

# Organizational management of e-learning in universities

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# Organizational management of e-learning in universities

## Techno-centric view

- Produce another tool
- Get a publication
- If it doesn't work with students
- "That's not my problem its research"

## Socio-technic view

- Produce another tool
- Get a publication
- If it doesn't work with students
- Try to figure out why..

Some people  
**“don’t really care for this sort of research”**

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# Approach: Two Phases

## Phase 1

Single Institution

3 surveys over 10 years

- Questionnaire
- Quantitative
- Qualitative
- Staff attitudes to computers in teaching
  - Experience
  - Use & Beliefs

There was technological advance but it was limited by organizational constraints

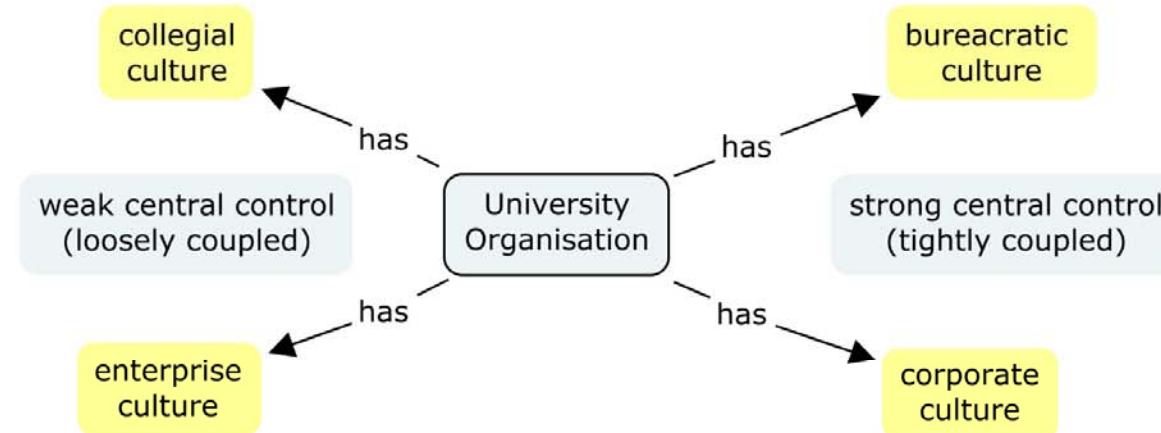
## Phase 2

Six Institutions

Qualitative: Follow on - in depth enquiry

- Chain Sampling
- Understanding of why e-learning succeeded/ floundered
- Actors throughout the process
- Senior managers-> learning technologists

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Adapted from  
McNay Collegial Academy to Corporate Enterprise: the  
changing culture of universities

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Geoghegan

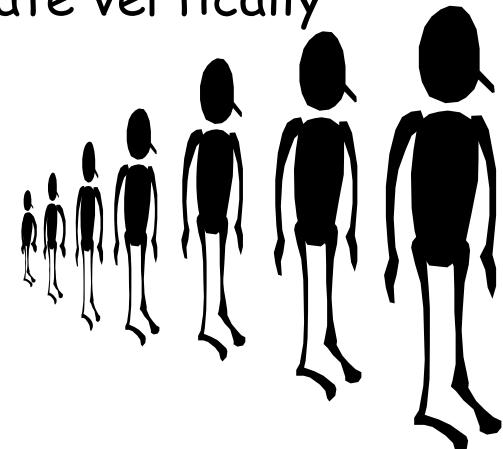
Taking technology  
into the mainstream

## Early Adopters

- like radical change
- visionary
- project oriented
- risk takers
- experimenters
- self sufficient
- relate horizontally

## Early majority

- like gradual change
- pragmatic
- process oriented
- risk averse
- need support
- self sufficient
- relate vertically



Research Question:

Do different preferences predominate in different institution types?

