

# How CETL support organizational learning when changing teaching and learning routines at universities

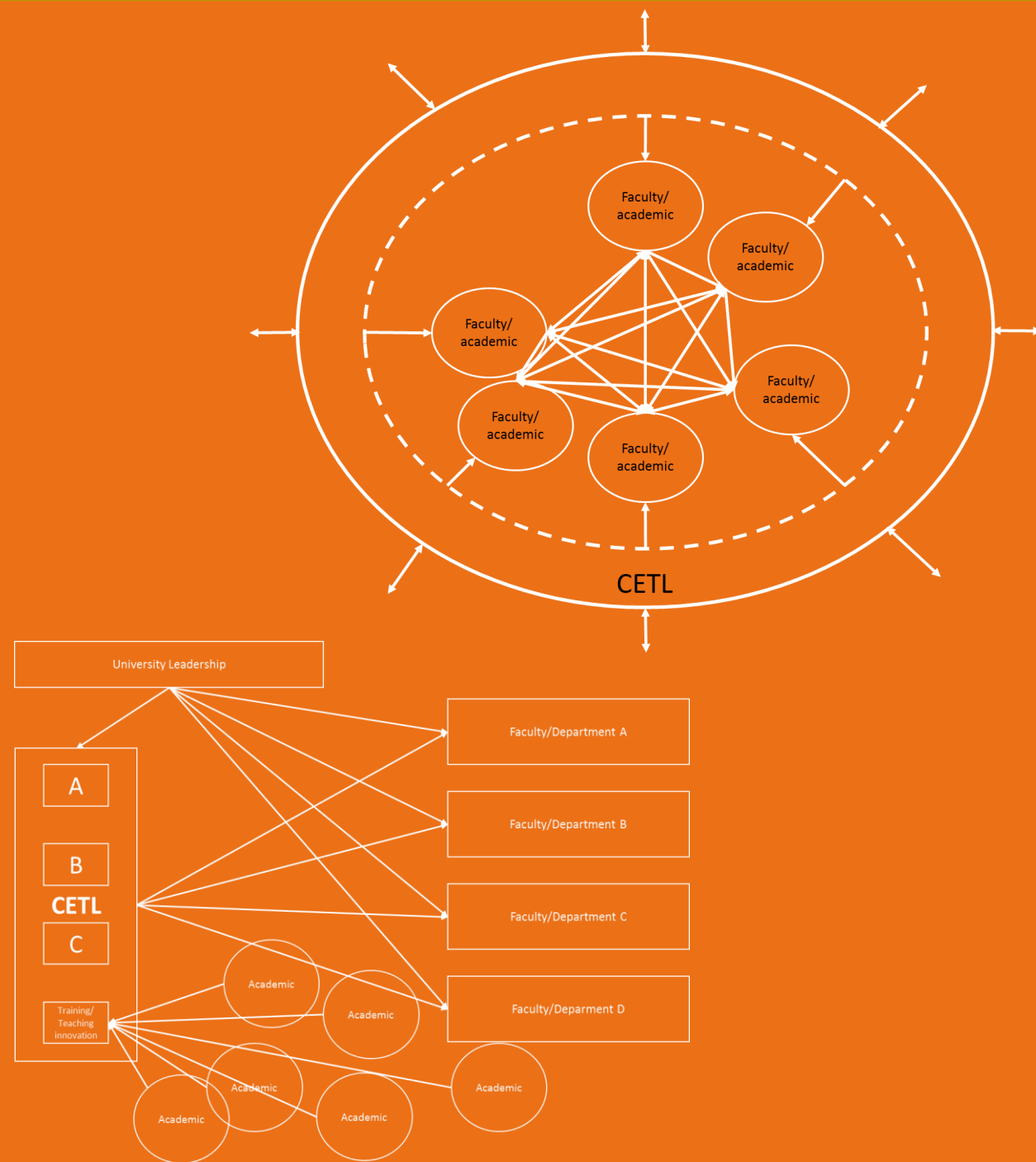
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# Overview

- CETL Funk: Major research questions and goals
- What do we already know about CETL
- University development and organizational learning
- Stand-alone vs. network-CETL
- Results
- Discussion
  - Organisational learning as a concept in higher education research
  - Practitioners: What lessons can be drawn for changing T&L routines

# CETL Funk:

## Major research questions and goals



Culture: Shared ideas of good teaching

Structure: Efficient organization

Classroom: Clear technology (SoTL, shift from teaching to learning)

