

*Introducing ILIAS in a campus university
requires change management:
The case of the Universität der Bundeswehr
Hamburg*

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Projekt E-Lernen auf der ILIAS-Plattform an der UniBw H
(E-L I-P UniBw H)

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E-Learning and change management

Kerres et al. (2002, translation by M. Hartung):

„Sustainability in e-learning can not be achieved on the basis of single multimedia-projects.

What is needed is active *change management* taking into consideration the following elements:

E-Learning and change management

- **didactical reform:**
 - What is the (new) content we want to convey?
 - What are the (new) methods of teaching and learning we strive for?
- **production of media-enhanced content, distribution of media**
- **organizational development as a prerequisite for successful use of new media**
- **building and securing the IT-infrastructure“**

cf. Kerres, Michael; de Witt, Claudia & Stratmann, Jörg (2002) E-Learning. Didaktische Konzepte für erfolgreiches Lernen. Jahrbuch Personalentwicklung & Weiterbildung 2003. Luchterhand.

Also as pdf., <http://edumedia.uni-duisburg.de>, page 12f

Informations on E-L I-P UniBw H

- **university-funded pilote project: 2002/03**
- **ILIAS available since summer of 2001**
- **project team: K. Koch, M. Hartung**
- **project task: promote the purposeful use of ILIAS in university teaching – thereby helping to improve the quality of teaching and learning**

E-L I-P UniBw H: Project Measures

- **Didactical reform**
 - target group specific information on ILIAS for all members of the university
 - workshops on (media-)didactics and content creation
- **production of media-enhanced content:**
 - „prep courses“ for the ILIAS-software training
 - ILIAS software training as such
 - internships of students of screen-design (trainees)
- **organizational development as a prerequisite for successful use of new media**
- **building and securing the IT-infrastructure**

E-Learning with ILIAS at UniBw H

- **Seminar in Pedagogical Sociology**
- **Prep course in Mathematics for engineering students**
- **Tutorial in Statistics for students of Pedagogy**
- **Use of fora for internal communication in several seminar groups**
- **Listening / reading comprehension in Foreign Language Learning**
- **Information on / Training for the use of the Library (in preparation)**

Open Questions

Given that an e-learning platform (ILIAS) is available for use at an attendance-based (campus) university:

- What induces people to actually use it?**
- What does it take for them to use it on a regular basis-- i.e. engage in a change project?**

Hypotheses / Experiences

- **No single feature of the technology nor the new media as such motivate use**
- **Change processes of any kind bear the chance of openness towards the idea of using ILIAS**
- **Dissatisfaction with the given practice of teaching and learning is the strongest driving force--if the technology promises to be a remedy**

Lesson Number 1

At a campus university commonplace arguments in favor of e-learning can be turned into counter-arguments.

Example

***Any time - any place* is turned into:
„Our students drop twice -- and find themselves in the laboratory.“**

Lesson Number 2

Specific characteristics of a campus university provide reasons for using the new media / ILIAS.

Example

A peer tutor in statistics plans to use asynchronous communication in ILIAS in order to avoid being available for the students *Any time - any place.*

Lesson Number 3

The good news of e-learning with ILIAS is spread (more?!) convincingly by friends of the project / multipliers.

Examples

- A student who informs a peer tutor -- who informs the graduate assistant**
- A translator / language instructor -- who informs the language center**

Lesson Number 4

**People who are interested in using ILIAS
need support on various levels and in
various stages to keep up the
initiative /change project.**

**A change project such as the implementation
of ILIAS is competing with everyday
duties / other priorities / ...**

Workshops on (media-)didactics

- **bring together members of all four schools of the university (i.e. foster interdisciplinary exchange)**
- **offer an opportunity for discussing issues of teaching and learning in general**
- **offer an opportunity for discussing preconceptions of e-learning (virtual distance learning vs. blended learning)**

Workshops on (media-) didactics

im Hinblick auf meine Arbeit?

- Wie möchte ich ILIAS einsetzen?



Unterstützung
der
Präsenzlehre

- Virtuelle Fernlehre
- Weiterbildung Industrie + Wirtschaft

Workshops on (media)-didactics

Technical solutions for instructional design: Multi-Frame-Technology

- **One frame**
for instance for the display of text only
- **Two frames**
for instance for the display text and graphic
- **Three frames**
for instance for the display of text, multimedia-object and glossary term

Support for the production of content

- „prep courses“ for the ILIAS-software training
- ILIAS software training as such
- work force through internships of students of screen-design

What is change management?

