Technology Enhanced Learning Strategy and Implementation Plan

2012 - 2017
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PART ONE – TEL STRATEGY

Introduction

Context

The UWE TEL Strategy 2007-2010 concentrated upon ensuring that structures and systems were appropriate for, and effectively facilitated the development of, TEL across the university. The 2007 - 2010 implementation plan was achieved and signed off in 2010. This next strategic plan now moves on to address the development of learning opportunities that utilise these systems in ways that enhance both student and staff experiences and that enable the university to achieve a sustainable future. In particular, the strategy addresses the current unevenness of student experiences with learning technologies across the university.

Technology enhanced learning is described by JISC (2010) as a culture where a broad range of learners are provided with a robust technology environment that provides effective learning opportunities, wherever the learner chooses to learn. Most universities are now moving away from earlier, technology-focussed, definitions of “e-learning” and are now emphasising the learning experiences of students and the teaching experiences of staff. As Marshall (2010) comments

“… the use of the technology itself is increasingly not a distinguishing factor for organisations, but rather the quality of that use and the way it advances the goals of a change-resilient organisation become essential to success.”

UWE has a robust technological framework upon which to build developments in flexible learning and teaching. The university has also made significant investments in staff development and student support facilities, which include the Learning Development Centre and in-faculty TEL support for staff, the Education Innovation Centre which offers support for staff and their students, and the IT and library help-desk support for students.

There are many examples of innovative and effective uses of technology across the university and an appetite amongst staff to engage with new technologies; particularly Web 2.0 and social networking technologies (Falconer 2011). This strategy therefore focusses upon the university's aspirations for future learning and teaching developments and how our existing practice can be further advanced. UWE recognises that those aspirations require the continuing development of an effective culture, as described by JISC above. It also recognises the importance of active engagement with technology across all the university's processes.

This strategy draws upon a wide consultation over the past year; these sources include, but are not limited to, the results of staff TEL surveys, activities of the university TEL Group, statistics relating to student and staff use of learning technologies and the results of student surveys and feedback. It is also in line with the university's stated vision and mission, and is influenced by external factors that include the changing UK and global HE markets and likely future HE funding models in the UK.

This strategy and implementation plan covers the five years from June 2012 to June 2017, with a planned review in June 2014. Further reviews may also be carried out if circumstances warrant it.

Underlying principles

The UWE Strategic Plan

The university's vision is to be the UK's best knowledge and learning partnership university; its mission is to make a positive difference to our students, business and society and its stated ethos is of genuine partnership working to enable the university and its partners to successfully promote and drive opportunity, social justice, creativity and innovation.

The seven elements of the university's strategy are innovation, nurturing talent, student experience, participation, internationalisation, research and exchange of knowledge and skills – to INSPIRE. This strategy aims to develop all of these elements through the effective use of learning and teaching technologies. Specific elements are highlighted in bold in the main objectives list below.
External considerations

The HEFCE TEL Strategy (2009) states that the benefits of TEL can be measured by reference to three criteria, viz.

- **Efficiency** (processes carried out in a more cost-effective, time-effective, sustainable and scalable manner)
- **Enhancement** (improving existing student and staff experiences, learning outcomes and accessibility to study), and
- **Transformation** (radical positive changes to existing processes or introducing new and innovative processes).

UWE recognises the importance of all three of these criteria and they form the underlying principles of this strategy.

The university also recognises that students’ experiences are highly dependent upon their interactions with university staff. The staff experience lies at the heart of the student experience, and is also important in its own right. This strategy therefore focusses upon developing a culture in the university that values:

- Engagement with technology
- Willingness to change
- Optimism
- Open-mindedness
- Responsible risk-taking, and
- Staff and student support

Main objectives

The main objectives of this strategy are to:

1. Enhance the experiences of all UWE students, wherever and however they engage in learning and assessment activities.
2. Enhance the teaching, tutoring, assessment, support and research experiences of UWE staff by enabling effective, efficient and innovative uses of technology in practice, and to develop the talents of both staff and students in the use of new technologies.
3. Enable effective and meaningful participation in study “at” UWE to as wide an audience as possible, regardless of physical location, national boundaries or cultures.
4. Enhance the overall technology skills of students and staff through learning, teaching and assessment activities.
5. Encourage innovation in the design of new curricula and the re-design of existing curricula, to incorporate effective uses of technology for teaching, learning, assessment, research and knowledge exchange.
6. Encourage innovation in the design of new curricula and the re-design of existing curricula, to incorporate effective uses of technology for teaching, learning, assessment, research and knowledge exchange.

