

Project Change Dissertation Introduction of Video-Based Open Education Resources (OER) in a Third Level Educational Institution

AUTHOR(S)

Sumaya Hashim

CITATION

Hashim, Sumaya (2014): Project Change Dissertation Introduction of Video-Based Open Education Resources (OER) in a Third Level Educational Institution. Royal College of Surgeons in Ireland. Thesis.
<https://doi.org/10.25419/rcsi.10812269.v1>

DOI

[10.25419/rcsi.10812269.v1](https://doi.org/10.25419/rcsi.10812269.v1)

LICENCE

CC BY-NC-SA 3.0

This work is made available under the above open licence by RCSI and has been printed from <https://repository.rcsi.com>. For more information please contact repository@rcsi.com

URL

https://repository.rcsi.com/articles/thesis/Project_Change_Dissertation_Introduction_of_Video-Based_Open_Education_Resources_OER_in_a_Third_Level_Educational_Institution/10812269/1

Dissertation

MSc Leadership in Health Professions Education 2012/2014

Project Change Dissertation Introduction of Video-Based Open Education Resources (OER) in a Third Level Educational Institution

Student ID: 08510156

Date: 14th May 2014

Word Count: 15,977

Table of Contents

Table of Contents	ii
List of Tables	iii
List of Figures	iii
Abstract	v
Acknowledgment	vi
Chapter 1: Introduction	1
1.1 Introduction	2
1.2 Nature of Change	5
1.3 Context and Rationale for Implementing the Change	5
1.4 Aims and Objectives	7
1.5 Conclusion	7
Chapter 2: Literature Review	9
2.1 Introduction	10
2.2 Search Strategy	10
2.3 Evolution of OER	10
2.4 Methods and Mediums of delivering OER	12
2.5 Benefits of Open Educational Resources	14
2.6 Challenges of OER	17
2.7 Conclusion	18
Chapter 3: Methods and Methodology	20
3.1 Introduction	21
3.2 Organisational Change	21
3.3 Overview of Change Models	22
3.3.1 Change Model Selected for this Project	23
3.4 The Change Process	24
3.4.1 Diagnose Current Situation	24
3.4.2 Develop a Vision for Change	28
3.4.3 Gain Commitment to the Vision	29
3.4.4 Develop Action Plan	30
3.4.5 Implementing the Change	33
3.4.6 Assess and Reinforce Change	36
3.5 Conclusion	36
Chapter 4: Evaluation	37
4.1 Evaluation	38

4.2 Overview of Evaluation Models.....	38
4.3 Produce a total of eleven videos that shows each faculty member addressing a topic of their expertise	40
4.3.1 Produce a total of eleven videos that shows each faculty member addressing a topic of their expertise	41
4.3.2 Capture the videos and upload them to YouTube and distribute them to social media distribution	41
4.3.3 Disseminate the videos on different platforms and through various social networks	46
4.3.4 Evaluate stakeholders experience regarding the resources produced	49
4.3.5 Provide future recommendations	53
4.4 Conclusion.....	54
Chapter 5: Discussion and Conclusion.....	55
5.1 Introduction.....	56
5.2 Change Process	57
5.3 Organisational Impact.....	60
5.4 Strengths of the Change Project.....	61
5.5 Limitations of the Change Project	61
5.6 Recommendations for Future Developments	61
5.7 Conclusion.....	62
References:	63
Appendix 1: Force Field Analysis	73
Appendix 2: SWOT	74
Appendix 3: Stakeholder Analysis	75
Appendix 4: Gantt Chart.....	76
Appendix 5: Influence Tactics	77
Appendix 6: YouTube Video Template.....	78

List of Tables

Table 1: Growth of Audience on Social Networking Sites.....	49
---	----

List of Figures

Figure 1: PEST Tool.....	25
Figure 2: YouTube viewers for top ten videos, Nov 2012	27
Figure 3: Geographical YouTube Channel Views, Nov 2012.....	28
Figure 4: Jacobs Evaluation Model	42
Figure 5: Viewers' interaction with YouTube Channel	47

Figure 6: Geographical Spread on YouTube Channel	48
Figure 7: Website Analytics.....	49
Figure 8: Rating the videos as a means for lifelong learning	50
Figure 9: Rating the videos as a means for lifelong learning	51

Abstract

A fundamental characteristic for an individual to actively participate in a society is to be literate (Martin, 2008). Consequently, digital literacy is an essential quality in our era. The European Commission (2013b) reported that by 2030 90% of jobs will require digital skills. In September 2013 the European Commission announced the *Open Education Resource (OER) initiative* to promote the digital literacy in Europe through Open Educational Resources (OER).

The overall aim of this change project was to introduce video-based educational resources in not-for-profit, third level educational institution. Literature review was conducted to identify the benefits and challenges of OER and the methods and mediums of delivering OER. Senior management and staff were consulted to develop a framework for the change. Different environmental tools were used to diagnose the situation and change champions were approached to do a pilot video to gain commitments for the vision. Gantt chart was used when developing an action plan to implement the change.

Mixed methods approaches of qualitative and quantitative analysis were used to assess the impact of the project. The project has been successful in achieving its aims and objectives. The biggest organisational impact is the fact that the college now has official contribution to the international OER movement.

Acknowledgment

This MSc programme gave me an insight about how little I knew and how much more I have to learn! During the last two years, I have gained so much knowledge and information about myself. I have been furnished with tools that will help me to continue to grow and develop to become a better leader. I have so many people to thank for making it possible for me to travel all the way to Ireland with my family to start my journey on MSc in Leadership in Health Professions Education. I have huge gratitude for Prof. Cathal Kelly, Prof. Thomas Collins and Mr Barry Holmes for offering me to be the first person on staff mobility programme and to have the opportunity to grow, develop and learn in the mother college in Ireland. Prof. Ciaran Uí Néill, thank you for being there for me every step of the way to bring the best of me. The staff at the institute, every single one of you, I thank you for welcoming me into your team and for trusting and supporting me with this project. Without you, I would not have been able to complete this project. My supervisor, Dr Philippa Ryan Withero, thank you for being there for me and for your continues support and valuable guidance and advise.

A special thank you goes to my husband, Yasser, and my two boys, Yousif and Muhammed for allowing me to be selfish. I thank you for trusting me and for joining me on this adventure in a foreign country away from family and friends.

Ólafur Elías, thank you for being there for me and for your continues support and valuable guidance and advise.

7\ Udhf %'bfcXi Wjcb

1.1 Introduction

Throughout the human history, there are four great information ages that have transformed how we communicate as well as changed the societies we live in.

Robert Darnton identified these epochs as:

1. Invention of Writing (4000BCE)
2. Movable Types (9th or 10th Century China)
3. Mass Printing (19th Century)
4. Internet Age (22nd April 1993)

These advances in communication have had a noticeable effect on education. The movable types took the control of printing from priests, scholars and the law (Davidson, 2014). Cathy Davidson suggests that during the age of mass printing, books were no longer leisure for the elite in the society. Middle class people were now in a position to afford and share books amongst themselves. She argues that in America the middle class people preferred to read novels, these novels usually mirrored a social structure that was more familiar to them than what the elite books presented. This is a very interesting dynamic that is identical to the internet age. When the internet was made a public commodity and with the advances of Web 2.0 technologies, anyone with internet access can individually or collectively publish, share images, videos and other digital resources (Bennette et al, 2012). All these movements have disseminated the power that was concentrated with particular people in the society such as priests, scholars and governments. This has resulted in greater distribution, participation and collaboration to produce information.

The same is applicable to educational institutions and higher education in particular.

During the Industrial Revolution, learning was associated with schooling (Collins and Halverson, 2010). The aim was mass production of workforces that were intelligent enough to accumulate skills, knowledge and information throughout their schooling

to demonstrate the approach to education for the last 200 years. The analogy draws on the similarity of the food (knowledge) that is in the bucket (the educators head) to

feed the chickens (students). The information is thrown at students, whom are then assessed through formative or summative assessment to determine how much of the information they have digested before sending them to the next level. The government took control of schooling and imposed policies such as No Child Left Behind Act (2002) in the US. This reinforced the need for assessment of learning with more standardised, multiple-choice and short answer evaluations (Collins and Halverson, 2010). So the question remains; if higher education authorities do not act fast will the time come when they are no longer the most important source for learning, professional development and academic achievements?

Commercial enterprises have embraced technology to know as much as possible about their customers so as to influence their decisions and behaviour by providing customised experience. Educational institutions however have been heavily criticised for not embracing information technology and for educating the new generation for our past (Davidson, 2014). Since the advancement of the internet and information technologies employers are increasingly seeking to employ staff who are digitally literate, and indeed the healthcare profession is no exception. Employers are seeking people who are able to think critically, problem-solve, communicate and source information through the various media available and learn to learn (Collins and Halverson, 2010). This assumes the responsibility on the individual to be a lifelong learner and have the necessary skills and understanding of important issues relating to privacy, security, sustainability of information on the internet, and credibility of information online (Davidson, 2014).

In the hype of the dot-com movement many higher education institutions decided to benefit from the financial gains, except one private University (Abelson, 2008). Massachusetts Institute of Technology (MIT) announced in 2001 that they would be doing the opposite to the movement and make all their course material freely available to anyone on the web through OpenCourseWare. Based on the success of TQ & A⁸ion, the UNESCO hosted its first global Open Educational Resources (OER) forum in 2002 and underpinned the term OER. Atkins et al (2007) define OER as:

³Teaching, learning, and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. Open educational resources include full courses, course materials, modules, textbooks, streaming videos, tests, software, and any other tools, materials, or technique

(Page 4)

A recent European Commission (2013a) report suggests that 70% of educators recognise the importance of using Information Communication Technology (ICT) to work with students during the learning process rather than use it only as a tool for teaching preparation. In September 2013 the European Commission announced the Digital Education Action Plan, which aims to improve the digital literacy in Europe. A fundamental characteristic for an individual to actively participate in a society is to be literate (Martin, 2008). Consequently, digital literacy is an essential quality in our era. The European Commission (2013b) reported that by 2030 90% of jobs will require digital skills.

There is no denying that by offering free educational resources there will be some promotional element to attract future students (Bossu et al., 2012; Goodfellow and Lea, 2013). The writer has a marketing and communication background with knowledge, experience and interest in video production, use of social media and website management. Considering what is currently evolving in higher education and the national and international attention in promoting OERs the writer decided to develop a video-based OERs for a privately owned, not for profit, third-level educational provider with five international campuses. The institute is a small unit that consist of 21 staff, dedicated in providing third-level education for healthcare professionals. It delivers programmes at three international campuses and may have up to 475 international students registered annually.

The change project consisted of developing educational videos relating to leadership, management, healthcare and education. Knowledge experts from the institute would be approached to act as video presenters. Once the videos have

been produced they will be distributed using various media channels. Sharing of knowledge is at the heart of any academic tradition (Bossu et al, 2012; Goodfellow and Lea, 2013) so the OER is embracing and empowering this tradition further.

In the following paragraphs of this chapter the writer will discuss the nature of the change, provide context and rationale for implementing the change, and address the aims and objectives of the change before concluding.

The next chapter will furnish the reader with the literature review; chapter three will discuss the methods and methodology; followed by an evaluation chapter and concluded by discussing the change project in the last chapter.

1.2 Nature of Change

The attempt of this project was to produce a series of educational videos, by tapping appointed to carry out the filming and production based on the requirements given by the change agent. Once the videos were approved they were distributed using different media channels. Strong collaboration between the change agent and the Communication Departments in the main college and the other campuses was essential for the success of this project.

1.3 Context and Rationale for Implementing the Change

On an organisational level and at the time of initiating the change project, the college had launched its five year strategic plan. The writer believed that the proposed change project was in line with all five strategic goals by fostering lifelong learning, maximising the use of technology to support the delivery of learning, attracting students from new geographies, further developing the international recruitment and marketing strategy, conducting research into education practices and technology, consider how di* āzē&@ [[[* ā•Ásē Á } @ē & Á āē ā * Ēāā ^ Ō [[^* ^ q Á ~ àāÁ [[āÁ both nationally and internationally, invest in teaching and learning technologies to support the delivery of excellence in education and last but not the least building

stronger ties with the alumni. All of these strategic goals and objectives were based on values.

It is argued that many publicly funded educational institutions have contributed to the OER movement due to its public outreach mission since they receive funding to support the operation of their institutions (OER Foundation, 2009). On a national level the National Digital Learning Resources (NDLR) was a service for higher education to share and support collaboration between educators in Irish higher education funded by the Higher Education Authority for best practice of teaching and use of digital learning content. This initiative was the home of 25,000 resources developed by 21 Irish higher education institutions. The college for this project was not involved in this process. Due to the Irish and global recession, cost cutting measures were necessary in higher education which resulted in the NDLR being dissolved in late 2011. As a charity registered college, the change agent believes that contributing to the mission and values.

On a European level, the European Commission suggested in a recent report that the USA and some Asian countries are reshaping, transforming, modernising and internationalising education and training and repositioning their reputation and brand globally by investing in ICT. The reports continued to warn that Europe may fall behind if they do not focus on developing quality educational content in multiple languages (European Commission, 2013b). To address this and improve the digital content, the European Commission launched the Digital Education and Culture Initiative in September 2013. This project recognised the importance of OER and aimed to be the European port for all European OER.

On an international level the UNESCO has been promoting the OER for the last ten years as a fundamental human right act since education is key to dialogue, social and economic development and peace (UNESCO, 2014). Furthermore leading international universities worldwide were actively engaging in developing full courses of OER known as Massive Open Online Courses (MOOCs) and Small Private Open Courses (SPOCs). These courses were facilitated by the educator through the use of

different digital materials but in many of them the videos were the starting point for the learner, and were an essential part of the educational resources. Many organisations have started adding educational platforms such as, Coursera, Edx and OpenStax to support development and lifelong learning requirements.

1.4 Aims and Objectives

The overall aim of the change project was the production of new video-based open educational resources in a private third level institution.

Peter Drucker has been attributed with the concept of SMART objectives (Bogue, 2005). Each letter is an acronym for a key attribution when setting objectives: specific, measurable, achievable, realistic and timely (Cole et al, 2010).

