Challenging HE Practices: Technology Catalysing Change in Post-Covid Times

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Context

- Systemic changes initiated ***prior to COVID*** - accelerated during COVID pandemic - consolidated post-COVID
- COVID times - broader acceptance of digital learning
- Opportunities for sustained innovation in L&T practices
- Digital focus *demands* adjustments to how L & T is conducted
- This seminar:
  - reviews cases that focus on improving the quality of learning with a focus on curriculum/course design & capacity building in sustaining systemic change & innovation in L & T with and through technology
  - explores experiences shared & lessons learnt that could be adopted/adapted within other institutions in a post-COVID pandemic era

Leadership Models: UNSW as ‘Catalytic Integration’ Institution

Models:
Technological Adoption, Catalytic Integration, Cultural Integration

Technological Adoption Model

- Limited institution tradition or culture in terms of distinctive vision/mission
- Enhancing teaching effectiveness & ICT competence of students - main objectives of ICT implementation
- Clearly defined targets & schedules for achieving specific ICT competency & its demonstration in L&T

(Law et al, 2000, p.121)

Leadership Models: UNSW as ‘Catalytic Integration’ Institution

Catalytic Integration Model - UNSW

- Visionary leadership & institutional philosophy & strategy, engages institution in continuous reform process, engaging staff/students in the process as members of a *learning organization*
- Use of ICT in L&T is deliberate & designed as integral to the curriculum consistent with institution ethos
- Leadership key change agent with clear vision & implementation strategy, with staff PD focusing on curriculum tailoring & pedagogical innovation as key elements

(Law et al, 2000, p.121)

Leadership Models: UNSW as ‘Catalytic Integration’ Institution

Cultural Integration Model

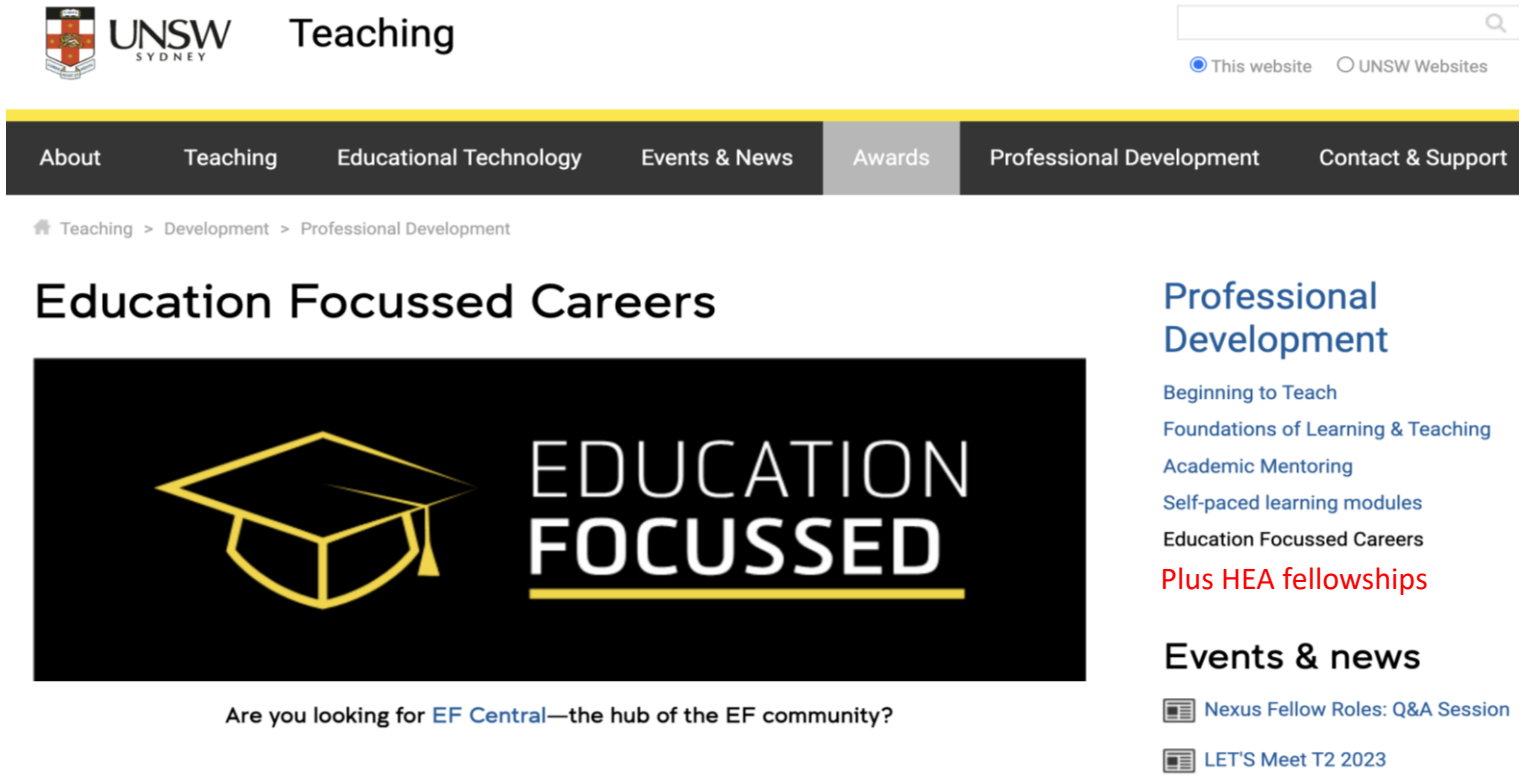
- Strong cultural & historical foundations that results in a distinctive institution vision focusing on student empowerment
- Well-established student organisations & good multi-age interactions as an ”institutional tradition”
- Realization of student’s individual potential & development of self-actualization, life-long learning ability is emphasized the most
- ICT is mainly seen as an empowering tool both for students & teachers

