Grappling with e-learning at the University of Auckland

What are we grappling with?

Is e-learning Disruptive technology?

What are the implications?
The University of Auckland

Largest university (NZ)

33,500 students
The CFDL Team
Project Based Course Team Approach

- Academic content expert(s)
- Learning designer
- Multi-media learning designer
- Project manager
- Subject librarian
- Media specialists
Grappling with What?

- Traditional teaching practices
- Leadership and management for change
- Staff development
- Time away from research and publication
E-learning—threat or opportunity?

- Has potential to transform teaching and learning
- Can add real value to the learning experience
- Creating ripples of change—global, institutional, personal

Disruptive technology?
<table>
<thead>
<tr>
<th>Sustaining and Disruptive</th>
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<tbody>
<tr>
<td>Improves performance</td>
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<tr>
<td>Established products</td>
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<td>Historically valued</td>
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<td>Mainstream markets</td>
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<td>Worse performance (near term)</td>
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<td>Different value proposition</td>
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<td>New markets</td>
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Failure is ....

Not distinguishing between sustaining and disruptive technology
In Education

Sustaining technology

- Improving the lecture
Disruptive technology...

- Developing a different value proposition
  - Truly constructivist
  - Critical communities of inquiry
  - Not bound by time and space
E-learning is *both* sustaining and disruptive technology.
To move forward…

“Attention to new, disruptive technologies should not preclude sufficient attention being paid to the sustaining technologies that will allow the central core of the institution to maintain its favorable position in the marketplace.”
Balancing Act…

CFDL Vision and Strategy

- Enhance effectiveness of campus-based teaching.
- Promote asynchronous learning.
- Innovation through research and prototyping.
The CFDL Strategy

- SUSTAINING
  - COST LEADERSHIP STRATEGY
    - SUB-STRATEGY 2
      - Asynchronous learning resources
  - SUB-STRATEGY 1
    - Technology-enhanced campus-based teaching
- DISRUPTIVE
  - DIFFERENTIATION STRATEGY
    - SUB-STRATEGY 3
      - Experimental research into multi-mode pedagogy (Both campus-based and asynchronous delivery)

PEDAGOGICAL INNOVATION
Unifying strategy?

- Building capacity around change
- Ensuring skills independent of technology
- Developing soft skills
- Creating space for research and innovation
A little nonsense...