The aims for this project have been set to be achieved within the timeframe allowed for the MSc programme and were as follows:

1. Produce a total of eleven videos that shows each faculty member addressing a topic of their expertise
2. Upload the videos to a public distribution platform
3. Disseminate the videos on different platforms and through various social networks
4. Provide future recommendations

1.5 Conclusion

Changes and advances in information technology has revolutionised how we communicate and seek information and learning. These have led to shifts in powers from presets, scholars and governments to more collaborative and distributed forms of creation and distribution of learning. Over the last decade educational institutions have been heavily criticised for being trapped in the past. Commercial entities have embraced technology to better understand their customers and deliver a personalised experience. Higher education is now undergoing changes with the

governmental and international support to embrace digital literacy and move towards customised learning.

QÁ |ã^!Á Á&@ç^ÁÇ Éã ããç^•Á ~ &@e Á] ^} Á] Áõã ~ &eã } ç Á Ò ! [] ^Á ç áÁ@Á
funding for educational platforms such as Coursera, edX and FutureLearn have received a lot of attention. In the Irish context the Open Educational Resources (OER) has been actively advocated for and more than 21 Irish universities have collaborated to develop and share educational resources.

The overall aim of the project was to produce video-based OER in a private third-level institution. The aim was set to be achieved by identifying SMART objectives. The next chapter will cover the literature review on OER.

7\ Udhf`&`@hYfUi fY`FYj JYk`

2.1 Introduction

The Open Education Resources (OER) initiative is not a new approach to learning as we may think it is - video-based resources were available (Tuomi, 2013; Reed, 2012; Adams, 2013; Goodfellow and Lea, 2013). What has changed is the development of the World Wide Web (Tuomi, 2013) which has allowed increased access to digital documents, multimedia and the opportunity to use technology as a two-way, interactive means of communication (Milheim, 2012). The evolution of access to open education resources has witnessed the growth of peer-reviewed open access journals, increasing from 500 by the end of the millennium to over 8000 by 2012(Laakso et al, 2011). What is even more fascinating is the reported growth of literature regarding video-based learning. Giannakos (2013) literature review suggests that from 2000 to 2006 there were only 48 articles covering video-based learning. From 2007 to 2012 Ginnakos (2013) identified 118 articles discussing video-based learning. Hence there is merit in exploring the use of this resource as a learning enhancing tool capable of harnessing educational opportunities.

This chapter will present and critically discuss the relevant literature on the topic of OER. The discussion will centre on a review of the development of OER coupled with an evaluation of the benefits and challenges in developing and designing OER for Higher Education. In particular the focus of the discussion will centre on the development and use of video-based OER, which is the approach taken to OER within this change project.

2.2 Search Strategy

The literature review was conducted by reviewing specialised journals in education technology such as British Journal of Education Technology, ALT- Research in Learning Technology, JOLT . Journal of Online Learning and Teaching and Directory of Open Access Journals and Google Scholar for articles with the following keywords, open educational resources, video-based educational resources, benefits open educational resources, challenges open education resources, lifelong learning

in healthcare and digital literacy in healthcare from 2010. The rationale for covering the last four years is because open educational resources have advanced greatly over the last few years with many of the challenges addressed and others evolved. A recent literature review published in 2014 by Wiley et al captures key points relevant to OER. The amount of publications available on this topic is overwhelming with a good mixture of research and grey literature. Titles, abstracts of 250 articles and tables of content were reviewed to identify the most relevant articles.

2.3 Evolution of OER

The advances of internet have created a platform where formal and informal learning resources are available to anyone. Brown and Adler (2008) argue that the most noticeable impact of the internet on education has been Open Educational Resources (OER). The OER movement has attracted significant funding worldwide (DeVries, 2013; Hockings et al, 2012, Wiley and Gurrell, 2009) and support from organisations such as UNESCO that hosted the Paris OER Declaration in 2012 urging members of state to foster and facilitate the use and development of OER (UNESCO, 2012). In 2011 the European Commission appointed former Irish President Ms Mary McAleese as Chairman of a high-level European group on improving third level education in Europe (RTE, 2012).

As part of its recommendation the group identified OER to be an important enabler for learning that provides essential changes in the education sector and expands education beyond its traditional formats (European Commission, 2012a) and offers opportunities to reshape EU education (European Commission, 2012b).

In a press release issued by the European Commission on 25th September 2013, Androulla Vassiliou, Commissioner for Education, Culture, Multilingualism and Youth mentioned that education at all levels will soon have to embrace open technology-driven learning. The Commission has also established a dedicated website for OER <http://openeducationeurope.eu/> in September 2013. Murphy (2012) warns that more than 270 organisations and educational institutions have adapted OER since 2001.

Before discussing the benefits of OER it is critical to have a clear understanding of

levels of openness (Reed, 2012; Hilton III et al, 2010; Tuomi, 2013). One of the well licensing (Wiley, 2010). Wiley and Gurrell (2009) suggest that OERs are available

- Re-use . Is the basic level that allows free use of all or part of the resource without editing it.
- Redistribute . The resources can be shared with others
- Revise . The resources can be adapted, translated and change their medium
- Remix . Various open resources can be combined and mixed to create a new resource

2.4 Methods and Mediums of delivering OER

The William and Flora Hewlett Foundation have identified OER to be:

Teaching, learning and research resources that reside in the public domain or have been released under an intellectual property license that permits their free use or re-purposing by others. OER include full courses, course materials, modules, textbooks, streaming videos, tests, software and any other tools, materials or techniques used to support access to knowledge. (ACEA, 2013, p.4).

As identified above the Open Educational Resources could be any individual learning materials such as videos, slides, textbooks and full courses open to be re-used, redistributed, revised and remixed for learning and to support learning.

The digital growth, broadband and internet speed have over the last five years contributed to growth of the use of videos (Clifton and Mann, 2011). YouTube, which is a repository user-generated content, includes all kinds of videos and attracts more than 1 billion unique users to YouTube each month to watch over 6 billion hours (YouTube, 2013). The YouTube website also suggests that mobile viewers make up almost 40% of YouTube's global watch time. YouTube statistics also indicate that hundreds of millions of devices have access to YouTube and 100 hours of video are

uploaded to YouTube every minute. YouTube also has user-friendly sharing and re-use functionality to assist in distributing and embedding the resources (Chenail, 2011). Television broadcasters, political parties, universities, businesses, charities, hospitals, and non-governmental organisations have all realized the potential and power of YouTube over recent years and have established their YouTube channels to deliver their messages to the world (Clifton and Mann, 2011). The education sector is not an exception. In a review of the literature by Giannakos (2013) the expansion of research on video-based learning over the last 12 years is clearly evident. The Arab region has seen a significant increase in video uploads, with 285 million videos every day and upload more than two hours of video every minute (Mourtada and Salem, 2013).

This provides opportunities for educators, learners (Clifton and Mann, 2011; Read and Lancaster, 2012; Masats and Dooly, 2011) and professional development (Zhang et al, 2011a; Kukulska-Hulme, 2012). More interestingly, educational institutions have adopted video-based learning in the delivery of their learning material (Daniel, 2012; Chorianopoulos and Giannakos, 2013; Giannakos, 2013; Snelson, 2011; Tan and Pearce, 2011; Pan et al, 2012). In a recent literature review toward video podcasts (Kay, 2012). Students were reported to have found the videos enjoyable, more satisfying and motivating and required them to pay extra attention to video than to traditional learning. They also suggested that the videos helped them to advance their technology skills (Kay, 2012; Tan and Pearce, 2011) and enhance their teaching and learning experience (Chorianopoulos and Giannakos, 2013; Pan et al, 2012).

The amount of resources available on the internet makes it very challenging for the student to evaluate the quality and accuracy of information available (Merrigan and Sprakel, 2013). It is therefore argued that educators should act as facilitators for digital literacy and encourage critical thinking just like it has been traditionally done with text-based resources (Tan and Pearce, 2011; Rosell-Aguilar, 2013). Another challenge with the current educational videos available online is that they are quite

long (40 minutes) or a recording of actual face-to-face sessions (Pan et al, 2012 Find

• [~ ! & ^ • D _ @ & Q s [^ • Á e ^ & o Á [c ā e ā } Á e ā Á c ā ^ } • o ā e c ^ } ā } Ě

What has been evident from the literature is that OER is any learning material available on the internet for learning or to support learning. The advancement of broadband, internet speed and public sites such as YouTube have made it possible for anyone with internet access to create videos. YouTube currently hosts 6 million hours of videos. This makes it very challenging for students to determine which content is accurate and reliable. Consequently, educators need to equip students with digital literacy skills so they are able to search, use and critique the learning materials available on the internet.

2.5 Benefits of Open Educational Resources

A prerequisite for healthcare professionals is to take responsibility for their learning and professional development in an ever changing environment and technological advancement (Murdoch-Eaton and Whittle, 2012). They argue that in order for health professionals to be successful in their career they need to have lifelong learning skills. Lifelong learners are characterised by the passion to learn, willingness to engage in learning and the ability to learn, unlearn and relearn (Dunlap and Lowenthal, 2011). Web 2.0 technologies such as social networking, resource sharing and mobile devices will assist students to acquire necessary skills for lifelong learning such as self-directed learning, self-discipline, ability to manage work alone, time manage, and learn independently (Dunlap and Lowenthal, 2011); Kukulska-Hulme, 2012). Many of the OER platforms, and more specifically the MOOC type of OER, relies on these types of technologies in the delivery of their courses, with the main objective being to support learning (McKerlich et al, 2013).

Massive Open Online Courses (MOOC) over the last few years such as Coursera, Udacity and edX which are more business models of OER (Marshall, 2013; Daniel, 2012; Giannakos, 2013). These courses are usually delivered over a period of four to ten weeks with hundreds or thousands of students signed up from all walks of life.

V @ Á { Á [^ } + Á æ Á [c necessarily follow the above model. Some of these

MOOCs may have rigid terms and conditions for how the material and resources can be used (Johnson et al, 2013).

As we are moving from industrial societies to knowledge societies the social functions of education changes according to Tuomi (2013). He suggests that social stratification is networked, hierarchical and informational and that productivity includes continuous learning, meaning processing and knowledge creation. Personal development is recognised through the realization of human capabilities, increasing capability to realize value and make choices. The literature has suggested that OER plays an important role to match the needs of the knowledge society where knowledge is acquired not only in traditional university setting but through diverse and varied means (Tuomi, 2013; Rubens and Counotte, 2012; European Commission, 2012b). The new generation entering higher education and the market industry demand different approaches to learning (Kukulska-Hulme, 2012) as they require rapid access, fast rewards, are impatient with linear thinking and have demonstrated skills of multi-tasking (Jones et al, 2010). Employers are recruiting employees who can contribute immediately to the institution (Murdoch-Eaton and Whittle, 2012).

It is evident from the literature that OER offers an economical advantage for those who are less advantaged and are not in a position to pay the tuition fees and cost of education (European Commission, 2012a; Johnson et al, 2010; Bossu et al, 2012; Barber et al, 2013; Murphy, 2012; Marshall, 2013; Wiley et al, 2014). OER also offers the opportunity for supplementary learning outside the classroom (Masterman, 2011).

Wiley et al (2014) suggest that some higher education institutions have been able to use their open courses as effective marketing approaches for their academic programmes. One of the universities was able to transfer 18% of learners of open courses to actual fee paying courses. Consequently, it demonstrates that OER increases student enrolment, reduces cost, improves quality of material (Masterman

et al, 2011; Wiley and Gurrell, 2009; Wiley et al, 2014), and enables ongoing connections with alumni and encourages innovation (Rosell-Aguilar, 2013). Masterman et al, (2011) outlined that despite the fact that OER can add richness to educational programmes and allow educators to benchmark their material and incorporate other materials outside their area of expertise, educators need to preserve their teaching voice.

Johnson et al (2014) has identified Learning Analytics as a significant development in educational technology for the coming year. Learning Analytics is defined as:

the measurement, collection, analysis, and reporting of data about learners and their contexts, for purposes of understanding and
RSWLPLVLQJ OHDUQLQJ DQG WKH HQMURQPHQVV LQ KLFK LW RFFXV
(Siemens et al, 2011, p.4).

This type of data has been used by businesses to develop a deeper understanding about consumer trends, behaviour and background (Johnson et al, 2014). The Horizon Report suggests that Higher Education has the opportunity and potential to gain insight about student interaction with online resources (Johnson et al, 2014). This is an educational goldmine that offers opportunities to understand how students learn (Mostow and Beck, 2006) and to improve and support student experience and learning. The Learning Analytics seeks to inform pedagogical decisions (Clow, 2012; Johnson et al, 2014; Marshall, 2013) and provide personalised learning (Greller and Drachsler, 2012).

OER is beneficial for the users who may be educators as well as organisations. It supports lifelong learning, a key characteristic for health professionals. It responds to the needs of learners by providing access to a wide range of resources, assisting learners with the rising cost of education and advancing digital literacy skills. Higher educational institutions delivering Open courses have confirmed the benefits of OER as an effective marketing tool. Furthermore, OER platforms that host courses have access to learning analytics that have the potential to transform the science of pedagogy and offer personalised learning. However, there are yet many challenges to overcome which will be discussed in the following section.

2.6 Challenges of OER

Despite government and international support for OER and its continued growth and success, the OER movement still has some issues that remain unsolved (Bossu, 2012). Institutional ownership such as intellectual property, copyright and licensing have been a major challenge. Some argue that the essence and core of academic tradition is to share and give back to the community (Bossu et al, 2012; Wiley et al, 2014; Wiley, 2010; Brown and Adler, 2008). Yet, intellectual property and the idea of giving away knowledge for free remains an issue (Bossu et al, 2012; Marshall, 2013).

Licensing and copyright have been a challenge (Reed, 2012; Wiley and Gurrell, 2009; Rolfe, 2012; McKerlich et al, 2013) which can at times be confusing, especially for those intending to re-use the resources (DeVries, 2013; Richter and McPherson, 2012). The Creative Commons (CC), founded in 2001 has addressed this obstacle and facilitated content creators to license their resources to make them freely available (Hilton III et al, 2010; Reed, 2012, Creative Commons, 2013; Bissell, 2009). The Creative Commons is estimated to have licensed 350 million works by 2009. YouTube, Vimeo, Flickr and Wikipedia have adapted Creative Commons (CC) licenses which has resulted in a tremendous impact on the number of CC resources available (Reed, 2012).

