



From Distance Education to
Blended Learning: Leading
Pedagogical Change

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CNIE Virtual Conference 2021



An Introduction to Distance Education

Understanding Teaching and
Learning in a New Era
SECOND EDITION

Edited by Martha Cleveland-Innes
and D. Randy Garrison



Leadership and blended learning

Matheos, K., & Cleveland-Innes, M. (2018). Blended learning: Enabling higher education reform. *Revista Eletrônica de Educação*, 12(1), 238-244.

Maheos, K. & Cleveland-Innes (2021). From distance education to blended learning: Leading pedagogical change. In M. Cleveland-Innes & D. R. Garrison, (Eds.) *An introduction to distance education: Understanding teaching and learning in a new era*, (2nd edition, pp. 168-187). Routledge.



Co-construction of this session

What difference does a pandemic make



Kay Shattuck (2020). Speaking personally with Dr. Michael Beaudoin. *American Journal of Distance Education*, 34:3, 254-257, DOI: 10.1080/08923647.2020.1788911

Leadership Context

Framework Factors	Sub-indicators
Institutional	<ul style="list-style-type: none">● Institutional Affairs● Administrative Affairs● Research● Reputation
Instructional	<ul style="list-style-type: none">● Clarify Expectations● Personalization● Learning Scenarios● Organizing Learning Resources● Current/Accurate Learning Resources
Evaluation	<ul style="list-style-type: none">● Cost-effectiveness● Learning effectiveness● Student satisfaction● Teacher satisfaction

Leadership Context

Framework Factors	Sub-indicators
Technological	<ul style="list-style-type: none">• Infrastructure• Functionality• Accessibility• Interface design
Pedagogical	<ul style="list-style-type: none">• Student-centeredness• Communication and interactivity• Social aspect• Learning environments• Assessments• Learning Resources
Student Support	<ul style="list-style-type: none">• Administrative Support• Technical Support
Faculty Support	<ul style="list-style-type: none">• Administrative Support• Technical Assistance• Pedagogical Support

“Deliberative dialogue differs from debate in that dialogue involves two or more sides working collaboratively toward common understanding, rather than two sides opposing each other and attempting to prove each other wrong. In debate, winning is the goal, and thus those involved listen to each other with the purpose of finding flaws and countering arguments. They seek to affirm their own points of view and assumptions and defend their position as the best solution.

Deliberative dialogue participants, on the other hand, listen to other perspectives in order to understand, find meaning, and reach agreement. With finding common ground as the goal, they attempt to keep an open mind, and reevaluate, weigh, enlarge and possibly change their own points of view. This open-ended process sometimes produces better solutions than any originally considered.” (Guzman, 1999, Debate).

Guzman, J. (1999). What is deliberative dialogue? Retrieved from: <http://www.sedl.org/policy/insights/n09/1.html>.

Deliberative Dialogue

Creating the University of the Future

Adserias, R. P., Charleston, L. J., & Jackson, J. F. (2017). What style of leadership is best suited to direct organizational change to fuel institutional diversity in higher education? *Race Ethnicity and Education*, 20(3), 315-331.

Bebbington, W. (2021). Leadership strategies for a higher education sector in flux. *Studies in Higher Education*, 46(1), 158-165.

Klein, C., Lester, J., & Nelson, J. (this volume). Leveraging organizational structure and culture to catalyze pedagogical change in higher education. In K. White, A. Beach, N. Finkelstein, C. Henderson, S. Simkins, L. Slakey, M. Stains, G. Weaver, & L. Whitehead (Eds.), *Transforming Institutions: Accelerating Systemic Change in Higher Education* (ch. 19). Pressbooks.

Taylor, J.C. (2001). Fifth generation distance education. *Higher Education Series*, Report No. 40. <http://www.c3l.uni-oldenburg.de/cde/media/readings/taylor01.pdf>

Behaviours Associated with Leadership Effectiveness at the Department Level <small>(adapted from Bryman 2007)</small>	New Leadership Behaviors (2018)
Clear sense of direction/strategic plan	<i>Approaching faculty and staff for input into new directions and to propose new initiatives to move the department and university forward</i>
Preparing department arrangements to facilitate the direction set	<i>Providing support for new initiatives that would move the department and university forward</i>
Being considerate	<i>Being considerate</i>
Treating academic staff with fairness and integrity	<i>Treating academic, professional and support staff with fairness and integrity</i>
Being trustworthy and having personal integrity	<i>Being trustworthy and having personal integrity</i>
Allowing the opportunity to participate in key decisions/encouraging open communication	<i>Ensuring wide consultation beyond and within the department in key decisions</i>
Communicating well about department direction	<i>Communicating about opportunities for new initiatives and collaborations and encourage participation</i>

