

Supporting large-scale innovation: Programme-wide blended delivery

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As education providers seek to enhance their programmes with the use of technologies, they are confronted with the challenge of large scale innovation and change. Programme-, department- or institution-wide changes demand an infrastructure which supports the change process and promotes the development of systems which are both viable and sustainable. This paper discusses the development of an infrastructure to support programme-wide redevelopment for blended delivery in the College of Education at Massey University. The presentation is structured with an Activity Theory framework. It includes the identification of: (a) contextual factors involved in the development including stakeholder groups, existing infrastructure and the conceptual foundations of the programme; (b) the objectives of the project, with particular emphasis on high quality technology-enhanced learning; (c) the rules and process which structured development activity including instructional design, materials development, staff development, learner support and technical support; (d) the particular tools which were used both to support innovation and promote sustainable functionality including the learning management system, materials development tools and other design aids; and (e) the mechanisms which structure activity and the division of labour including role definitions. This discussion concludes with an overview of emergent 'lessons learned' in the early implementation of the project.