Contents: Discipline

# II.1 Funding logic underlying CETLs

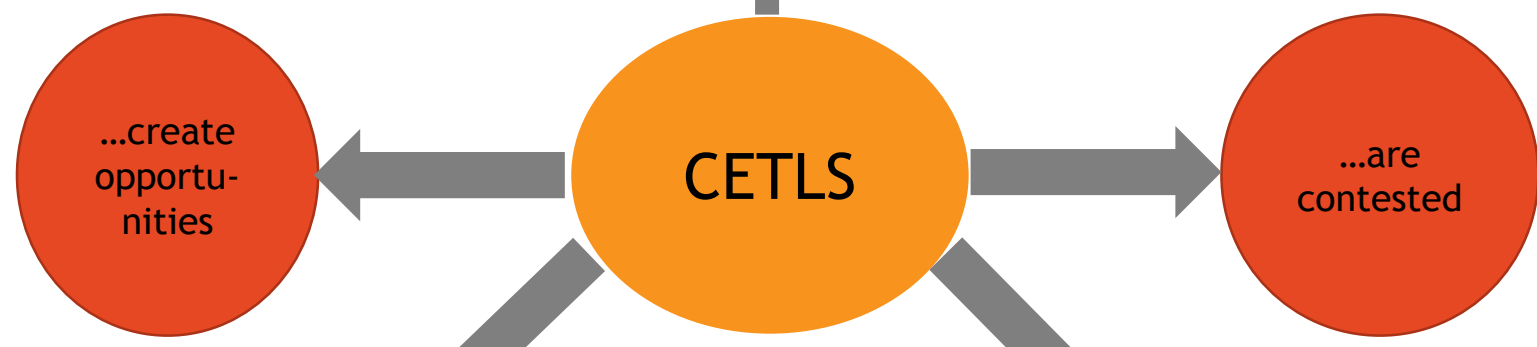
|                                  | „focused funding“<br>Qualitätspakt Lehre   | „rewarding excellence“<br>SFU, HEFCE, (Finland and Sweden)  |
|----------------------------------|--|---|
| Basic idea/Incentive             | Providing additional money enabling HEI to implement <b>measures</b> of their choice with the aim to improve teaching and learning   | Rewarding achievements of departments/HEIs, providing incentive to excel even further, act as front runner/best practice example at national/internal level.<br>Create competition and attractiveness   |
| Aims at national level           | <ul style="list-style-type: none"> <li>- (fundamental) improvement of teaching and learning</li> <li>- Increase institutional attention fro teaching and learning</li> <li>- Improve funding for taching and learning</li> <li>- Experiment with T&amp;L innovations</li> <li>- Create (more) knowledge about T&amp;L</li> <li>- Increase institutional competitiveness</li> </ul> | <ul style="list-style-type: none"> <li>- Increase quality of teaching and learning</li> <li>- Increase status of teaching and learning</li> <li>- Create sound knowledge base , share across HEIs (Stratification, competition, mimetic effects)</li> </ul> |
| Effecting at institutional level | <ul style="list-style-type: none"> <li>- SWOT Analysis</li> <li>- Implementing additional structures (e.g. projects run in addition to ‚usual‘ business</li> <li>- Strong focus on innovation</li> <li>- Creating opportunities to fund individual hobby horses</li> </ul>   | Reflecting achievements – also affecting now funded HEIs<br>Stating goals for further development of achievements<br>Integration of CETL in existing structures<br>Implementing structures/measures that allow to measure effects                           |
| Conclusion                       | To have a CETL   | To be a CETL  |
| Exzellenz                        | Develop furhter towards excellence   | Secure and further develop achievements, share knowledge  |

# There is no such thing as THE CETL



# Results Literature Review

- Engage in:
- Academic development
    - Teacher training
    - Research on T&L
    - Consultancy
  - Support of quality management
  - Organisational development and strategy building



- ...work successfully if
- well integrated in strategic planning
  - represented on decision making bodies
  - having cross-disciplinary focus
  - having clear mission
  - teaching excellence already important at institution

- ...work less well if
- not aligned with existing cultures, practices and strategies
  - not built after long consultation process
  - do not use prior planning
  - do not use funding in an entrepreneurial way

Networking and collaborations

Try out and study innovative teaching

Develop cross-institutional profile

Raise engagement

Professional development

No clear mission, mission overload

Not acting autonomously

Lack support from leadership

Centre leaders lack transformative capacity

No resources provided by CETL

# Research Gaps

- Different types of CETL

- How do CETL support organisational change?

- To what extent do the different CETL types support organisational learning?
- What second-order changes are effected by CETL?
  - Academic profession
  - The nature and purpose of teaching

# I.3 Data: CETLs and Programs studied

## Qualitätspakt Lehre - Germany

- 3 Large Universities from NW
- University A > 40.000 students, full university, younger university, students from diverse backgrounds
  - *Stand-alone center offers: didactical training and support, quality management, coordinates Qualitätspakt Lehre*
- University B >40,000 students, traditional research university,
  - *Stand-alone center offers: didactical training (courses), online platform, lunch seminars*
- University C >40,000 students, technical university
  - *Large scale Network CETL organized across university, four major activity areas: students, teachers, teaching and learning concepts, organisation*