The other institutional challenge is the sustainability of OER (DeVries, 2013; Rolfe, 2012; Reed, 2012; Wiley et al, 2014), not only financially but to have commitment from the knowledge experts (Rolfe, 2012). Rolfe suggests that staff are currently involved in OER as volunteers and it is a bottom-up initiative in institutions (Reed, 2012) that lacks management support on a strategic level and recognition (Bossu et al, 2012; Reed, 2012, Murphy, 2012). The culture in higher education will need a paradigm shift to embrace technology in education (Barber, 2013) and embed OER in its culture to create a central channel for resource sharing (Reed, 2012; Murphy, 2012; Rolfe, 2012; Masterman et al, 2011).

UNESCO (2012), reports that society has negative views towards mobile learning and considers mobile devices to be distributive. Wiley and Gurrell (2009) suggest

quality. Masterman et al (2011) argue that materials produced by higher education are usually perceived to have high quality and authority.

Hilton III (2010) suggests that unless OER are searchable and retrievable then they should not be made available. There is however evidence, that some OER (Masterman et al, 2011; Williams, 2013; McKerlich et al, 2013; Wiley, et al, 2014). Search Engine Optimisation strategies have been applied, however, more research is required in this area (Wiley et al, 2014).

The main challenge of OER is the perception of the need to guard intellectual property. Senior management in an educational institution are paramount in strategically shifting the mindset to embrace OER. Creative Commons has addressed many of the issues relating to copyright but further research is needed to improve the search ability and sustainability of OER.

2.7 Conclusion

There is no doubt regarding the tremendous international focus and attention the OER has received over the last decade. The $C^1\{A_{[0]}^{\wedge}\}^{\wedge\bullet\bullet}$ usually refers to cost and the ability to use, re-use and distribute the learning material. However, recent models of OER such as MOOCs and SPOCs have been designed as part of a business model to address the sustainability challenge facing OER. Through this movement a new and very important research area has emerged, learning analytics. Šřæ}ā * Åę æ cā Ā ~!•Ā •ā @ Ā Ā Ā} ^!•qā @ęā ~!Ē[{ ^cā * Ācā āĀ Ā^•^} ā opportunities to offer personalised learning and better understanding of pedagogy science.

Despite the international focus, support and funding that the OER movement has received it still has some challenges to overcome. One of the most critical challenges is intellectual property and the resistance to the notion of giving knowledge for free. In many cases the OER initiative was championed by staff and bottom-up activity.

However, for this movement to realize its potential it requires support from the management in higher education, as well as staff recognition and changes in present culture.

In this chapter we also reviewed literature about video-based learning and provided some interesting figures around the use of YouTube in general as well as in the educational context. It was evident from the literature that educators should act as facilitators for learning and equip their students with the skills that meets the needs of knowledge societies.

7\ UdhYf'' .`A YH cXg`UbX`A YH cXc`c[m

3.1 Introduction

In this chapter the author will outline the organisational change as the change agent, provide an insight into some organisational models, give a rationale for selecting a change model and elaborate on the various stages of the change model in the context of the change project. The chapter is concluded by drawing on the key findings from the change.

3.2 Organisational Change

Organisations should continuously analyse the environment to respond and adapt to changes (Senior and Swailes, 2010). The danger is that organisations may become too rigid and fail to adapt to changes (Senior and Swailes, 2010). Irrespective of how well change is planned and aligned with the organisation's strategy, the hidden and the informal characteristics will ultimately determine the success of the change (Bell, 1999). Bell (1999) identified the concept of formal and informal organisational characteristics using the qualities of organisations and what is below the surface is equally important but hidden and unknown.

Organisations should continuously analyse the environment to respond more efficiently to external challenges (Steven, 2000). Disregarding the culture may be dangerous unless the organisation has sufficient resources (Senior and Swailes, 2010). The other option to deal with culture is to work around culture and identify different ways to achieve the intended outcome. Schwartz and Davis (1981) suggest that by identifying the culture, organisations are able to work around culture and use an alternative approach in implementing the strategy. Then again, organisations can decide to change the culture by education, persuasion or sometimes changing the selection, recruitment, promotion, reward and

redundancy policies to have a workforce with the desired values and attitudes. This can be a lengthy process and may be problematic. Lastly, organisations may decide to change the strategy. But how can change be planned and implemented? This will be discussed in the next section by providing an overview of various change models available.

Senior and Swailes offer a very useful table that reflects how management research has developed in addressing change over the past 50 or 60 years based on Oswick et al (2005) research. Initially, change was seen to have a start and end point similar to a project, with a focus on fixing a problem and negative events through data analysis for tangible outcomes. Top and middle managers used to be seen as the main change drivers with a top-down approach. Recent management literature demonstrates a paradigm shift that recognises the need for continuous change and improvement to deal with complexity and maintain the status quo. The shift of thinking is clearly articulated by Benjamin and Mabey (1993, p. 181),

forces in the external environment, the primary motivator for how
FKDQJHLVDFFRPSOLVKHGUHVLGHVZWKWKHSHRSOHLQWKHRUJDQLVDWLRQV

The quote clearly puts people within the organisation at the heart of the change process. Oswick et al (2005) suggest that contemporary OD approach is done through constructive discussion, with less tangible outcomes and more focus on reputation and brand. Unlike the previous approach, people at all levels in the organisation are involved to initiate and drive change.

3.3 Overview of Change Models

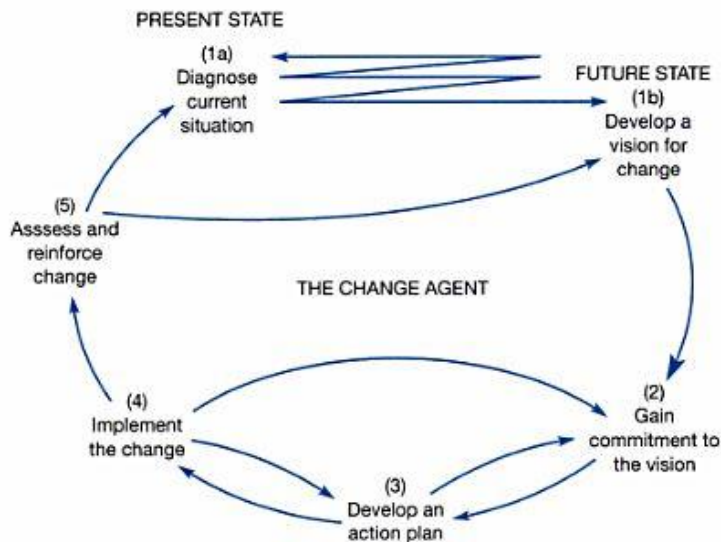
Organisational Development (OD) is a process that facilitates organisations to implement change and operates on an individual, group and organisational level (Senior and Swailes, 2010). They continue to suggest that the OD process can be perceived as a collection of functions and techniques used selectively or combined to assist organisations to move through the necessary phases to implement and sustain change. In 1947, Lewin identified one of the earliest models of change,

mainly the three-phase model of change, Unfreezing, Moving and Refreezing. Kotter (1995) identifies eight steps to change: creating a sense of urgency, forming a guiding coalition, creating a vision, communicating the vision, empowering others to act on the vision, planning for and creating short-term wins, consolidating improvements and producing still more change and institutionalising new approaches. Kotter argues that skipping any step will only give the delusion of speeding the change process and will never lead to a satisfying change. Kotter (1995) further recognises the complexity of change and healthcare systems. Although it has four main elements, initiation, planning, implementation and mainstreaming, each category consists of subcategories and guidance to implement the various stages. The HSE OD model recognises how the different elements of change are interrelated (HSE, 2008 p.4). While this to some extent is true a lot depends on the leadership approach used to lead the change. The Senior and Swailes change model recognises the importance of the person leading the change, the change agent. The change agent is represented at the centre of their change model. Unlike the HSE model, it highlights the necessary efforts and research needed before embarking on change initiation and vision building. Accordingly, the Senior and Swailes change model was deemed to be more suitable for this change project. This model will be discussed in further detail in the next section followed by discussion on how the change agent led the project at each stage.

3.3.1 Change Model Selected for this Project

In principal most change models have the same three major phases to change, Unfreeze, Move and Refreeze. What distinguishes them apart are the various steps needed to achieve each phase and the relationship between each step. It is evident that communication back and forth at the various six stages and more so at the start between diagnosing the current situation and developing a vision for change. The other stages, gaining commitment to the vision, developing an action plan, implementing the change and

assessing and reinforcing change are all stages that talk to each other and are interlinked.



While the HSE model reflects the flow of communication between the various stages, due to its clarity and emphasis on the work needed before instigating the change. In the remainder of the model and elaborate on the change project accordingly.

3.4 The Change Process

The overall aim of the change project was the production of new video-based open organisational change model was used as a framework to carry out the change. Each stage of the OD process is discussed in the reminder of this chapter.

3.4.1 Diagnose Current Situation

The first stage in Senior and Swailes OD change model suggests that environmental analysis could be useful to evaluate the change initiative as well as data gathering. Bensoussan and Leisher (2012) warn that environmental factors do have an impact on the entire strategic management process. The PEST tool was used to illustrate external factors with regards to political, economic, socio-cultural and technological

influences that may have an impact on the organisation to assist in providing a framework for change. What is clear from the PEST analysis is the enormous opportunities with all the changes that are happening in higher education to embrace technology. As a college that aims to be developing healthcare leaders that make a difference worldwide, the change agent believes that there is a need to actively contribute in the OER movement and move towards personalised learning.



Figure 1: PEST Tool

Force-field analysis was also prepared to furnish the change agent with the driving forces that could support the change and the areas that might appear as obstacles. Lewin (1951) argues that change destabilises the current state of equilibrium by one or a combination of three ways - increasing the forces pushing for change, reducing the strength of forces against the change, changing the direction of a force so that a restraint converts to a factor that supports the initiative.

Having conducted the Force-field analysis (Appendix 1), the change agent deems that the driving forces for this change initiative outweigh the resistance. However, the resisting forces cannot be undermined either. This analysis offered the change agent an opportunity to have a better understanding of the challenges that may be part of this change project and provide direction on how to address them. Based on SWOT (Appendix 2) analysis it was evident that the institute enjoys the strength of being part of an international college and has great autonomy in its operations. However, staff numbers are quite small with a lot of overseas travelling and projects which may pose challenges in seeking time commitment to prepare and record educational videos. Another possible threat that might face this project is rebranding of the college which may impact the editing and production of the videos. The biggest threat however is the public comments on these videos, given the nature of how social networks operate.

Through focus groups and individual interviews it was apparent that the faculty in the institute has been using OERs and mainly videos to enrich classes and further engage their students. Some of the academic staff were involved in developing video-based material for the online programmes. Snippets from these videos were taken and uploaded to YouTube. The table below reflects the numbers of views the videos had from October 2011 to November 2012.

Video	Geography	Date
Video	Views ↓	
1.	Principles of effective communication	299
2.	EI & Self Awareness Michael Comyn RCSI Institute of L	161
3.	Tips on how to present effectively	121
4.	Johari Window	112
5.	SMART Objectives Explained Dermot O'Flynn RCSI Insti	100
6.	Importance of effective communication for interns	71
7.	Effects and benefits of EI Michael Comyn RCSI Institute	53
8.	Writing & agreeing objectives summary Dermot O'Flynn	47
9.	Assertiveness Tips	46
10.	MSc in Leadership & Management Development 2011	46
Only top 10 videos available.		
<div><div><div>⏮</div><div>⏪</div><div>1 - 10 of 10</div><div>⏩</div><div>⏭</div></div></div>		

Figure 2: YouTube viewers for top ten videos, Nov 2012

These videos involved a small number of the institute faculty with a specific audience in mind. The change agent would like to produce educational videos to a wider audience, basically to anyone researching topics relating to leadership, healthcare, education and management. As noticed from the literature review learning materials that are university branded have higher credibility. Consequently, the change agent aim to produce learning resources that clearly demonstrates the brand of the institute. Furthermore, the search-ability, YouTube ranking and search engine optimisation are highly dependent on algorithm strategies. This was not considered when the previous videos were uploaded. The change agent will attempt at implementing algorithm, social media and marketing strategies. In addition, the newly produced videos will have a creative commons licence to increase the use of these learning materials in educational settings.

Video	Geography	Date
Geography		Views ↓
1.	Ireland	452
2.	United States	159
3.	United Kingdom	130
4.	Saudi Arabia	77
5.	Bahrain	63
6.	India	57
7.	Australia	44
8.	Canada	27
9.	United Arab Emirates	24
10.	Sudan	24
11.	Philippines	21
12.	Singapore	20
13.	Malaysia	19
14.	Vietnam	15
15.	Kenya	14
16.	Hong Kong	14
17.	Pakistan	11
18.	Jordan	8

Figure 3: Geographical YouTube Channel Views, Nov 2012

YouTube is considered the second largest search engine and is a google product. The process of uploading videos to YouTube requires minimal technical skills and automatically compresses videos into streaming formats (Topps et al, 2013). In addition, YouTube provides sophisticated analytics and provides the option to upload the videos under creative commons licence. As a result, the change agent regarded YouTube as a suitable platform to host the newly produced educational videos.

Having gathered all this information the change agent needed to develop a vision for change which is discussed in the following section.

3.4.2 Develop a Vision for Change

Strebel (1996) argued that both employees and middle managers do not welcome change due to its disruptive nature. Kotter (1995) states that change is impossible without the employees buy-in and help. To achieve this, clear vision needs to be developed and communicated on a continual-basis (ibid). In an effort to create a vision the proposed change was aligned with one of the four values of the college,

persuasion. The soft tactics included inspirational appeal, consultation, integration and personal appeal. The hard tactics were exchange of favours and benefits, coalition, legitimating, pressure/ assertiveness and upward appeal.