Each of these overall objectives is made up of a number of specific strategic objectives, as shown below.

1. Enhance the experiences of all UWE students, wherever and however they engage in learning and assessment activities, with particular regard for supporting equality and diversity needs.
   a. All students to experience effectively integrated uses of learning technologies across all their studies.
   b. All students to have access to effective technology-based support systems for all work-based or off-campus learning activities, e.g. placements, work experience etc.
2. Enhance the teaching, tutoring, assessment and support experiences of UWE staff by enabling effective, efficient and innovative use of technology in practice.
   a. To continue to develop new colleagues’ understanding of appropriate pedagogies through the Academic Development Programme.
   b. The EIC to continue to develop and broaden its range of seminars, workshops and hands-on teaching experiences for all UWE staff.
   c. The EIC to work with the Learning Development Centre to create a wide range of “just in time” online short courses, refresher materials and annotated walk-throughs of learning technologies.
   d. Faculties to specifically include TEL in their annual staff development activities.
3. Enable access to study “at” UWE to as wide an audience as possible, regardless of physical location.
   a. Faculties to develop the equivalent of at least one existing or new programme capable of being studied by using technology at a distance by Sept 2014. Faculties may wish to consider how partnerships with external organisations may facilitate this.
   b. Faculties to develop plans to create the equivalent of at least three further programmes that can be studied by using technology at a distance by September 2016. Faculties may wish to consider how partnerships with external organisations may facilitate this.
   c. Faculties to encourage the adaptation of existing courses to include online routes of study.
4. Enhance the overall technology skills of students and staff through learning, teaching and assessment activities.
   a. Faculties to develop their own TEL strategies and implementation plans that specify areas of development, specific actions and timescales for completion, in line with the university TEL strategy.
   b. Faculty business plans to specifically identify areas of potential development of flexible, online study opportunities and how those opportunities will be capitalised upon.
5. Normalise the use of technology in learning, teaching and assessment and thereby bring about the necessary culture change.
   a. Encourage services to normalise the use of technology across all the day to day activities of staff, e.g. paperless meetings, online leave and sickness recording etc.
   b. Continuing development of online marking and feedback.
   c. Ensure university regulation and engagement processes are fit for purpose.
6. Influence the design of new curricula, and encourage the re-design of existing curricula, to incorporate effective uses of technology for teaching, learning and assessment.
   a. Publish specific guidance for all programme and module teams on designing opportunities for flexible study.
   b. Publish specific guidance for all programme and module teams on monitoring, evaluation and review processes, regarding the incorporation of technology to enable flexible study.
## PART TWO – IMPLEMENTATION PLAN

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<th>Overall Objective</th>
<th>Specific Objective</th>
<th>Actions</th>
<th>Timescale</th>
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| Enhance the experiences of all UWE students, wherever and however they engage in learning and assessment activities. | All students to experience effectively integrated uses of learning technologies across all their studies. | 1. All assessed programmes and/or modules to have a presence in the Blackboard VLE that contains at least the following:  
- Contact details of module staff  
- An explanation of how the Blackboard course will be used  
- Detail of the module curriculum at week by week level  
- The module calendar showing key dates, including attendance and assessment  
- Announcements and module-wide communications during the module run.  
- Lecture and tutorial materials as appropriate.  
- Online activities that require student engagement through Blackboard and therefore enable tutors to assess the level of that engagement through the Blackboard early warning and performance dashboard systems. This is particularly important for Level 1 students.  
2. All Departments to consider and review the use of virtual meeting technologies (e.g. video conferencing, desktop Lync conferencing, instant messaging, virtual worlds) as means of enhancing student learning experiences and to provide a written plan for incorporation of these technologies into appropriate curricula. The plan to be submitted annually to the Department’s Faculty Executive.  
3. The university to develop effective systems for the uploading, deployment and manipulation of video and other multi-media resources, both for internal educational use, and for external viewing.  
4. Piloting of lecture capture systems such as MediaSite and Panopto to be undertaken in 2012/13. | To be made available to students studying during the 2012/13 academic year  
By end of June 2013  
By end June 2013  
By end June 2013 |
| All students to have access to effective technology-based support systems for all work-based or off-campus learning activities, e.g. placements, work experience etc. | 1. Departments to review current practice and to report to Faculty Executives on that practice and plans for enhancement.  
2. Departments to offer technology-based support to all work-based, placement and/or off-campus students | By January 2013  
By September 2013 |
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<td>Enhance the teaching, tutoring, assessment, support and research experiences of UWE staff by enabling effective, efficient and innovative uses of technology in practice, and to develop the talents of both staff and students in the use of new technologies.</td>
<td>To continue to develop new colleagues’ understanding of appropriate pedagogies through the Academic Development Programme.</td>
<td>Rolling programme</td>
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| The ADP will continue to develop the participants in relation to changes in pedagogic practice that relate to the use of L&T technologies. In particular, the ADP is one of the elements of staff development that will aim to:  
• Encourage engagement with changing pedagogies,  
• Heighten participants’ awareness of the techniques and processes of TEL, and  
• Encourage the effective use of TEL. | The EIC to continue to develop and broaden its range of seminars, workshops and hands-on teaching experiences for all UWE staff. | From September 2012 and then ongoing |
| The EIC to organise and host at least 20 seminars and workshops per annum on aspects of TEL that include hands-on opportunities for staff. | The TEL Development Unit to work with the Learning Development Centre to create a wide range of “just in time” online short courses, refresher materials and annotated walk-throughs of learning technologies. | Plan of action to be drawn up by EIC/LDC outlining subject areas, materials to be created and methods of dissemination.  
First tranche of materials to be available online |
| By September 2012  
By January 2013 | By January 2013 |
| Faculties to specifically include TEL in their annual staff development activities. | Faculties to produce staff development plans that specify TEL activity. | By January 2013 |
Enable effective and meaningful participation in study "at" UWE to as wide an audience as possible, regardless of physical location, national boundaries or cultures.

