

**Let's not forget about *old*
learning when bringing *in new*
technology-enabled change**



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Structure of talk

- **What's brought me here today**
 - To this talk
 - To my current role
- **My views are just my views – other than at Ulster University perhaps!**
 - They emerge from my history in Higher Education
- **I'll try to illustrate how my perspective has evolved**
 - I'll share a few case studies
 - Including a current contextual case for our discussion

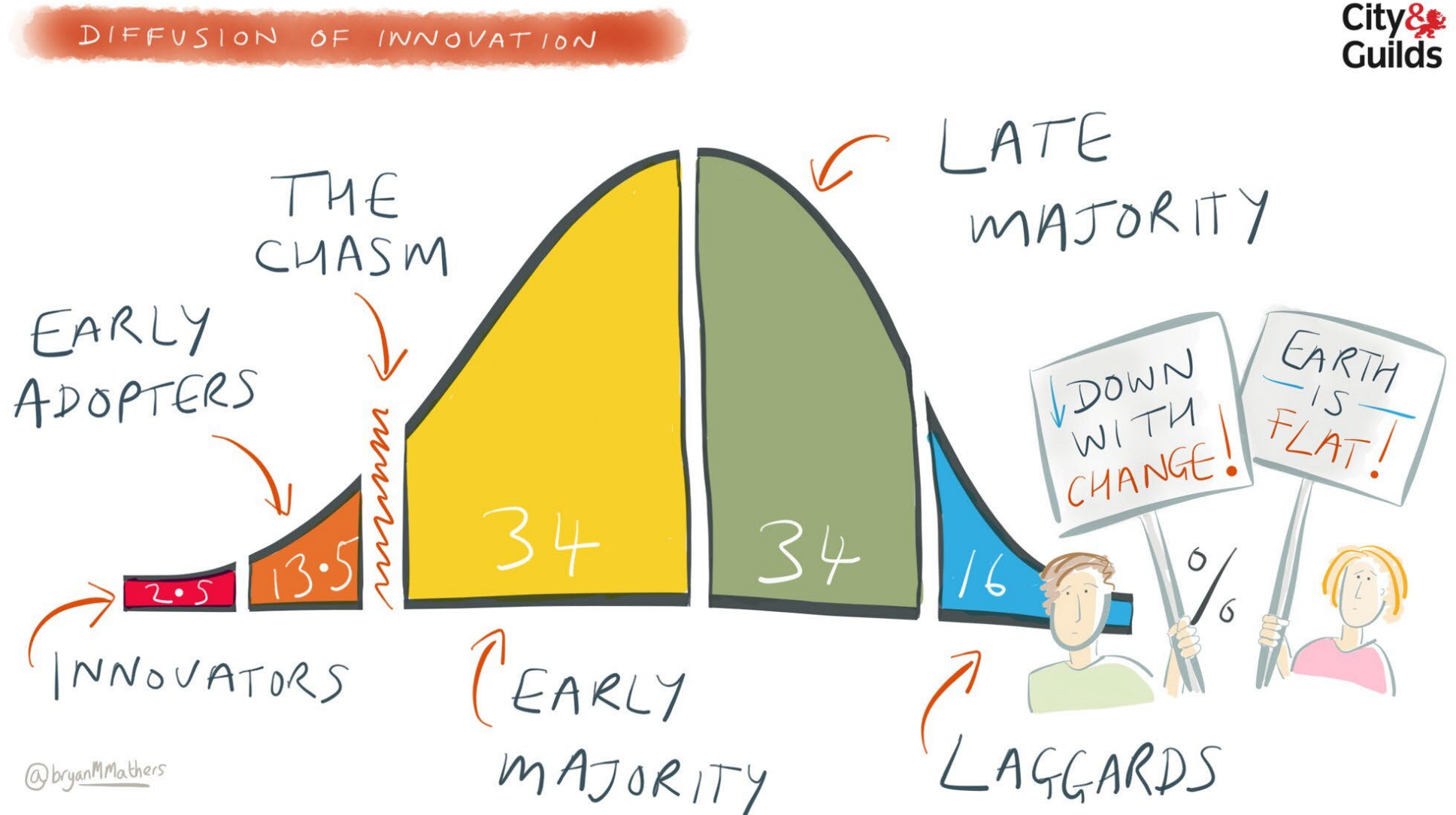
Some career context to share

- **I started working fulltime in higher education in 2001**
 - **Diagnostic radiography**
 - **National Teaching Fellowship in 2004, broadly flipped classroom**
 - **Moodle VLE ‘champion’ for the Faculty**
 - **Then moved into academic staff development**
 - **Supporting curriculum design**
 - **PGCert/MEd Learning and Teaching etc**
 - **Led a Jisc project – T-SPARC**
 - **Technology-Supported Processes for Agile and Responsive Curricula**
 - **Spent a lot of time trying to lead curricula change and supporting innovative practice**

Some career context to share

- I then moved to another university where I also led on Academic Quality and Student Support**
- I then moved to Ulster University as PVC, DVC and now VC**