## Norway, England, The Netherlands

- SFU - Norwegen
  - Network CETL across institution, around 600 students, mono-disciplinary HEI
  - Network CETL at department, at research university
- Follow-up HEFCE CETL - England
  - Stand-alone CETL at traditional research university
  - Stand-alone CETL at former polytechnic
- Prestatieafspraken - Nederlande
  - Managerial CETL



# I.3 Data and Methods

- Qualitative Study Design

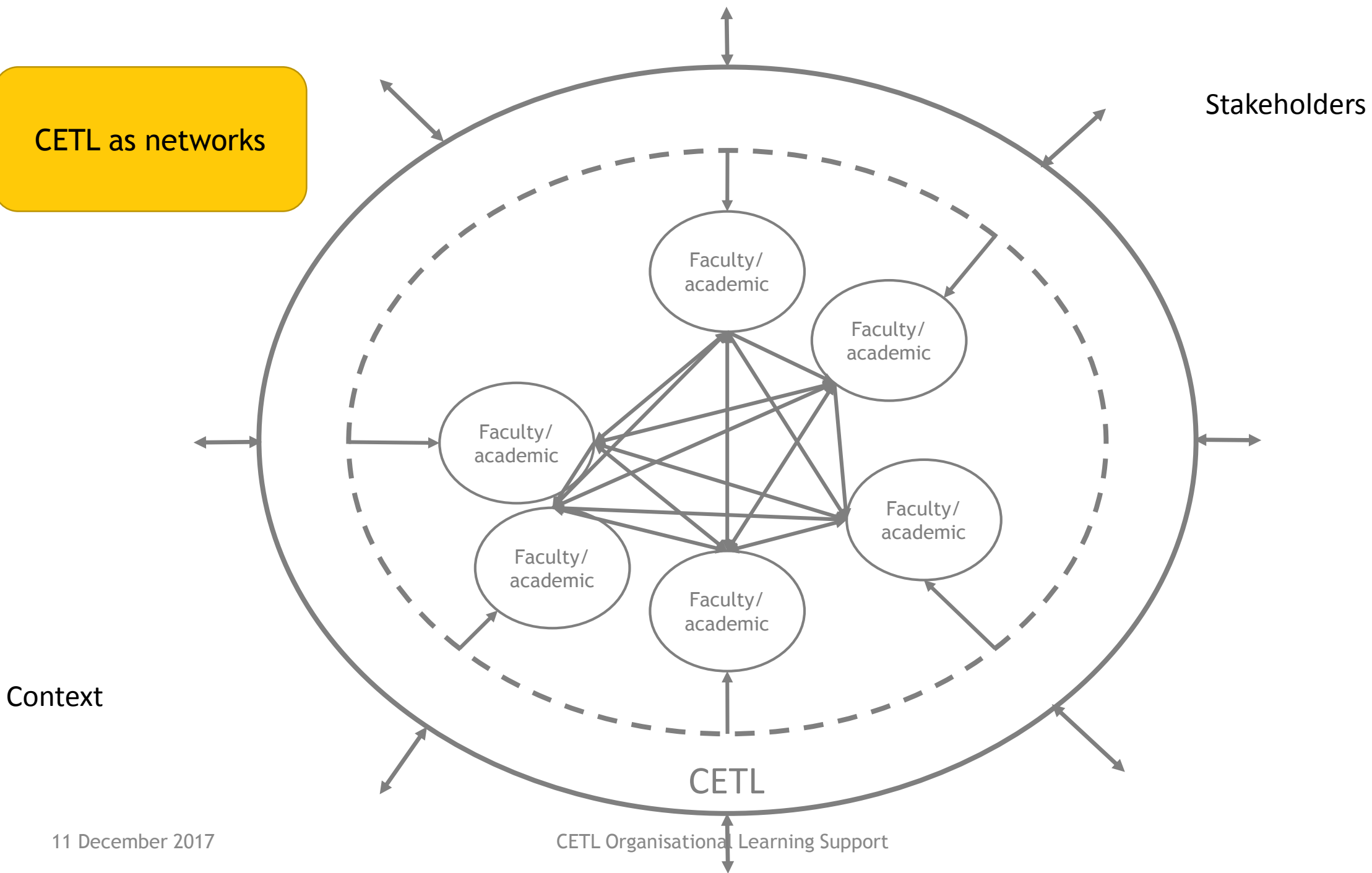
- ‚Longitudinal Design‘ - Universities are contacted at 2 points in time

1. Winter 2015/2016 - In-depth Interviews with CETL staff, institutional management, teachers (not) participating in CETL