(Law et al, 2000, p.121)

UNSW2025 Strategy: Educational Initiatives, Technology Catalysing Change

- UNSW vision to be *Research & Education Intensive*
- 65,000 students & 1000+ award programs & 7500 courses
- UNSW Strategic Plan 2015-2025. Entire institution engaged in development, continuous review process, with staff, students & partners - essential members of the learning organization & technology & technological practices as catalyst for change
- Large extra funding for educational & online initiatives across 10 yrs. Projects adjusted in 2019/2020 due to COVID
- Systemic approach to change & central role of:
  - capability building & elevating the status of L&T
  - technology solutions for improving learning
  - curriculum review/revise L & T related policies & guidelines

Capability Building: Education Focussed Careers



Established pre-COVID with growth during and post COVID

> 450 academics to Education Focussed Careers (EF) 5yr + contracts to reach “critical mass” for change

Capability Building: Education Focussed Universities

Go8 Universities with Education Focussed Models

University	University of Queensland	University of Melbourne	Monash University	University of Sydney	University of Adelaide	University of Western Australia
Top EF Level	Level E	Level E	Level E	Level E	Level E	Level E

International Universities with Education Focussed Models

University	Harvard University	King's College London	University of British Columbia	University College London	National University of Singapore	Massachusetts Institute of Technology	University of Manchester	Duke University
Top EF Level	Professors of the Practice	Professor	Professor of Teaching	Teaching Fellow	Associate Professor	Professor of Practice	Professor	Professor of Practice

(EF 2022)

Capability Building: Education Focussed Promotions at UNSW in 2022

8 promotions to Lecturer
13 promotions to Senior Lecturer
5 promotions to A/Prof
2 promotions to Prof

4 new HEA Fellows (HEA Fellows)
5 new HEA Senior Fellows
10 UNSW VC Awards
3 Students Choice Awards
2 Exemplary Teaching Practice Awards
7 new SEA Fellows (Scientia Education Academy Fellows)

(EF 2022)

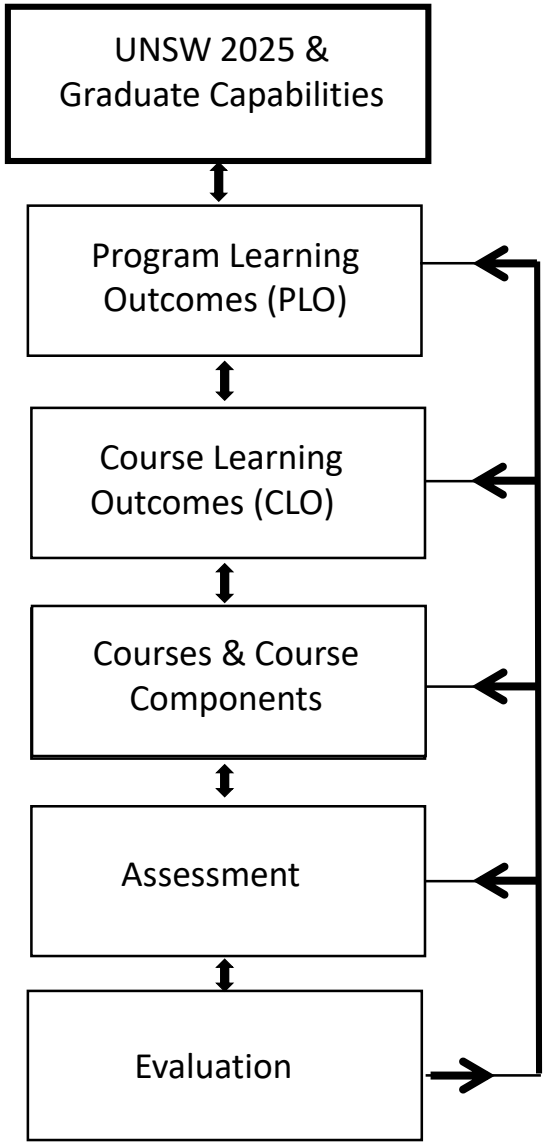
Capability Building: Education Community Initiatives

