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# 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

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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-improvemeent | Institutional requirements | …

## Background and Goal| Overall

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**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**



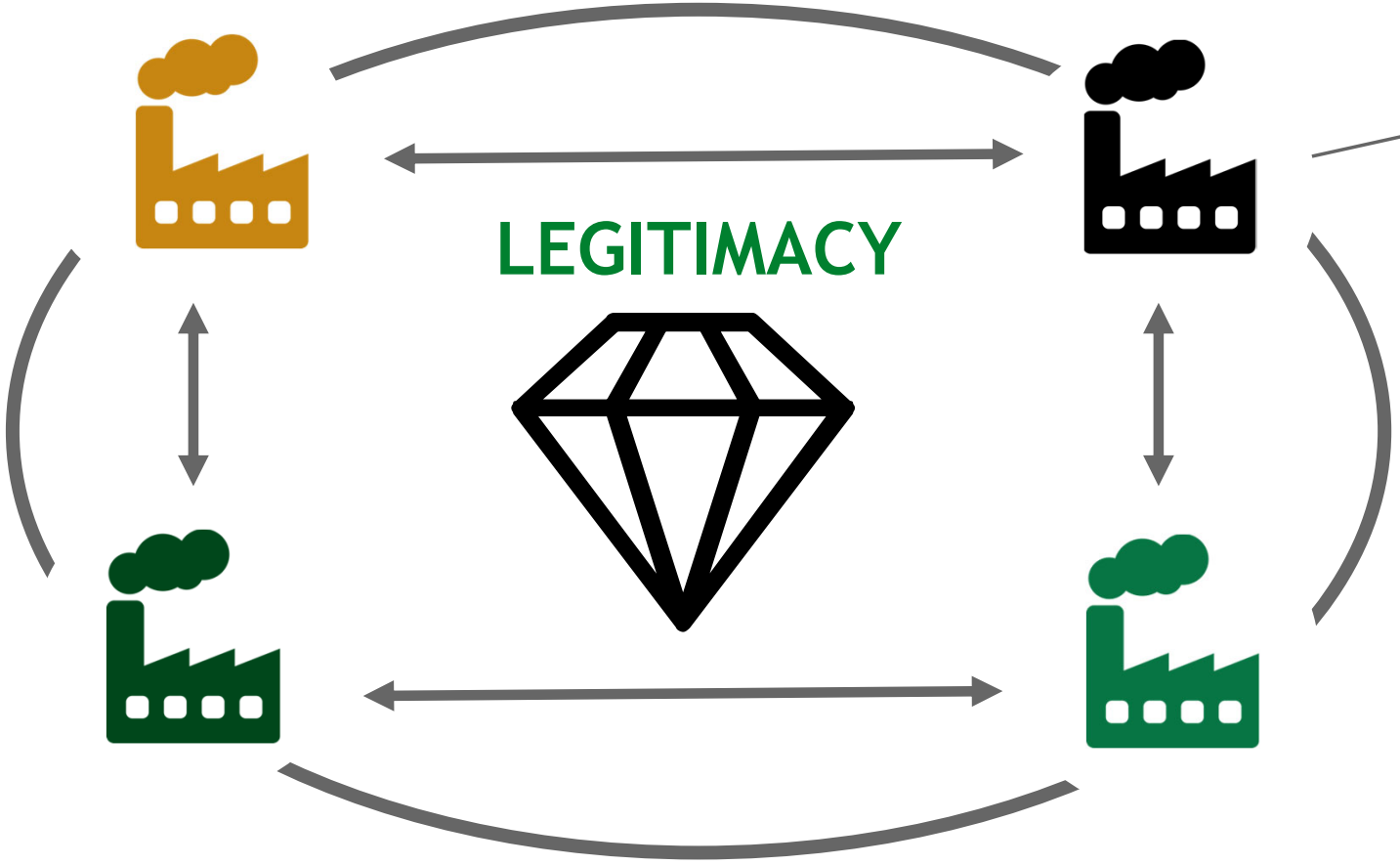

3) Institutional change needed (reduce fixed mindesets, timetables, …) [45]

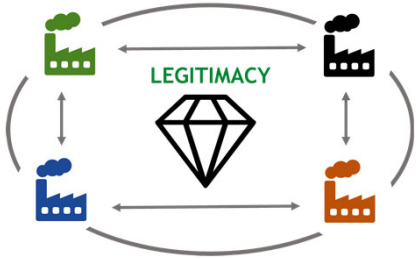
**Main Goal**

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

## Background and Goal| New Institutionalism [18|28|38|53]

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Organizations

-

Organizational Fields

-

Institutions

## Background and Goal| Institutional Logics [42]

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| logic of stability | logic of fluidity |
|---|---|
| standardized learning | **individualized learning** |
| collaboration between students and professors | co-creation including students and professors |
| content protection | open educational resources |
| fixed timetables and locations | **flexible timetables and locations** |
| repeated quality control and development | ongoing quality control and development due to data analytics |
| stability and standardization as major strengths | **flexibility and dynamism as major strengths** |
| fixed organizational affiliation | resolution of organizational boundaries |

