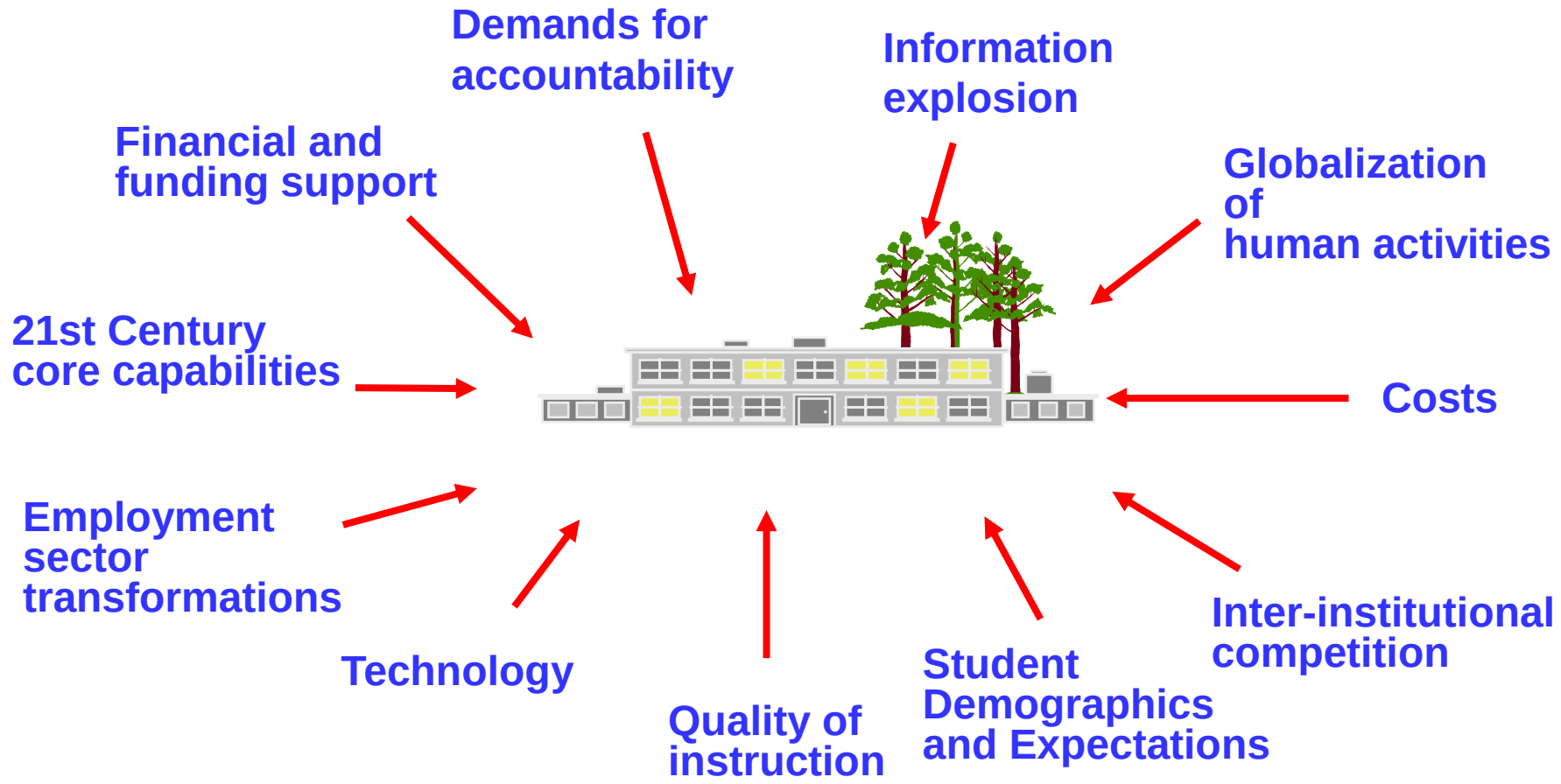
Student Change and Faculty Roles - New Ways Forward for Higher Education