- Communities of Practice (CoPs) over 600 academics involved. 13 CoPs in: digital assessment, student feedback, academic integrity, course design, online learning, etc using Microsoft Teams and F-2-F
- Special PD workshops & seminars, Annual EF Retreats & Symposia, blogs & resources on hot topics eg ChatGPT DVC Academic blog; Google's BARD (released 15 May 2023), AI, assessment & academic integrity; assessment security; implications for returning to paper-based assessments
- Visiting Teaching Fellowship Scheme
- Design & development of physical learning spaces
- Changes in education and program policies and procedures

UNSW: curriculum framework embedded into education policies: ICF

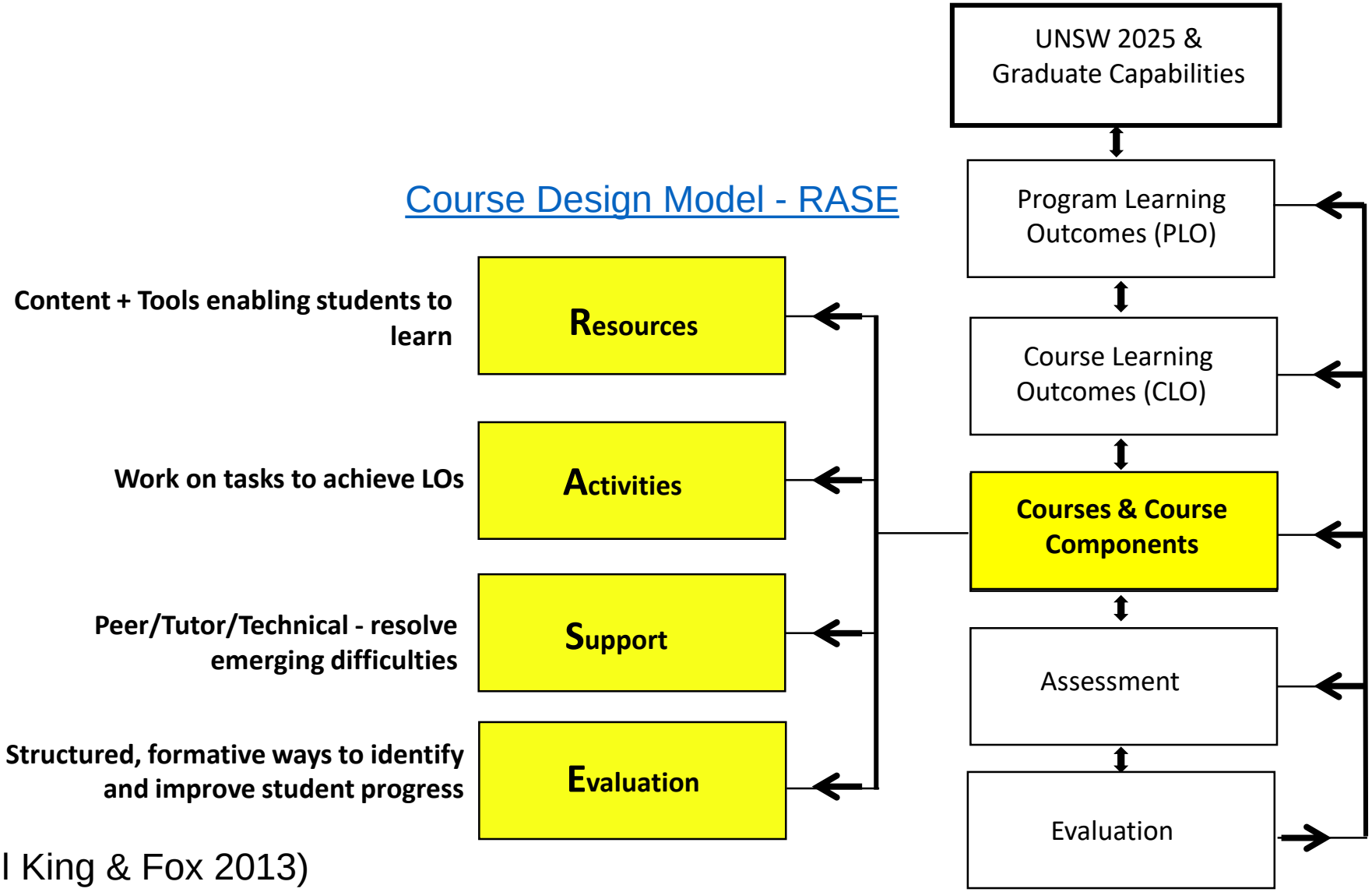
Policies & Procedures- key during COVID

1. UNSW Program Design and Delivery Policy
2. UNSW ICF
3. UNSW Program Design Procedure
4. UNSW Program Delivery Procedure