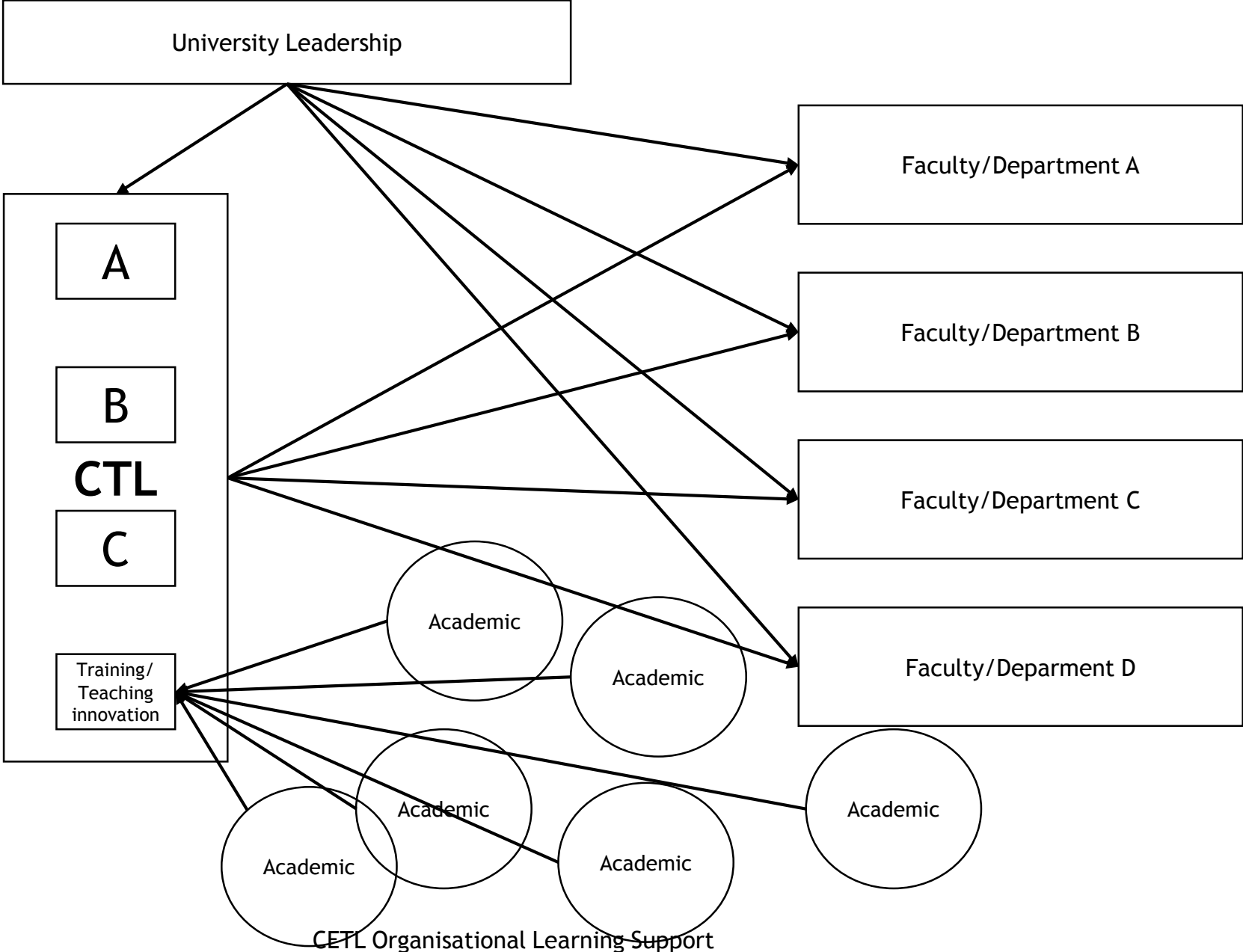
- In total 138 interviews, fully transcribed, languages used: English and German
  - Document analysis (Strategy documents, Project Proposals)

2. Late Winter 2018 - Online survey among interviewees asking for development

CETL as networks



CETL as stand-alone department



# Improving the Quality of T&L = Organisational Learning?

- Sustainable improvement of T&L requires double-loop learning
  - ⇒ Profound change in routines are required (e.g. when implementing new time regimes for efficient use of teaching space, implementing T&L platforms)
  - ⇒ Additional, new knowledge needs to be learned (e.g. SOTL, learning theories, didactics, assessment)
  - ⇒ Disciplinary learning cultures are contested (e.g. interdisciplinary T&L, training of problem-solver skills)

# Organisational learning is a wide concept

Wang & Ahmed (2003) identify five conceptual areas of organizational learning approaches

- Organisational is collective individual learning  
Learning behaviour of the organisation's members is central, proposed practices are personnel development
- Organizational learning is a process  
Improving the flow of information and information, strengthening the organisation's problem-solving skills
- Organisational learning as a culture  
Continued commitment to organizational improvement through a variety of measures
- Knowledge Management  
Improving the knowledge base and its use, supporting the organization's members
- Organizational learning as an effort to continuously improve the organization  
e. g. through TQM

# Defining organizational learning for higher education institutions

- Organizational learning includes those collective processes that
  - lead to a change of fundamental organisational structures and
  - thus establish new routines in the organisations.
- Learning leads to changes in the knowledge base around teaching, including:
  - different levels: individuals, groups, organisations
  - different knowledge elements (procedural knowledge, shared values or traditions, legitimations, etc.)