Three Basic Definitions

1. The task of managing change

Making change in a systematic fashion

2. An area of professional practice

Help clients make changes or help clients manage the changes they face

3. A body of knowledge

Consisting of models, methods, techniques and other tools

cf. Nickols, Fred (2000) Change Management 101. A Primer. <http://home.att.net/~nickols/change.htm>

Conclusions on change management in E-L I-P

- **Although we do a lot of „managing“ the process of change is fundamentally depending upon the readiness / motivation of people to engage in that process.**
- **Our previous work at the UniBw H is helpful because of**
 - inside information on infrastructure / routines / people
 - personal contacts to possible clients / knowledge about their work
- **Concrete initiatives such as the collaboration with trainees of screen design function as focal points. The trainees act as change agents, we are a change agency.**

Possible forms of instructional design

Use of one frame

text

glossary

Inline multimedia objects

text

Possible forms of instructional design

Use of two frames

text-frame

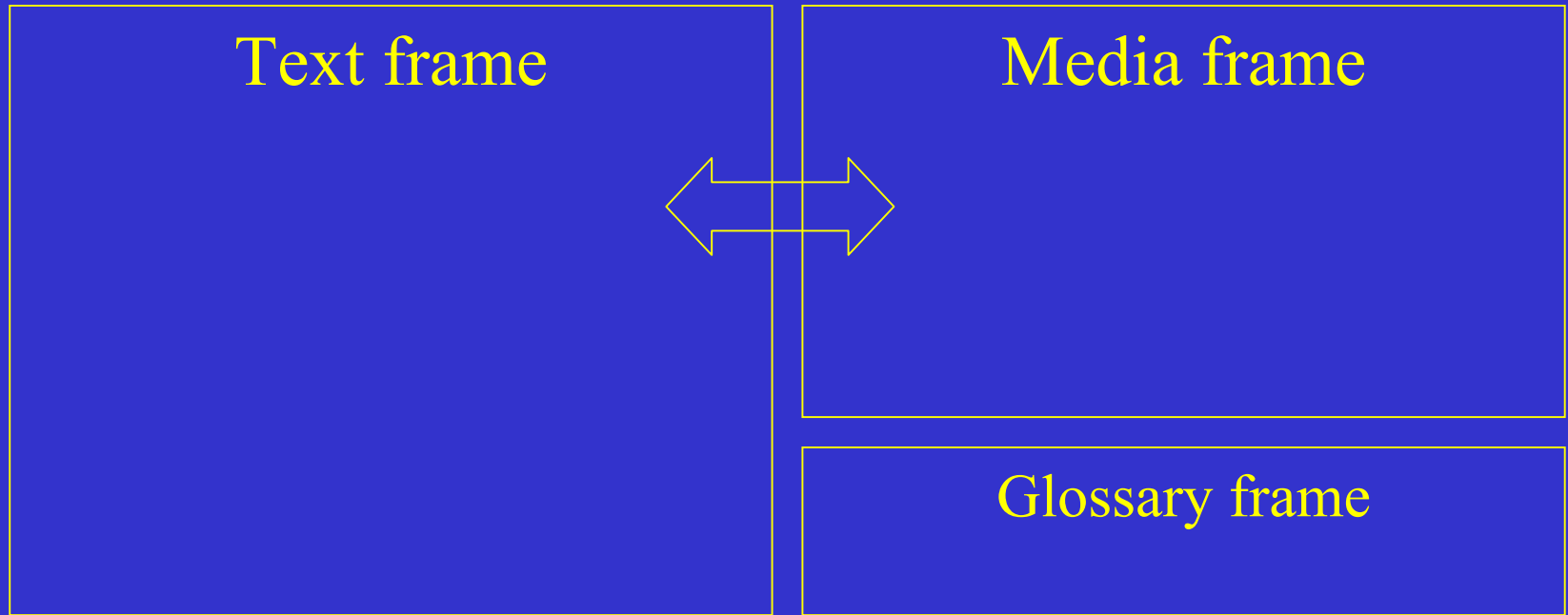
media-frame



Glossary as pop up

Possible forms of instructional design

Use of three frames



Text + media object +
glossary term



Knowledge complex