

Building bridges over troubled water: (e-)leadership literacies for technology-enhanced learning in complex times



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Deborah Arnold
Albert Sangrà



@DebJArnold
@albert_sangra

HE in troubled
water?



- Living and surviving (or thriving) in a VUCA* world?
 - Diversification of student population
 - Value of degrees in question
 - Environmental and ethical challenges
 - Commodification of HE
 - Private sector (ed)tech

***Volatile, Uncertain, Complex, Ambiguous**

HE in troubled water?



Observed in a French HEI:

- **Edtech = business as usual**
 - Lecture capture
 - MOOCs
 - LMS as content repository
- **Edtech = cost reduction = fewer hours for teachers = loss of jobs in faculties**
- **Lack of understanding of pedagogical aspects of edtech at governance level**
- **Silos & turf wars**
 - Edtech ↔ educational development
 - Edtech ↔ IT

Framing the study



Lack of strategic thinking about educational technology / digital education (Bates & Sangrà, 2015)

What are the mindsets, attitudes and behaviours of university leaders with respect to technology for teaching and learning?

- ⇒ **Leadership literacies** (Davis, 2012)
- ⇒ **Multiliteracies** (Cope et al., 2017)
- ⇒ **E-leadership for educational technology** (Jameson, 2013; Preston et al., 2015)
- ⇒ **Digital education leadership** (Brown et al., 2016)

How do these play out within the complex organisational environment that is HE? (Bolden et al. 2015)

Research
objective



To find out how a framework of e-leadership literacies for technology-enhanced learning (TEL-eLL) can support European campus-based universities in implementing strategic and organisational change to improve the way technology is used for teaching and learning.

Research
questions
(focus on 1 & 2)



1) How can two existing frameworks (Davis, 2012; Jameson, 2013) be combined to create a TEL-eLL framework?

2a) How are TEL-eLL experienced by key informants in selected European universities?

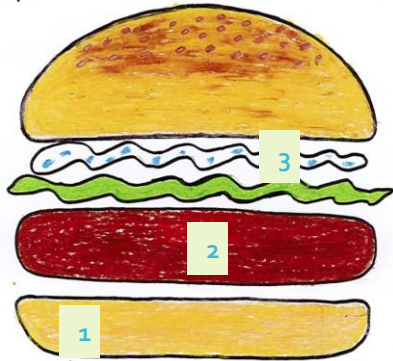
2b) How do key informants in European universities develop (i.e. “learn”) TEL-eLL?

3a) How are TEL-eLL reflected in existing Leadership Development Programmes (LDPs)?

3b) What changes should be proposed to integrate the development of TEL-eLL in LDPs?

Supporting leadership development for European universities: three mixed-methods case studies on e-leadership literacies for technology-enhanced learning

Veggie-burger
research design:
the expert bun



3. Leadership development programmes

- Thematic analysis
- Recommendations

2. Three mixed methods case studies (FR, BE, EN)

- Qualitative: thematic analysis of
 - Interviews with governance, senior and middle management
 - Strategic plans and organisational charts
- Quantitative: online survey among HE teaching staff

1. Framework of e-leadership literacies (TEL-eLL)

- Literature review & Delphi study (Arnold & Sangrà, 2018a, 2018b)

TEL-eLL framework : MAIN THEMES from Delphi Study (Arnold & Sangrà, 2018b)

Cognitive shifts required

Worldly	Sustaining	Leadingful
E-leadership visioning	Human implications of TEL	Leadership style
Self-relationship with technology	Environmental implications of TEL	Branding and public relations
Self-relationship with teaching and learning		

Enablers once shifts in thinking have occurred

Relational	Learningful
Creating shared meaning	Leader as learningful self
Managing relationships	Supporting the development of a learningful community



3 European campus-based universities

QUALITATIVE:

- 16 semi-structured interviews with key informants

	FRANCE	BELGIUM	ENGLAND
Governance (GOV)	2	2	2
Senior Management (SM)	1	1	2
Middle management (MM)	2	2	2

Thematic analysis:

- Closed coding (TEL-eLL framework)
- Open coding
 - New themes (enriching framework)
 - Tensions and counter-examples

CASE STUDIES : preliminary results of thematic analysis



CASE STUDIES :
insights



WORLDLY LEADERSHIP LITERACY

Visionary leadership from the top (BE, EN)

So we want better learning, better assessment, better evaluation, throughout ... the university.