# Why organisational learning is difficult for higher education institutions

Main hindrance to organisational learning is the special organisational character of higher education institutions:

- Professional organisation (Mintzberg 1979)
- Loosely coupled systems (Weick 1976)
- Incomplete organisations (Brunsson and Sahlin-Andersson, 2000)
- Departmental silos (Dee and Leisyte 2016)

Attempts to improve T&L thus have to consider:

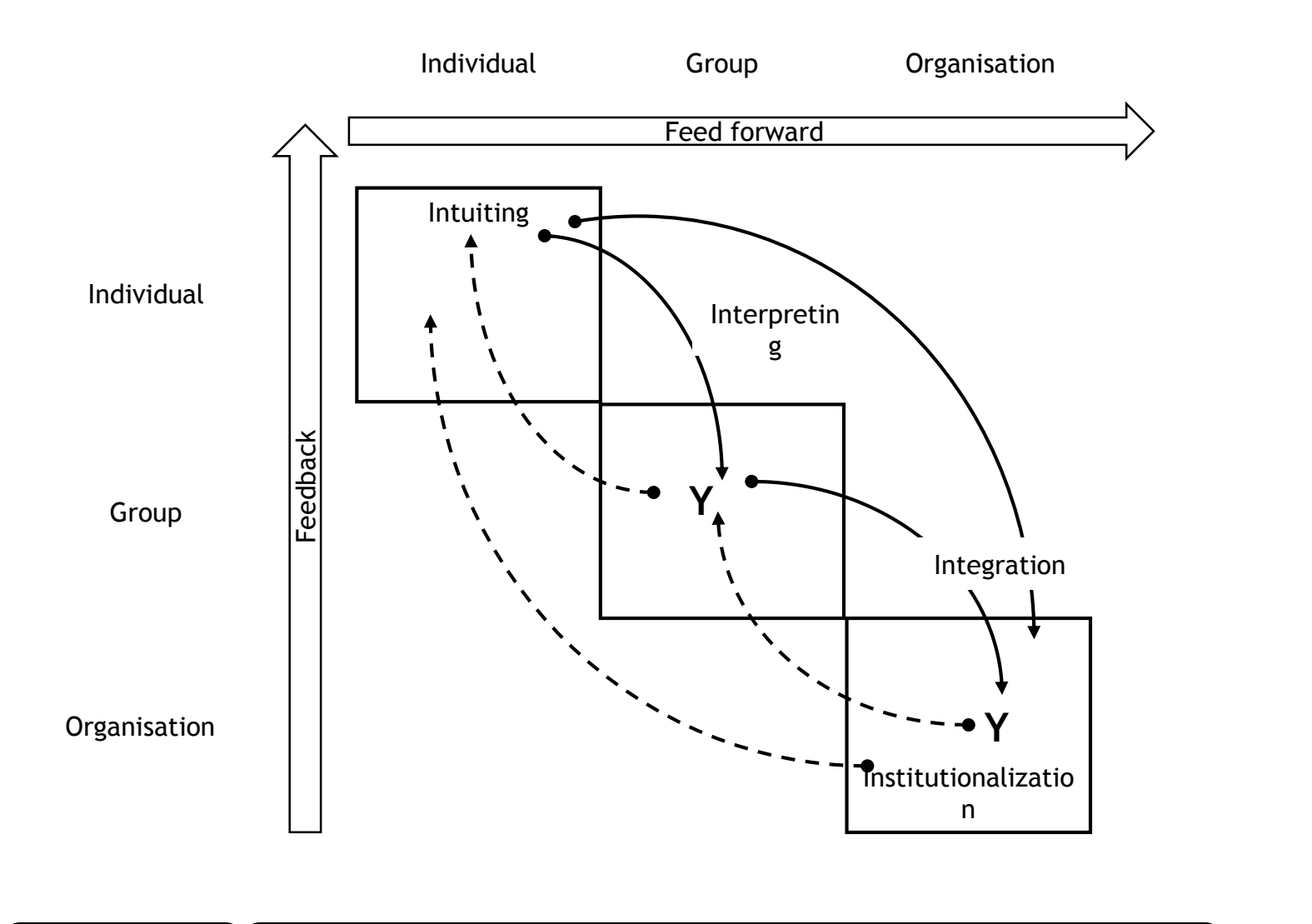
- No clear goals, lack of consensus on institutional priorities (Dee 2016)
- Fragmented cultural horizons (Dee 2016)
- Low prestige of teaching and learning (Wild 2014)
- Academic oligarchies prevalent: decentralized and fragmented ownership of teaching and learning (Clark 1983; Wild 2014)
- Teaching as a black box – no knowledge of what is happening in the teaching process (Musselin 2007)

**Context factors**

- Academic Career Systems
- Quality Regulations
- Funding Models
- Stakeholder Expectations