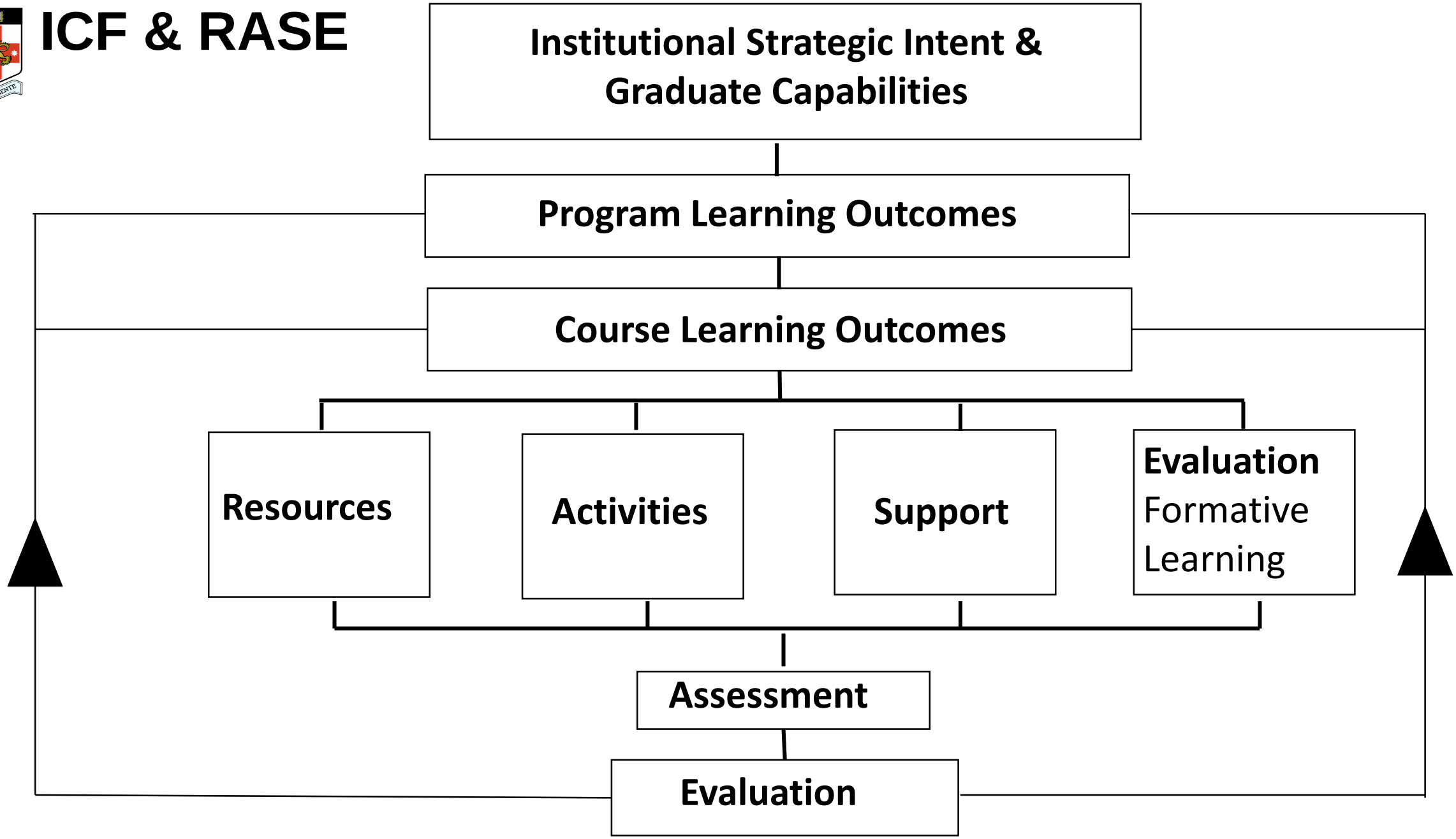
(Fox 2015)

UNSW: RASE as a model linked to education policies & the ICF



(Churchill King & Fox 2013)

