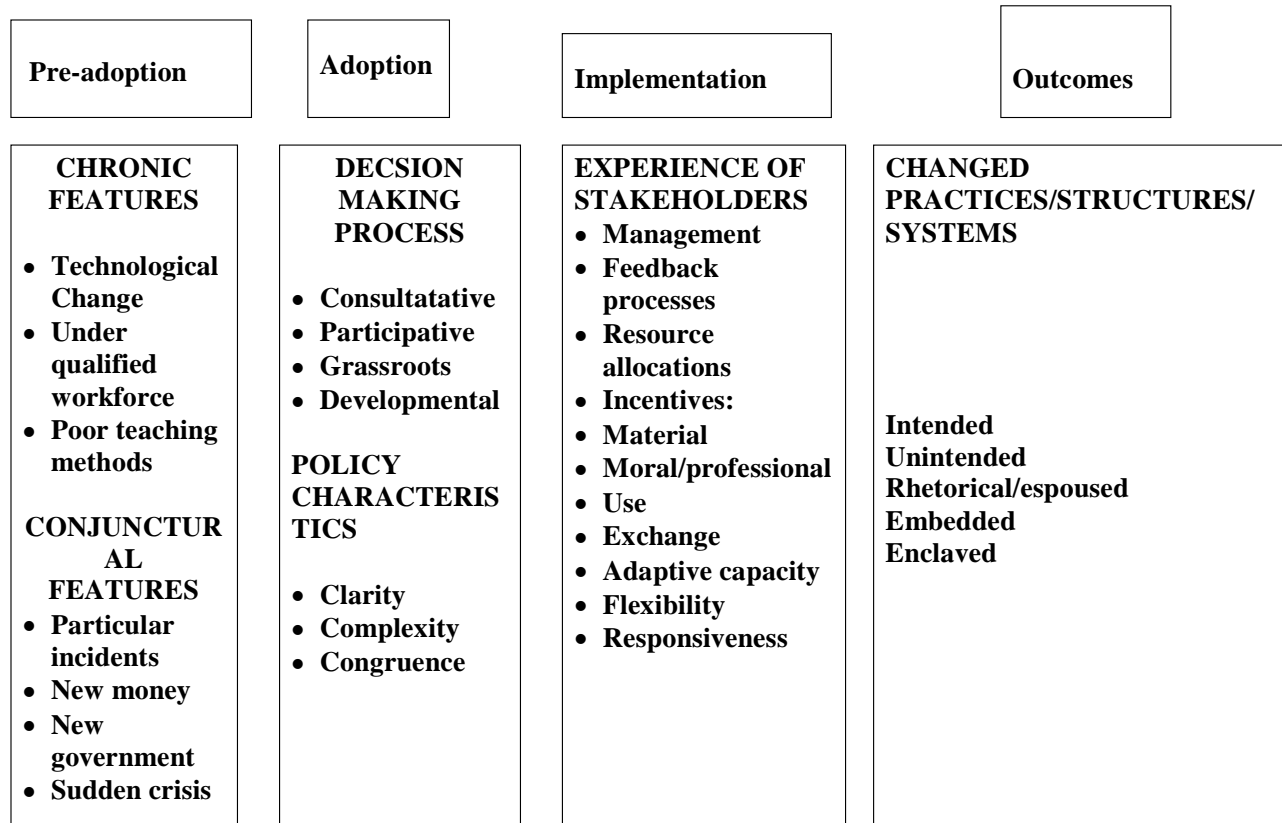
- ⌘ What was the genesis of the activity? [where did the idea come from, why was it selected]
- ⌘ What was the intervention strategy for the activity, why was the method chosen? [how was it disseminated, introduced to the target group e.g. seminar, newsletter, course, individual consultant, workshop, curricular materials etc.]
- ⌘ How was it 'received' by the client group? [quality of the intervention activity in terms of participant experience]

Depicting change 3: the trajectory of a change intervention



- ⌘ How was the activity 'reconstructed' by the target group? [how did the target group reproduce ideas, practices, ways of doing things etc once back in their normal working environment?]
- ⌘ What new practices are beginning to emerge which embody the ideas of the original activity and what is their 'orbit' of influence? [Are new practices being routinely used by the target group and are they influencing a wider constituency have there been any institutional changes?]
- ⌘ What is the experience of the end user [students] of these changed practices? [quality of the learning experience, quality of assessed work]

Depicting change 4: the evolution of changes



Change agents' identities



⌘ The Prophet

⌘ The Expert

⌘ The Democratic Collaborator

⌘ The Campaigner

⌘ The Practitioner Experimenter

From enclave to bridgehead and embedded practices



Course leaders change experiences and identity

Institutional strategies

Characteristics of the projects



Theoretical considerations



- ⌘ Change creates uncertainty - anomie
- ⌘ Emergent, oppositional and dominant cultures
- ⌘ Boundary crossing tools “helping change”
- ⌘ Provisional stability- the role of evaluation
- ⌘ Provision of reflexive accounts and metaphors
- ⌘ Bridging tools for change