**Organisational Factors**

- Culture of evidence
- Organisational (quality) culture
- Leadership
- Structural segmentation
- Resource availability
- Human resource policies



**Individual Factors**

- Trust
- Values
- Motivation

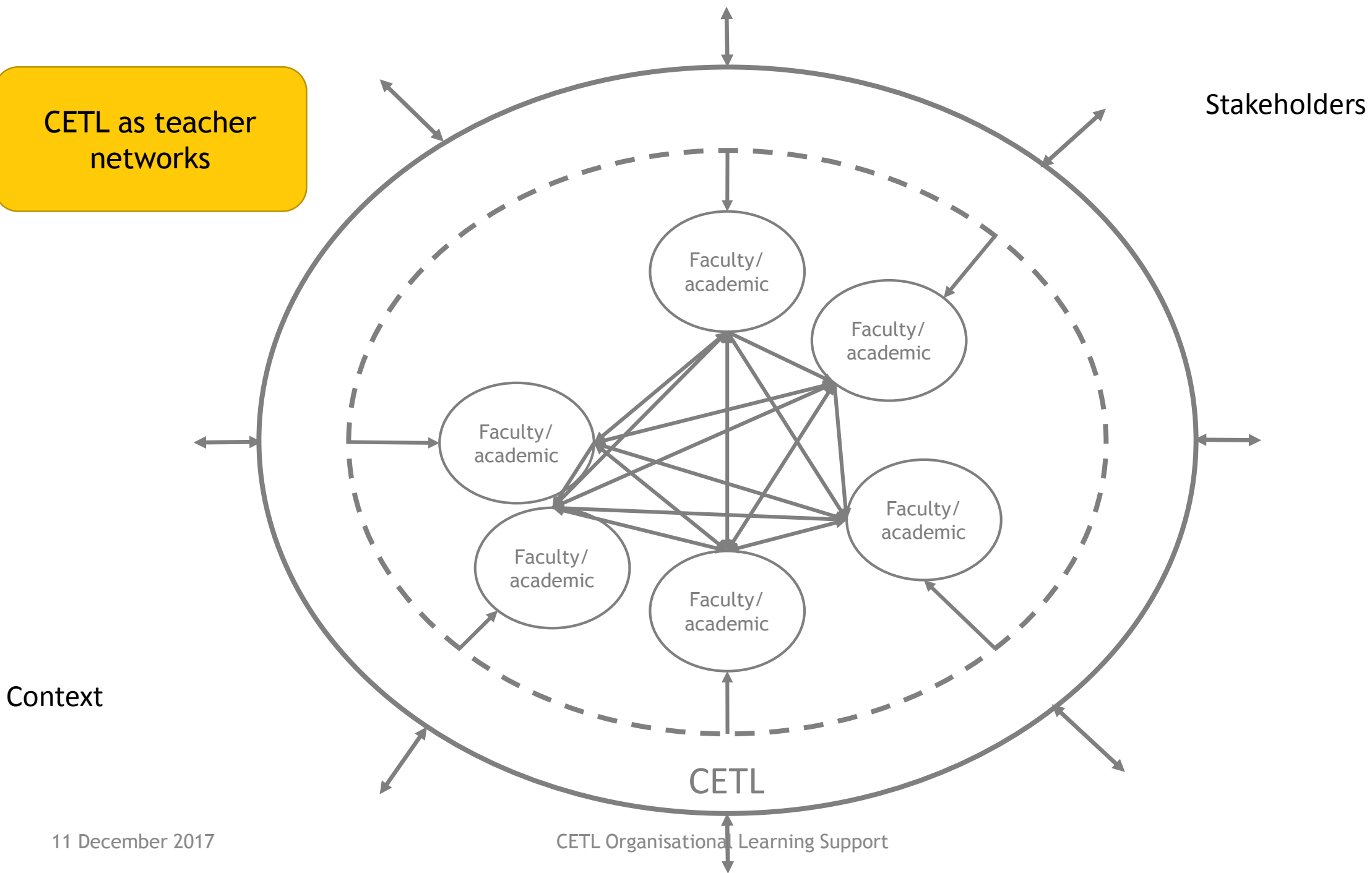
**Knowledge Factors**

- Stickiness of knowledge

CETL Organisational Learning Support



CETL as teacher networks



# Network CETLs - Achievements

- Intuiting:
  - raising awareness
  - kick-off reflection on teaching
  - motivate for change
- Interpretation:
  - establish shared teaching language
  - achieve shared understanding of values driving teaching
- Integration:
  - understand teaching from different angles (extend and reflect knowledge base)
  - find shared solutions, identify purpose of teaching beyond disciplinary culture
- Institutionalization
  - local: set new standards/values of good teaching
  - make innovation normal

# Networks – Facilitators and Hindrances

## Facilitators

Organisational:

- Evidence culture
- Resource availability
- Leadership support
- Monodisciplinarity: sameness, similar problems
- Large networks: Clearly defined and shared highly valued targets

Individual:

- Chance to pursue own ideas, openness to failures
- Exchange, communication, community
- Take responsibility for improving teaching and learning through roles in the network

## Hindrances

Organisational:

- Local innovations/improvements – how to overcome structural segmentation/transfer
- Project: limited in time and restricted availability of resources, driven by strong leaders – how to secure sustainability
- HR policies – no recognition of teaching roles in promotion schemes
- Success also dependent on strong/charismatic leader

Context:

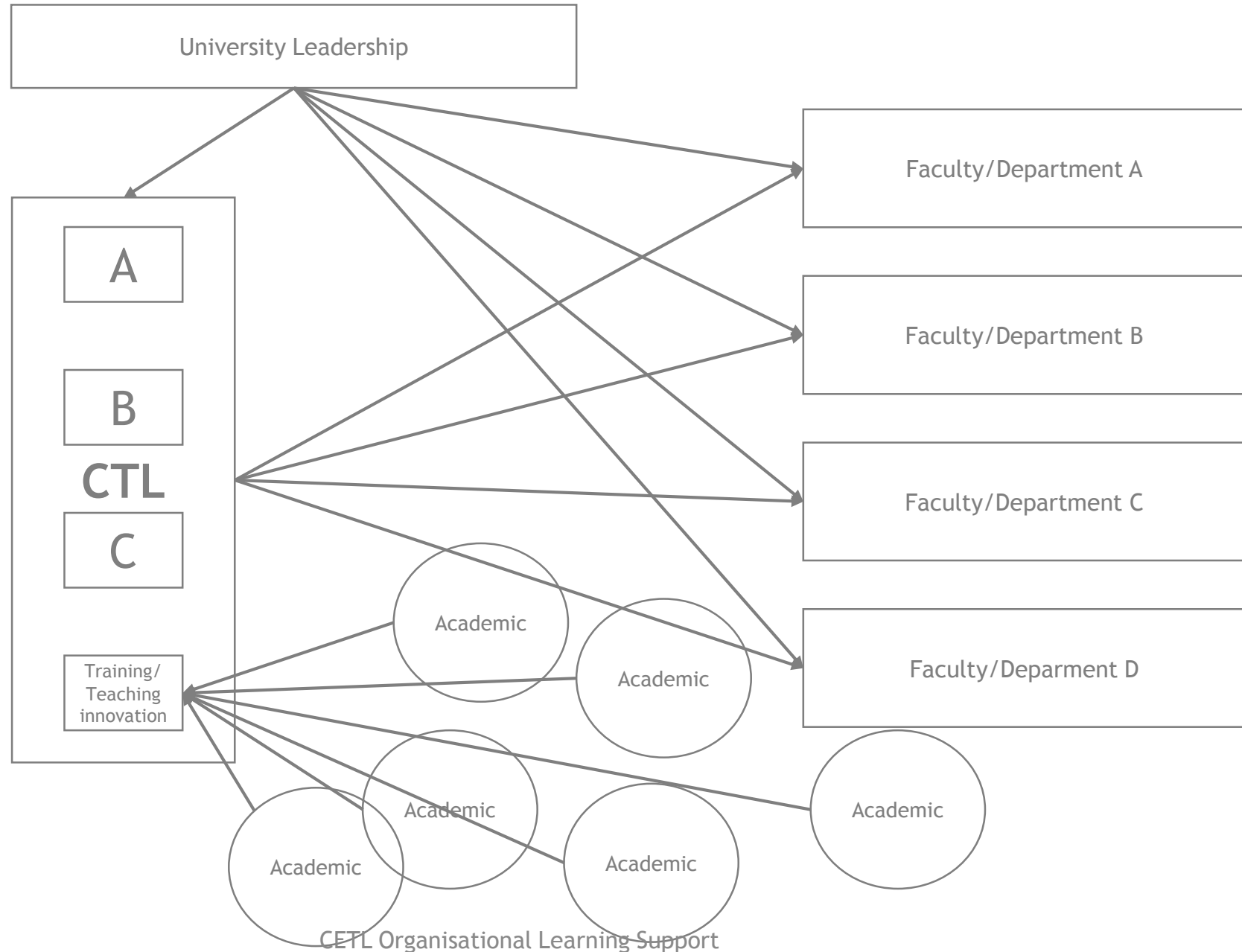
- Academic career system

RED= CETL have special role/support processes

# Learning Context created by Network CETLs



CETL as stand-alone department



# Stand-Alone CETL - Achievements

- Intuiting:
  - Individuals focus strongly on challenges they experience in their daily T&L practice
  - 'Collective' Intuiting focuses on repairing failures of current routines
- Interpretation:
  - Trained teachers are able to identify different approaches to teaching, apply e.g. SOTL
  - Individual or disciplinary values prevailing, no shared language/understanding
- Integration:
  - Hardly happens, teaching remains private, no change in knowledge – hardly new knowledge reported.
- Institutionalization
  - Hardly transfer of T&L solutions