| Faculties to develop the equivalent of at least one existing or new programme capable of being studied by using technology at a distance by Sept 2014. Faculties may wish to consider how partnerships with external organisations may facilitate this. | Faculties to identify at least one programme that will be redeveloped or newly-created for delivery using TEL techniques. This does not necessarily have to be the only way in which the programme can be studied, but students must be able to complete the whole programme using TEL if they wish. | By January 2013 |
| Faculties to develop plans to create the equivalent of at least three further programmes that can be studied entirely by using technology at a distance by September 2016. Faculties may wish to consider how partnerships with external organisations may facilitate this. | Faculties to have the equivalent of at least three further programmes available for study using TEL techniques. This does not necessarily have to be the only way in which the programmes can be studied, but students must be able to complete each whole programme using TEL if they wish. | By beginning of September 2016 |
| Faculties to encourage the adaptation of existing courses to include online routes of study. | Faculties to include specific plans to encourage flexible study opportunities as part of all annual monitoring reports. | To be included in 2012 annual monitoring reports onwards. |

Enhance the overall technology skills of students and staff through learning, teaching and assessment activities.

<p>| Faculties to develop their own TEL strategies and implementation plans that specify areas of development, specific actions and timescales for completion. | Faculties to produce specific TEL strategies and implementation plans. | By September 2012. |</p>
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<th>Faculty business plans to specifically identify areas of potential development of flexible, online study opportunities and how those opportunities will be capitalised upon.</th>
<th>Faculties to carry out market analysis of existing and prospective areas of development of programmes, modules and CPD/short course provision and incorporate development plans based upon that analysis in their annual business plans.</th>
<th>To be included in 2013 business plans onwards.</th>
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<td>Normalise the use of technology in learning, teaching and assessment and thereby bring about the necessary culture change.</td>
<td>Encourage services to normalise the use of technology across all the day to day activities of staff, e.g. paperless meetings, online leave and sickness recording etc.</td>
<td>Services to produce development plans for transition from current paper-based methods of administration to electronic means.</td>
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<td>Encourage innovation in the design of new curricula and the re-design of existing curricula, to incorporate effective uses of technology for teaching, learning, assessment, research and knowledge exchange.</td>
<td>Continuing development of online marking and feedback</td>
<td>Online submission, marking and feedback to be incorporated into all appropriate university assessment activities. Feedback from users of the system to be incorporated into further developments.</td>
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<td>Publish specific guidance for all programme and module teams on designing opportunities for flexible study.</td>
<td>EIC to work with CAS to develop and/or adjust existing course development and validation guidance.</td>
<td>Completed by June 2013</td>
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<td>Publish specific guidance for all programme and module teams on monitoring, evaluation and review processes, regarding the incorporation of technology to enable flexible study.</td>
<td>EIC to work with CAS to develop and/or adjust existing monitoring, evaluation and review guidance</td>
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References

