ELT Strategy for DMU, 2014-18

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Vision

Enhancing Learning through Technology [ELT] is defined as

the transformation of learning by staff and students through the situated use of technology.

At DMU, ELT focuses upon the student as co-producer of her educational experiences. DMU recognises the socio-cultural and pedagogic implications of ELT, especially in relation to: developing digital literacy; taking critical approaches to personalized learning; encouraging co-operative and social learning; engaging with open education and open educational resources; and managing sustainability agendas. DMU does not see the use of technology as an end in itself. Rather the University values the co-operative, pedagogic impact of technology.

DMU's ELT Principles

This strategy is based on the following principles.

1. DMU will expect and support its staff and students to become digitally-literate, in the digital skills, practices and knowledge that they develop.

   Digital Literacy refers to the skills, attitudes and knowledge required by educators to support learning in a digitally-rich world. To be digitally literate, educators and students must be able to utilise technology to enhance and transform classroom practices, and to enrich their own professional development and identity. The digitally literate educator or student will be able to think critically about why, how and when technology supplements learning and teaching.

   This recognises the importance for members of the University:

   - in developing their skills to utilise technology purposefully within and beyond the classroom;

   - in critiquing the underlying knowledge and attitudes that enhance their existing practices;

   - in being positive role models for the critical use of technology.

The University will create a professional development framework to support this work by staff and students.

2. DMU will create, support, deliver and maintain a technological infrastructure that enables diverse pedagogic practices to flourish amongst all staff and students (see Appendix).

   DMU already has a Core/Arranged/Recommended/Recognised model for the use of technology in the curriculum and wider University community. This is rooted in pedagogic practice, and seeks to extend the co-operative and personal engagement with technology. DMU's ELT infrastructure will enable staff and students to utilise a range of personal and core DMU technologies for their work and study. It will allow them to access a range of DMU-hosted and managed content, and to publish their own work-related content. This infrastructure will be mapped to the lifecycles and events that define the student and staff interactions with the University, and to the curriculum. It will enrich these interactions.

3. The critical integration of technologies in the curriculum will support a culture of pedagogic innovation that impacts the University's role as a public good. Short term priorities include:

   • Delivering an integrated mobile service infrastructure to the DMU student and staff community combining a 'go-to' access point for all student information and services, with specific support for pedagogic services through a mobile VLE and other core and arranged technology support;

   • Establishing a 'learning objects' philosophy that enables core signposting, navigation, timetable and module definition information to automatically, consistently and annually populate VLE module shells from other university corporate datasets. Academics' VLE contribution can then be wholly focused on delivering unique and distinctive module and course pedagogic content;

   • Reviewing and determining the required scale of a 'listen/watch again' lecture capture service to augment conventional face-to-face timetabled delivery, both as support for disabled students and a catch-up and review service for all students;

   • Developing an infrastructure to support distance learning opportunities and support for international activity, including the deployment of synchronous collaboration technologies;

   • Scaling the use of social media to enhance pedagogic innovation, through the upgrade to Blackboard and the securing of the DMU Commons.

4. A new pedagogic research strategy for REF2020 will baseline current pedagogic practice, including in ELT, in order to inform capacity and capability-building activities. A strand of the work of the new Centre for Pedagogic Research will enable capacity for research and innovation in this area to grow, and this infrastructure will support the work of teaching excellence award winners across the University. The outcomes of this work will be connected to the idea of the University as a public good, with demonstrable impact on the wider University community.

Strategy implementation and evaluation of impact

- It is the responsibility of the Pro Vice-Chancellor (PVC) Teaching and Learning to drive this strategy, working co-operatively with the Centre for Enhancing Learning through Technology (CELT) in Library and Learning Services, ITMS, POD, and the De Montfort Students Union (DSU).
- The CELT team already work with faculties, through Learning and Teaching Committees (FLTCs), ELT Champions, the Teacher Fellow/National Teaching Fellow network and DSU, to implement professional development and pedagogic innovation, and ensure that this is aligned with input from the Student Voice.
- The Head of CELT is responsible for creating an infrastructure that supports pedagogic research, innovation and development across DMU. This includes the development and evaluation of specific implementation plans, in order to build capacity and capability. This will be done in partnership with faculties through FLTCs and ELT Champions, and with the Research, Business and Innovation Directorate.
- ITMS are responsible for the creation, scaling and sustainability of the technical infrastructure upon which DMU's ELT work is predicated. This includes defining and redefining that infrastructure co-operatively with CELT and faculties.
- In the first instance, this strategy will be driven by the ELT Programme, its benefits and project portfolio.
- University Learning and Teaching Committee is responsible for monitoring the implementation of this strategy and its associated implementation plans, in-line with the University Learning, Teaching and Assessment Strategy.
- Strategy implementation will be by means of specific projects, identified annually as part of the evolving ELT Programme Plan with resources and priorities agreed at the Teaching and Learning Theme Board.