# Enhancing Learning through Technology [ELT]: ULTC Report 2010-11

## Introduction: a programme-of-work

The programme-of-work agreed at ULTC in June 2010 stated that by 2013 we would have delivered the following outcomes.

1. The University will deliver a strategy for integrating core and personal technologies, which enables diversity and innovation to flourish.
2. The University will develop a coherent infrastructure and value-added services that are reliable, consistent and readily accessible on and off campus.
3. The University will develop organisational and policy structures that support the agile delivery of TEL.
4. Learners will develop their own digital identities through personal learning environments that incorporate both core University technologies and personal tools.
5. Academic teams will demonstrate an enhanced integration of technologies within their curricula, to enrich learning opportunities.
6. The University will promote an accredited development pathway for practitioners that catalyses innovation and creativity.
7. The University will demonstrably increase its capacity for both research and external income generation related to TEL.

These outcomes were aligned with a series of project strands as follows.

1. e-Administration: our vision demands joined-up systems and this presumes data exchange between corporate systems.
2. e-Services: our vision demands the provision of core, approved, regulated and recognized services for users, including relevant policies and guidance.
3. e-Content: our vision demands an appraisal of our ability to create, share and repurpose open educational resources and content.
4. Learning literacies: our vision supports the engagement of learners, support staff and tutors in the creation and enhancement of their digital identities and safety.
5. Professional development, reward and recognition: our vision demands a joined-up approach to professional development across central services that can enable accredited and non-accredited support for delivery teams, and staff/students.
6. Research and dissemination: our vision and our ability to innovate demands that DMU is able to build capacity and capability for TEL-related research.
7. The marketing of TEL @ DMU: our vision and our ability to demonstrate our sector-leading approach demands a more strategic approach to communicating our successes.

## Why ELT?

The shift from the term "E-learning" to "TEL" demonstrated a more mature view of the potential of technology in education to be transformational, rather than supplementary. However, at the same time a more critical approach has emerged, focused upon the "student as co-producer" of their educational experiences, and which recognizes the socio-cultural and pedagogic implications of personalization, social learning, open education and sustainability, rather than seeing the use of technology as an end in-itself.

In addressing each of these issues, the use of technology is an important catalyst for innovation in learning and teaching, and for the sustainable development of curricula. Enhancing Learning through Technology (ELT) more appropriately demonstrates DMU's distinctiveness and quality in teaching and innovation, research, and our focus on our values of resilience, sustainability, diversity and equality delivered in partnership with stakeholders.

ELT is therefore be defined as "**the transformation of learning by staff and students through the situated use of technology".**

Overall progress towards an integrated strategy

Progress on the strands of the programme can be viewed at: http://telsig.dmu.ac.uk. Key points are outlined below.

I.  Creation of the Centre for the Enhancement of Learning through Technology [CELT]

The key focus for 2010-11 has been planning for the creation of the CELT, to be based in Library Services, in order to provide a clearer identity and locus (both virtual and physical) for ELT developments. It will also provide the opportunity for co-ordination of ELT-focused research and development to enhance feedback into practice and to develop research initiatives that would promote the University externally as an innovative ELT-institution. This is consistent with the approach taken by other key players in this area.

The CELT will deliver the ELT-related objectives of the ULTAS, and it will facilitate the development of critical mass and capacity in order to provide improved support to faculties [see *Appendix 1: A model for the enhancement of learning through technology* for an overview of the CELT structure]. The Centre will aim for consistency of support in different faculties, and to the development, sharing and embedding of expertise. A centrally co-ordinated approach, with clear links into Faculties, will lead to greater sustainability and cross-fertilisation of expertise.

A critical role for each ELT Project Officer will be liaison with Faculty ELT Champions and relevant ELT Co-ordinators in Colleges, in order that professional development is tailored to Faculty/College needs, and that staff are empowered to make good enough decisions about the use of technologies in their curricula. Each member of CELT will also take a lead in the development of an area of strategic importance, in which they have developed some expertise. These areas might, for example, include: e-assessment; Open Educational Resources [OER]; multimedia; mobile/locative learning; social media; research; work-based learning. These areas will reflect the University mission and also areas of emerging expertise.

The CELT will work closely with APDU and DAQ, and the DLD Team in HLS, to develop appropriate approaches to professional development [see, *Appendix 2: Professional Development for ELT at DMU*]. The Team will also work closely with the Graduate School Office on the Virtual Graduate School, and with ITMS in order to plan the development of an innovative, core learning environment. Within the Library, the Centre will *both* support CLaSS and the Academic Services team in the delivery of their pedagogic aims, *and* will work with colleagues in Technical Services to maximise the alignment of e-resource discovery/delivery and the ULTAS.

NOTE: the CELT is planned to launch on 1 September. The appointment of two new Project Officers for HLS and FoT will be determined alongside institutional restructuring.