Behaviours Associated with Leadership Effectiveness at the Department Level <small>(adapted from Bryman 2007)</small>	New Leadership Behaviors (2018)
Acting as a role model	<i>Acting as a role model</i>
Creating a collegial work environment	<i>Creating a collegial environment and culture that is conducive to both creativity and innovation</i>
Advancing the department's cause with respect to constituencies internal and external	<i>Moving the department and university in new directions in response to the changing environment</i>
Providing feedback on performance	<i>Providing continuous feedback on performance</i>
Providing resources for and adjusting workloads to stimulate scholarship and research	<i>Providing resources and support for inter-disciplinary research and opportunities to collaborate with individuals from across the institution and beyond</i>
Making academic appointments that enhance department's reputation	<i>Making academic appointments that create a diverse department and enhance the department and university's reputation</i>

Behaviours Associated with Leadership Effectiveness at the Department Level

(adapted from Bryman 2007)

New Leadership Behaviors (2018)

Develop relationships with departments both within and beyond your faculty

Encourage integration of technologies to support and improve learning

Encourage new delivery modes to increase access and flexibility and learner engagement

Foster development of new courses (either within the department or interdisciplinary) in response to student needs and environmental trends

Explore new micro-credentials within your discipline

Build collaboration with departments nationally and internationally and encourage virtual joint course offerings to provide global connections for your learners to create global citizens

Continuous review of department policies and processes to ensure their currency and relevancy to the discipline and higher education landscape



Deliberative Dialogue

“Deliberative dialogue differs from debate in that dialogue involves two or more sides working collaboratively toward common understanding, rather than two sides opposing each other and attempting to prove each other wrong. In debate, winning is the goal, and thus those involved listen to each other with the purpose of finding flaws and countering arguments. They seek to affirm their own points of view and assumptions and defend their position as the best solution. Deliberative dialogue participants, on the other hand, listen to other perspectives in order to understand, find meaning, and reach agreement. With finding common ground as the goal, they attempt to keep an open mind, and reevaluate, weigh, enlarge and possibly change their own points of view. This open-ended process sometimes produces better solutions than any originally considered.” (Guzman, 1999, Debate).

Guzman, J. (1999). What is deliberative dialogue? Retrieved from: <http://www.sedl.org/policy/insights/n09/1.html>.

Creating the University of the Future

Bruggeman, B., Tondeur, J., Struyven, K., Pynoo, B., Garone, A., & Vanslambrouck, S. (2021). Experts speaking: Crucial teacher attributes for implementing blended learning in higher education. *The Internet and Higher Education*, 48, 100772.

Cook-Sather, A., & Felten, P. (2017). Where student engagement meets faculty development: How student-faculty pedagogical partnership fosters a sense of belonging. *Student Engagement in Higher Education Journal*, 1(2), 3-3.

Namyssova, G. Tussupbekova, G., Helmer, J., Malone, K., Afzal, M., & Jonbekova, D. (2019). Challenges and benefits of blended learning in higher education. *International Journal of Technology in Education* 2(1), 22-31

Tinnell, T. L., Ralston, P. A., Tretter, T. R., & Mills, M. E. (2019). Sustaining pedagogical change via faculty learning community. *International Journal of STEM Education*, 6(1), 1-16.

Faculty role as a function of pedagogical change



- the expanding role of teacher for faculty in higher education can be managed by sharing some pieces of the role with instructional learning designers, web-analysts and learning technology experts.

Capacity-building, quality assurance, and learning expertise

“The United Nations Development Programme has defined capacity as “the ability of individuals, organizations and societies to perform functions, solve problems, and set and achieve goals.” (UNDP, 1994). Capacity building in e-learning was given official sanction by the 2005 World Summit on the Information Society, which gave strong encouragement to properly-resourced “national strategies for ICT integration in education” (WSIS, 2005).”

Aczel, Peake, & Hardy, 2008, p.2

“... the instructional design capacity gap needs to be **addressed first**, followed by the production gap, then the tutorial gap, and finally ... attention might be given to community building.”

ibid, 2008, p.12



Leadership for Designing Learning



[i/-uPybnlw1sOw/URjwe9pf_BI/AAAAAAAABIE/y3Ntq64Duks/s1600/our-tear](https://uPybnlw1sOw/URjwe9pf_BI/AAAAAAAABIE/y3Ntq64Duks/s1600/our-tear)

Significant pedagogical benefits of blended learning can be achieved with commitment. The reality is that blended learning approaches that capitalize on engagement and the technological means are readily apparent and accessible. The key is sustained collaborative leadership. There are, however, institutional challenges that include policy, re-source, action plans, and faculty support issues. **The process must begin with raising awareness of the benefits and necessity of adopting blended learning approaches.** This can be initiated by bringing to campus credible experts who have provided the theoretical and practical blended learning leadership. Raising awareness can be done concurrently with drafting policy documents but must be done in an open and collaborative manner.

Garrison, D. R., & Vaughan, N. D. (2013). Institutional change and leadership associated with blended learning innovation: Two case studies. *The Internet and Higher Education*, 18, 24-28.



Into the Future

- We have been blending for a long time; now it has become far more complex with vast opportunities for combinations and permutations of teaching and learning activities.
- We need a roster of guiding principles that contextualize the available opportunities and demonstrated needs for differing amounts of technological affordances for virtual and mediated engagement and in-person opportunities. This includes low- and high-tech affordances.
- We can't forget the central imperatives of accessible, high-quality, and cost-effective delivery. We don't have to blend just because we can.
- Education practice should be evidence-based and theory driven. But it is still practice, and practitioner researchers need to be front and center.
- It's time to change the narrative. We are bricoleurs. Is it blended or as suggested by Friesen, designer learning.