- That just gives some context for the position I might take on things we'll discuss today**
- I hope we can have an open discussion for the latter part of the session**

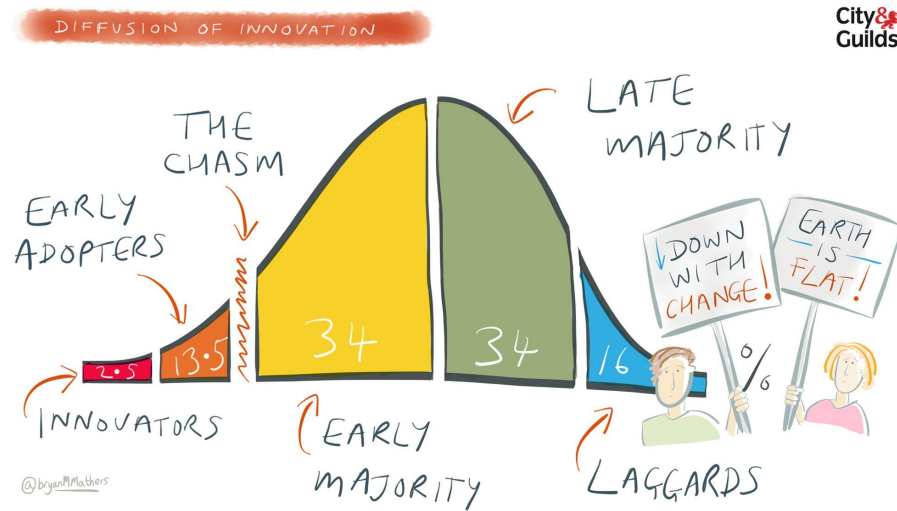
Case 1: Teaching Innovation



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Willing	Able	Allowed
		
		
		
		

Implications for change management?



Willing	Able	Allowed
↑	↑	↑
↑	↓	↑
↑	↑	↓
↓	↑	↑

Spend five minutes thinking about how thinking about these two models might help you plan for successful organisational change.

What role and at what point might senior managers be a useful asset for getting the change done?

Case 2: Curriculum change

- **Relates back to the T-SPARC project I ran**
- **Careful piloting was one thing...**
- **But I didn't approach mainstreaming in the same way**
- **'Selling solutions' is actually difficult (in isolation)**

Case 3: Developing an Institutional Strategy



Case 3: Developing an Institutional Strategy

- **We have a Strategy and everything else is an operational plan (currently 22) – well nearly...**
- **Each operational plan should contain projects**
- **Any project or change can only be achieved by using one or more of the ‘four levers’**

The 'four levers'

- **Development of people**
- **Development of policy**
- **Development of infrastructure**
- **Development of external influence**