II.  Infrastructure developments
- An agreed framework of core technologies at DMU will be developed with ITMS once the restructure of that department is completed. In 2010-11 we have ensured that the major upgrade to Bb9.1 has been stable and reviewed our use of blogs/wikis/journals in Blackboard, in order to make a case for purchasing the Learning Objects plug-in for 2011-12, rather than relying on Blackboard's own social media tools.
- In order to support distance learning and placement projects, project mandates have been submitted to ITMS for synchronous, webinar software and an e-portfolio tool.

- Work has been undertaken with Faculty Data Managers to assess data-related issues in the management of Blackboard, with a set of actions to be managed by Ian Bloor and Richard Hall.
- The DMU Commons, based on WordPress Multi-User technology, and hosted in ITMS, has been launched at http://our-dmu.ac.uk A rationale is given at: http://www.learnex.dmu.ac.uk/2011/05/24/blogging-on-the-dmu-commons/ At present 65 staff and students have created 86 blogs, with five other projects using the tool for dissemination. Pilots for curriculum-based developments are planned with Rob Watson in Radio Production. The Commons is also being used of personal and project research blogs. We intend to extend the Commons with a user-group in 2011-12, to include the social media plug-in, Buddy Press.
- Support for HLS staff in the technologies to be deployed in Edith Murphy House will underpin guidelines for the pedagogic use of hardware across DMU.
- A methodology for commissioning services that will become part of our core technologies for learning and teaching, will be developed with ITMS in 2011-12.

III.   Teaching innovation and e-content
During 2010-11, 1704 modules were supported on-line in Blackboard, with 244 programmes being supported. In all, there were: 1,556,474 student logins, with 20,276 unique students logging-in; and 1,686 staff used Blackboard, logging-in on 93,600 occasions.

A paper was taken to Executive Board in January 2011 to discuss an institutional strategy for OER. It was favourably received. As a result, the development of a strategy for OER at DMU will be a priority for the CELT, connected to the outcomes of the JISC-funded SCOOTER and TIGER projects. This will focus upon: professional development activities [through the PGCHE, and faculty-specific work]; developing a repository, based on DORA; guidelines for staff for their decision-making about creating and licensing OER.

A list of DMU ELT projects is available at: http://www.learnex.dmu.ac.uk/telprojects/ Listed below is a series of innovations in this area, as a result of which we are well positioned to bid for JISC-funded Phase 3 OER monies, and to frame institutional policy and guidance for staff in 2011-12. The key is developing integrated support/policy for licensing, copyright, professional development, re-use and technical development.

e-Content
- SCOOTER is a JISC-funded, Phase 2 Open Educational Resource project, running 2010 to September 2011. It is releasing OER via its own website and the JISC JORUM repository, in order to support sickle cell and Thalassaemia education, under Creative Commons BY SA licences. Over 100 components have been released to date onto a search engine-optimised website that is receiving several hundred visitors per month.
- The TIGER project is also JISC-funded and involves transforming current Inter-Professional Education teaching materials for OER, as well as developing new materials for an open learning repository. Transformation had been done using a modified process that includes: gathering, screening, copyright clearance and transformation, linked to team objective skills clinical examination, listening, mental health, e-learning, diabetes and stroke, prescribing, dementia and disability.
- A range of simulations is being deployed, for instance in Humanities (in Politics and International Relations) and through the "Labtutor" specialist software to teach physiology to undergraduate psychology students.
- A Faculty of Technology dissertation student has developed a web-based on-line questionnaire so that pharmacists can obtain 360 degree feedback on their professional skills.

e-Assessment

- Between October 2010 and June 2011, 897 instructors and 23,862 students had used Turnitin to create or submit assignments. In all, 65, 265 originality reports were generated, with 71.5% showing less than 25% similarity between submitted work and other sources [5.2% submissions showed above 50% similarity].
- A pilot of electronic submission of assessment using Blackboard is taking place in Nursing. This pilot has raised made some useful recommendations on how to improve electronic assessment submission and feedback, including clearer guidelines for students and staff, need for training and instructional materials, and how to interface with external examiners.
- FoT held an extended workshop on curriculum delivery and assessment, which focused on  innovation in: live blogging; screencasting; electronic marking; and, self-assessment.

Mobile
- HEA-funding has been awarded to develop Apps and explore the use of touch screen technology to support Forensic Science education. There are other useful examples of mobile content development in: Timetabling; Marketing in FoT, through the JISC-funded DUALL project; and in Art an Design through work with Cuttlfish and Empedia. We are also planning to submit a bid for funding from JISC under their mobile content for libraries programme.
- A strategy to support the development of Apps/support for mobile learning will be required as more demand emerges. To-date requests have been received from the Counselling service, FoT and BAL, as well as enquiries aboutthe Blackboard mobile plug-in.

Multimedia
- A new MSc Programme delivered by distance learning in Pharmacy has involved the production of almost 50 videoed lectures and a bespoke website available at: http://atomic-studio.co.uk/qbd/.
- A JISC-bid on will be developed on supporting the institutional development of archives for learning and teaching, linked to the British Theatre Archive, Sports History, and the Akram Khan Archive.
- A list of other projects, including those being led in Library Services and Art and Design, is available at: http://www.learnex.dmu.ac.uk/telprojects/.
- It has become clear that staff need a series of guidelines for the creation of multimedia with support from CELT. This will be delivered during 2011-12.

