

CELT: Professional Development Plan

Precepts

- This plan underpins the Enhancing Learning through Technology strand of the University Learning Teaching and Assessment Strategy. The ULTAS states that:

“At De Montfort University we wish to prioritise how learning and teaching can be transformed through the considered use of technologies in the curriculum. We will use technology to nurture, stimulate and enhance our capability for inclusion, creativity and innovation.”

The ELT ULTAS aim is that:

“All programmes will develop and integrate Enhancing Learning through Technology (ELT) to support, enhance and transform student learning.”

The ULTAS underpins this aim with four challenges. These are as follows.

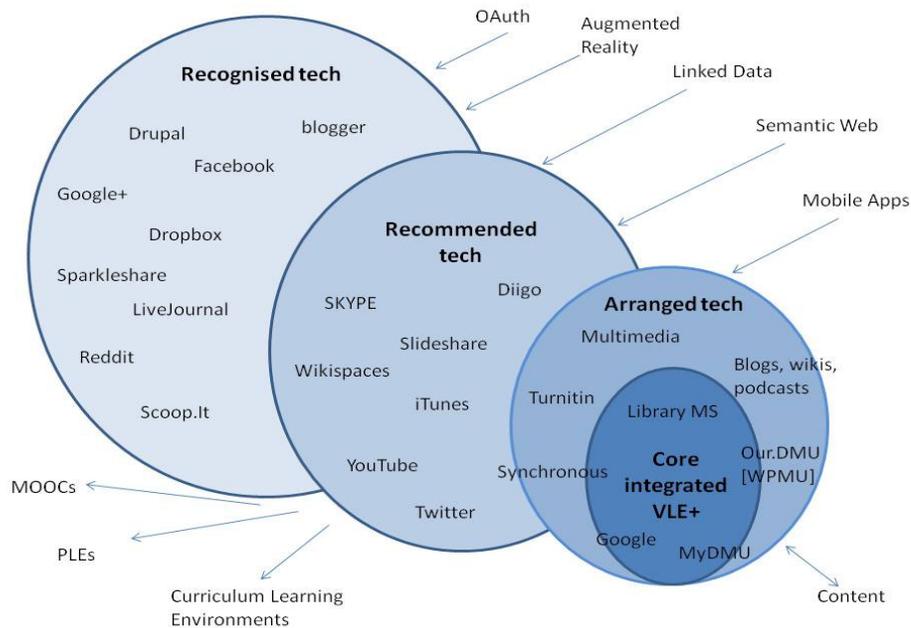
1. All programme teams will extend their use of technology to support online submission of coursework and progressively introduce online feedback to students after work has been marked (also appears under Assessment and Learning).
 2. All programmes will integrate ELT into their curriculum in ways that are appropriate to the programme and its students.
 3. ELT and Distance Learning technologies will be creatively utilised to promote international and business links (either formal or informal) between DMU and its higher education partners.
 4. Faculties will ensure that ELT employs assessment tasks and feedback linked to learning outcomes and assessment criteria.
- This plan aligns with the Vision of the Centre for Enhancing Learning through Technology, to work with staff and students to transform their learning and teaching experiences through the situated use of technologies. The CELT takes a critical approach to the use of technologies, in order to evaluate their socio-cultural and pedagogic implications.
 - This plan is focused upon the production of an innovative learning environment, which enables DMU to be sector-leading in enhancing learning through the appropriate pedagogic application of technologies, including the development/delivery of digital resources. This will be underpinned by the development of academic skills and digital literacies in our students and staff.
 - This plan aims to enhance the resilience of DMU’s academic provision.