DR. MARTHA CLEVELAND-INNES WITH JOANNE MURPHY, RESEARCH ASSISTANT, M.ED. STUDENT

ATHABASCA UNIVERSITY, CANADA
KTH ROYAL INSTITUTE OF TECHNOLOGY, SWEDEN

Drivers for change in higher education

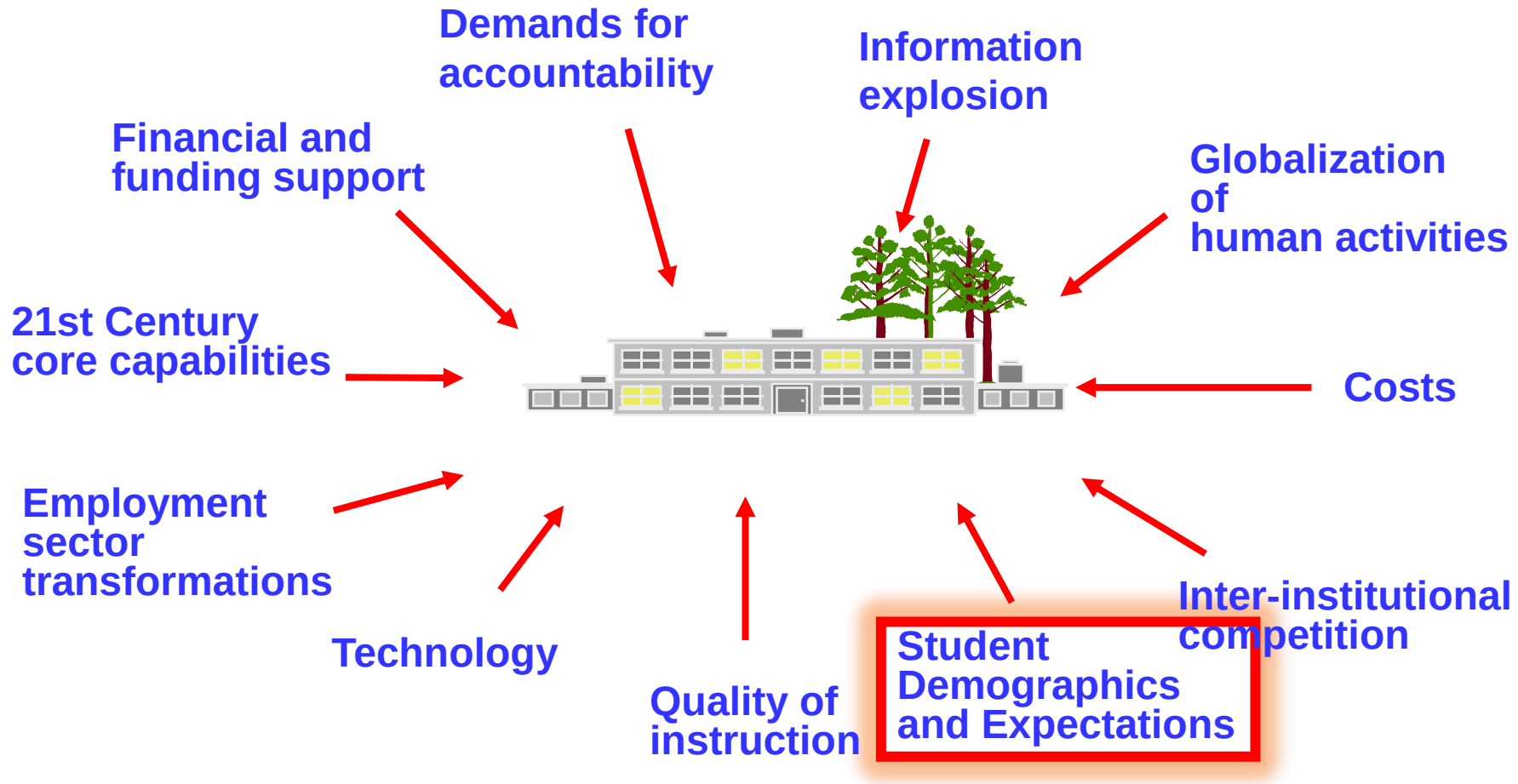


No surprise

“neither the purpose, the methods, nor the population for whom education is intended today bear any resemblance to those on which formal education is historically based”

Pond, 2002, n.p.

Drivers for change in higher education



The changing student body

From documenting student demographics to identifying characteristics and then dealing with diverse learner needs – what does this mean for faculty roles?

Future students – diversity as the norm

- Through historical and comparison methodology, Chong, Loh & Babu (2015) describe millennial learners as adult learners who have been out of school for several years and returning to pursue higher education for career advancement and/or self-betterment, while maintaining jobs and family obligations at the same time. Of course this differs from our traditional late-teen learner population embarking upon higher education for the first time and many of whom have not yet entered the work force.

Chong, S., Loh, W. M., & Babu, M. (2015). The Mellennial Learner:

a new generation of adult learners in higher education. Adv. Sch. Teach. Learn, 2(2)

- Van Dusan (2014) discusses the factors of accessibility, cost and quality in technology-based education. … we must continue to take measures to remove barriers … to advance globalization of education. Specifically, he recommends: (1) state and federal policy reform; (2) reward systems for teaching with technology; (3) universal Intranet access; (4) universal access to the National Information Infrastructure; (5) promotion of the social aspect of learning; (6) requiring that all students have the skills of mediacy and numeracy; and (7) preserving quality and values that distinguish higher education from corporate training.

