

# IROPINE

School of Open Learning  
Hong Kong Metropolitan University  
10 October 2022

## Innovation in Open and Distance learning

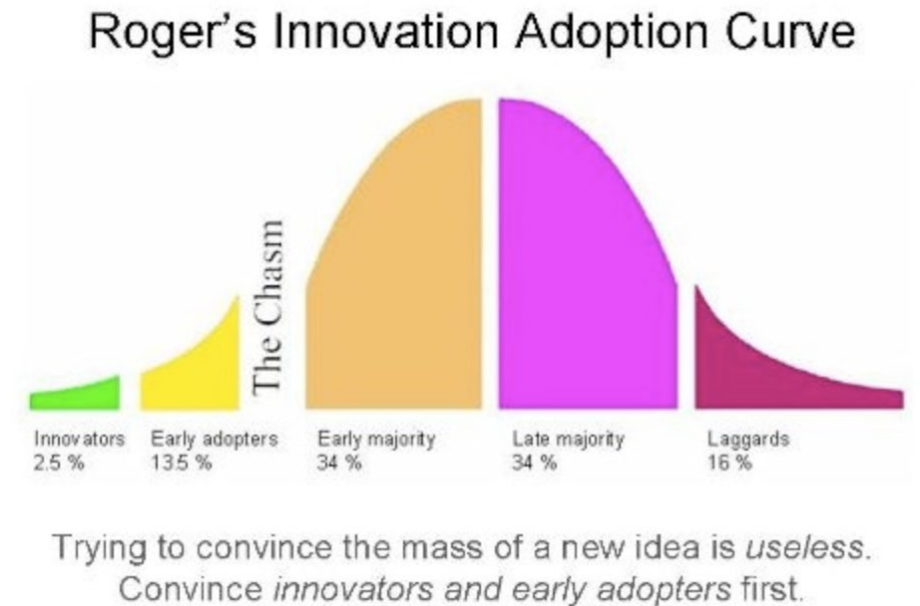
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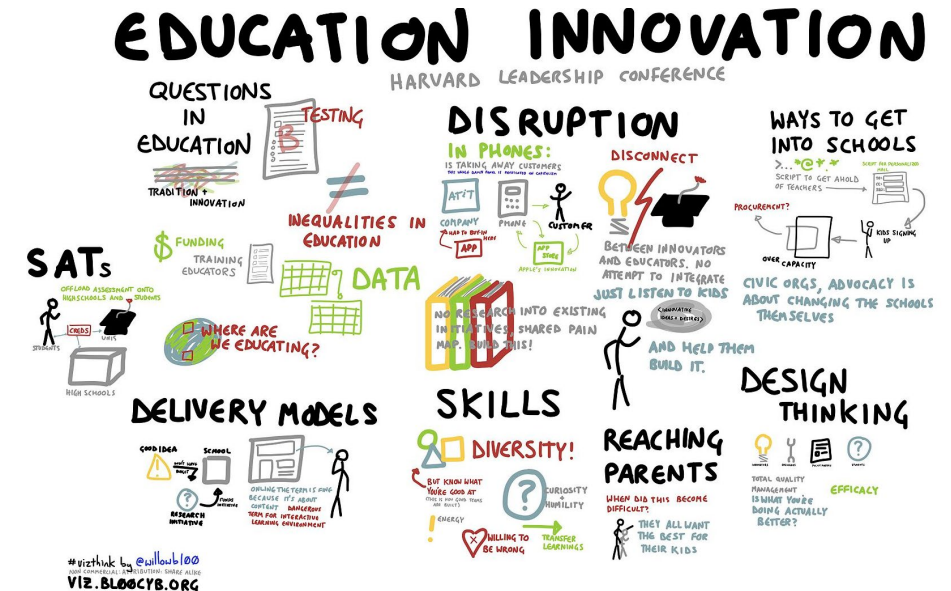
# Overview

- 5 myths about innovation
- Why innovation is essential for ODL institution
- Lessons from ODL about innovation
- Six examples of innovation in teaching and learning
- How innovation works: small steps
- Strategies to support innovation
- Conclusion



# 5 myths of innovation

1. Innovation is difficult
2. Innovation 'just happens'
3. Innovation happens in a vacuum
4. Innovation needs creative geniuses
5. Innovation is always good