The change agent used two of these tactics mainly giving good reasons and provoking inspiration as much as possible, by providing relevant factual evidence and sharing ideas and aspirations during formal meetings and informal discussions. A change champion was also identified and approached to pilot the production of one video. The video was developed using a mobile device camera to record a 3-4 minute clip discussing assessment for learning. In a month, this clip had a total of 60 viewers from Ireland, Bahrain, Indonesia, United Arab Emirates, France, Egypt, United Kingdom, United States and Saudi Arabia. This feedback was delivered to the department which did create a sense of urgency and facilitated a healthy discussion. Kotter (1995) suggests that 50% of people fail to create change as they do not create enough urgency. He suggests that could be due to the fact they underestimate the challenge of having staff buy-in, lack of patience or overestimate their ability for creating urgency.

The change agent bought buy-in to the vision when the faculty suggested that if this project was to go ahead, then it had to be filmed professionally to reflect the brand, quality of education, college and educators. Browne et al (2010) recognised the importance of producing high quality OER since it will reflect on the college's quality and reputation.

The management agreed to allocate a budget for the project to go ahead. Based on this development, the change agent was now in a position to start working an action plan to implement the project.

3.4.4 Develop Action Plan

Senior and Swailes (2010) suggest that it is during this phase where organisations start the transition of moving from current state to future desired state with the emphasis on who will lead the change, the change agent. The change agent can either be someone externally who acts as a consultant or an agent from the

organisation. Weiss (2003) argues while the external agent receives the remuneration in terms of a fee, the internal agent has a job that focuses on anticipation, innovation and improvements.

In order to approach production agencies for quotes it was important to have a clear idea of the concept, structure, production and editing required for the videos. The entertainment and food industry have been able to capitalise on Web 2.0 technologies. Chefs such as Jamie Oliver, Sorted Food @ The Table etc were able to share their recipes in an engaging contemporary manner. James Wedmore suggested a framework for videos to engage viewers on YouTube (Appendix 6) that is fairly similar to the Sorted Food @ The Table. This framework was adapted and communicated to the faculty. The framework was adapted very positively without any resistance. This could have been due to the fact the change agent has a marketing and communication background and was trusted with their expertise in this area.

The next stage was to appoint a production company. Having produced films before, the change agent had a good understanding of the type of producers needed to be able to translate ideas into actual films. The department had partnered with a production agency for the online learning material produced previously with very competitive prices. As a result, the change agent had to negotiate the quote with the preferred production company. After a thorough negotiation, the change agent was able to sign the contract with the desired production company.

In order to decide on the topics for the videos, the change agent reviewed the faculty research and publications to identify mixture of topics related to leadership, management, healthcare and education. The list was then shared with each of the faculty members in order for them to choose their topic. Having decided on the topics and the number of videos to be produced, a Gantt chart was developed to plan the change according to the time line (Appendix 4). Kotter (1996) refers to this stage as

1. Position power: this means having enough decision makers and key players

1. Position power: this means having enough decision makers and key players to buy-in to change. Considering this project, the change agent was a new member of the department but had a good working relationship with members

of its team from a previous role within the same organisation. The change agent was able to gain senior management approval, but was also reminded of the fact of the cultural difference in this department, and the importance of having the individual members buy-in. The change agent, considering the fact that they were empowered to gain staff commitments provided a sense of trustworthiness. By empowering people leaders are tapping to four cognitions - meaning, competence, self-determination and impact (Randolph and Kemery, 2011).

2. Expertise: whilst the change agent had the expertise in communication, marketing, filming production and social media the change agent recognised that this project was different. It was an educational project that was
 - French and Raven (1959) identified five basis of power that managers can use to influence their employees. These powers are reward power, coercive power, legitimate power, expert power and referent power. The change agent believes that management played a significant role by using expert and referent power. This was highly influential as the change agent felt they have the space to use innovation and creativity in a protected and open environment and that management trusted their ability to lead such a project given the change
3. Credibility was important for the commitment to this project. Hence, the
 - Short-term wins to actively clarify, present and revise the vision as necessary for the urgency to remain through the project. Having a professional company to film meant that camera operators, sound technicians, make-up artists and venues were arranged for a specific number of days. During the evaluation phase one of the faculty members mentioned that having all of these arrangements meant that commitment was important. This step overlapped very much with the next phase of the change model where the short-term wins had to be demonstrated throughout the project.

Kotter (2001) suggests that leadership is instrumental to lead change. Linda Hill (2008) suggests that an emotional connection with people is leadership. In an interview, the change agent stated that the management of the institute used this type of leadership and whenever needed the management stepped in to lead from the front. This style of leadership and distributed leadership have been key learning for the change agent during this project and have influenced the change agent in their leadership style in leading this project.

In the next section the implementation of the change will be articulated in further detail.

3.4.5 Implementing the Change

This project consisted of two implementation phases. The first was the actual filming and production of the videos. The other phase was the distribution of the videos through various communication channels.

The college was undergoing rebranding during this time also. To avoid any issues in terms of branding a meeting was scheduled to seek branding guidelines prior to the commencement of filming. As the rebranding process was still on-going and had not been officially launched the change agent received basic guidelines. Later the filming dates and time slots for each faculty were allocated. A personalised email was sent to each of the knowledge experts involved addressing the structure of the video, samples of other videos along with offers of rehearsal sessions. Simultaneously, the change agent had close communication with the filming agency and the graphic designer throughout the process. Once the change agent was satisfied with each of the videos produced it was then sent to the respective faculty as well as to senior management for their review and approval.

All projects involve some risk and in a situation of risk Nguyen et al (2013) suggest that project managers should choose a strategy that keeps the project on budget and on time. The change agent took a risk in attempting to imitate the natural group process. Thus, three videos had to be re-filmed. The payment for the reshooting was made. However, due to the faculty time constraints and commitment to other projects it took five months to find a suitable time for re-filming. During that time, the production company announced voluntary liquidation. This was challenging given that the payment had been made. The production agency did honour the payment and we were finally able to re-shoot the three videos and have them circulated as scheduled.

One of the objectives of this project was to disseminate the videos on different platforms. The change agent had scheduled for the first video to be launched during the first week of September and a new video to be released each week thereafter. These videos would be distributed via email, social networks and websites. The Communication Department was the official communication channel and played a significant role in the dissemination of these videos. As mentioned earlier, the college was undergoing rebranding that included change in policies and procedures to ensure the consistency and the correct use of branding. Despite the fact that the change agent attempted to address the issue of branding at an early stage of the change process, the branding was flagged to be incorrect when the first video was sent to the Communication Department for circulation. This resulted in delays in the schedule and additional cost to correct the brand accordingly.

Once the rebranding was corrected and approved, the Communication Department was supplied with a draft email to be circulated to staff in Ireland and Bahrain. The communications department also supplied the change agent with contacts for the two campuses in Malaysia. Meehan and Reinelt (2012) refers to the process of intentionally introducing and linking people of similar interests together to expand the reach of the network, influence and innovation as Network Weaving. They argue that Network Weaving is a leadership strategy that aims to help people self-organise, experiment and collaborate for greater outcome.

During this process the change agent recognised the importance of culture.

3.4.5.1 Action Learning

The process of change is a long one, thus it is important to maintain the motivation and focus on the goal. In order to keep the urgency level up, the change agent demonstrated short-term wins by furnishing the faculty and department with analytic reports from YouTube and websites with each member of the faculty for their respective videos. The change agent also reported back evidence from the growth of audience on the social networks. These short-term wins act like a bridge between the implementation phase of the OD process and assessment of change. In the next section the change agent will discuss the assessment stage of the project.

3.4.6 Assess and Reinforce Change

Kotter (1995) argues that one of the reasons why change efforts fail is the announcement of victory too soon. While it may take five to ten years for the change to be fully embedded in the culture (ibid) it is important to assess and evaluate the change process to determine how far the organisation has moved towards the vision (Senior and Swailes, 2010). As important key players in this change project, it was critical to assess and obtain feedback from the faculty with regards to their views about the production of video-based OER and their perception about the change process. Out of the eleven faculty members involved in the process six attended a focus group. Individual follow up interviews were conducted with one faculty as they were unable to attend the focus group. Focus group is recognised as a qualitative data collection method (McCutcheon and Pincombe, 2001) that furnishes the experiences in a limited period of time (Watson et al, 2008). The outcome of the focus group and individual interviews will be discussed in further detail in the next chapter.

3.5 Conclusion

The aim of the change project was to produce video-based OERs in a private sector of higher education. The change agent used environmental tools such as PEST, SWOT, force field and stakeholder analysis to inform the change project. Having reviewed the various OD models available, the change agent used Senior and Swailes' change model the change agent eluded to aspects that influence change such as culture, influencing power, leadership and leadership styles, networks and action learning. The chapter concluded with a brief overview about the assessment of change which will be discussed in further detail in the Evaluation Chapter.

7\ UdhYf'(. '9j Ui Uhcb'

4.1 Evaluation

It is suggested that anyone involved in education programmes does so in order to achieve certain change (Frye and Hemmer, 2012). This change can be intended or unintended in the form of self-development, behavioural change or acquiring skills and knowledge to introduce organisational change. Morrison (2003) warns that unlike research that aims to produce results that are generalisable and publishable in peer reviewed journals with ethical approval, evaluation focuses on specific issues that do not necessarily require the process of an ethics committee approval. Another distinguishing factor is the fact that in research, the question may not continue to evolve if the answer has been identified. On the other hand, evaluation is a continuously evolving process (ibid).

In this chapter the change agent will provide a brief overview of the various evaluations models before discussing the evaluation model used for this change project by referring back to the aims and objectives of the change initiative to determine and evaluate its outcome. The chapter will be concluded with key findings.

4.2 Overview of Evaluation Models

Evaluation is a critical process in the education system Morrison (2003). Educators use information gathered to make a value judgment about the education programme both for internal and external motives (Frye and Hemmer, 2012). Mennin (2010) warns that most evaluation models in the reductionist theory suggest a move from disorder to order. As a result, it assumes if there is a process the outcome will be fairly predictable (Geyer et al, 2005). It also implies that the success or failure of achieving programme outcomes can be explained once the elements contributing to the outcomes have been identified (Frye and Hemmer, 2012) but disregards the importance of context and the relationship between the various components.

Evaluation models that emerged in the 20th century recognised change to be inbuilt in the system followed by complexity theory. This theory recognises that education systems (such as medicine) can be very complicated and challenging to study each component of the evaluation in isolation. It also takes into account that in

multifaceted systems, uncertainty and doubt are factors that need to be considered as well as the relationships of participants with each other, the environment and how the environment may influence the participants (Frye and Hemmer, 2012).

The CIPP (Context, Input, Process and Product) evaluation model recognises a service-learning and community partner needs (Zhang et al, 2011) to achieve the objectives of the curriculum. It furnishes the evaluator with loops of feedback regarding the learning project and identifies areas for further improvements (Zhang et al, 2011). The logical model has similar elements as the CIPP model but may focus more on the change process and the innovation (Frye and Hemmer, 2012).

The logic model consists of inputs which can be human, financial resources and other important inputs required in supporting the learning. Activities are the actions needed to achieve the programme objectives. The outputs are the services to the customers (or in this case the teaching provided to the students). What is interesting about this model is that it places the customers (students) at the heart of the model and recognises that people interaction is crucial to reach the desired results. However, the change agent feels that the model does not identify an opportunity for feedback loops. Feedback is crucial as it informs the faculty of issues arising from students (Griffin and Cook, 2009) and others involved in education process.

This model does not only focus on learner satisfaction and reaction of the programme, it also measures learning attributed to the programme and the actual behavioural change in the learner and the final results (Bates, 2004). This model has been criticised as it does not consider factors that influence learning such as motivation, entry level of knowledge and skills. It also disregards essential connections between the programme elements, the context and the effectiveness of the resources.

Cecilia Jacobs (2000) designed a contemporary evaluation model that considers

evaluation model for the project. The model is detailed in the following section and how it was used in the context of this project.

Project Objectives

The objectives set for this project were to:

1. Produce a total of eleven videos that shows each faculty member addressing a topic of their expertise
2. Obtain feedback from stakeholders on the resources produced
3. Disseminate the videos on different platforms and through various social networks
4. Evaluate stakeholders' experience regarding the resources produced
5. Provide future recommendations

In order to evaluate each of the above objectives Jacobs' evaluation model was adopted.

The change model consists of ten stages that are presented in the chart below. Jacobs (2000) warns that based on the goals of the evaluation the different stages may follow a different order. The initial steps of the evaluation model acted like a check list in using various tools to locate the innovation within a context and framework. The change agent outlined the steps taken at each stage in the graph shown on page 47.

Jacobs suggests that there is a cyclic loop of information flow between stages six to nine. A number of sources were identified as having a comprehensive understanding of the change project impact. These sources were qualitative information from the faculty to evaluate the effectiveness of the production and the extent of usage of these resources. Qualitative data was collected through interviews and focus groups to understand the perception and usage of the video resources. It also provided an understanding with regards to their views on video-based resources as a means for lifelong learning.

YouTube, website analytics and review of possible change of pattern in applications are also good sources of information that could reflect the impact of this project.

Wagner et al (2012) suggests that using a mixed method approach of quantitative and qualitative evaluation will result in more accurate and valid data. The misconception is that it is thought that data gathered using the triangulation method should be consistent.

Researchers argue that the inconsistency should not be viewed as a weakness but rather an opportunity for deeper understanding. Triangulation allows the evaluator to address the issue from different perspectives and will assist the evaluator to satisfy the goals of the

evaluations (Jacobs, 2000). Another important aspect of data evaluation is that it has to be credible and useful (ibid).

The evaluation of each of the objectives will be discussed in this chapter before concluding.

4.3.1 Produce a total of eleven videos that shows each faculty member addressing a topic of their expertise

The objective was to have one educational video representing each of the eleven faculties based in Ireland. A total of twenty videos were produced as some of the faculty decided to film more than one topic. Seventeen of the twenty videos were approved to be used highlighting topics relevant to Leadership, Healthcare, Management and Education. The change agent believes that this objective was achieved successfully.