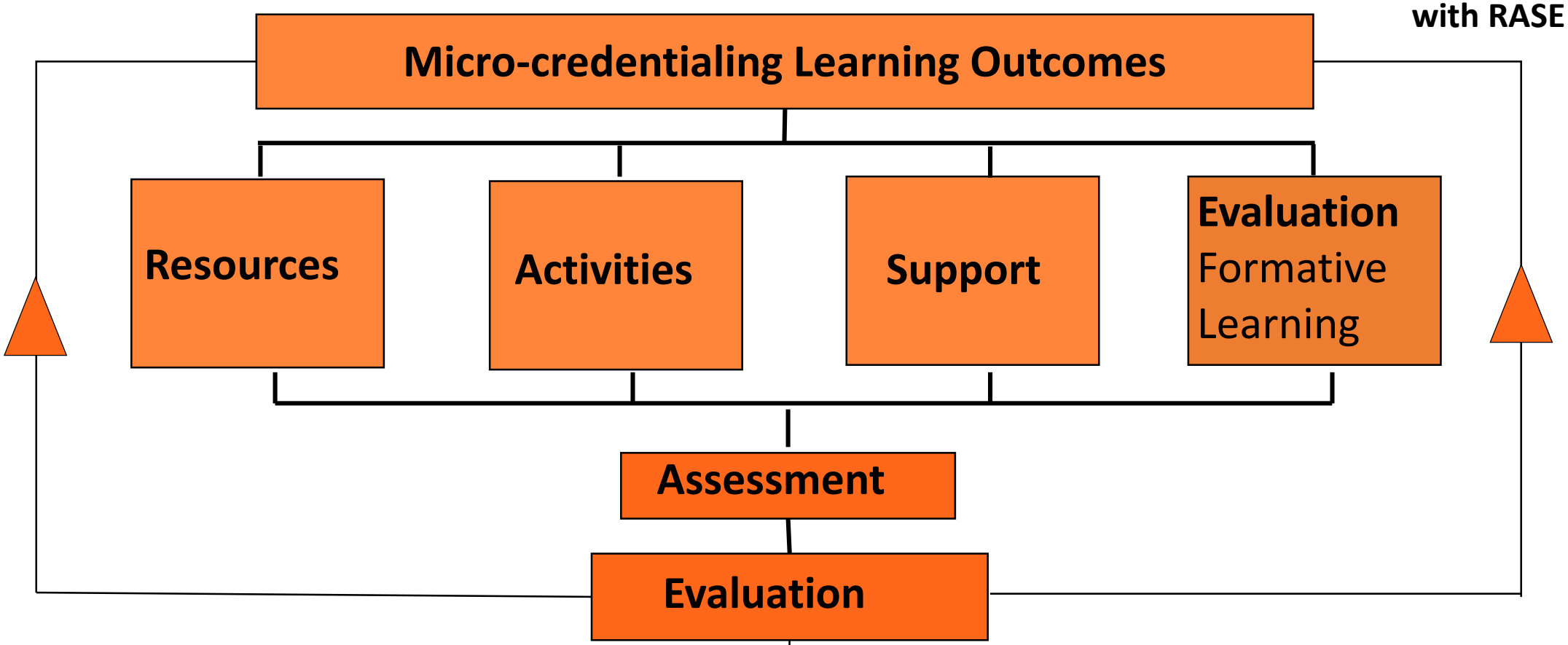
ICF & RASE

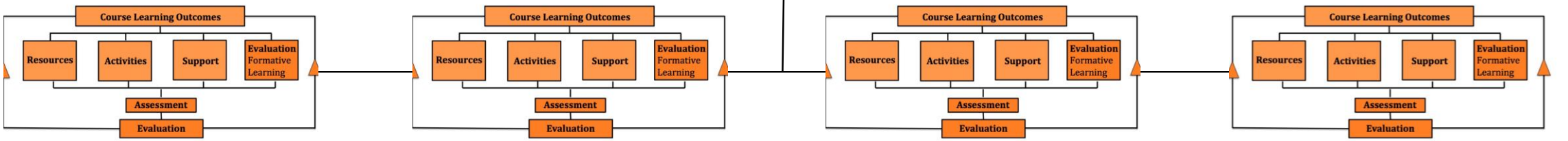

Institutional Strategic Intent & Graduate Capabilities
Program Learning Outcomes
Course Learning Outcomes
Resources
Activities
Support
Evaluation Formative Learning
Assessment
Evaluation