Case 4: For our discussion

- Let's chat about AI
- I often get asked about our institutional view
- I think it's best explored via a discussion

For me, it's a bit of a nonsense to talk about AI as if it's just a single thing

- **Student use of AI in their assessment (Sanctioned and unsanctioned)**
- **Student competence in AI as an employability skill**
- **Academic staff confidence and competence with AI**
- **Staff views of student use**
- **AI as a business improvement tool**
- **AI as a data breach risk**
- **AI as a cyber risk**
- **AI as a research focus**
- **Anything else?**

For me, it's a bit of a nonsense to talk about AI as if it's just a single thing

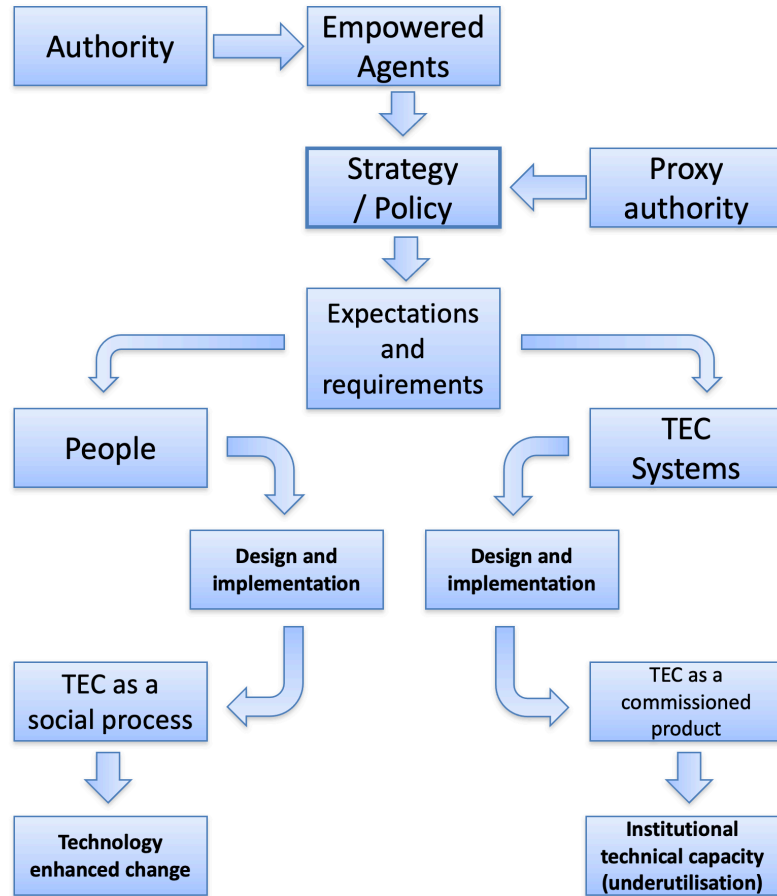
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- AI as a research focus
- Anything else?

Given the 'genie is out of the bottle', how do university leaders need to adapt to this changing context? Do any of the other cases I presented help us?

Q&A format

A useful summary?