Technologies

The CELT team supports academic and professional services staff in the academic and academic-related use of technologies, based around our Core/Arranged/Recommended/Recognised model. This is defined as follows:

1. **Core:** integrated corporate systems, including the Blackboard VLE, the staff/student portal, library management systems, MS Lync, streaming media (the DMU video server), dropbox facilities like Zend, and the DMU Commons (our.dmu), are available to students/staff to use with the devices and services of their choosing, and extended through tools that the institution arranges, recommends or recognises.
2. **Arranged:** accounts are created on key plug-ins or extensions beyond the core, like plagiarism detection tools (Turnitin), external blogs and wikis, like Campus Pack, and synchronous classrooms (WizIQ, WebEx).
3. **Recommended:** recommendations are made with supporting training materials, for connecting key, web-based tools into the core/arranged mix. This might include using RSS to bring in content from Twitter, SlideShare, iTunes or YouTube, or supporting SKYPE.
4. **Recognised:** the institution is aware that students and staff are experimenting with other technologies and maintains a horizon-scanning brief, until and unless a critical mass of users require the recommendation of specific tools.

The model is represented in the following diagram.



Our Core/Arranged ELT systems currently include:

- Blackboard Learning System for modules and programmes;

- Blackboard Communities for non-validated provision [e.g. faculty/central student support];
- The Campus Pack plug-ins for wikis, blogs and podcasts;
- A video library to support streaming media; and
- Turnitin (anti-plagiarism detection tool);
- The DMU Commons, a WordPress installation, for blogging/website creation, now upgraded to a social network based on the BuddyPress plug-in (<http://our.dmu.ac.uk>);
- MS Lync for some synchronous activities.

The CELT team also have access to/skills in the following technologies.

- Collaboration software like WebEx/WizIQ to support distance/placement learning.
- Multimedia creation, editing and distribution (video, images and audio).
- Web 2.0 tools:
 - media portals, like YouTube and jingproject.com;
 - screen-casting, using screenr, screen-o-matic, camstudio etc.;
 - social networking tools like ning.com, grou.ps and Facebook;
 - social bookmarking tools like diigo; and
 - user-generated content tools [for text, images and multimedia], like blogger.com, Twitter, Flickr.com and wetpaint.
- Using mobile technologies in the classroom, for example, handset/voting technologies like Turning Point.
- Using fixed audio-visual technologies in the classroom, for example, smartboards or whiteboards, and visualisers.
- Lecture capture and editing, for instance using Panopto.
- Using MS Office to create meaningful learning objects.

The CELT team also have skills in supporting staff in enhancing approaches to:

- On-line assessment and feedback;
- Developing virtual communities of practice;
- Supporting transitions into and through higher education;
- Developing digital literacies;
- Developing distance learning;
- Inclusive on-line practices;
- Producing open educational resources.

All CELT team members will be working toward achieving a benchmark of skills that relate directly to the threshold in order to support and rollout the vision in a consistent fashion. However, the CELT team's pedagogic awareness is critical in developing skills in our technologies, which in-turn underpin pedagogic innovation, in order that we can prioritise how learning and teaching can be transformed through the considered use of technologies in the curriculum

Types of professional development

For awareness-raising

ELT Threshold: The CELT team will work with DAQ, CFLTCs and all departments to ensure that the threshold for ELT in the curriculum is being applied appropriately.

- This will be delivered through email updates and newsletters, as well as via the new CELT hub and the DAQ website.
- Whole institution sessions on DMU Core technologies for beginners (Blackboard, Campus Pack, WordPress, Turnitin) will be offered.
- DMU Core technologies for beginners (Blackboard, Campus Pack, WordPress, Turnitin) will also be offered both to PGCHE participants and in faculties.

Sharing innovative practice: The CELT team will engage with academic staff to develop a range of curriculum-driven case studies and good practice exemplars that can be disseminated in its new virtual hub that will replace DMU Learning Exchanges (<http://www.learnex.dmu.ac.uk>) in the autumn. The team will use this to encourage networks/communities around ELT.

For curriculum innovation

Developing innovative practice: The CELT team will develop and deliver a range of on-line/face-to-face professional development workshops that focus upon the following.

- Enhancing face-to-face and independent learning.
 - DMU Core technologies for intermediate/advanced users. This will include website creation with integrated audio/video/multimedia.
 - Multimedia content creation, editing and distribution, using desk-top technologies and lecture capture.
 - Creating and distributing open educational resources.
 - Using fixed audio-visual technologies in the classroom, for example, smartboards or whiteboards, and visualisers.
- Developing assessment for learning using DMU Core technologies
- Enhancing distance learning provision.
 - DMU Core technologies for planning and managing distance learning provision.
 - Using synchronous classes and social media.
 - Facilitating assessment at a distance.
- Personalisation and social learning using mobile technologies in the classroom.
- Developing a team-based strategies for ELT.
- Using social media for learning and teaching.