4.3.2 7 Udh fY`ZUW`hmgZYXVUW_ about the experience of producing videos for public distribution

As observed from the graph on page 47 stage 3, 4 and 5 are very much interlinked and should allow free flow of information between them with stakeholder input and collaboration to evaluate the innovation. Jacobs makes an interesting observation to evaluate participants as well as non-participants of the change. In this case, the faculty who are internationally based were approached to seek their feedback since they were not directly involved in the project. Having identified the sources of information and decided on the evaluation methods the evaluator will outline below the findings and data collected from these resources.

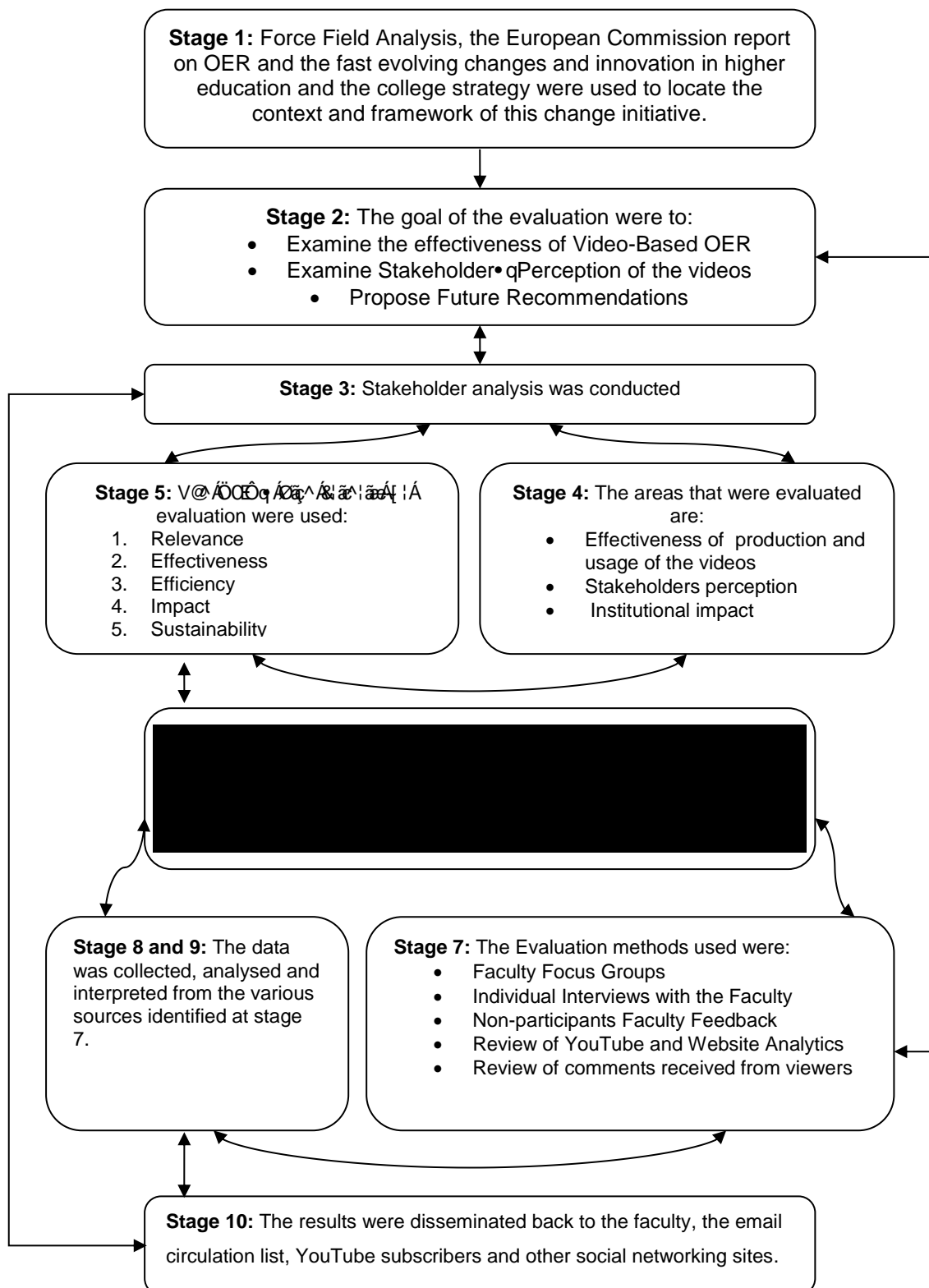


Figure 4: Jacobs Evaluation Model

4.3.2.1 Focus Groups

Six of eleven faculty members who participated in the production of the videos as knowledge experts attended the focus group. The group discussed that they did recognise the videos as an important tool in education. Many of the faculties do incorporate videos in their class to engage students and generate critical discussion to support assessment for learning and makes the session less didactical. They also reflected on the fact that the institute did invest in having a room dedicated for filming and invested in purchasing filming equipment. One of the faculties shared as follows:

Faculty 1: I tried to vodcast and received positive feedback from students. The big challenge for me was the production quality, time commitment and that it was done in house. So, I went back to podcast because it required less

Faculty 2: We did develop videos for an online programme for a specific audience and then edited a few of those videos and uploaded them to

However, they did agree that there is a difference when producing content for a specific audience.

Faculty 3: I know you are filming for a specific audience, so I tried to make it more engaging. I tried to make it more engaging by using a mix of video and audio. I tried to make it more engaging by using a mix of video and audio. I tried to make it more engaging by using a mix of video and audio.

Faculty 4: I tried to make it more engaging by using a mix of video and audio. I tried to make it more engaging by using a mix of video and audio. I tried to make it more engaging by using a mix of video and audio.

Some of the faculty did acknowledge that it was intimidating to produce something that would be in the public domain:

Faculty 5: ~~5~~HIOHFWLQJEDFNKDGRXDVNHGPHEHIRUHWRSURGXFH~~5~~YbGHR
EHLQWKHS~~5~~OLFGRPD~~5~~LQ,~~5~~QQRWKDMEHHQVRV~~5~~YH,~~5~~GEH~~5~~BUULHG
DER~~5~~WKR~~5~~ZDPHDFURVV'

Faculty 1: ~~3~~ZHQWLQWRWKLVIDLUOVFHSWLFODODQG,WKLQNDQHYDOXDWLRQRIWK
*output is fairly positive but what I would be keen to know the data around the
outcome. An outcome from this is that I used some of the videos with my
students overseas. It impacted on my ability to deliver a better orientation*
SURJUDPPHRMUVHDV'

The faculty also expressed how it was useful to send the videos to some people who might have missed a session. They also agreed that their colleagues overseas have been using these videos which they thought stressed the strategic goal of the college around collegiality. One of the unintended outcomes was that the faculty felt more connected with their colleagues in the main college building. They discussed the comments and positive feedback they received and felt that the videos re-emphasised what the institute was doing.

There were mixed feelings with regards to using the skills of a makeup artist before the filming. The main purpose for using makeup was to boost the confidence of the faculty in front of the camera and avoid having a shiny face.

~~0a~~ | c Á Á @ Á æ ^ ~] Á æ Á Á [Á ~ & @ Á ! Á æ { æ È

Some also thought that it was important to have colleague behind who camera that could intervene when things did not sound correct. Others suggested the use of prompts and clue cards. They liked that the end of the videos had a human element with a more relaxed feel.

When asked if they would be interested in developing a MOOC on Leadership 101

Faculty 3: ~~1~~VQRTXHVWLRQ'

It was interesting that faculty members expressed fear about developing educational videos that would be in the public domain. However, they still agreed to go ahead and participate in the change project.

4.3.2.2 Individual Interviews with Faculty Participants

Although focus groups and individual interviews are different data collection mechanisms, when combined they can provide the researcher with a more holistic view of the matter (Lambert and Loiselle, 2008). The change agent approached the faculty who were unable to attend the focus group for individual interviews. The same themes appeared in the individual interviews. The faculty members were nervous, were not sure what to expect and feared of the fact that the videos would be in the public domain, but recognised that the only way to gain the skill was by actually doing it.

Faculty 7: *3WKLQNWKHFKDQJHDJHQWFUHDWHGVDVHQVHRIXUJHQFVLQFHVSHFLIL*
days were identified for filming and cameraman, light and sound technician
and makeup artist were aOOERRNHGRMIXWKDGWRGRLW'

They also recognised that preparation is key and they suggested that people from the main college started calling when they saw the videos, which helped in raising the personal brand and profile.

4.3.2.3 Feedback from Faculty Non-Participants

Hattie and Timperley (2007) argue that feedback is information presented by

• [{ ^ [} ^ Á ~ & @ Á ^ & @ ! É ^ ^ ! Á ! Á æ } Á ^ * æ å å * Á] ^ & ã Á æ] ^ & Á - Á } ^ q Á

performance. As Jacobs has indicated in the evaluation model it is important to include non-participant academics as they have different interests and contributions to the interest. The institute has four faculties working abroad. All four were approached with open-ended questions for feedback. Two of the faculty responded.

^a~ &aa} aA^•[~!&•A} aA[AaA@A~![]^a A{ { a•a} qA^a•aA[!AU]^}A]A
 Oa~ &aa} +A a~a^EJ}^Aa&@*AQ•] aAa aAa partnership website were also
 amongst the organisations that agreed to feature the videos.

4.3.3.1 YouTube Analytics

According to Topps et al (2013) YouTube analytics can provide valuable information
 !^* a~a~*Aa, ^!•a&••A} aA^ @a~!•Aa@!Aa depending on their opinions
 and comments.

V@A!a @A^[, A^ { []•da•A@Aa, ^!•a c!a&a} A a@A[~V^a^A@}^|A
 since it was created in Sep 2011. It is evident how the interaction of viewers has
 increased since these videos were launched along with other videos that featured
 conferences and videos about the institute.

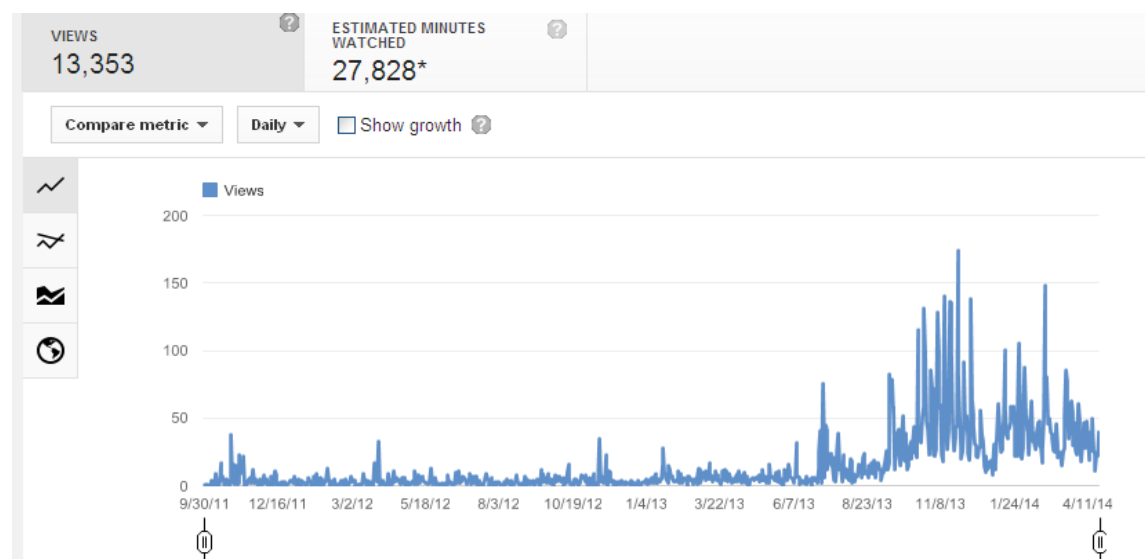


Figure 5: Viewers' interaction with YouTube Channel

Thus, graph reflects the geographical spread the YouTube channel has attracted
 with viewers from 129 countries, with Ireland, US, UK, UAE and Bahrain as the five
 top viewers.

Geography	Views ↓
Ireland	6,373 (48%)
United States	1,443 (11%)
United Kingdom	828 (6.2%)
United Arab Emirates	635 (4.8%)
Bahrain	522 (3.9%)
India	335 (2.5%)
Saudi Arabia	329 (2.5%)
Canada	328 (2.5%)
Malaysia	308 (2.3%)
Australia	240 (1.8%)
Jordan	138 (1.0%)
Philippines	110 (0.8%)
Qatar	85 (0.6%)
Singapore	78 (0.6%)
Germany	73 (0.5%)
France	66 (0.5%)
South Africa	65 (0.5%)
Vietnam	53 (0.4%)
Thailand	52 (0.4%)
Italy	47 (0.4%)
Netherlands	45 (0.3%)

Figure 6: Geographical Spread on YouTube Channel

4.3.3.2 Website Analytics

As part of the process to increase the awareness and online search-ability of the institute website and educational resources the change agent went through an extensive search engine optimization process. Consequently, the website analytics reflects 31% increase in visitors out of which 33% are new visitors. 110 of these visitor opened educationeuropa.eu and 10 from HSEland.ie. The reason that the numbers are relatively low on the HSEland could be due to the fact that it was recently added.

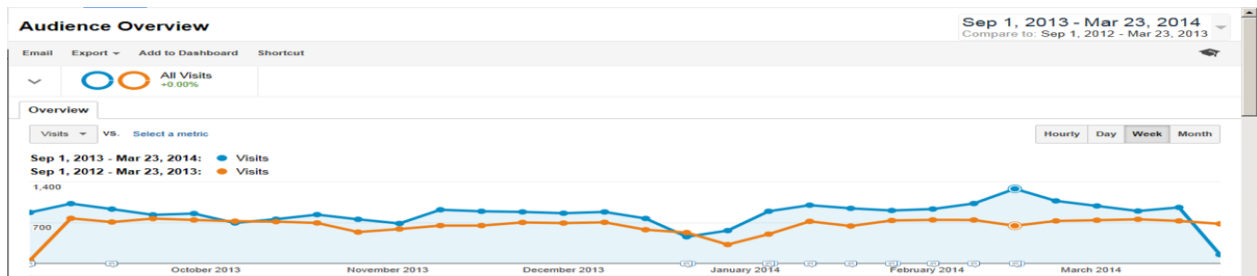


Figure 7: Website Analytics

4.3.3.3 Social Networks

audience and their social media behaviour is key. The change agent observed that healthcare professionals are very protective of their professional identity and are very conscious of the implication a tweet can have on their career. However, healthcare professionals and educators seemed to value networks. The change agent felt that LinkedIn Group could serve as a platform for networking and it may be the possible explanation of the growth of audience in the LinkedIn group by 505%. YouTube is fairly private unless people share or comment. However, it has been suggested that many people do use Facebook for personal and friends only and many would prefer to keep the personal life separate from the professional life. Consequently, despite the increase in facebook page likes, the increase has not been as strong as the other networks.