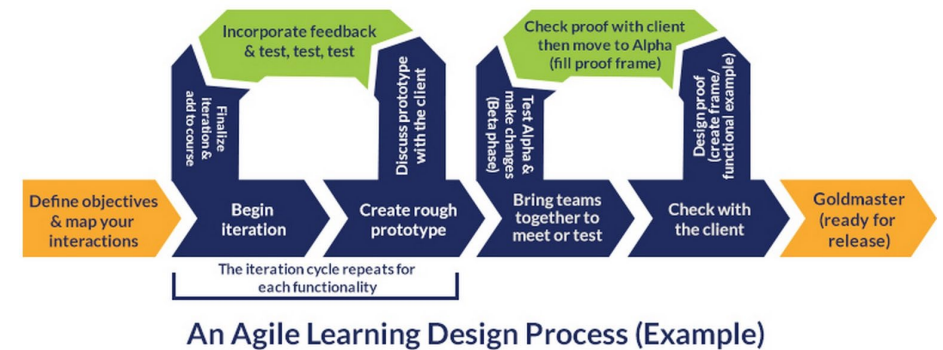
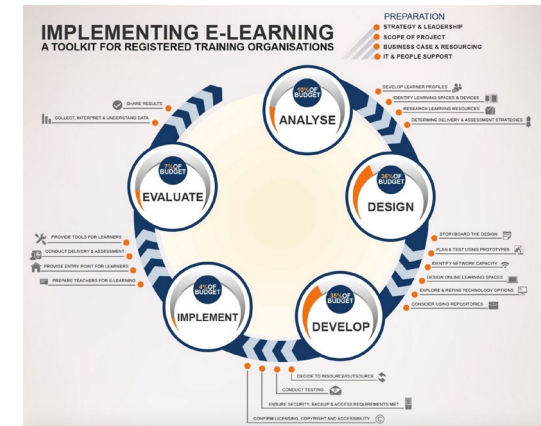
# Why innovation is essential for ODL institutions

- **Definition:** the implementation of *improved* ideas, knowledge, and practices: adds value
- Essential for ODL institutions: they offer something *different* from the conventional system
- Need to serve those not served by others
- Dependent on constantly changing technology and teaching methods



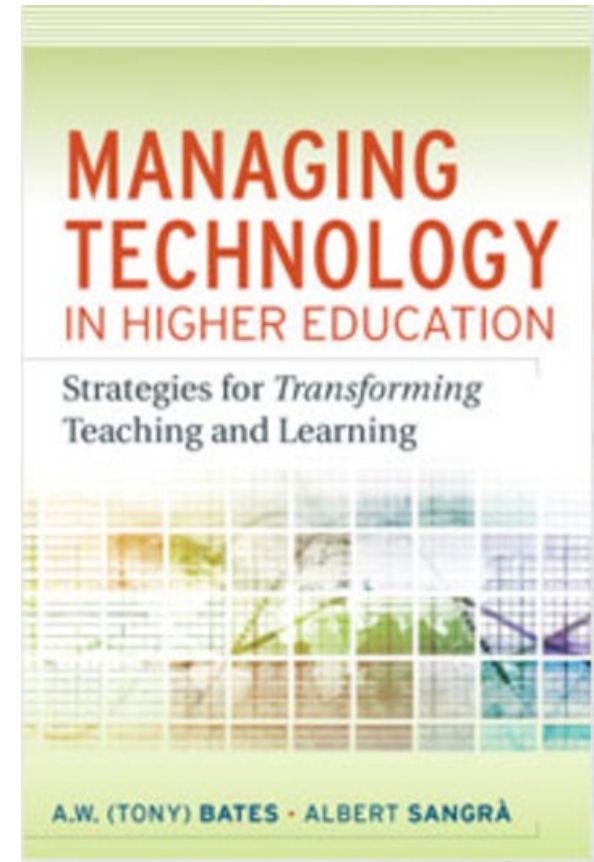
# Changing requirements for ODL institutions

- Move from content delivery to skills development to meet 21st century needs
- Early ODL models: “industrial” content production/delivery: ADDIE model
- Now need flexibility: agile design focused on 21<sup>st</sup> century learning outcomes



# Lessons from literature on innovation in ODL

1. Successful innovation in ODL focuses on achieving better/different learning outcomes
2. Sustainable innovation easier than disruptive innovation
3. Size matters: more difficult in large organisations: stronger intervention
4. Continuous innovation is essential for ODL survival





# Six examples of innovation in ODL

1. Learning analytics at the UK OU
2. Scientific argumentation at SFU
3. Soil sciences at UBC
4. Dog's anatomy at UPEI
5. Emergency response training JIBC
6. Law practice at Toronto Metropolitan University