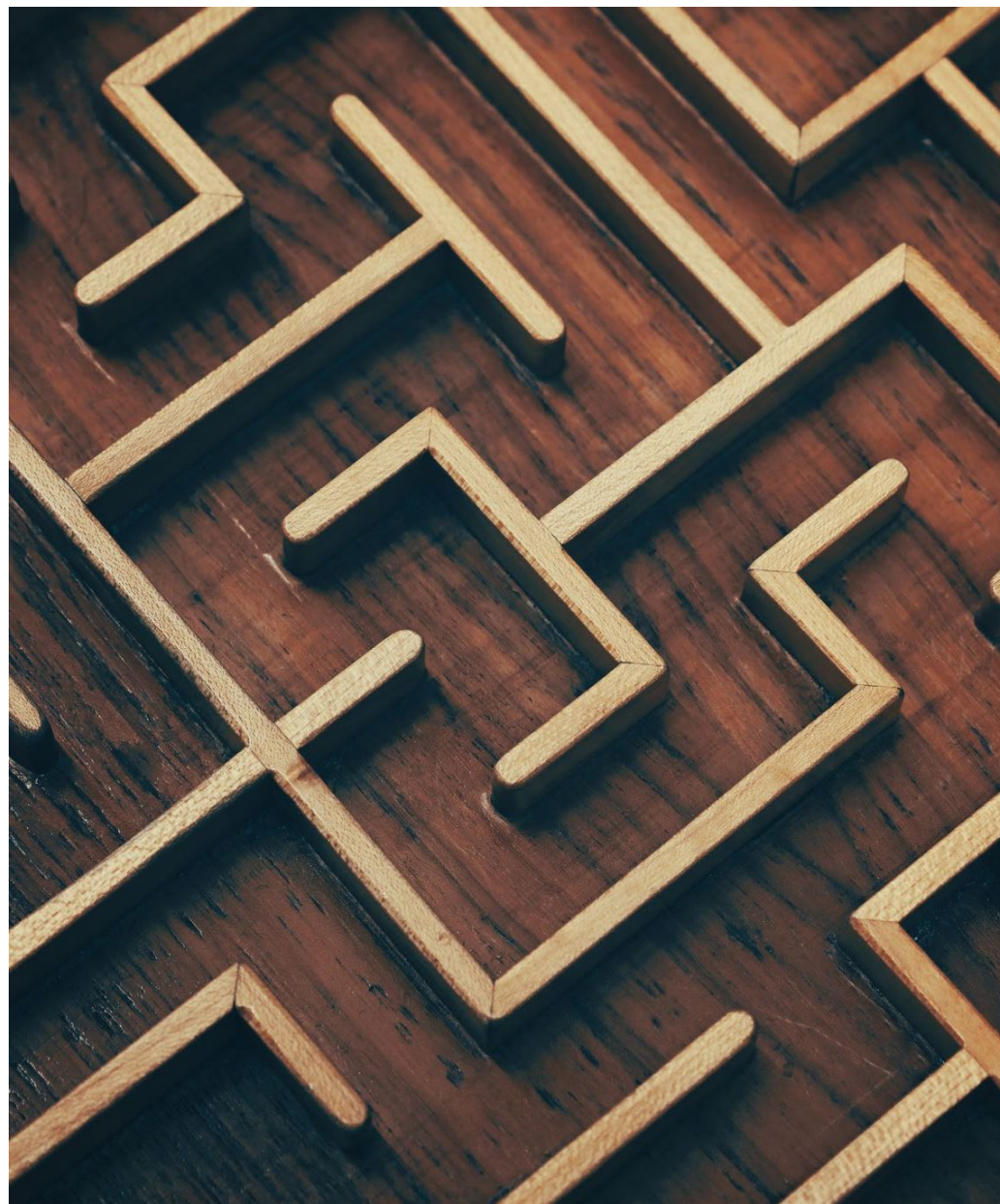


Guide to **BLENDED LEARNING**

<https://www.blpmooc.org>



Deliberative Dialogue



Creating the University of the Future

Geng, S., Law, K. M., & Niu, B. (2019). Investigating self-directed learning and technology readiness in blending learning environment. *International Journal of Educational Technology in Higher Education*, 16(1), 1-22.

Fernandez, A. A., & Shaw, G. P. (2020). Academic leadership in a time of crisis: The coronavirus and COVID-19. *Journal of Leadership Studies*, 14(1), 39-45.

Sá, M. J., & Serpa, S. (2020). The COVID-19 pandemic as an opportunity to foster the sustainable development of teaching in higher education. *Sustainability*, 12(20), 8525.

Smith, E. K., & Kaya, E. (2021). Online university teaching at the time of COVID-19 (2020): An Australian Perspective. *IAFOR Journal of Education*, 9(2).



THANK YOU