Institutional Levers to Implement Digital Learning Methods in the Classroom

Use Case: i-MOOC to Foster Information Literacy in Upper Secondary Education in Switzerland

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Overview

1 Background and Goal
   Overall | New Institutionalism | Institutional Logics

2 Literature Review
   Reason | Method | Results

3 Use Case: i-MOOC
   Project | Application of the levers

4 Further Work and Discussion
   MOOC-improvement | Institutional requirements | ...
Background and Goal | Overall

**Basic Assumptions**

1) Digital innovations contain huge potential to create better learning settings [9|12]
2) Many teachers still struggle to competently deal with digital learning settings [14]

**Broad RQ**

How can we bridge the gap between digital innovations in educational research and real-world classrooms?

**Paper Focus**

3) Institutional change needed (reduce fixed mindsets, timetables, ...) [45]

**Main Goal**

Identification of levers to facilitate the institutional changes needed to bridge the gap.
Background and Goal | New Institutionalism [18|28|38|53]

LEGITIMACY

Organizations
- Organizational Fields
- Institutions

Luca Moser
24.08.2020
<table>
<thead>
<tr>
<th>logic of stability</th>
<th>logic of fluidity</th>
</tr>
</thead>
<tbody>
<tr>
<td>standardized learning</td>
<td>individualized learning</td>
</tr>
<tr>
<td>collaboration between students and professors</td>
<td>co-creation including students and professors</td>
</tr>
<tr>
<td>content protection</td>
<td>open educational resources</td>
</tr>
<tr>
<td>fixed timetables and locations</td>
<td>flexible timetables and locations</td>
</tr>
<tr>
<td>repeated quality control and development</td>
<td>ongoing quality control and development due to data analytics</td>
</tr>
<tr>
<td>stability and standardization as major strengths</td>
<td>flexibility and dynamism as major strengths</td>
</tr>
<tr>
<td>fixed organizational affiliation</td>
<td>resolution of organizational boundaries</td>
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Main Goal

Identification of levers to facilitate the institutional changes needed to bridge the gap.

New institutional organization theory in education
- Few on institutional change in education [e.g. 11|28|45]
- Few on digital transformation in education, focus mainly on description of e-learning case studies [22|26|27|30|46|52]

High impact literature on new institutional organization theory
- Isomorphism
- Pluralism
- Other Strands
## Literature Review | Method

<table>
<thead>
<tr>
<th>Scopus Academic Search Index Web of Science</th>
<th>523</th>
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<tbody>
<tr>
<td>(new institutional OR neo institutional) AND (organization OR organisation OR field OR logic) AND (theory OR theories OR concept OR perspective) AND (Change OR Transformation OR Development)</td>
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<table>
<thead>
<tr>
<th>Inclusion Criteria</th>
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<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Search terms in abstract</td>
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<table>
<thead>
<tr>
<th>Exclusion Criteria</th>
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<tbody>
<tr>
<td>Less than 400 citations (Web of Science)</td>
</tr>
<tr>
<td>Not online available</td>
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<tr>
<td>Double (same study/theory)</td>
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<table>
<thead>
<tr>
<th>Identification of Levers</th>
</tr>
</thead>
<tbody>
<tr>
<td>36</td>
</tr>
<tr>
<td>Obstacles for change, change processes, change mediators</td>
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<tr>
<td>Clustering to levers</td>
</tr>
</tbody>
</table>

General Strategy = Bottom-Up Approach [6|7]
...due to the highly institutionalized environment in education [18|28]

Institutional Levers

1. Increase **interaction and cooperation** with other organizations and actors.
2. **Combine** the current and the new **logic** to facilitate the acceptance.
3. Develop **good practice examples** following the new logic to make it available.
4. **Create artefacts**, e.g., papers, guidelines, online courses that are easily understandable in order to spread the ideas further.
5. **Align the education** and thereby the socialization of future professionals.
Use-Case: i-MOOC (1/2)

Massive Open Online Course to foster Information Literacy
for: High School Students in Switzerland (Sekundarstufe II)

Foster Information Literacy
Science Communication

2019-2020

>1800 Students
>600 Completed
37 Schools
56 Teachers
102 Classes
Use-Case: i-MOOC (2/2)

### Application of the identified levers

1) **Increase interaction and cooperation**
   - introductory webinars, phone and mail support, event at our university, interviews with teachers

2) **Combine current and new logic**
   - pedagogical support to integrate the i-MOOC in a traditional classroom setting

3) **Create artefacts**
   - i-MOOC, website, instruction videos, newsletters from teacher associations, report by the Swiss National Television, articles of online news sites

4) **Develop good practice examples**
   - design of the i-MOOC in accordance with accepted MOOC quality criteria [St18], improvement of the i-MOOC

5) **Align the education**
   - i-MOOC is covered by the education program for prospective business education teachers at our university: discussing and evaluating the approach

### First insight

- support as a major reason to rely on the i-MOOC and the intention to use it in the future.
- several teachers still reported insecurities on how to integrate such formats in their teaching practice
- >90% of teachers unknown to us prior to using the i-MOOC
- Teachers’ feedback included in development and improvement of the i-MOOC
- «MOOC-Camp» for prospective business education teachers
Further Work | in progress ...

- High School MOOC Use Principles
- Refinement of Levers
- High School MOOC Design Principles
- Institutional Requirements