[GOV₁, BE]

We built this place on the basis of what the graduates of the 21st century need, which includes, significantly, the digital. We built this campus on the basis of the view of what higher education should look like.

[SM/GOV₁, EN]

CASE STUDIES : insights



WORLDLY LEADERSHIP LITERACY

Vision (but lack of agency) in the middle (FR)

Je pense que l'université a.. un devoir ... de former et d'informer ... des usages ...mais aussi d'éclairer ... l'étudiant sur l'usage du numérique ...ses dérives, ce que ça entraîne, ... enfin, en faire le citoyen de demain.

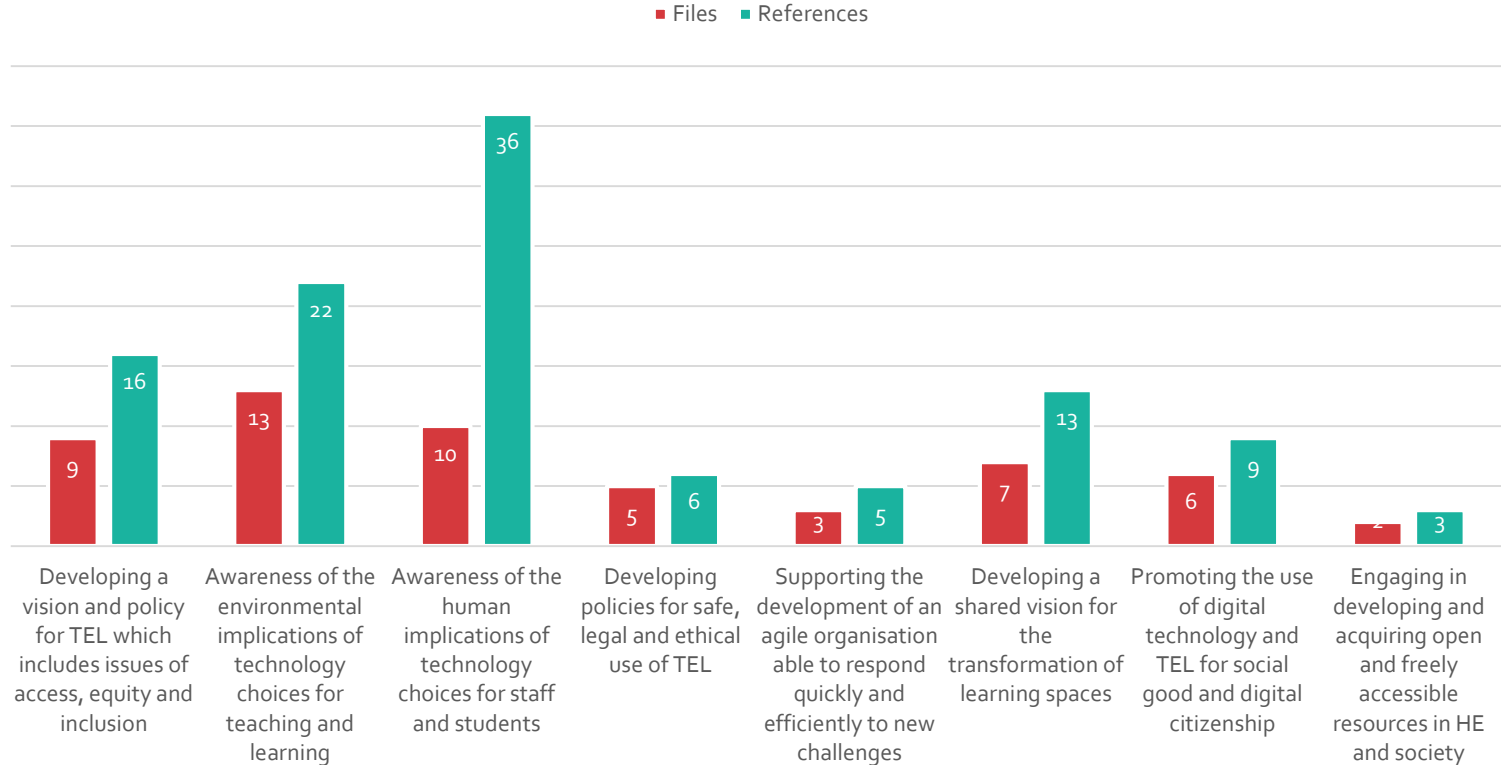
[...]