# 1.Learning analytics at UK OU

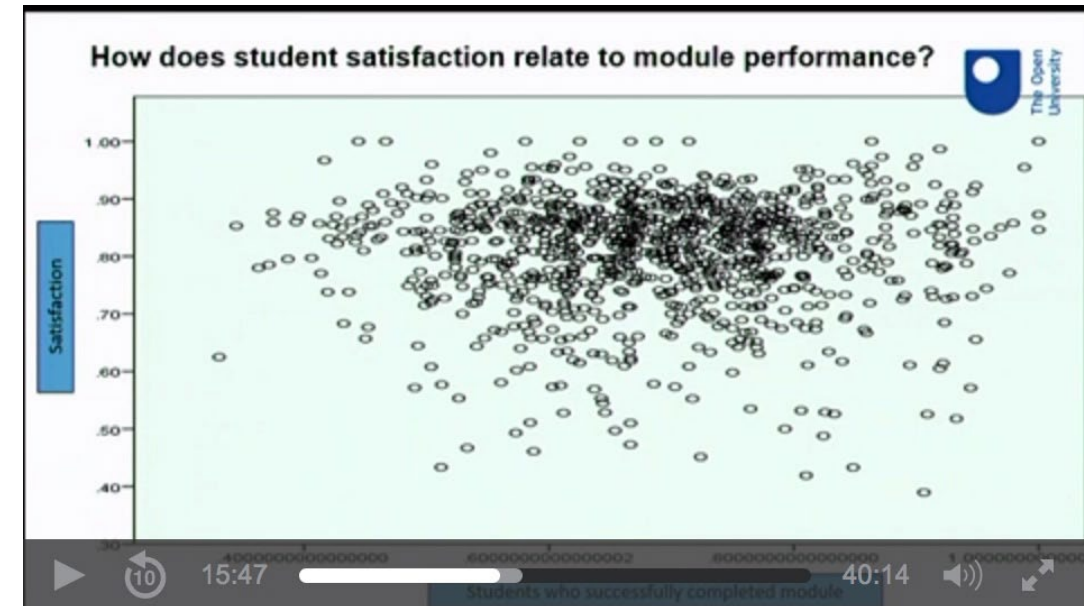
## Bart Rientes (2016):

## Analysed relationship between:

- Student performance (SP)
- Learning design (LD)
- Student satisfaction (SS)

