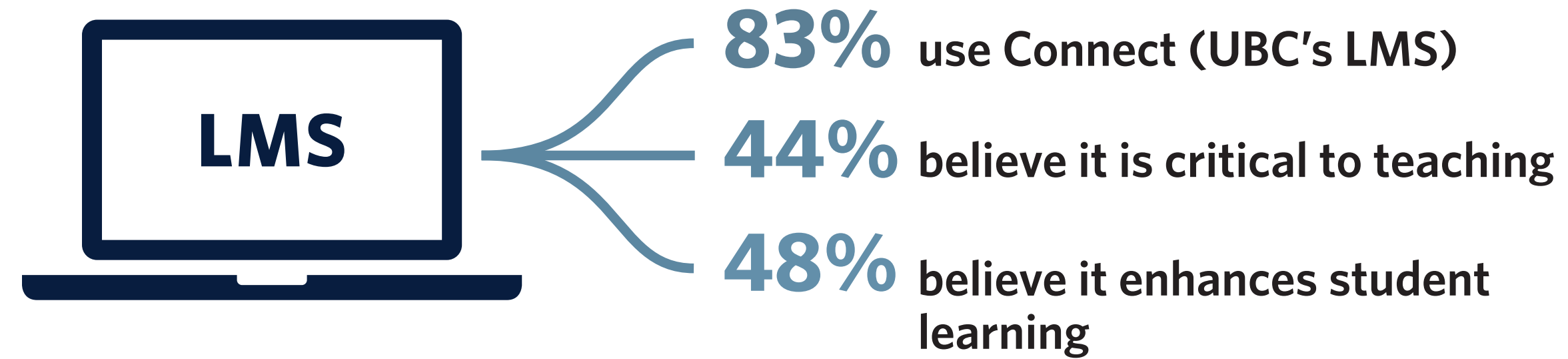


DEVELOPING A SHARED VISION FOR LEARNING TECHNOLOGY

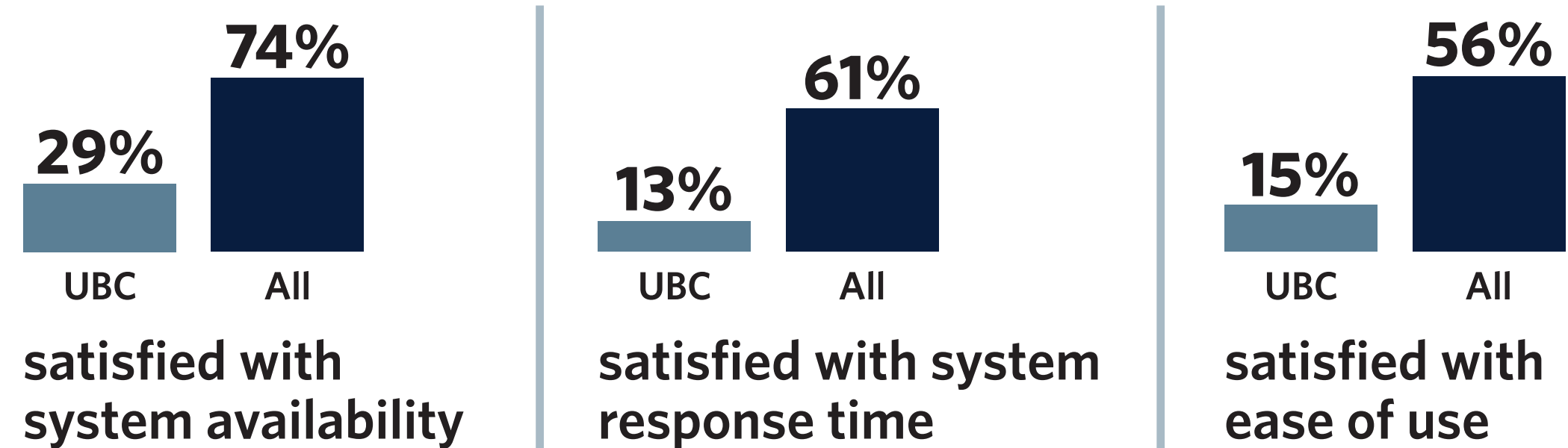
INSTITUTIONAL CONTEXT

RATIONALE FOR LT ECOSYSTEM PROJECT

- LT identified as a key enabler of ongoing improvement in teaching and learning, including Flexible Learning (UBC teaching and learning strategy).
- Poor performance and stability issues with Connect (Blackboard Learn) at the start of 2013/14, creating a loss of trust.



- Faculty dissatisfaction with current LT (tools, services and support) confirmed in ECAR survey (471 respondents) and LT Hub consultations (60+ faculty and staff).



