Changing LMS
How to Manage Change in Technological Innovations in Higher Education

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Starting point

1. Many technological innovations are being applied within the field of teaching and learning.
2. We do not find many references to innovative experiences implemented on a large scale within a university.

New virtual classroom environment

Universitat Oberta de Catalunya is a fully online university, with more than 50,000 students and 4,000 teachers learning and teaching through our learning management system. Our new technological environment is a key component of our virtual learning model.

Results

Although the lack of success in initial implementation could be attributed to the system's lack of technological robustness, the classroom stabilization actions only achieved a level of generalization in the University of 44%. The Faculty of Law and Political Science was chosen to make the large-scale transition to the new environment, starting in September 2015.

Institutional actions

- Automation of the process for creating the new classroom.
- Improvement of the course copy functionality, which tags the teaching content and the learning activities from one semester to the next.

Teacher’s Perception

- The information and training about the new environment.
- The importance of mentoring.
- The generalized change is made automatically, without any need to make any kind of request.
- The system’s stability, robustness, and peak user attendances at the start of the semester, with few technical problems.
- Receipt and implementation of improvement possibilities, following the continuous improvement cycle and User Centered Design.

Conclusion

Even though technological change has obvious benefits and no technical drawbacks, it does not take place spontaneously but, on the contrary, requires institutional actions to ensure effective implementation.

Students’ Perception

Satisfaction with the new environment, Catalan

Satisfaction with the new environment, Spanish

Best Practice

Design a change management plan that takes into account the needs and concerns of all the agents involved.

Old virtual classroom

New virtual classroom

VOLUNTARY ADOPTION

RESULTS

YEAR | 2013 | 2015 September | 2016 February | 2016 September
---|---|---|---|---
% NEW VIRTUAL CLASSROOM | 43% | 66% | 90% | 100%
NEW VIRTUAL CLASSROOMS | 1,386 | 2,300 | 3,348 | 3,800 (estimated)