Technology-enhanced change as a people-focused project



Technology-enhanced change as a systems-focused project

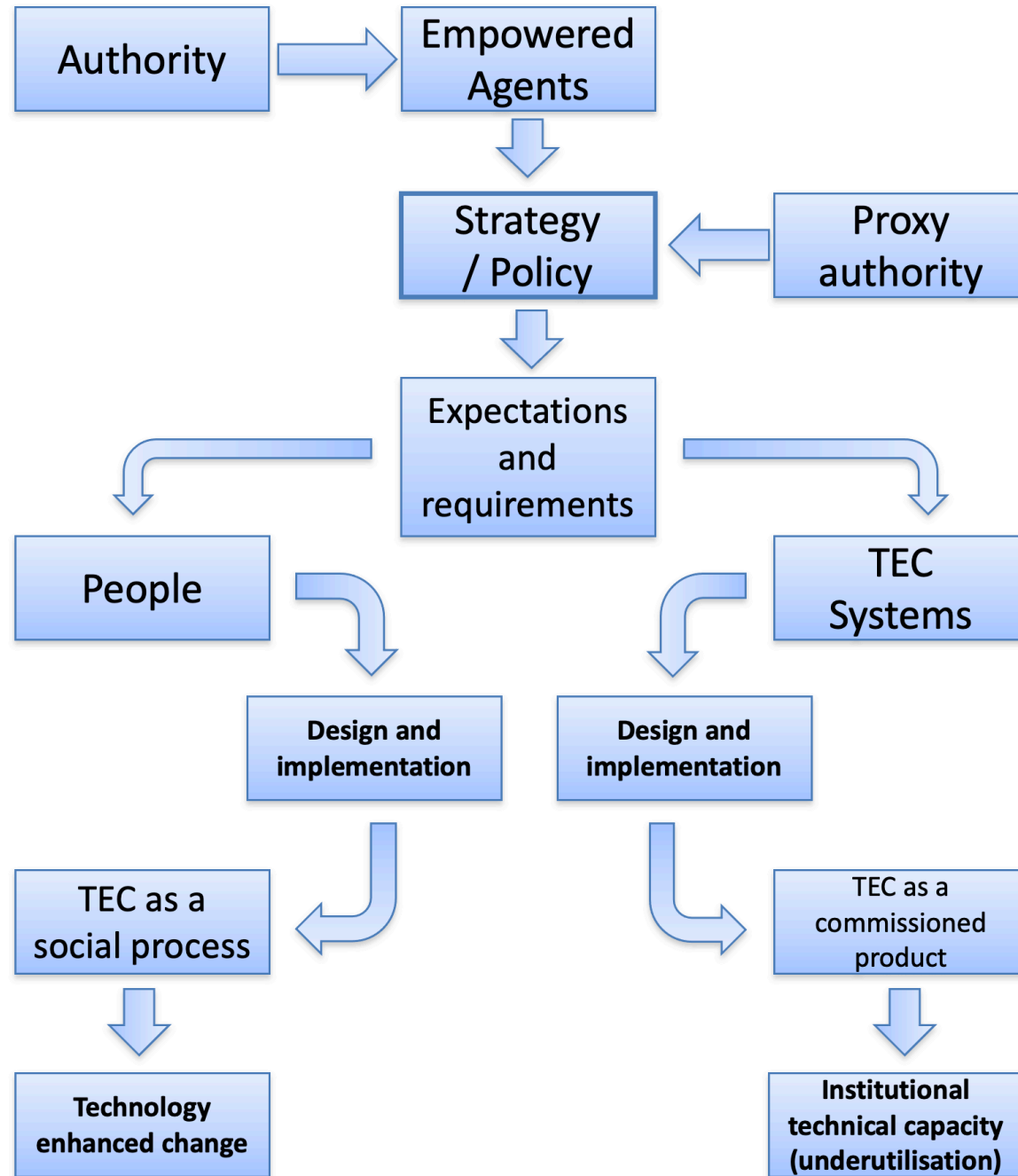
The model I'm sharing here kind of speaks to the obvious but is still worth emphasising. It's adapted from a diagram in a book chapter I wrote with Professor Sarah Hayes called:

Where's the humanity? Challenging the policy discourse of 'technology enhanced learning'

In:

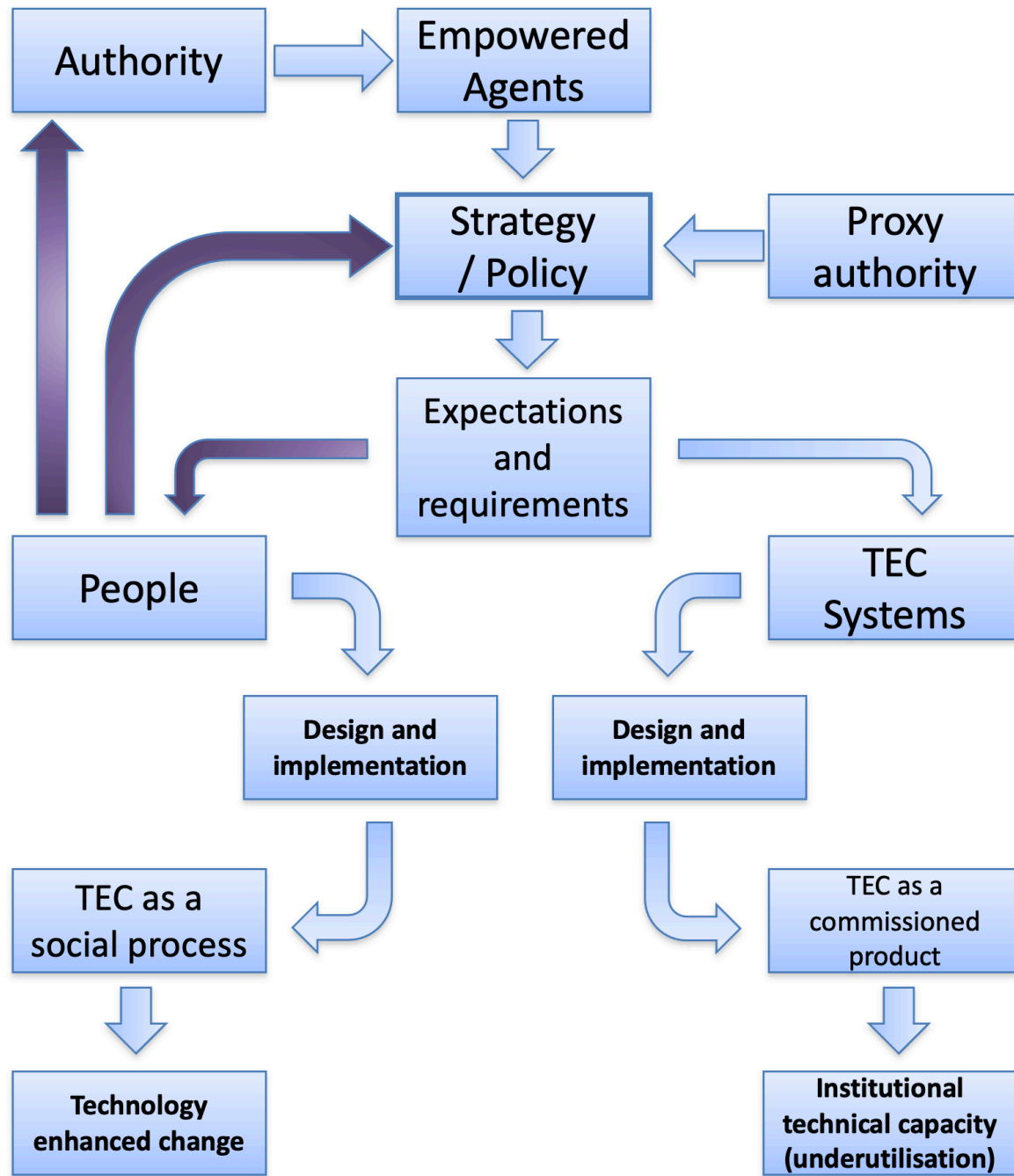
Branch, J., Bartholomew, P. and Nygaard, C. (Eds) (2015). *Technology-Enhanced Learning in Higher Education*. Faringdon: Libri Publishing.

Technology-enhanced change as a people-focused project



Technology-enhanced change as a systems-focused project

Technology-enhanced change as a people-focused project



Technology-enhanced change as a systems-focused project

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Thank you