Social Networks	Network audience in Nov 2012	Network audience in 2014	Increase
YouTube	8	165	1963%
Linkedin Group	38	230	505%
Twitter	-	259	-
Facebook	89	198	122%

Table 1: Growth of Audience on Social Networking Sites

4.3.4 Evaluate stakeholders experience regarding the resources produced

The survey could not be circulated through the communication office to all staff in Ireland and Bahrain due to restrictions to avoid survey fatigue amongst them. The change agent therefore decided to circulate the survey to individual contacts (total of 63) in Ireland and Bahrain. The change agent also requested assistance from the contacts in Perdana, Penang and Dubai to circulate the survey. The survey was also

4.3.4.2 Rating the videos as a means for lifelong learning

88.57% (n=31) respondents rated moderate to strongly these videos to be as a means of lifelong learning and same number indicated that their overall educational experience was between satisfactory and excellent. Three respondents disagreed and one respondent strongly disagreed on both statements.

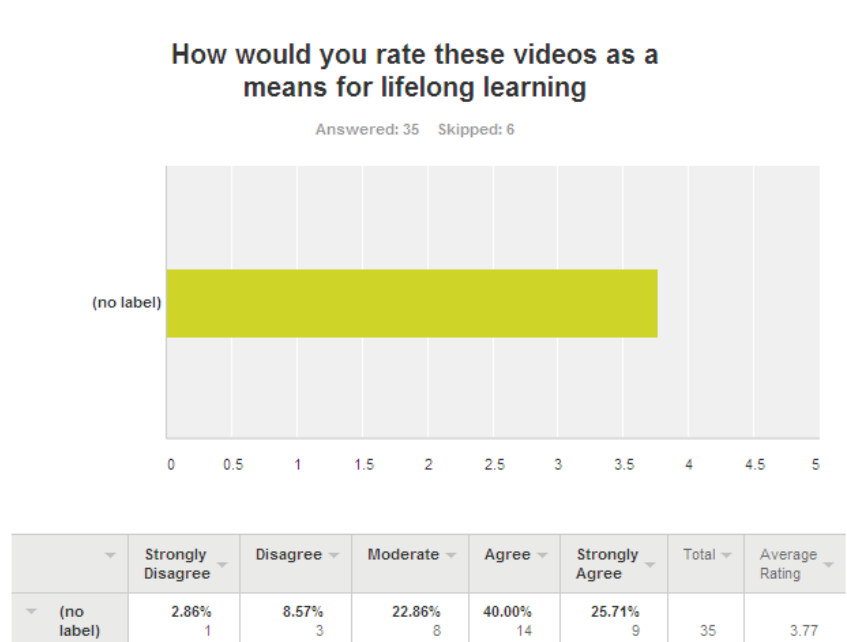


Figure 9: Rating the videos as a means for lifelong learning

4.3.4.3 Future Actions

74.29% (n=26) responded that they would be interested in viewing more educational videos and the same percentage expressed interest in joining a MOOC if offered. When asked if they would consider joining one of the academic programmes offered by the institute 48.57% (n=17) said that they would not want to enrol. 28.57% (n=10) expressed interest in joining and the other 22.86% were not sure.

Respondent 1: QWHUDFWLYHFRPPXQLFDWLRQFRXOGEHFRQVLGHUHG

Respondent 2: HOOGRQHJUHDWLQLWLDWLYH

Good snap shot guide to specific topics. They need to be well titled to ensure the content LVDWWKHVWGHQWLVRNRNLQJIRU

Respondent 4: *aspects highlighted, good reminder of the theory and application - went back to listen to them a second time. Thank you for the value added piece of resource to my first educational input from the RCSI. It will help me to recommend the MSc programme to staff and colleagues. Keep up the*

Respondent 5: *benefit if you include students and alumni*

Respondent 6: *looking at somewhere else -- feels a bit uncomfortable without the eye contact*

Respondent 7: *if*

Respondent 8: *why my comments are a bit negative, but I can see their appeal to someone*

Respondent 9:

Overall the response from the audience was positive where 84% and above thought the content messages were clear, topics were of relevance, the production was engaging with appropriate duration and that the content was thought provoking. 87% thought that these videos are a good means for lifelong learning and that they would like to see more videos and to possibly join a MOOC offered by the institute. The responses also suggest that there is a possibility to convert viewers to possible full paying students.

4.3.4.4 Informal Feedback from Audience

During the change process some of the faculty received informal feedback from

• c a^} o A a A { } 20^| , A A A q } A [{ A A A c^! • ^ a A c a^} q A { { ^} o A } A YouTube.

Audience1: ZDWFKHGLWUHSWDWHGODQGYH I found something interesting, thank you for your continuous efforts to rise up our understanding WRWKHOHDGHUVKLSVLQFHLWVDOHDUQDEOHVNLOO´

What is interesting to note is that the faculty who had an active online presence received the most comments and shares on YouTube and other social networking sites.

4.3.5 Provide future recommendations

Survey respondents suggested some valuable information for future consideration such as presenters should look into the camera when presenting. They have also suggested involving students and alumni in the videos. Given the calibre of the a • c c q A a A A || ^* ^ q A | a a a • A A A A * ^ A e ^} o A | a c^ • A A A A A A A Q ~ | a A be considered in the future. Furthermore, it was suggested to use interactive communication and to choose titles well to appeal to students.

Considering the fact that respondents have shown strong interest in joining a full OER course and that the faculty has the necessary skills, knowledge and have overcome the fear associated with filming, it might be timely to consider developing a full course on one of the MOOC platforms. The experience gained from this project can also be used to further develop the blended learning materials in the institute to deliver high quality blended learning that focuses on personalised learning, mastery-based, high expectations with clearly defined rigorous standards and student ownership and empowerment.

4.4 Conclusion

The dissemination of new video-based educational resources in a not-for-profit, third level institution. The evaluation aimed at gathering information to determine the impact of video-based open educational resources and have an understanding regarding the organisational impact this project may have had. The change agent used focus groups, individual interviews, sought feedback from non-participant faculty, surveyed audience, reviewed informal feedback and assessed YouTube and website analytics. In general, the change agent is confident to state that the evaluation reflects that the aim and objectives of the project were achieved. In the next chapter, the change agent will discuss the findings and propose future recommendations.

7\ UdhYf`).'8]gW gg]cb`UbX`7 cbWi g]cb

5.1 Introduction

In order for a citizen to be actively engaged in a society they need to be literate (Martin, 2008). In the twenty-first century it is not enough to be literate but there is a need to have digital literacy skills. The European Commission report predicts that by 2030, 90% of jobs will require digital skills. To address this issue and to enhance higher education the European Commission has joined the international movement [-Ä] ^} ÄÖ~ &œ} æÄ^•[~!&•ÄÜÖDæ å/å ææ^åÄ@Ä] ^} ÄÖ~ &œ} ÄÖ![] æÄ Ä an effort to support lifelong learning and try to overcome digital illiteracy in Europe. The Web 2.0 technologies such as social networking, resource sharing and mobile devices are suggested to assist students to acquire the necessary skills for lifelong learning such as self-directed learning, self-discipline, ability to manage work alone, time manage, and learn independently (Dunlap and Lowenthal, 2011; Kukulska-Hulme, 2012).

It is argued that many publicly funded educational institutions have contributed to the OER movement due to their public outreach mission, since they receive funding to support the operation of their institutions Q{ æÖGEJLP^|.} ÄGEÄ LÖQ q } ÄGEJDE As a college that is operating under charity licence, the change agent believed that this project has been a proactive approach in engaging with the international movement of OER and contributes to the community by producing video-based educational resources available to anyone with internet access. Some have argued that knowledge sharing is the tradition of higher education (Bossu et al, 2012). Publicly funded universities have been expected to engage and produce open educational resources as a means of giving back to the community. The change agent believes it is only a matter of time before the public demand such resources from higher institutions, especially, educational institutions that operate under charity licence.

Some changes do still face the OER movements. Creative commons licensing has addressed many concerns regarding the copyright of learning materials. The mindset regarding the need to guard intellectual property is still a concern.

In this chapter the change agent will discuss and reflect on the change process, discuss the impact of the organisational change, identify strengths and limitations and propose recommendations for future improvements.

5.2 Change Process

A literature review was carried out to better inform the change agent regarding the need for the change and the benefits and challenges associated with such change. It was evident that OER was not a new phenomenon, what has changed is the development of web 2.0, advancement of mobile devices, a new generation entering the market, increasing cost of higher education, student massification and the need for continuous professional development, all societal changes that demand consideration for a new approach to learning.

There has also been a noticeable interest in research regarding the use of videos in education and more recently how to personalise education through learning analytics. The analytics have been a very powerful tool in commercial organisation. It is evident that OER is not a new phenomenon, what has changed is the development of web 2.0, advancement of mobile devices, a new generation entering the market, increasing cost of higher education, student massification and the need for continuous professional development, all societal changes that demand consideration for a new approach to learning. Elite universities have designed platforms that host hundreds and thousands of students in one course. These platforms capture immense knowledge and have the potential to transform learning. As a result, the change agent believes that any higher education that aims to be a leader in its field need to be proactive in this approach to teaching and learning.

The change agent used various environmental tools such as SWOT, PEST, Force Field and stakeholder analysis were used to obtain a comprehensive and broader understanding to develop a vision. This is the first time where the change agent used these tools to such extent in professional setting. What has been interesting to note, is that the change agent has been proactive in this approach to teaching and learning.

analysis, the level of importance and influence changed at different phases during the change process.

So was the role and responsibilities of the change agent, they changed during different phases of this project. The role involved creating the vision, identifying change agents, seeking commitments and approval, sourcing the production company, making all the necessary arrangements for pre-production and disseminating the videos. Based on the experiences gained while conducting this project the change agent noted the importance of vision and why Kotter (1995) stressed the importance of vision to gain commitment for change. For this to happen the change agent considered leadership power and influencing strategies. Change champion was key in moving the idea forward. During this phase the change agent also researched production styles to make the videos as appealing and engaging as possible. The change agent used a storyboard and a script as a framework for videos. Survey responses show that 93% of respondents considered the style of the videos to be engaging.

Each faculty is able to view the YouTube analytics of their videos to have a deeper understanding of how and what they said during their five minutes video to retain and improve. The change agent received feedback from the faculty members. Some of the feedback received, it was suggested that faculty members should present straight to camera. Some of the faculty preferred to use cue cards while filming or to speak to someone behind the camera to maintain the flow. If the faculty is not comfortable or confident with their approach it will affect how they come across. Consequently, the change agent decided to leave this as optional for the presenters.

The change agent noticed some of the effects that many appear due to the lighting, a makeup artist was available to apply makeup prior to the filming session. As noticed from the evaluation some of the feedback received, it was suggested that faculty members should present straight to camera. Some of the faculty preferred to use cue cards while filming or to speak to someone behind the camera to maintain the flow. If the faculty is not comfortable or confident with their approach it will affect how they come across. Consequently, the change agent decided to leave this as optional for the presenters.

was covered well. In the future, it would be ideal to show the faculty how they appear on camera before continuing with the filming. It is important to keep in mind that the quality of filming be further enhanced during the editing phase of the production.

One of the objectives of this project was to have at least one educational video for each faculty in the institute. Some of the faculty decided to cover more than one topic. So, the change agent filmed a total of 17 videos. This clearly outlines that the first objective of this change project was achieved. It is worth mentioning that three of the 17 videos had to be re-filmed since the setup of the group discussion in the video did not come across as well as anticipated. In order to overcome future challenges with filming, the change agent may consider arranging for rehearsal sessions using a smart phone camera or other camera.

Having had all the videos produced and approved internally, the change agent decided to have one video released each week over a period of time. This meant that the institute had valuable content to share with its audience. But when the videos were sent to Communication Department for distribution, the change agent faced the first obstacle. Despite the fact that the change agent identified the branding as an issue and attempted to sort it at an initial stage, the change agent was informed that the branding was incorrect and could not be used. The situation caused delays and had cost implications (Reflective Diary page 6).

During the change process, the change agent came to appreciate the power and importance of networks on operational, personal and strategic levels (Ibarra and Hunter, 2007) and culture. Steven (2000) suggests that organisational culture offers à^c^!Á c^*!æñ } Á-Á@Á!^ æ ã æñ } q Á^•[^!&•É æ-æ ãÁ[|æÁ•Á c^!} ælly to effectively respond to external challenges. The change agent encountered some challenges with culture that was discussed in further detail in the reflective diary (page 7).

The faculty has also suggested that the videos have been useful educational resources for class teaching to generate critical discussions and support teaching and learning. Further organisational impacts will be discussed in the coming section.

5.3 Organisational Impact

The change agent believes that one of the major impacts of this project is that the college has now made an official contribution to the international movement of OER.

Most of the MOOCs and SPOCs deliver their course content primarily through the use of videos. The faculty of the institute has now the experience and understanding of video production and most importantly they have overcome the fear of sharing anyone. They also have an appreciation of the requirements of producing learning materials for unknown target audience.

The brand of the college has been widely distributed with a clear association of what development and on international level on various social networking Channel having over 13,000 viewers from 192 countries. The number of YouTube subscribers has increased by 1963% and LinkedIn by 505%. This demonstrates that the second objective was successfully accomplished, however, there are still opportunities to have these videos disseminated and used by affiliated hospitals and organisations abroad.