Voilà, clairement j'ai pas de place, on me donne pas la place euh, de faire partie de ce leadership-là.

[MM2, FR]

SUSTAINING LEADERSHIP LITERACY

of coding occurrences (total files = 16)





CASE STUDIES : insights

LEADINGFUL LEADERSHIP LITERACY

Lack of leadership at faculty level seen as barrier to change

...putting my head in the sand will mean that all this noise about active blended learning, and technology-rich environments and teaching without lecture theatres, all of that will go away if I put my head in the sand for long enough.

[SM/GOV, EN]

...we have a leadership issue on the level of the deans, ... I do not find that openness and that readiness to... to talk about ambitions, to talk about the way we can reach those ambitions together.

[SM, BE]

Strong leadership at faculty level seen as driver for change (FR)

Image by [Sander van der Wel](#) from Netherlands [CC BY-SA 2.0]

CASE STUDIES : insights



RELATIONAL LEADERSHIP LITERACY

...and more importantly outside committees it's the personal relationships you have with other senior managers and ..., academics, it's relationships you have with, with other professional services, that create that environment for them to be able to work in.

[SM₁, EN]

...it's very much about relationships, not about technology. And it's very much about pedagogy..., we're not obsessed with the technology..., we're much more about how people use it and building relationships with those people.

[MM₁, EN]

CASE STUDIES : insights



LEARNINGFUL LEADERSHIP LITERACY (learningful self)

Differences in maturity of attitudes to leadership development (LD)

- **Between cases:**
 - Not practised, no interest (FR)
 - Very high level of interest and practice (EN, BE)

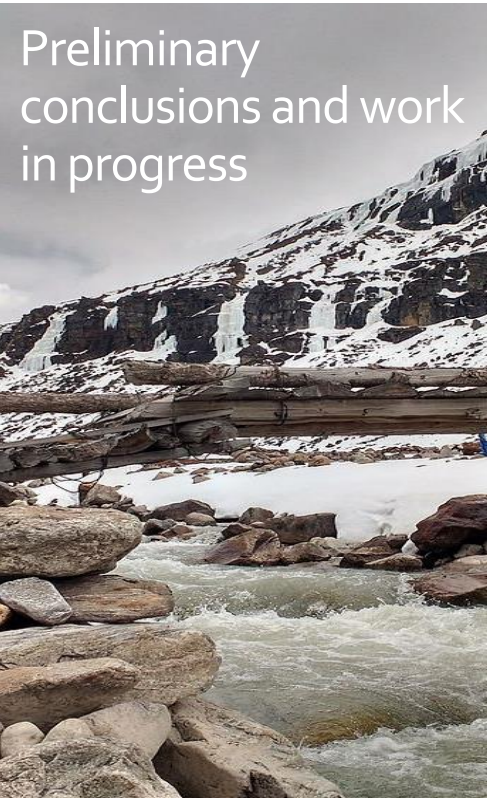
- **According to position within institution:**
 - Governance
 - Coaching / mentoring
 - Acknowledge high cost
 - Senior management
 - Lack of time
 - Putting team's professional development first
 - Middle management
 - Interest, practice and demand (BE, EN)
 - Confusion between management and leadership training

CASE STUDIES : insights



LEARNINGFUL LEADERSHIP LITERACY (learningful community)

- **Promoting a culture of organisational learning and innovation**
 - Teachers as change agents (FR)
 - Key concept in strategic plan (BE)
 - Physical space (EN)
- **Research**
 - Embedded into TEL strategy and practice (EN)
 - Informing practice, plans to develop (BE)
 - Informing educational development but not TEL (FR)
- **Digital scholarship**
 - Not mentioned explicitly



Preliminary
conclusions and work
in progress

A framework of e-leadership literacies for TEL can

- provide us with insights into the mindsets, attitudes and behaviours of university leaders with respect to technology for teaching and learning,
- contribute to surfacing the institutional and political environment in which this leadership operates.

Still to do

- Gather and analyse data on teachers' perceptions of this leadership
- Apply the framework in thematic analysis of leadership development programmes (LDPs)
- Formulate and validate recommendations for LDPs

Thank you!



Deborah Arnold
darnold@uoc.edu

@DebJArnold

Albert Sangrà
asangra@uoc.edu

@albert_sangra

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