Where appropriate these sessions will connect to the work of:

- APDU on the Open Programme, the PGCHE and Programme Leaders sessions;
- the Learning and Development Team in POD;
- CLaSS and LaRS in their work with students/academic teams;
- the Distance Learning Development team in HLS;
- the Graduate School Office in their work with research students;
- and the IT Governance Unit in ITMS.

These sessions will also reflect on external innovations in ELT, which may include but are not limited to: linked data; mobile learning; augmented reality; Open Educational Resources; open educational practices; Massive Open Online Courses; PLEs.

Types of use of technologies: developing web literacies

The CELT team will keep under review the emerging work on web and digital literacies and badges, in particular the work being undertaken by the Mozilla Foundation (see <http://mozilla.org.uk/> and <https://wiki.mozilla.org/Badges>). However, it will also reflect its professional development work on the approaches of organisations like the Electronic Frontier Foundation (see <https://www.eff.org/>) and projects like ETICA (see <http://ethics.ccsr.cse.dmu.ac.uk/etica>), and research groups like DMU's Centre for Computing and Social Responsibility (see <http://bit.ly/T2i37X>), so that its work is grounded critically.

The CELT team's professional development work with staff will be focused on developing appropriate curriculum strategies. *In the process*, the following skills or digital literacies will be developed.

Threshold

- Core learning system basics: Blackboard basics; Turnitin basics; DMU Commons basics; Campus Pack basics; the video server; Turning Point.
- The web: working with browsers; web mechanics; developing and applying themes; plugins and extensions; evaluating threats (scams, viruses, phishing etc.).
- Content basics: creating and editing MS Office files as learning objects; create and edit bookmarks; tagging; copyright, copyleft and creative commons; embedding basic multimedia; understanding file formats; back-ups and file management/version control.
- Participation: developing on-line community etiquette; collaboration techniques.

Intermediate

- Core learning system: developing e-assessment; developing interaction; managing discussions; blogging/social networks.
- The web: viewing source code; data visualization and statistics; mobile sites and apps; Open vs Proprietary Software.
- Content: creating, editing and distributing video on the DMU video server, and the open web; using text editors; searching and researching.
- Participation: implementing gaming and simulations; developing digital identities; implementing digital storytelling; understanding open practices.

Advanced

- Core learning system: managing the assessment process; managing a social network; managing discussions; embedding technologies in face-to-face classes.
- The web: amending source code; inspecting elements; progressive enhancement - how to layer the structure of web stuff; data visualization and statistics; developing mobile sites; implementing Open vs Proprietary Software.
- Content: advanced creating, editing and distributing video on the DMU video server, and the open web; remixing content; creating content from mobile devices; using video download extension.

- Participation: developing gaming and simulations; advanced digital identities; developing digital storytelling and open practices.

What is to be done?

Action 1: develop CELT Virtual Hub

Purpose: dissemination of threshold, FAQs, Core Technology support, and case studies of innovation

Deliverable: CELT Virtual Hub on the DMU Commons

Date: December 2012

Action 2: develop threshold sessions on DMU Core technologies for beginners (Blackboard, Campus Pack, WordPress, Turnitin)

Purpose: implementation of threshold, linked to Threshold web literacies

Deliverable: threshold professional development sessions offered on Open Programme and PGCHE

Date: December 2012

Action 3: develop and deliver a range of on-line/face-to-face professional development workshops for curriculum innovation

Purpose: implementation of intermediate and advanced sessions, linked to intermediate/advanced web literacies, on the following.

- DMU Core technologies for intermediate/advanced users.
- Multimedia content creation, editing and distribution, using desk-top technologies and lecture capture.
- Creating and distributing open educational resources.
- Developing assessment for learning using DMU Core technologies
- Enhancing distance learning on-line using DMU Core technologies, including: planning and managing distance learning provision; using synchronous classes; independent learning; using social media; and facilitating assessment
- Using mobile technologies in the classroom.
- Developing a team-based strategies for ELT.
- Using social media for learning and teaching.