The institute is located at a physical distance from the main college. These videos have had positive internal unintended outcome where staff were reintroduced and the relationship was strengthened between their peers in the main college. Many of the faculties reported that they received phone calls, emails and comments regarding their videos from their colleagues in the main college and elsewhere.

5.4 Strengths of the Change Project

The main strength of this project was in the faculty, their corporation and willingness to contribute despite the fear that they may have had. Without their support it would not have been possible to produce these educational videos. The fact that the change agent has marketing and communication background has been valuable in producing high quality videos with engaging production. The videos were not time specific which means that they can be of relevance for a longer period of time. Furthermore, the videos have creative commons licences, this means that anyone can use and re-use them in educational settings. The change agent believes that this project has reflected an attempt in embracing technology and Web 2.0 in education to support digital literacy and lifelong learning.

5.5 Limitations of the Change Project

One of the main limitations of this project was time. It is challenging to capture the sustainability of this project. However, the change agent intends to continue to find opportunities to disseminate and use these videos. Given the time frame it has been not possible to determine if the institute will be using their experience of developing educational videos as part of their online learning resources or possibly embark on a MOOC or SPOC adventure.

5.6 Recommendations for Future Developments

One of the main recommendations for future developments is to rehearse before the actual filming using smart phone or other camera. This will improve the filming process, avoid any surprises and ensure quality of videos.

Considering the fact that the 74% of survey respondents suggested that they are interested in enrolling in a full course offered for free online, it is recommended to continue to support OER by developing a full course.

The change agent recognises that changing organisational culture can be challenging particularly in a college that has been operational for more than 200

years. The college currently has five different campuses located internationally. Adapting the OER concept between these campuses will create a culture that encourages sharing of learning resources internally before opening up to the world.

5.7 Conclusion

This project involved the introduction, production and dissemination of video-based UOÜE@Áçæ æā } Á -Á@Áæ& |c q Á c] ^!ā } & Á -Á@Á | [&••Áæ Á ^||Áæ Áā, ^!•qÁ perceptionËV@Á&@æ *^Áæ ^} Á•^âÁ^} ā !Áæ âÁ, æā•q&@æ *^Á [â^|Áæ âÁ ^çæ æ âÁ@Á | [b &Á•ā * Áæ[à•qÁçæ æā } Á [â^|ËV@Áç^!æ|Á^ââæ\ Á[{ Á viewers and faculty indicate that the project was successfully carried out and executed.

Based on the experience, the change agent feels that this project has been an important one in aligning the college with the international movement of OER and to have a tangible contribution in enhancing digital literacy in Europe and beyond by embracing technology and Web 2.0.

F YZf YbWg.

Abelson, H. (2008). The creation of OpenCourseWare at MIT. *Journal of Science Education and Technology*, 17(2), 164-174.

Adams, A., Liyanagunawardena, T., Rassool, N., and Williams, S. (2013). Use of open educational resources in higher education. *British Journal of Educational Technology*, 44(5), E149-E150.

Ash, K. (2012). Educators Evaluate 'Flipped Classrooms'. *Education Week*, 32, s6-8.

Atkins, D. E., Brown, J. S., and Hammond, A. L. (2007). *A review of the open educational resources (OER) movement: Achievements, challenges, and new opportunities* (Menlo Park, The William and Flora Hewlett Foundation).

Andrews, D. (2014). University Teaching 101. Teaching with the Science of Learning. Coursera.

Barber, T. (2012). Lunch with the FT: Norman Davies. *Financial Times*. Retrieved: 07 May 2014
<http://www.ft.com/cms/s/2/12a5994a-17aa-11e2-9530-00144feabdc0.html#axzz2D4BfKYuw>

Barber, M., Donnelly, K., Rizvi, S., & Summers, L. (2013). *An avalanche is coming: Higher education and the revolution ahead*. London, UK: Institute for Public Policy Research.

Bates, R. (2004). A critical analysis of evaluation practice: the Kirkpatrick model and the principle of beneficence. *Evaluation and program planning*, 27(3), 341-347.

Bennett, S., Bishop, A., Dalgarno, B., Waycott, J., and Kennedy, G. (2012). Implementing Web 2.0 technologies in higher education: A collective case study. *Computers and Education*, 59(2), 524-534.

Bensoussan, B. E., and Fleisher, C. S. (2012). *Analysis Without Paralysis: 12 Tools to Make Better Strategic Decisions*. FT Press.

Bissell, A. N. (2009). Permission granted: open licensing for educational resources. *Open Learning*, 24(1), 97-106.

Bogue, R. (2005) "Use S.M.A.R.T. goals to launch management by objectives plan". TechRepublic. Retrieved 27 March 2014.

Bossu, C., Brown, M., and Bull, D. (2012). Do Open Educational Resources represent additional challenges or advantages to the current climate of change in the Australian higher education sector?. In *Proceedings of the 29th Annual Conference of the Australasian Society for Computers in Learning*

in Tertiary Education (ASCILITE 2012). Australasian Society for Computers in Learning in Tertiary Education (ASCILITE).

Brown, J. S., & Adler, R. P. (2008). Open education, the long tail, and learning 2.0. *Educause review*, 43(1), 16-20.

Chenail, R. J. (2011). YouTube as a qualitative research asset: Reviewing user generated videos as learning resources. *The Qualitative Report*, 16(1), 229-235.

Chorianopoulos, K., and Giannakos, M. N. (2013, June). Usability design for video lectures. In *Proceedings of the 11th european conference on Interactive TV and video* (pp. 163-164). ACM.

Clifton, A., and Mann, C. (2011). Can YouTube enhance student nurse learning?. *Nurse education today*, 31(4), 311-313.

Clow, D. (2012, April). The learning analytics cycle: closing the loop effectively. In *Proceedings of the 2nd International Conference on Learning Analytics and Knowledge* (pp. 134-138). ACM.

Cole, K., Graves, T., and Cipkowski, P. (2010). Marketing the library in a digital world. *The Serials Librarian*, 58(1-4), 182-187.

Collins, A., and Halverson, R. (2010). The second educational revolution: rethinking education in the age of technology. *Journal of computer assisted learning*, 26(1), 18-27.

Creative Commons, retrieved 2013-12-21 <http://creativecommons.org/about/history>

Daniel, J. (2012). Making sense of MOOCs. *Academic Partnerships*.

Darnton, R. (2013). <http://youtu.be/ojiVpu7x8zE> . The Agenda with Steve Paikin. Retrieved 27 March 2014.

Davidson, C. (2014). History and Future of (Mostly) Higher Education. Four Great Information Ages in Human History. Coursera

Özdemir, İ. (2013). Open Learning: The Journal of Open and Distance Learning, 24 (1), 3. 10.

DeVries, I. (2013). Evaluating Open Educational Resources: Lessons Learned. *Procedia-Social and Behavioral Sciences*, 83, 56-60.

Downes, S. (2007). Models for sustainable open educational resources. *Interdisciplinary Journal of Knowledge and Learning Objects*, 3, 29-44.

Duncan, I., Yarwood-Ross, L., and Haigh, C. (2013). YouTube as a source of clinical skills education. *Nurse education today*.

Dunlap, J. C., and Lowenthal, P. R. (2011). Learning, unlearning, and relearning: Using Web 2.0 technologies to support the development of lifelong learning skills. *E-infrastructures and technologies for lifelong learning: Next generation environments*, 292-315.

European Commission. (2012a). Rethinking Education: Investing in skills for better socio-economic outcomes.

European Commission (2012b). Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources

European Commission (2013a). Opening up Education: Innovative teaching and learning for all through new Technologies and Open Educational Resources. Retrieved: 2013-10-17, http://ec.europa.eu/education/news/doc/openingcom_en.pdf

European Commission (2013b). Commission launches 'Opening up Education' to boost innovation and digital skills in schools and universities. Retrieved: 2013-10-17, http://europa.eu/rapid/press-release_IP-13-859_en.htm

Everitt, A. (1996). Developing critical evaluation. *Evaluation*, 2(2), 173-188.

French, J. R. P., and Raven, B. (1959). The bases of social power. In D. Cartwright (Ed.), *Studies in social power* (pp. 150-167). Ann Arbor, MI: Institute for Social Research.

French, W.L. and Bell, C.H., Jr (1999). *Organisational Development* (6th edn), Englewood Cliffs, NJ: Prentice-Hall

Frye, A. W., and Hemmer, P. A. (2012). Program evaluation models and related theories: AMEE Guide No. 67. *Medical Teacher*, 34(5), e288-e299.

Gattiker, E. Z. (2008). Organizational commitment for environmental projects. *Journal of Operations Management*, 28(1), 72-85.

George, B. Sims, P., N. McLean, A. and Mayer, D. (2007). Discovering Your Authentic Leadership. *Harvard business review*, 129-138.

Geyer, R., Mackintosh, A., and Lehmann, K. (2005). *Integrating UK and European social policy: the complexity of Europeanisation*. Radcliffe Press

Giannakos, M. N. (2013). Exploring the video- based learning research: A review of the literature. *British Journal of Educational Technology*, 44(6), e191-e195.

Goodfellow, R., and Lea, M. R. (2013). *Literacy in the Digital University: Critical Perspectives on learning, scholarship, and technology*. Routledge.

Greller, W., and Drachsler, H. (2012). Translating Learning into Numbers: A Generic Framework for Learning Analytics. *Educational Technology and Society*, 15 (3), 42. 57.

Hashim, S. (2014). Reflective Diary, Dublin, RCSI.

Harder, S. A. (2012). Technology and the Classroom. *Technology*.

Hattie, J., and Timperley, H. (2007). The power of feedback. *Review of educational research*, 77(1), 81-112.

Hill, L. A. (2008). Where will we find tomorrow's leaders?. *Harvard Business Review*, 86(1), 123-8.

Papadourakis, A. (2014). A framework for open educational resources. *Open Learning*, 25(1), 37-44.

Hockings, C., Brett, P., and Terentjevs, M. (2012). Making a difference- inclusive learning and teaching in higher education through open educational resources. *Distance Education*, 33(2), 237-252.

Hylén, J. (2006). *Open educational resources: Opportunities and challenges* . Paper presented at the Open Education 2006:Community, Culture, and Content, Logan, UT.

Ibarra, H., and Hunter, M. (2007). How leaders create and use networks. *Harvard Business Review*, 85(1), 40.

Jacobs, C. (2000). The evaluation of educational innovation. *Evaluation*, 6(3), 261-280.

Johnson, G. (2012). STUDENTS, PLEASE TURN TO YouTube FOR YOUR ASSIGNMENT. *Education Canada*, 52(5), n5.

Johnson, L., Adams, S., Cummins, M., Estrada, V., Freeman, A., and Ludgate, H. (2013). The NMC Horizon Report: 2013 Higher Education Edition.

Johnson, L., Adams Becker, S., Estrada, V., Freeman, A. (2014). *NMC Horizon Report: 2014 Higher Education Edition*. Austin, Texas: The New Media Consortium.

Johnson, L., Levine, A., Smith, R., and Stone, S. (2010). *The 2010 Horizon Report*. Austin, Texas: The New Media Consortium.

Jones, C., Ramanau, R., Cross, S., and Healing, G. (2010). Net generation or Digital Natives: Is there a distinct new generation entering university?. *Computers and Education*, 54(3), 722-732.

Kay, R. H. (2012). Exploring the use of video podcasts in education: A comprehensive review of the literature. *Computers in Human Behavior*, 28(3), 820-831.

Kotter, J. P. (1995). Leading change: Why transformation efforts fail. *Harvard business review*, 73(2), 59-67.

Kotter, J. P. (1996). *Leading change*. Harvard Business Press.

Kukulska-Hulme, A. (2012). How should the higher education workforce adapt to advancements in technology for teaching and learning?. *The Internet and Higher Education*, 15(4), 247-254.

Laakso, M., Welling, P., Bukvova, H., Nyman, L., Björk, B. C., and Hedlund, T. (2011). The development of open access journal publishing from 1993 to 2009. *PLoS One*, 6(6), e20961.

Lambert, S. D., and Loiselle, C. G. (2008). Combining individual interviews and focus groups to enhance data richness. *Journal of advanced nursing*, 62(2), 228-237.

Lewin, K. (1947). Frontiers in group dynamics: concept, method and reality in social science; social equilibria and social change. *Human relations*.

Nguyen, T. H., Marmier, F., and Gourc, D. (2013). A decision-making tool to maximize chances of meeting project commitments. *International Journal of Production Economics*, 142(2), 214-224.

Marshall, S. J. (2013). Evaluating the Strategic and Leadership Challenges of MOOCs. *Journal of Online Learning & Teaching*, 9(2).

Taylor, R. (2013). The role of the police in the future of the city. In *The future of the city* (pp. 151-176). New York, Berlin and Oxford: Peter Lang.

Masats, D., and Dooly, M. (2011). Rethinking the use of video in teacher education: A holistic approach. *Teaching and Teacher Education*, 27(7), 1151-1162.

Masterman, L., Wild, J., White, D., and Manton, M. (2011). The impact of OER on teaching and learning in UK universities: implications for Learning Design. In *Proceedings of the 6th International LAMS and Learning Design Conference*, 135-144.

McCutcheon, H., Pincombe, J. (2001). Intuition: an important tool in the practice of nursing. *Journal of Advanced Nursing*, 35, 342-348.

McKerlich, R., Ives, C., and McGreal, R. (2013). Measuring Use and Creation of Open Educational Resources in Higher Education. *International Review of Research in Open and Distance Learning*, 14(4).

McLaughlin, J. A., and Jordan, G. B. (1999). Logic models: a tool for telling your programs performance story. *Evaluation and program planning*, 22(1), 65-72.

Meehan, D., and Reinelt, C. (2012). Leadership and Networks. New ways of Developing Leadership in a Highly Connected World. *Leadership for a new era series. Leadership Learning Community, San Francisco*.

Mennin, S. (2010). Teaching, learning, complexity and health professions education. *J Int Assoc Med Sci Educat*, 20, 162-165.