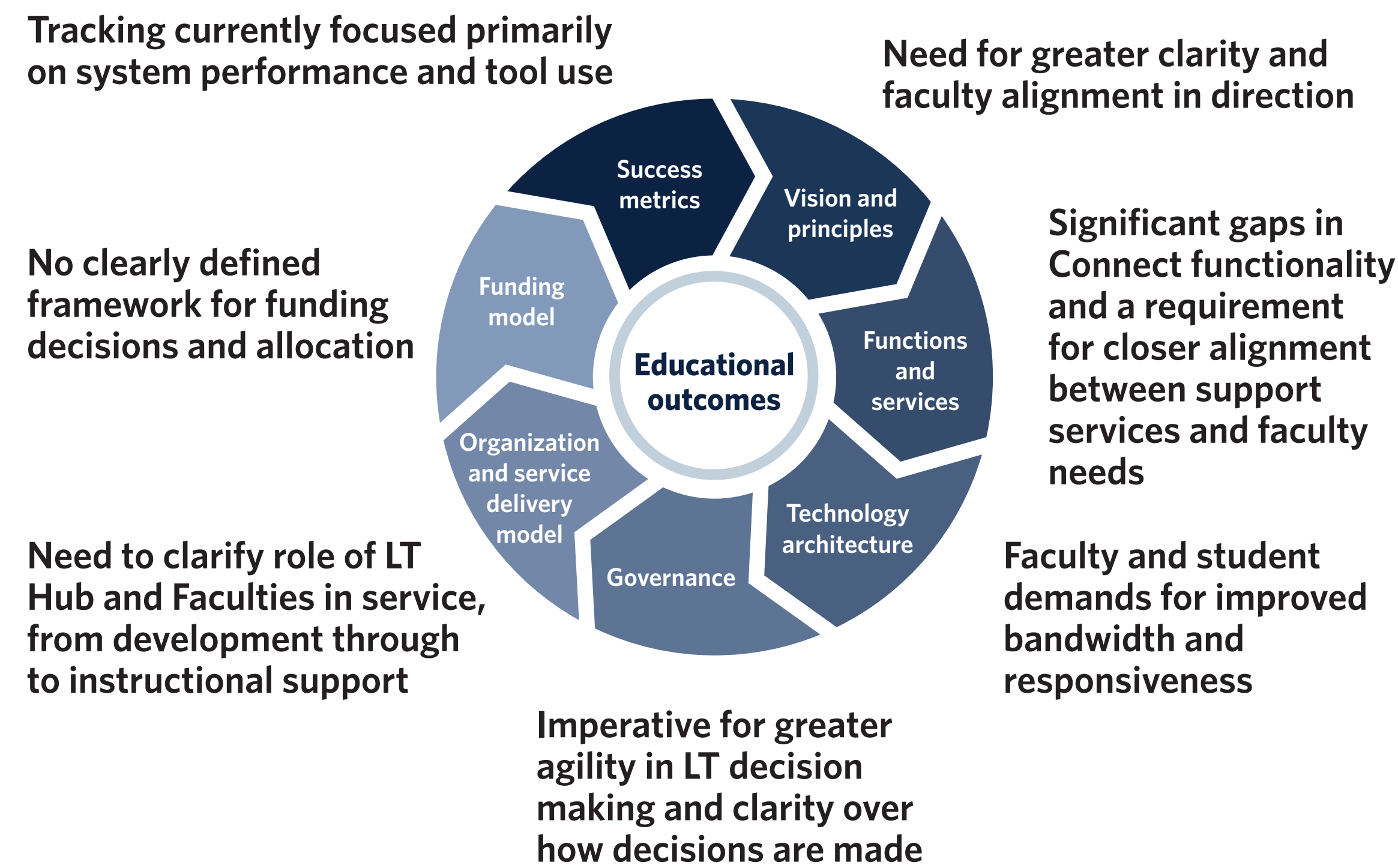
LMS satisfaction among UBC faculty is low:

- Lack of clear vision and roadmap for LTES evolution.
- Insufficient agility and responsiveness in governance structure.
- Yet, in spite of this:



PROJECT APPROACH

FRAMEWORK AND CURRENT STATE OF LT AT UBC



OVERVIEW OF INSIGHTS FROM PEER LT REVIEW

LESSONS LEARNED

- Use research-based principles and data to inform decision making, course (re)design and student engagement.
- Identify faculty champions who can influence and mentor their peers.
- Create opportunities for innovation. Expect some failures. Celebrate successes.
- Understand the faculty lifecycle, taking into consideration rank and discipline. Design support and services accordingly.

Simon Bates, Senior Advisor, Teaching & Learning, and Academic Director, CTLT
 Marianne Schroeder, Associate Director, Course & Learning Technologies, CTLT

More details? Visit ctlit.ubc.ca/UBCLTES

SELECTED OUTPUTS

VISION AND PRINCIPLES

VISION	
An ecosystem that empowers faculty and students to achieve their teaching and learning goals by providing robust, dynamic and pedagogically sound tools and services that are time-efficient to learn and use.	
PRINCIPLES	
Pedagogically sound	Derived from evidence-based teaching and learning practices
Robust	Reliable and scalable
Adaptable	Flexible to different learning contexts, agile and supportive of innovation
Intuitive	Simple and easy to learn and use, facilitating a coherent user experience
Cost effective	Supportable with reach and transferability across Faculties, disciplines and users
Collaboration-aligned	Enabling of interaction and relationship building

SUCCESS METRICS

CATEGORY	METRIC	MEASUREMENT APPROACH	GUIDING PRINCIPLES					
			Pedagogically sound	Robust	Adaptable	Intuitive	Cost effective	Collaboration aligned
Functionality for teaching and learning	Student outcomes	» Comparison of outcomes before and after use of LT (discipline-specific) » Student engagement (analytics)	●			●		●
	Faculty / student satisfaction	» Subjective faculty / student user assessment (survey)	●	●	●	●	●	●
Service and support	Tool usage	» Tool reach / #users (LMS / LTES data) » Level of usage by user (LMS / LTES data)	●	●	●	●	●	●
	Faculty / student satisfaction with support services	» Subjective faculty / student user assessment (survey)	●		●	●		●
System performance	Uptime for Connect (LT Tools)	» System availability less scheduled down time (LMS / LTES data collation)	●				●	
	Page load	» Minimum, maximum and average page load times of 5 most frequently used functionalities (LMS / LTES data)	●				●	

● Primary ● Applicable



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