## Results:

- No correlation between SS and SP
- High correlation between SP and LD



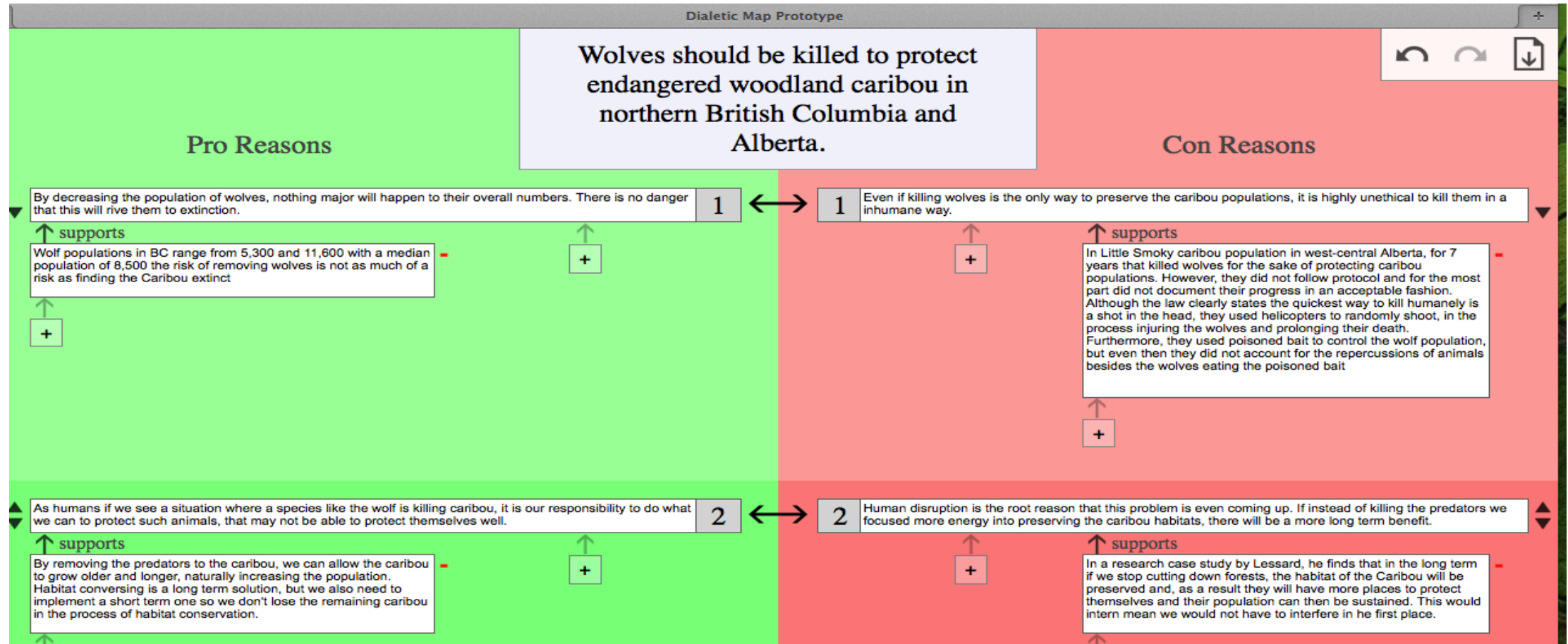


## 2. Using online learning for skills development

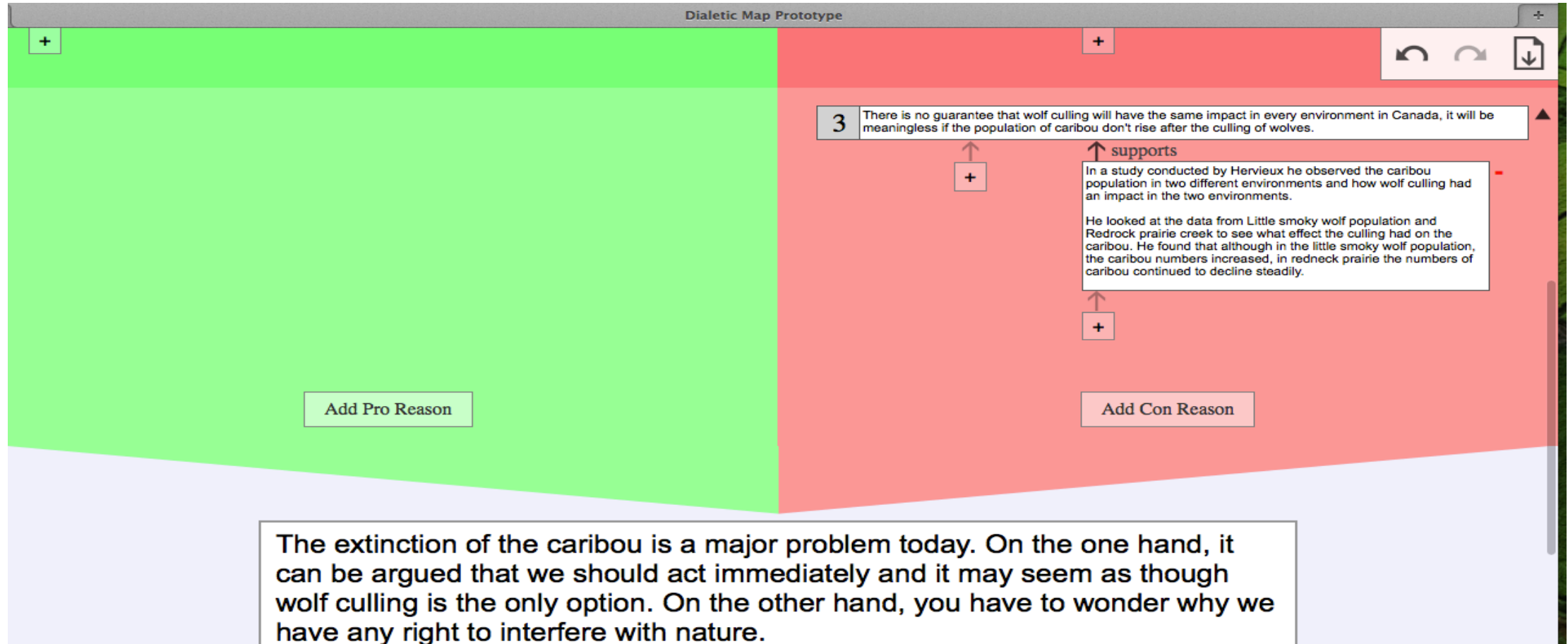
- Simon Fraser University biological sciences
- Students expect a 'right' answer for every scientific question
- Poor skills at scientific argumentation
- Simple web-based tool