# Stand Alone CETL - Facilitators and Hindrances

## Facilitators

Organisational

Establishing a foundation of teaching knowledge

Specific support for individuals

Individual:

Interest in improving teaching skills

## Hindrances

Organisational:

- Logic: changing individuals not communities/groups
- No ownership of change at individual level
- Logic: providing offer
- Lack of incentives/Lack of resources
- Segmentation

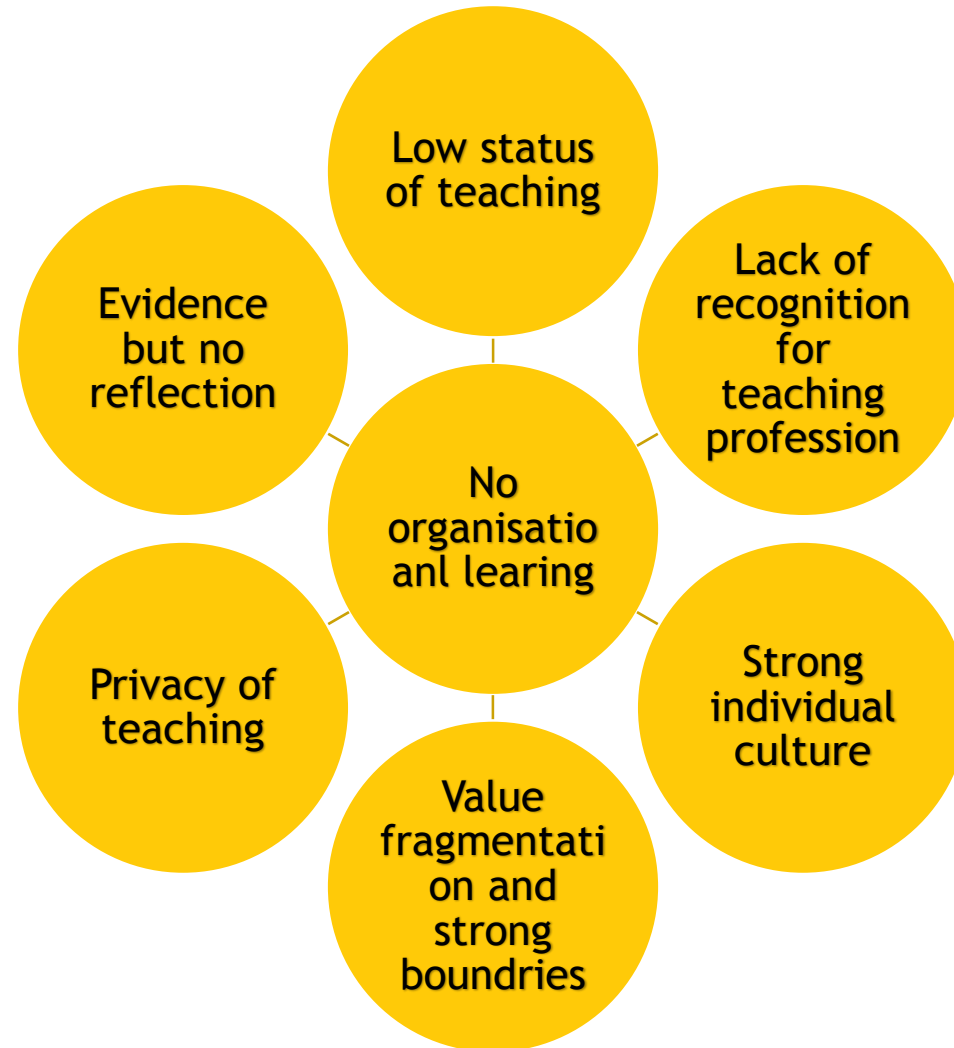
Individual:

- Value conflicts
- Low motivation - ask for support not highly valued
- Training not well adapted to working habits of researchers (no research approach to changing teaching)

Context:

- Academic career system

# Learning Context for Stand-alone CETL





# Conclusions (higher education research)

- Added value compared to 'traditional' change studies:
- Addressing the different types of knowledge
- Including symbolic and political aspects of changing knowledge
  
- Challenges:
- Measuring shared knowledge
- Surveying processes of collective-sense making

# Conclusions (practitioners)

Want to improve/develop T&L at your institution?

- Think small! And Think Big!
- Have both, stand-alone and network CETL!
- Include staff and students in defining shared and highly valued teaching targets/purposes
- Don't just offer knowledge through training – let staff do research on their teaching and engage them in change
- Create opportunities for exchange – support development of shared teaching language, provide time, don't make change an additional effort.
- Implementing change in teaching is very much beyond implementing better practices or innovations using a rational-technological legitimation. Symbolic aspects and power to define routines need to be considered as well.