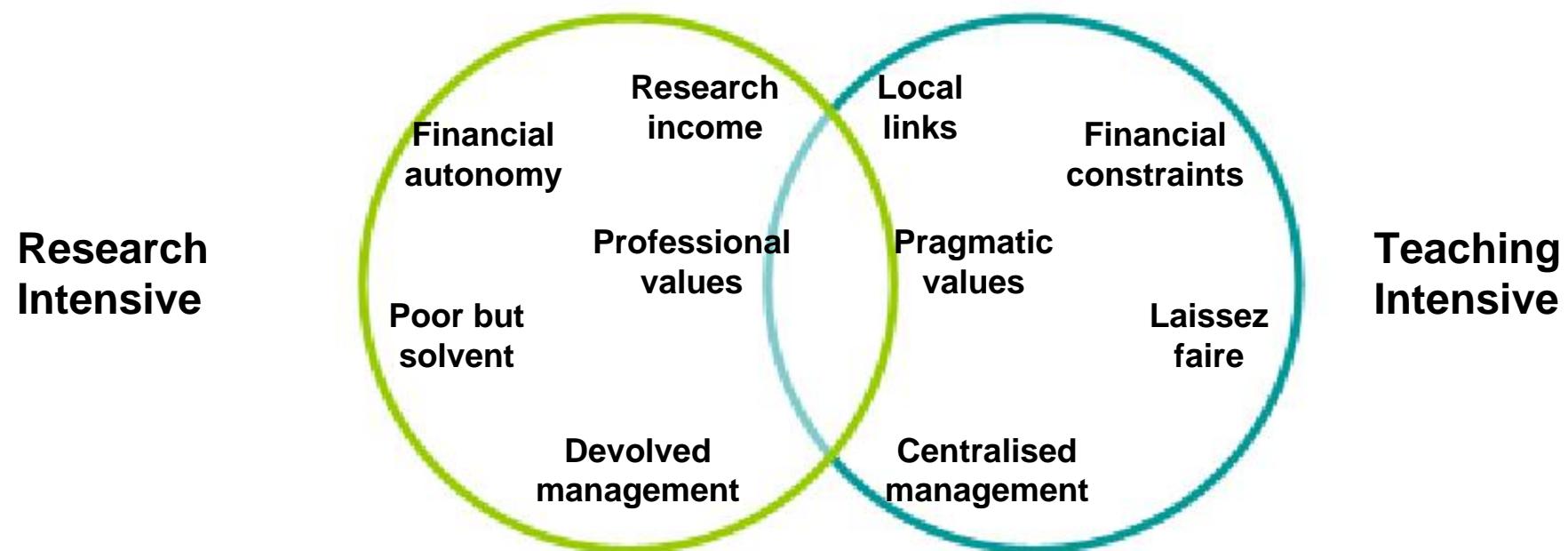
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# Question Structure

University type	Allegiance, self image, income, aspirations
Organizational type	Collegial, enterprise, bureaucratic, corporate
Strategies and Policies	
Implemented Technologies	E-learning platforms, student management tools, technology infrastructure
Organizational Structure	Cross institutional management, roles and responsibilities

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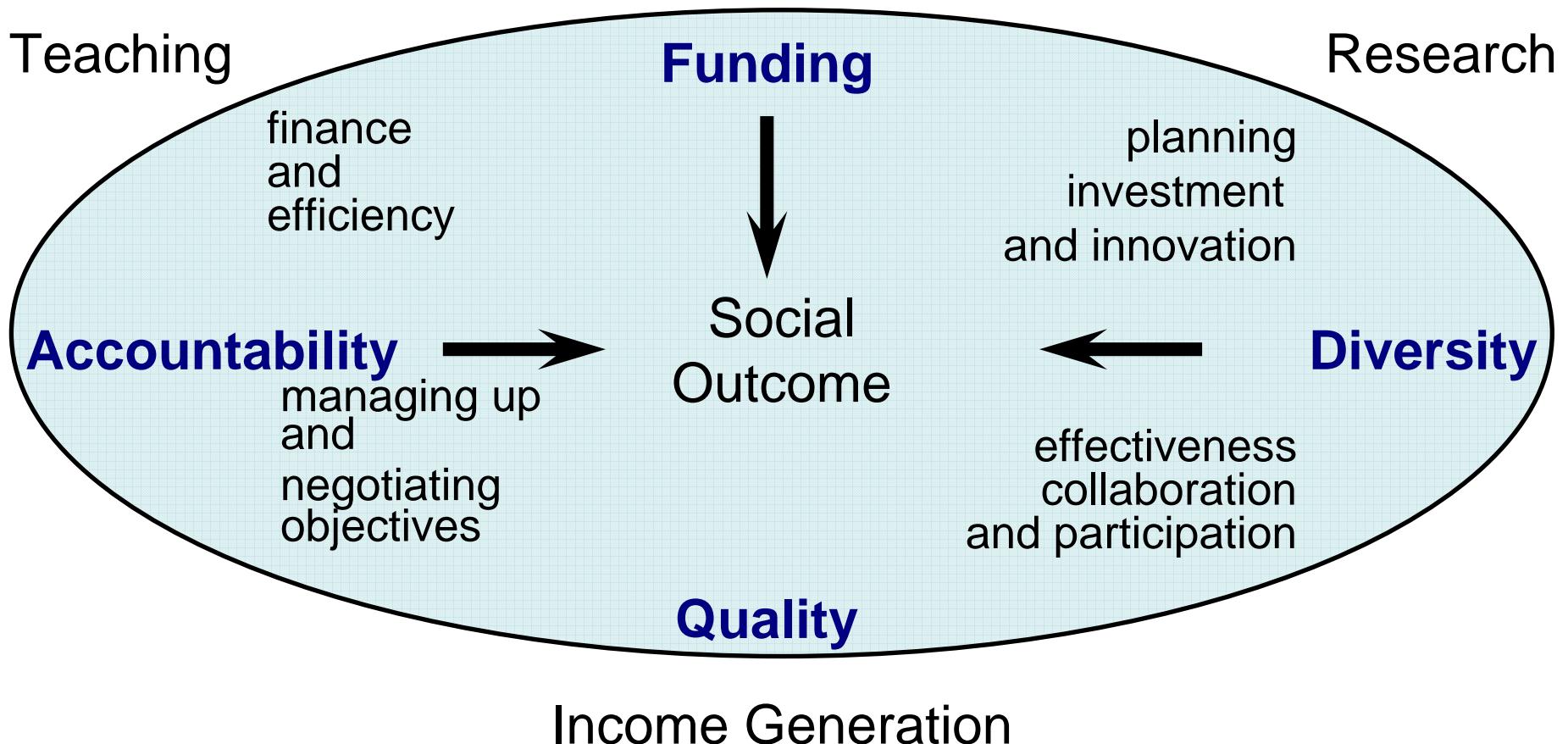
# Institutions: broad types, values and behaviours