ICF & RASE

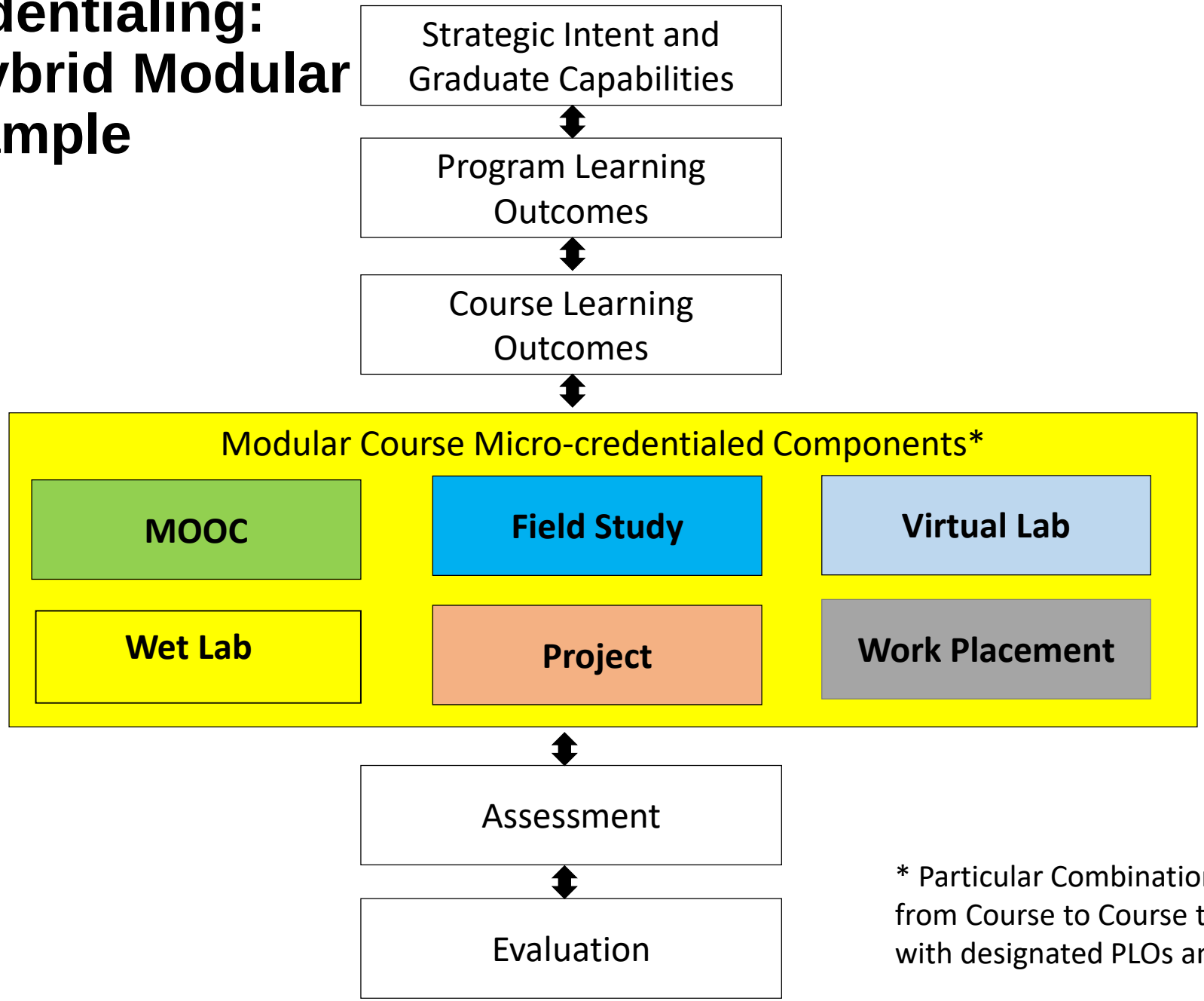
Micro-credentialing - Quality Assured

Integrated Curriculum Framework with RASE





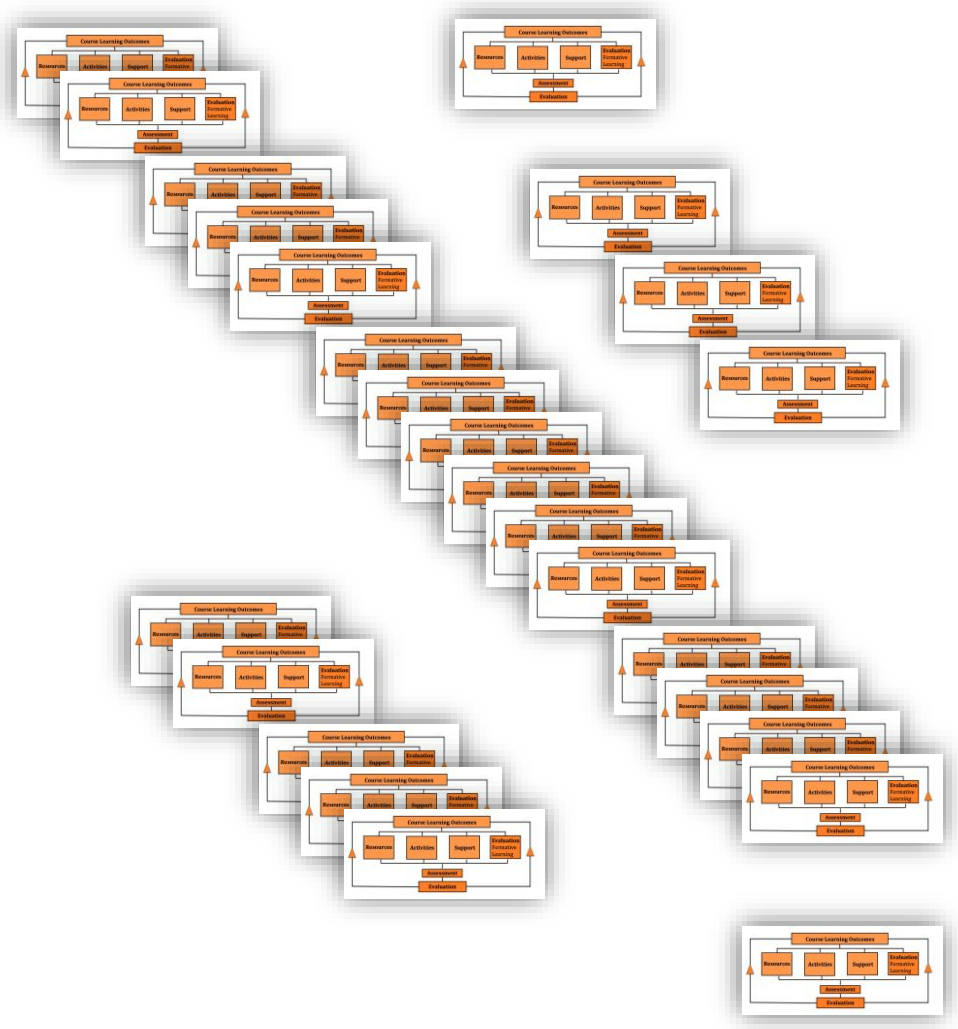
Micro-credentialing: Agile & Hybrid Modular Design Sample



* Particular Combination of Modules will vary from Course to Course to maintain alignment with designated PLOs and CLOs

Micro-credentialing: Agile & Hybrid Modular Design Sample

Micro-credentialing leading to:



- Just the short course
- Short courses leading to CPE
- Leading to a degree
- Degree plus add-on courses

An Integrated Approach – Aus $77 million

Scientia Education Academy

1st Year Student Experience

Online Community App

Digital Uplift

Summative Peer Review Process

Digital Assessment System

Students as Partners

Mark King, 2014-2020

An Integrated Approach – Aus $77 million

- **Digital Uplift**: design, develop **660** online, hybrid & blended courses
- **Digital Assessment System**: trial digital assessment platforms & assist in developing new policies
- **Scientia Education Academy**: showcase excellence in teaching, cultivate a shared community of practice, leadership and inspiration in learning and teaching
- **1st Year Student Experience**: implement a plan for a distinguished and support-driven 1st year educational experiences
- **Students-as-Partners**: provide opportunities for students to *partner* in the creation of knowledge and development of teaching improvements and innovations
- **Online Community App**: develop student-led learning digital spaces
- **Summative Peer Review Process**: establish a process to generate evidence of teaching practice as part of a compulsory component in academic promotion and to compliment individual teaching awards

Mark King, 2014-2020

Learning lessons from Innovative Practices: Dimensions of Educational Innovation

Definition

- ‘Educational innovation’ defined as:

  an enhancement[1] of existing educational practices

  [1] Enhancement: 'improving the quality of learning opportunities’

Purpose

- Identify innovative educational practices using technology
- Develop a dimensions of educational innovation framework to be used as a *professional development tool for teachers*; for *peer reviews*; to *monitor change & innovation* in educational practices in an institution

Learning lessons from Innovative Practices: Signature Pedagogies in the Professions

Signature pedagogies – what is innovative in one discipline may not be in another

Signature pedagogies shaping existing practices:

- 1st yr Law – semicircular theatre facing one another, case dialogue method, individual students asked ?s about a case, analytical reasoning
- 1st yr Engineering – seats all face front, teacher works through displayed maths equations. Discussion by students *not* typical except in post lecture study group sessions
- Engineering design studio – students in small groups identify online design solutions. Students discuss, experiment and collaborate with each other (Shulman, 2005)