## Literature Review | Reason

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| | |
|---|---|
| **Main Goal** | **Identification of levers to facilitate the institutional changes needed to bridge the gap.** |
| **Literature Focus** | **New institutional organization theory in education**<br>- Few on institutional change in education [e.g. 11\|28\|45]<br>- Few on digital transformation in education, focus mainly on description of e-learning case studies [22\|26\|27\|30\|46\|52] |
| **Review Focus** | **High impact literature on new institutional organization theory**<br>- Isomorphism<br>- Pluralism<br>- Other Strands |

## Literature Review | Method

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| | | |
|---|---|---|
| **Scopus Academic Search Index Web of Science** | **523** | (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) |
| **Inclusion Criteria** | | - English<br>- Search terms in abstract |
| **Exclusion Criteria** | | - Less than 400 citations (Web of Science)<br>- Not online available<br>- Double (same study/theory) |
| **Identification of Levers** | **36** | - Obstacles for change, change processes, change mediators<br>- Clustering to levers |

[1-2|5-8|10-11|15-21|23-25|28-29|31-38|46-47|49-51|53]

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## 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)

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**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)

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## 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

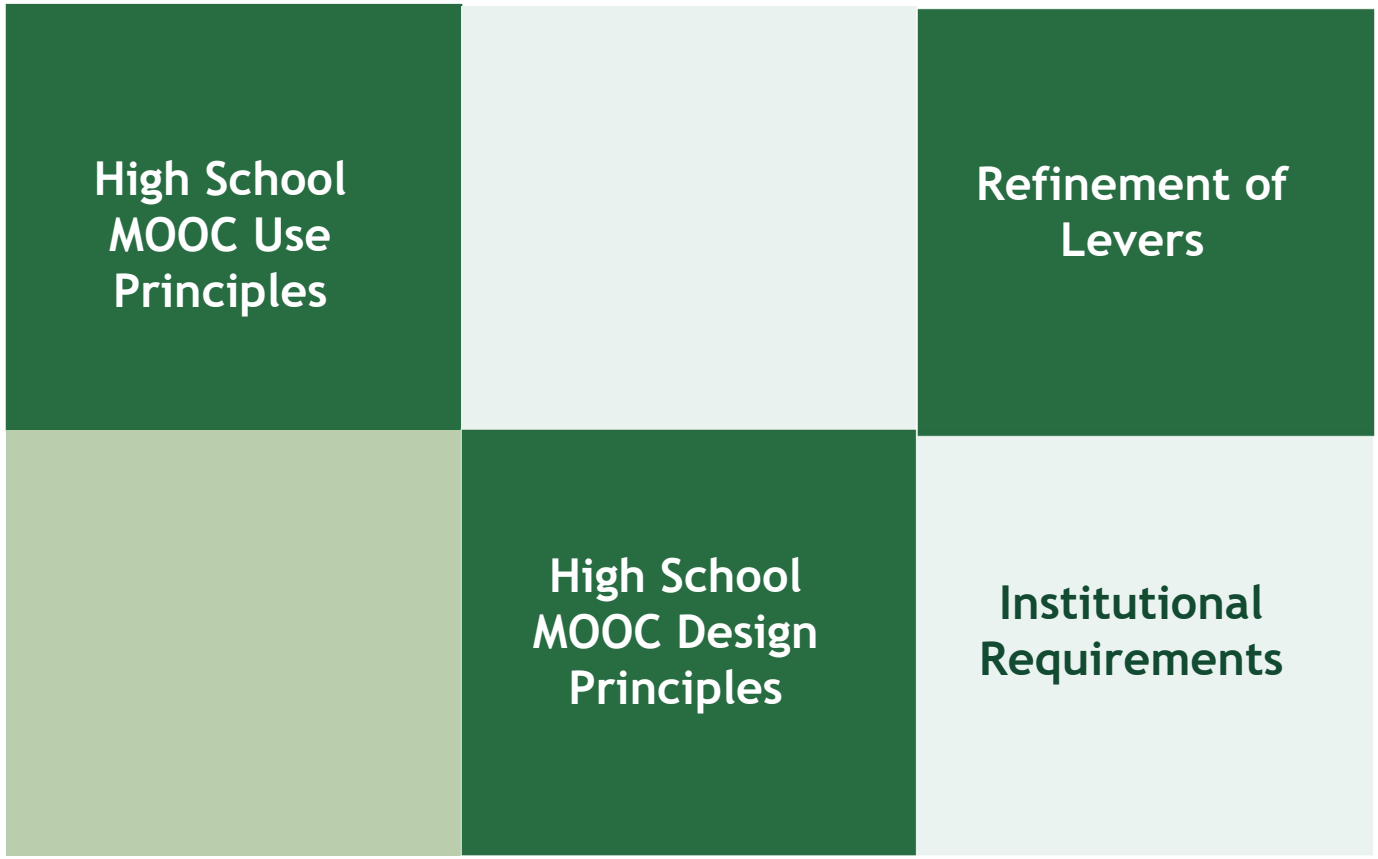
>90% of teachers unknown to us prior to using the i-MOOC

Teachers' feedback included in development and improvement of the i-MOOC

«MOOC-Camp» for prospective business education teachers

## Further Work| in progress …

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# Literature (1/3)

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