# Scientific argumentation

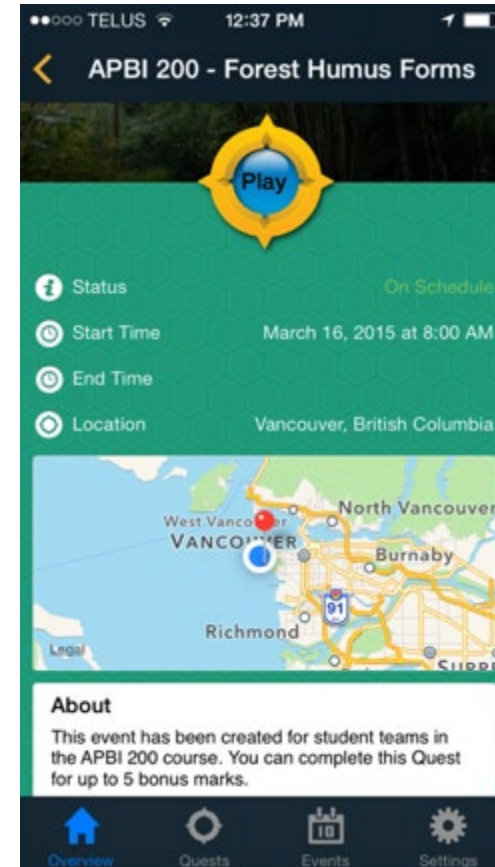


# Scientific argumentation



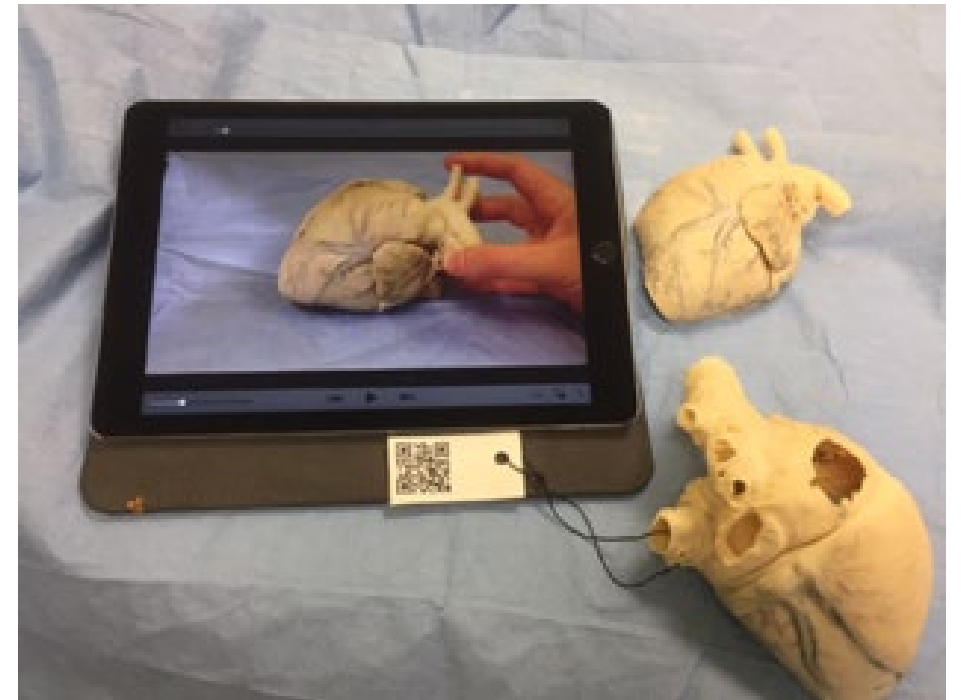
### 3. Using online learning for skills development: soil identification

- Skill: Soil identification + view the forest ecosystem in an integrative and interactive manner.
- University of British Columbia: Soil Sciences, Dr. Maja Krzic
- Designed as a 'quest': guides and asks questions (gamification)



## 4. Using online learning for skills development: anatomical science

- Veterinary science, University of Prince Edward Island (Canada)
- One plastinated model of dog's heart for class of 30
- Mobile phone to record naming, dismantling and replacing parts
- Video accessed by QR code





## 5. Emergency response training at JIBC

Real-time emergency response training at Justice Institute of BC

Dispersed learners; responses recorded/analysed afterwards

Decision-making; problem solving; communication skills

Improved procedures to eliminate conflict/errors

Team-building (collaboration)