Merrigan, O & Sprakel, J. (2013). Are the Public in Bahrain using Social Media sites to access Health related information? *Arab Health Journal*.5, 76-78

Milheim, K. (2012). Toward a Better Experience: Examining Student Needs in the Online Classroom
©[~ * @T æ || , q ÁP a'æ&@ Á - Á^ ^á•Á [á^|ÉMERLOT JOURNAL of Online Learning and Teaching, 8(2).

Morrison, J. (2003). ABC of learning and teaching in medicine: Evaluation. *BMJ: British Medical Journal*, 326(7385), 385.

Mostow, J., and Beck, J. (2006). Some useful tactics to modify, map and mine data from intelligent tutors. *Natural Language Engineering*, 12(2), 195-208.

Mourtada, R., Salem, F. (2012). Social Media in the Arab World: Influencing Societal and Cultural Change?. *Arab Social Media Report*. (2), 1. Dubai School of Government. Retrieved: 30 November

2013

<http://www.arabsocialmediareport.com/UserManagement/PDF/ASMR%204%20updated%2029%2008%2012.pdf>

Murdoch-Eaton, D., and Whittle, S. (2012). Generic skills in medical education: developing the tools for successful lifelong learning. *Medical education*, 46(1), 120-128.

Murphy, A. (2012). Benchmarking open educational practices in higher education. In *Proceedings of the 29th Annual Conference of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE 2012)*. Australasian Society for Computers in Learning in Tertiary Education (ASCILITE).

Pan, G. (2012). *Instructor-Made Videos as a Learner Scaffolding Tool* (Doctoral dissertation, Southeast Missouri State University).

Porter, L. W., Steers, R. M., Mowday, R. T., and Boulian, P. V. (1974). Organizational commitment, job satisfaction, and turnover among psychiatric technicians. *Journal of applied psychology*, 59(5), 603.

Randolph, W. A., and Kemery, E. R. (2011). Managerial use of power bases in a model of managerial empowerment practices and employee psychological empowerment. *Journal of Leadership and Organizational Studies*, 18(1), 95-106.

Read, D., and Lancaster, S. (2012). Unlocking video: 24/7 learning for the iPod generation. *Education in chEmistry*.

Reed, P. (2012). Awareness, attitudes and participation of teaching staff towards the open content movement in one university. *Research in Learning Technology*, 20.

Revans, R. W. (2011). *ABC of action learning*. Gower Publishing, Ltd.

Richter, T., and McPherson, M. (2012). Open educational resources: education for the world?. *Distance Education*, 33(2), 201-219.

Rolfe, V. (2012). Open educational resources: staff attitudes and awareness. *Research in Learning Technology*, 20.

Romero, C., and Ventura, S. (2007). Educational data mining: A survey from 1995 to 2005. *Expert Systems with Applications*, 33(1), 135-146.

Rosell-Aguilar, F. (2013). Delivering unprecedented access to learning through podcasting as OER, *Computers and Education*.

Rubens, W., and Counotte, A. (2012). Facilitating lifelong learning with OpenU.

RTE (2012-Sep-18). Mary McAleese to chair EU education group

<http://www.rte.ie/news/2012/0918/338046-mcaleese-europe-education/> Retrieved: 2013-12-15

Schwartz, P. (2009). Organizational Dynamics, Summer, 30-48

Siemens, G., and Baker, R. S. D. (2012, April). Learning analytics and educational data mining: Towards communication and collaboration. In *Proceedings of the 2nd International Conference on Learning Analytics and Knowledge* (pp. 252-254). ACM.

Smith, M. S. (2009). Opening education. *Science*, 323 (5910), 89. 93.

Steven, W.P. (2000). Organisational culture and its relationship between job tension in measuring outcomes among business executives. *Journal of Management Development*, 19(1), 32. 49.

Snelson, C. (2011). YouTube across the disciplines: A review of the literature. *MERLOT Journal of Online Learning and Teaching*.

Stone, B. B. (2012). Flip Your Classroom to Increase Active Learning and Student Engagement.

Strebel, P. (1996). Why do employees resist change?. *Harvard business review*, 74(3), 86.

Stufflebeam, D. L., and Shinkfield, A. J. (2007). *Evaluation theory, models, and applications* (Vol. 3). Jossey-Bass.

Tan, E., and Pearce, N. (2012). Open education videos in the classroom: exploring the opportunities and barriers to the use of YouTube in teaching introductory sociology. *Research in Learning Technology*, 19.

Tao, D., Adsul, P., Wray, R., Jupka, K., Semar, C., and Goggins, K. (2012). Search strategy effectiveness and relevance of YouTube videos. *Proceedings of the American Society for Information Science and Technology*, 49(1), 1-4.

Topps, D., Helmer, J., and Ellaway, R. (2013). YouTube as a platform for publishing clinical skills training videos. *Academic Medicine*, 88(2), 192-197.

Tuomi, I. (2013). Open educational resources and the transformation of education. *European Journal of Education*, 48(1), 58-78.

UNESCO <http://www.unesco.org/new/en/communication-and-information/access-to-knowledge/open-educational-resources/how-has-unesco-supported-oers/> Retrieved: 27 March 2014

UNESCO. (2012) Turning on Mobile Learning in Europe, UNESCO, Paris, France.

Wagner, C., Mannion, R., Hammer, A., Groene, O., Arah, O. A., Dersarkissian, M., and Suñol, R. (2014). The associations between organizational culture, organizational structure and quality management in European hospitals. *International Journal for Quality in Health Care*, mzu027.

Wagner, K. D., Davidson, P. J., Pollini, R. A., Strathdee, S. A., Washburn, R., and Palinkas, L. A. (2012). Reconciling incongruous qualitative and quantitative findings in mixed methods research: exemplars from research with drug using populations. *International Journal of Drug Policy*, 23(1), 54-61.

Watson, R., Kenna, H. Cowman, S. and Keody, J (2008). Nursing Research, designs and methods. Churchill, Livingstone, Philadelphia.

Weiss, A. (2003). *Organizational consulting: How to be an effective internal change agent*. Wiley.com.

Wiley, D. (2010). Openness as catalyst for an educational reformation. *Educause Review*, 45 (4), 15-20.

Wiley, D., Bliss, T. J., & McEwen, M. (2014). Open Educational Resources: A Review of the Literature. In *Handbook of Research on Educational Communications and Technology* (pp. 781-789). Springer New York.

Yáñez, F. (2013). Open Educational Resources: A Review of the Literature. *Open Learning*, 24(1), 11-21.

YouTube (2013). Statistics. Retrieved: 04 Sep 2013 <http://www.youtube.com/yt/press/statistics.html>

Zhang, M., Lundeberg, M., Koehler, M. J., and Eberhardt, J. (2011a). Understanding affordances and challenges of three types of video for teacher professional development. *Teaching and Teacher Education*, 27(2), 454-462.

Zhang, G., Zeller, N., Griffith, R., Metcalf, D., Williams, J., Shea, C., and Misulis, K. (2011). Using the Context, Input, Process, and Product Evaluation Model (CIPP) as a comprehensive framework to

guide the planning, implementation, and assessment of service-learning programs. *Journal of Higher Education Outreach and Engagement*, 15(4), 57-84.

5 ddYbX]l '%': cfW':]YX'5 bUng]g

Force-Field Analysis				
Hindering Forces	Rating	Change Project	Driving Forces	Rating
Staff Attitudes	5	Introduction of Video-Based OER as part of Private Higher Education	Tougher Competition	5
Cost	4		Demonstrate Leadership and Involvement in current educational movement and change	5
Public Criticism	5		Brand Positioning	4
Discomfort with Camera by knowledge experts	2		UNESCO/ EU support	4
Rebranding	1		Align with the strategy	4
Filming Crew and Edited	2		Connecting with staff, students, Alumni etc	5
Time demand of knowledge experts	3		Building Audience on Social Networks	4
			New Approach to Learning	3
			Performance Development	1

5 ddYbX]l ' & ' GK CH

STRENGTHS (Internal)

1. Quality product delivered in a nurturing environment with a flexible approach
2. Faculty of experienced healthcare professionals
3. International Operation
4. Linked to national health systems
5. Part of 200years of heritage

WEAKNESSES (Internal)

1. Different working weeks and time differences
2. Brand premium experience
4. Logistical challenges

OPPORTUNITIES (EXTERNAL)

1. Expansion into GCC
2. Further enhance blended learning
3. Managerial and pedagogical research relating to Healthcare and postgraduate studies

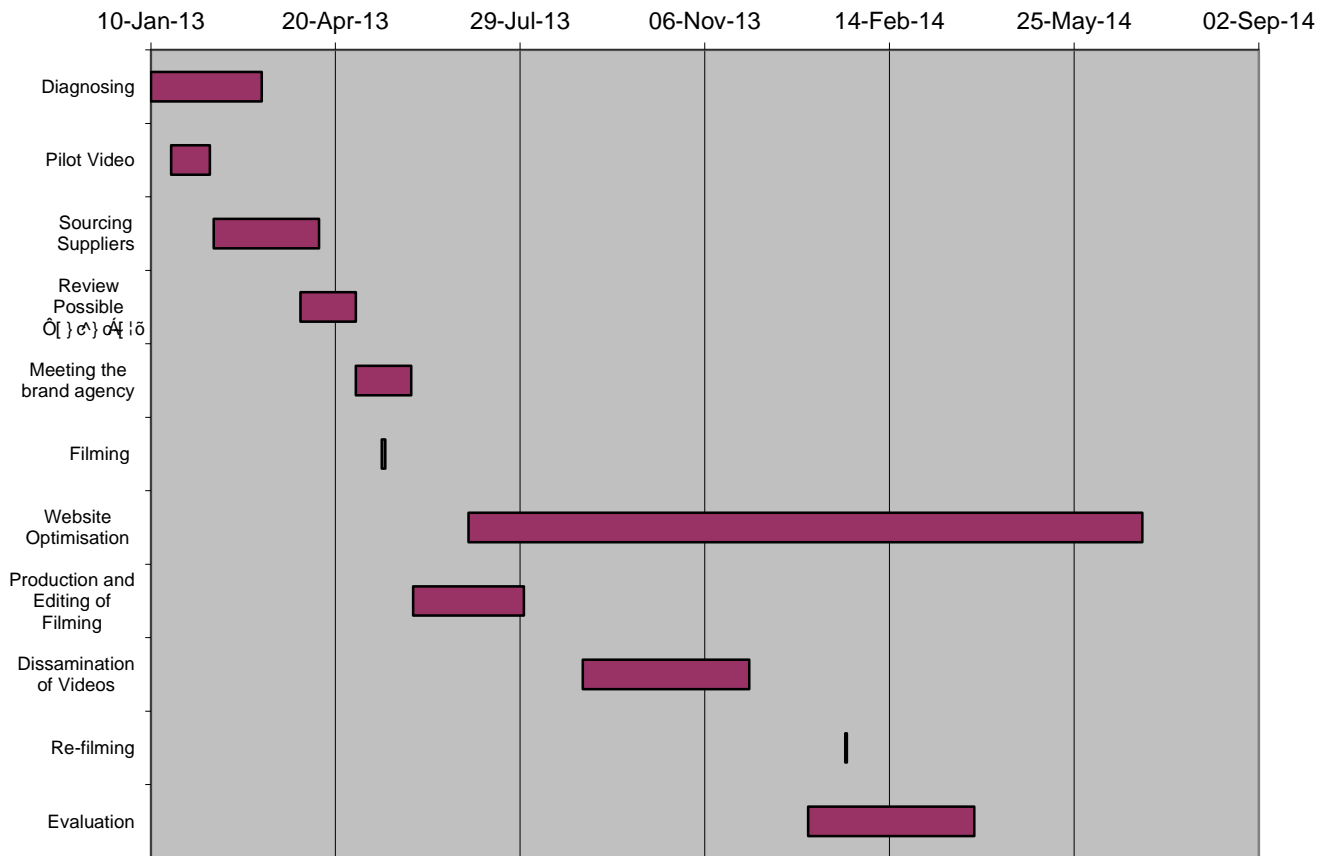
THREATS (EXTERNAL)

1. Increased competition in the market
2. Accreditation issues
3. Lack of Sponsorship

5 ddYbX]l " . 'GhJ_Y\ c`XYf '5 bUng]g

		Importance of Stakeholder			
		Unknown	Little/ No Importance	Some Importance	Significant Importance
Influence of Stakeholders	Significant Influence				Faculty, Production Company
	Somewhat Influence		Students & Alumni	College Staff, ALS, non-participating faculty	Communications Department
	Little/ No Influence				Other Communication Departments in the college
	Unknown	Video Viewers from the public			Platforms for OER

5 ddYbX]l `(. ; Ubh7\ Ufh



5 ddYbX]l ') . 'bZi YbW' HUW]Wg'

Table 2
Two widely accepted taxonomies of influence tactics.

Influence tactic	Type ^a	Definition	Included in Kipnis taxonomy	Included in Yukl taxonomy
Rational persuasion/rationality	R	Using logic, explanation and factual evidence	✓	✓
Inspirational appeal	S	Appealing to the target's values, ideals or aspirations		✓
Consultation	S	Seeking the target's participation in implementing the request; Offering to make modifications in response to the target's input		✓
Ingratiation	S	Making the other person feel important; Use of friendliness, praise or humility	✓	✓
Exchange	H	Offering to reciprocate or share benefits; Invoking past instances of past favors done for the target	✓	✓
Personal appeal	S			✓
Coalition	H	Invoking the support of co-workers or others as a reason the target should support the request	✓	✓
Legitimizing	H	Claiming authority over the target; citing laws, rules, policies or conventions that support the request		✓
Pressure/assertiveness	H	Using demands, threats or deadlines; anger or aggressiveness	✓	
Upward appeal	H	Using the support of higher-ups as a reason the target should support the request; Asking higher ups to back-up the request	✓	✓

Notes: Kipnis et al. initially included two other tactics, sanctions and blocking, but these were dropped due to conceptual and methodological problems. Yukl and colleagues (Yukl et al., 2005) proposed two additional tactics (appraising and collaboration) in 2005; however, these last two tactics have not received consideration from the broader community of scholars; and thus it seems premature to include them at this time.

^a R = Rational/Reason-based, S = Soft, H = Hard.