**Managers' perceived context and stated approaches compared**

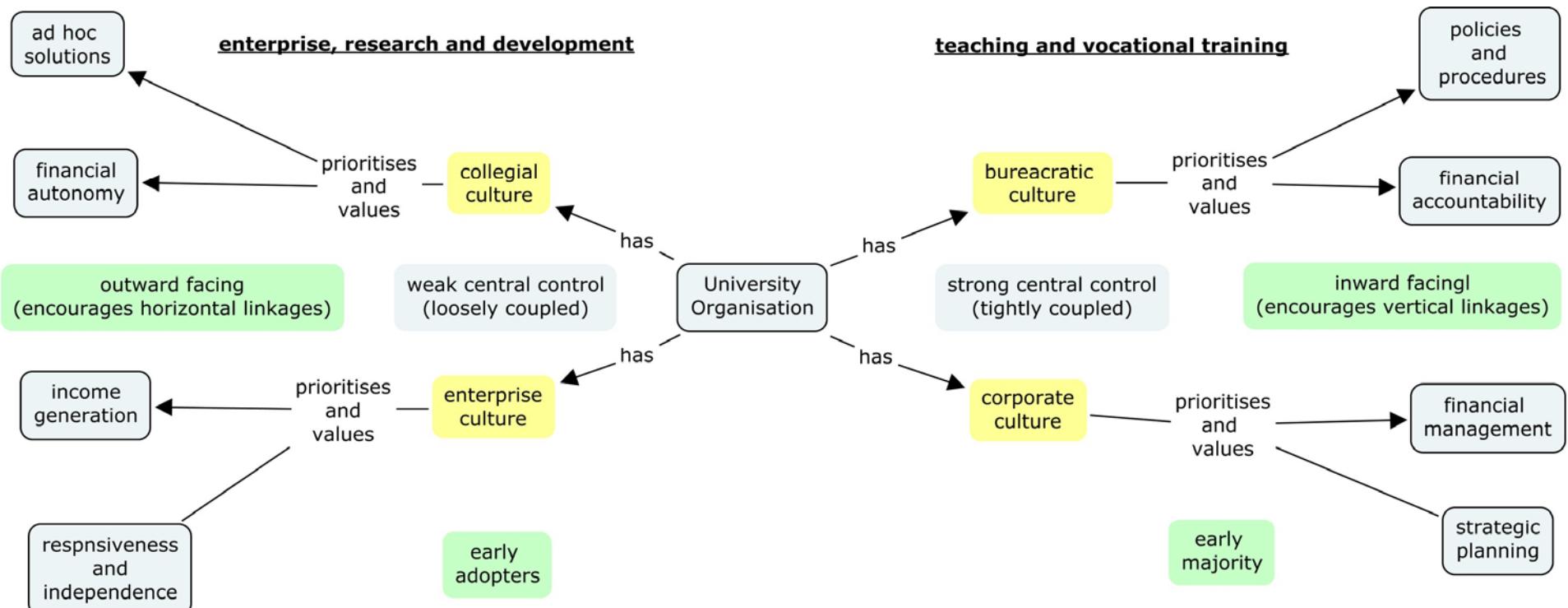
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# Typical institutional tensions



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# Is this why projects fail?



Geoghegan  
 Whatever happened to Instructional Technology  
 Instructional technology and the Mainstream: The Risks of Success

McNay  
 From Collegial Academy to the Corporate Enterprise: The Changing Cultures of Universities

# Some conclusions

- Small projects and research will demonstrate behaviours of early adopters
- Institution wide projects will need to address needs of early majority
- Research intensive institutions we have a predominant culture of the early adopters
- **Understanding differences can help us make management decisions**
  - Institution-wide e-learning projects requires a different approach to small scale research experiments
  - Different sorts of projects can be expected to succeed and fail in different ways
  - Understanding institution types can direct us towards selecting appropriate interventions

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