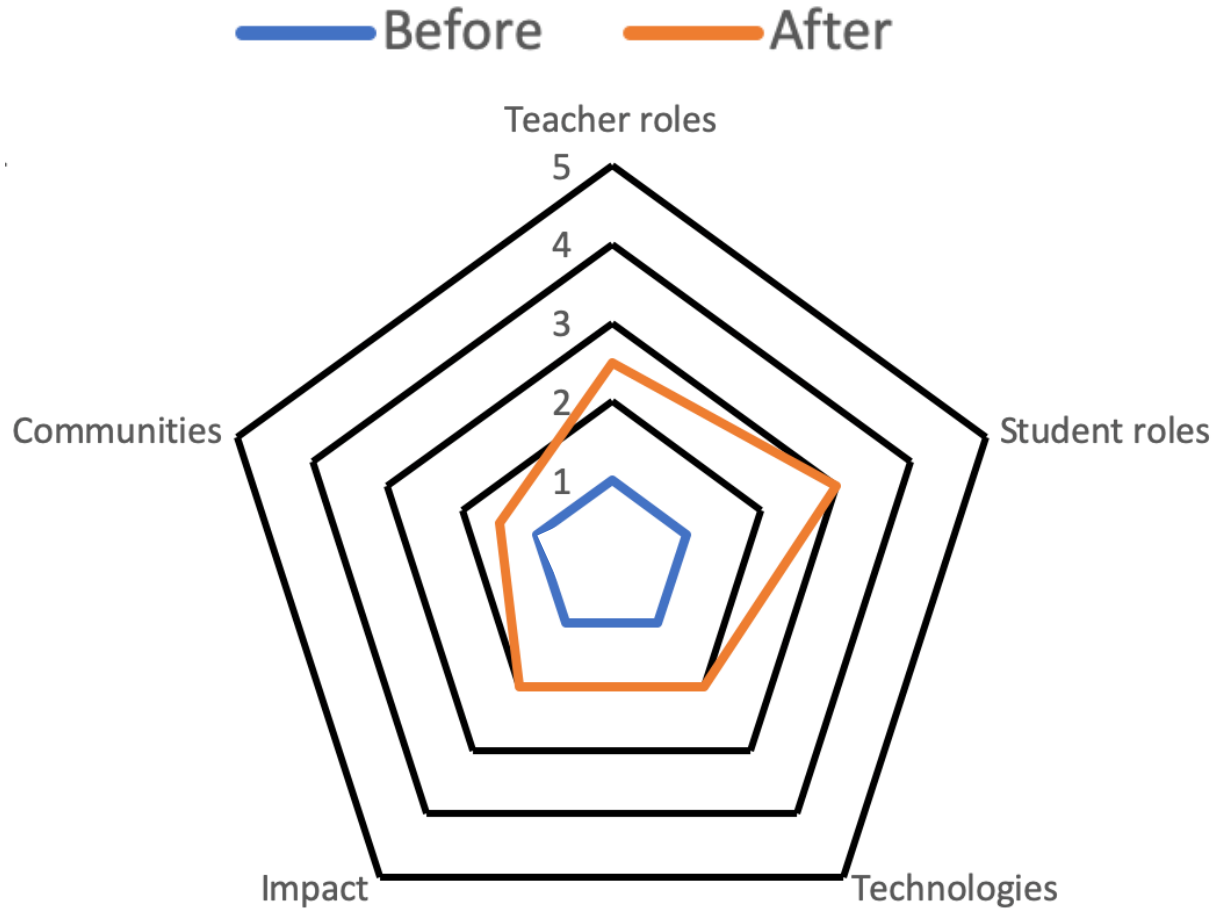
Learning lessons from Innovative Practices: Dimensions of Educational Innovation

5 Dimensions

- Teacher roles
- Student roles
- Communities
- Technologies
- Impact

5 Levels

1. Existing practices
2. Some new elements
3. Emergent practice
4. Innovative
5. Most Innovative



(adapted Law et al, 2011, Fox, 2020)

Learning lessons from Innovative Practices: Uses for the Dimensions of Innovation

Professional Development and Recognition

- Online templates: Dimensions of Innovation for teachers to self-assess their own levels of innovation & change over time
- Template used in workshops: self- & peer-assessment of levels of innovation
- Completed templates used as a catalyst in academic career conversations with mentors; as evidence for HEA & L&T awards & to include in personal Teacher ePortfolios

Identifying Innovation & Change in Educational Practices

- individual courses
- groups of courses in faculties, across UNSW & beyond

(Fox, 2020)

Experiences Shared & Lessons Learnt: Informing a Post-COVID HE Era

During COVID-19 many excellent practices/resources/innovations

How can we best sustain & transfer beyond the COVID pandemic era?

- Sharing good/innovative practices is a proven way to enhance L&T (e.g. Law, Yuen, Fox, 2011)
- Importance of good mechanisms/groups eg EF & EF CoPs, SEFs, Faculty & PVCESE experts, services & committees (Fox, 2007).
- Power of frameworks/models to help us understand, summarise, identify, compare, good/innovative practices. To capacity build & identify individual and our peers' enhancements & progression in more systemic ways. We need frameworks/models to collate, identify & connect our multiple & spread resources
- Power of program related policies and changes

Conclusion: Challenging HE Practices: Technology Catalysing Change in Post-Covid Times

Top 3 Takeaways of what have we learnt about the new normal

1. **Systemic** approaches to change during/beyond COVID-19
2. **Shared design models**/frameworks/mental models/policies
3. **Staff capability building *across the institution*** key to ensure use of shared frameworks, new pedagogies, good & innovative practices

Thank you

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