Van Dusen, G. C. (2014). Digital Dilemma: Issues of Access,

Cost, and Quality in Media-Enhanced and Distance Education. ASHE-ERIC Higher Education Report, 27(5).

Responsible learner preparation

… the average college graduate has spent today less than 5,000 hours of their lives reading, but over 10,000 hours playing video games. As a result of this ubiquitous technology, many social scientists sustain that today's students in North America think and process information differently than their predecessors. Even more so, their entire system of beliefs and values is different from those in previous generations, and these differences usually go further and deeper that most educators recognize.

Burkle, M., & Cleveland-Innes, M. (2013). Defining the Role Adjustment Profile of Learners and Instructors Online. *Journal of Asynchronous Learning Networks, 17*(1), 73-87.

Athabasca University

The vast **majority of Athabasca University's students study part-time**, so although full-time equivalent count is only 8,400, the unique student count is close to 40,000 annually. Athabasca University's **flexible learning model** provides **access to university-level studies for those who have employment and/or family commitments** which prohibit them from being able to commit to full-time campus-based programs. That flexibility is one of the reasons the university has served approximately **twice as many women as men** since it was established. More than two thirds (69%) of degree recipients **do not have parents with university credentials**. In 2014-15 the average age of undergraduate program students was **29.8**, and the average age of graduate students was **38.4** years. Most undergraduate students come to Athabasca University with some prior post-secondary experience and are likely to be employed full-time while pursuing their studies.

NOT THE CANADIAN OPEN UNIVERSITY – but are flexible, open, accessible, affordable with high-quality, peer-reviewed team-based course design.

NOT JUST INDEPENDENT, SELF-PACED or fully distance – have learning centres and grouped-paced study online.

Flexible Learning in a Diverse Society

- flexible learning and teaching
- flexible design for complex needs of diverse students
- flexible ways of studying around complex, flexible life
- flexible curriculum design with flexible assessment
- flexible admissions criteria
- flexible delivery

Jones, B., & Walters, S. (2015).

A short list of benefits

Produce quality outcomes, efficiency, and effectiveness.

Moran, 2014

Promotes learner independence and life-long learning.

McGee & Reis, 2012

Allows for education attainment for students and higher levels of engagement at institutions.

Collis & Moonen, 2001

Flexibility for Partners with Diverse Student Needs

- **Master of Education in Distance Education Program Collaboration with the Eastern Macedonia and Thrace Institute of Technology of Greece (Kavala, Greece)**
- **Blended and Online Learning and Teaching (BOLT) Collaboration with Alberta Distance Learning Centre (ADLC)**
- **TEL MOOC with Commonwealth of Learning**

Faculty Role Change

"… changing roles and role boundaries in a shifting balance from teaching to learning in higher education."

Saalman, 2009, introduction

"Where is learning expertise held? How do we change what didn't exist?"

Cleveland-Innes & Kanuka, 2015

"… instructional designers need to be not only knowledgeable and talented in their field, but also experts in interpersonal communication and capable of dealing with high level problem solving and critical thinking."

Pappas, 2015

Faculty and teaching/learning expertise

- Aren't experts now
- Future more complex
- Greater demand on the teaching role

Faculty role adjustment

75 faculty from 15 institutions from across Canada.

Collaborative education with peer-to-peer learning will become a bigger reality and will challenge the lecture format and focus on "learning how to learn."	**89%**	**6%**	**6%**
Higher education will vigorously adopt new teaching approaches, propelled by opportunity and efficiency as well as student and parent demands.	**67%**	**22%**	**11%**

Replicated from Anderson, J., Boyles, J., and Rainie, L. (2012) The Future Impact of the Internet on Higher Education Washington DC: The Pew Research Center's Internet & American Life Project

Faculty role change as a function of pedagogical change

Athabasca learning design and instructional teams.

….. the expanding role of teacher for faculty in higher education can be managed by sharing some pieces of the role.

Capacity-building, quality assurance, and learning expertise

"The United Nations Development Programme has defined capacity as "the ability of individuals, organizations and societies to perform functions, solve problems, and set and achieve goals." (UNDP, 1994). Capacity building in e-learning was given official sanction by the 2005 World Summit on the Information Society, which gave strong encouragement to properly-resourced "national strategies for ICT integration in education" (WSIS, 2005)."

Aczel, Peake, & Hardy, 2008, p.2

"… the instructional design capacity gap needs to be addressed first, followed by the production gap, then the tutorial gap, and finally … attention might be given to community building."