Deliverable: intermediate/advanced professional development sessions offered on Open Programme and via FLTCs

Date: March 2013

Appendix 1: the CELT team’s model for the use of technologies in the curriculum

The following model is not meant to be hierarchical or judgemental about the quality of ELT. It is meant to be used as a guide for staff and students as they plan how best to use technologies in their curricula. However, the model indicates that at Type 3, the student ELT experience will be more embedded and extended through dialogue. This does not make a judgement about the overall quality of the pedagogic experience.

Type	Characteristics	Student use
<p>Type 3: Full integration of ELT in the curriculum</p>	<p>ELT used to enhance the connection between contact and non-contact-time activities.</p> <p>Specific tasks structured around learning outcomes and assessment.</p> <p>Interaction, discussion and reflection all enhance adaptation of learning.</p> <p>ELT environment focused upon co-produced spaces for interaction and dialogue.</p>	<p>On-line non-contact time task work and materials fully aligned with face-to-face activities.</p> <p>Interactive tasks are structured by both staff and students, and use student and tutor-created content.</p> <p>Tasks lead to knowledge construction, demonstration and sharing.</p>
<p>Type 2: Emerging integration of ELT in the curriculum</p>	<p>ELT used to supplement and reinforce contact-time activities.</p> <p>Some interaction and discussion, with some adaptation and reflection.</p>	<p>Content and activities extend face-to-face work.</p> <p>General on-line tasks and information-sharing.</p> <p>Currency of student use through announcements, discussion boards,</p>

	ELT environment controlled by staff, with some spaces for student interaction.	web links, value-added content, assessments and feedback.
Type 1: Threshold involvement of staff with ELT in the curriculum	<p>ELT supports face-to-face processes.</p> <p>Limited use of ELT for interaction or discussion.</p> <p>ELT environment controlled by staff.</p>	<p>Access to module management information; email available; basic learning materials on-line.</p> <p>Student consults site for information.</p>

Appendix 2: threshold for the use of technologies in the curriculum

The criteria below are a minimum that are expected for your use of technologies to support your curriculum and your students. Meeting the threshold applies to your use of DMU-supported tools like Blackboard. You should consider whether they will also enhance how you enhance your curriculum delivery with non-DMU, web-based tools.

1. At programme-level there is a consistent, team-based approach disseminated to students about why specific technologies are, or are not, being used. The whole delivery team are enrolled as instructors on relevant sites.
2. At module-level your students know why they should use specific tools and how they underpin the broader delivery of your module. [e.g. through a "Read this first" area, or a welcome *Announcement* that explains the purpose of the site.]
3. Contact details for each member of staff delivering the module or programme are available on the site [e.g. using *Staff Information*].
4. There are regular updates or *Announcements* about new content or tasks.
5. The structure of the site contains no empty areas/buttons, and all others have meaningful and consistent labels so that the site is accessible.
6. As a minimum the team should upload the module/programme handbooks, details of assessment tasks and criteria, and any generic feedback. These should all be made available in accessible formats.
7. Text is used to describe each item of content that you upload, so that its nature and purpose are clear to your students.
8. You have not uploaded material for which you do not own the copyright, or which is not cleared. You have attributed ownership as appropriate. Check copyright with your subject librarian.
9. *External Links* on your site include the DMU Library OPAC, your Reading List online, and support materials available from both faculty and student services. All *External Links* must be opened in a new window to avoid copyright infringement and to simplify navigation for your students.
10. Where you use tools for on-line assessment there are formative opportunities for students to understand both the process and content. Students are given feedback on performance. You have considered the "Guidelines for e-assessment @ DMU".
11. Turnitin is used for all first-year, text-based assignments, and students know why.
12. Where you use blogs, wikis or discussion boards, your students are clear about their purpose and have access to the "DMU e-Learning Guidelines".
13. Where you are using non-DMU tools, you have considered all the issues in the [non-DMU Tools Checklist](#).