## 6. Law practice at TMU

- The practice of law (vs the law itself)
- Partnership with Ontario Bar Association
- Lawyers as mentors: 4 months practicum + 14 weeks online
- ‘Virtual’ law firm with real cases to manage: 4 students + lawyer



# Changing pedagogy and media: small steps

## **Pedagogy:**

Lectures ➡ learning objectives ➡ ADDIE ➡ agile design

## **Media/technology:**

Graphics ➡ text ➡ video ➡ simulations ➡ games ➡ VR

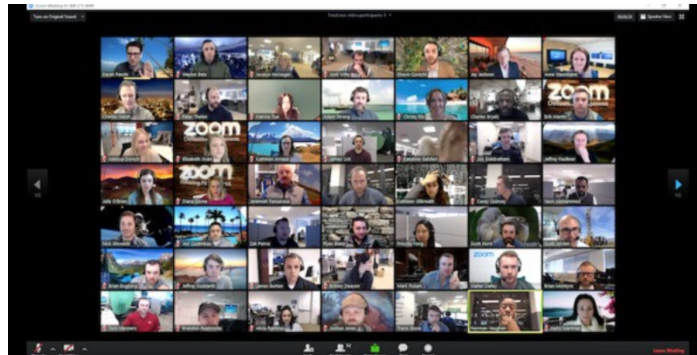
## **Delivery:**

Classrooms ➡ distance ➡ asynchronous ➡ synchronous ➡ blended

# Changing pedagogy and media: small steps

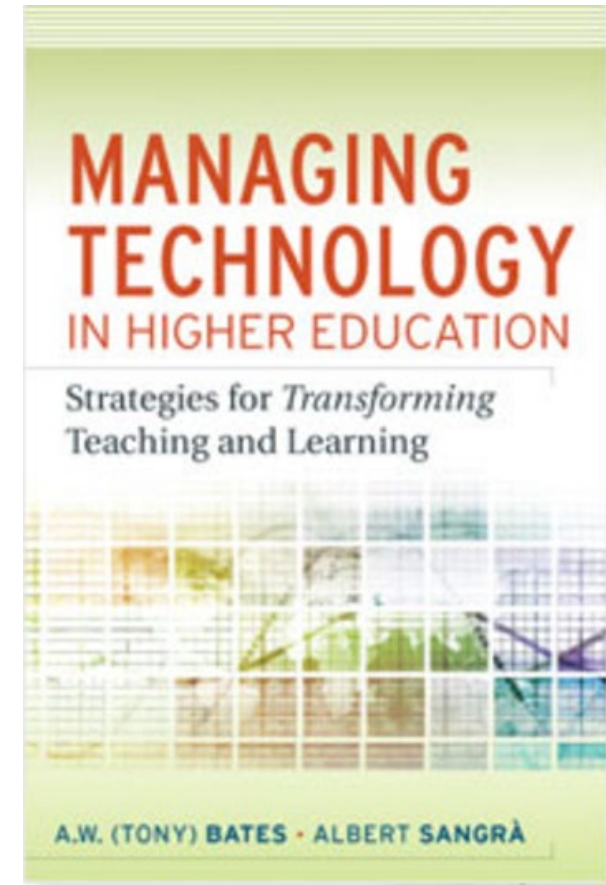
Innovation within media, e.g. video:

Talking ➡ slides ➡ video-conferencing ➡ video recordings ➡ demonstration/procedures ➡ documentaries



# Strategies to support innovative teaching

1. Think holistically
2. Multiple visions for teaching and learning
3. Strategic goals/plan for digital learning
4. An academic planning process that includes support for innovation
5. Funding to support innovative teaching





# Conclusions

1. Constant innovation essential for ODL
2. It's not difficult but needs to be consciously planned and encouraged
3. Innovation needs to be driven by the learning outcomes needed in a digital age
4. All stakeholders (students, instructors, dept. heads, administrators) need to be involved



# Q&A

- Why change teaching methods at HKMU? Is it necessary?
- How are you innovating in your own teaching? Why are you doing this?
- What is HKMU 's administration doing to encourage innovation in teaching and learning?
  - Other questions/comments

# Further resources

- Teaching in a Digital Age:  
<https://opentextbc.ca/teachinginadigitalage/v2>
- Blog:  
<http://www.tonybates.ca/>
- E-mail: [tony.bates@ubc.ca](mailto:tony.bates@ubc.ca)