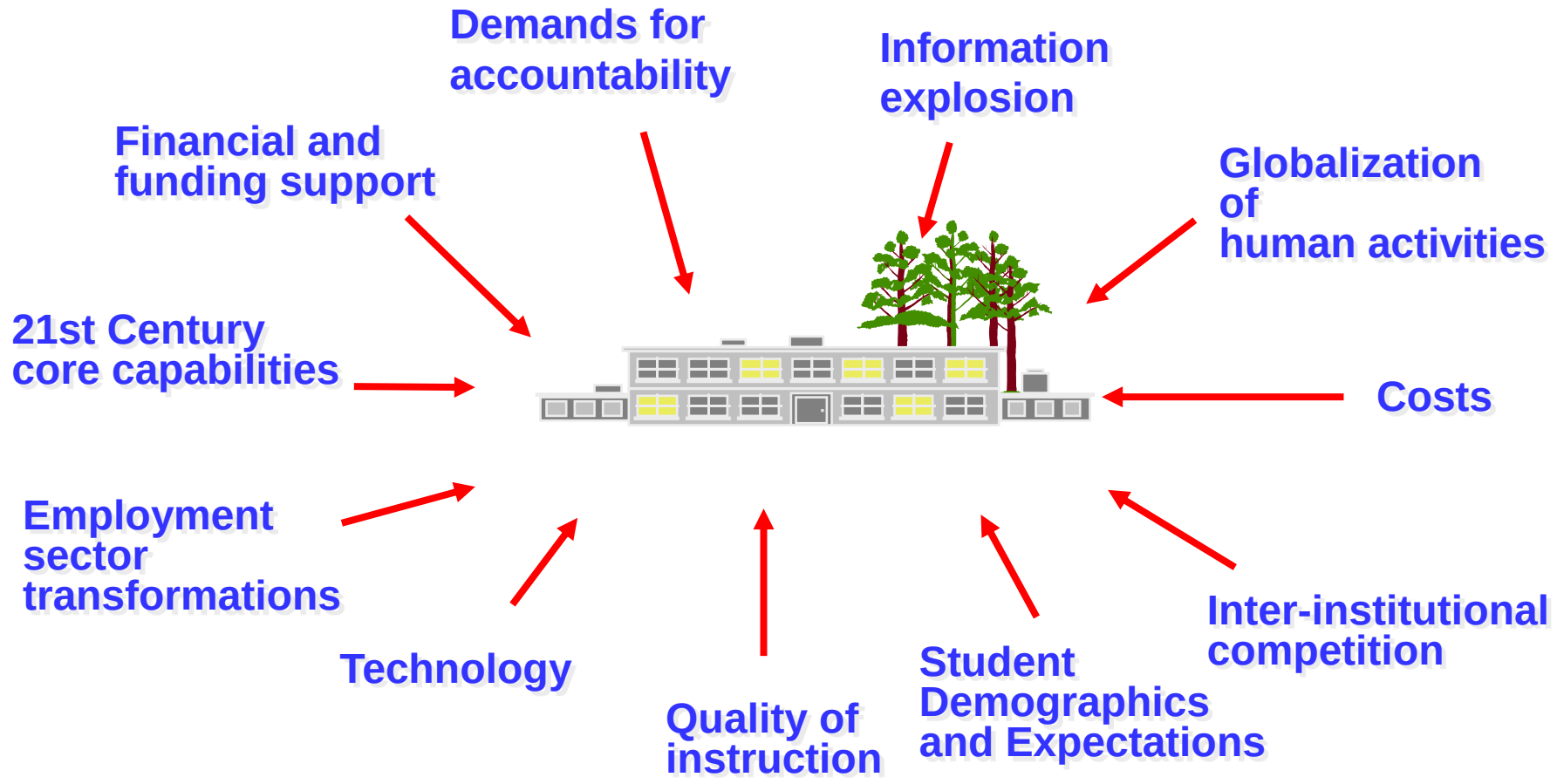
ibid, 2008, p.12

Framework Factors	Sub-indicators
Institutional	• Institutional Affairs • Administrative Affairs • Research • Reputation
Instructional	• Clarify Expectations • Personalization • Learning Scenarios • Organizing Learning Resources • Current/Accurate Learning Resources
Evaluation	• Cost-effectiveness • Learning effectiveness • Student satisfaction • Teacher satisfaction
Technological	• Infrastructure • Functionality • Accessibility • Interface design

Framework Factors	Sub-indicators
Pedagogical	• Student-centeredness • Communication and interactivity • Social aspect • Learning environments • Assessments • Learning Resources
Student Support	• Administrative Support • Technical Support
Faculty Support	• Technical Assistance • Administrative Support • Pedagogical Support

Masoumi, D., & Lindström, B. (2012). Quality in e-learning: a framework for promoting and assuring quality in virtual institutions. *Journal of Computer Assisted Learning, 28*(1), 27-41.

Drivers for change in higher education



Higher Education Reform

There's no escape

You can't do it all, at least not all at once

Start somewhere

Students are actors, not factors

Beetham & Sharpe (2007)