A list of teaching and learning innovations is being developed at: http://www.learnex.dmu.ac.uk/telprojects/interesting-examples-of-tel/ We would encourage FLTCs to nominate practitioners to highlight their innovative work, in order that a glossary/index of DMU practice can be disseminated.

IV.    Professional development and learning literacies
- A map of the professional development make-up for ELT is given in Appendix B. This will be formalised during 2011-12, by CELT working with APDU and FLTCs, in order to connect into the PGCHE Review and work with programme leaders.
- The UCPD Web-Enhanced Practice ran with seven students in 2010-11, although only five students will complete due to competing work-loads. It will be suspended in 2011-12 as no Faculty home has been found. The five students are producing social media strategies for IOCT, Human Resources, Library and ITMS.
- A new Staff Support Site will be launched on 1 August within CELT, covering best practice and the use of core/external technologies. This will be a site for the development and dissemination of guidelines for e-assessment, social media and on-line professionalism, and multimedia development.

- A new Research Office-funded ELT Project Officer is supporting the development of a Virtual Graduate School, research training and training needs analyses for the Graduate School Office. This will enhance the capabilities of staff engaged in research training and support, and our post-graduate research students.
- A range of professional development has taken place in faculties with FLTCs and APDU, including the successful assessment work undertaken in FoT, and Champions' events in AAD. In BAL the Champions group has recently been re-structured.
- Developmental programmes of work have been scoped with DAQ and academic staff for distance learning and OERs, and will be offered to faculties by the CELT in 2011-12.
- A JISC bid has been submitted under the Digital Literacies call for a project called: Digital Resilience: Scaling Institutional Communities of Practice [DigiRes]. *DigiRes* aims to develop distributed strategies for embedding digital literacies across the institution, which emerge from collaborative, core activities, and that focus upon making the whole organisation resilient. The focus will be on student progression, programme leaders, online professionalism, and postgraduate taught provision, in the first year, with a broader roll-out in year 2. If the bid is unsuccessful we have institutional backing, through organisational development initiatives, to develop the work.
- A JISC-bid on authentic Assessment and Feedback, connected to professional development and the student experience, will be submitted to investigate the feasibility of enhanced digital management of the assessment process. This will be a Library Services and APDU collaboration with faculties, DSU, Registry and ITMS.

V. Research and external recognition
- A list of external ELT bids is available at: http://www.learnex.dmu.ac.uk/telprojects/. As noted above we also have capacity/capability to submit bids for OER Phase 3, Assessment and Feedback, mobile content for libraries, and e-content related to archival work.
- Amongst its peers DMU is regarded as having a "maturity of implementation" (as indicated informally by our OBHE benchmarking evaluator in 2006) which is not widespread elsewhere in the sector. This is recognised by the fact that DMU was one of nine case studies in the recently published Study of Online Learning commissioned by HEFCE to support the work of the Online Learning Task Force.
- Apart from City and Manchester Metropolitan Universities, DMU is the only HEI to be rolling out a programme of work to develop this area.
- Four of DMU's National Teaching Fellows and nine DMU Teacher Fellows, are e-Learning Champions or Co-ordinators.
- In the last 24 months, DMU has successfully bid for 5 JISC and 2 HEA projects that are ELT-focused, and related to mentoring, placement and mobile learning, and OERs.
- The CELT's Learning Exchanges blog has five main authors and has been visited 20,837 times. The site is used to disseminate DMU practice and to critique educational technologies.
- Our emerging approach to critical research in the area of ELT is recognised in the submission of Richard Hall's research in the REF under the Centre for Computing and Social Responsibility. This will be enhanced through the work of CELT.
- The CELT will act as a hub for supporting staff who wish to publish/research in the area of learning technologies. This will include focusing a special issue of Gateway Papers.

Plans for 2011-12
Based on the spread of work noted above, the CELT will pull together a developmental strategy that supports staff teams in their use of technology in teaching. The key will be moving towards a core vision for enhancing learning through technologies, which enables more confident staff to experiment, whilst supporting less confident staff in innovating and more time-pressured staff in meeting our baseline for the use of technologies in the

curriculum. Thus, the CELT will work with faculties, APDU, External Relations and ITMS, to implement:

- a corporate vision of DMU's aspirations for ELT, which is closely aligned with/embedded in the developing Learning, Teaching and Assessment Strategy. This will include work with senior managers on their understanding of ELT practices, and with ITMS on commissioning services;
- an understanding of its value and benefits; and what support is needed by faculties in order to meet those aspirations, including partnerships with pedagogic leaders who should be providing appropriate direction;
- a strategy to enhance the University's reputation through high quality and high visibility activity in this area, including OERs and the role of champions;
- appropriate capacity/critical mass to deliver the "step change" which is thought necessary for us to maximise our potential in ELT;
- the development of guidelines: for Heads of Department and Champion, about sector-wide innovations; and for all staff on mobile technologies, multimedia and social networking/online professionalism; and
- mechanisms for reaching the "middle ground" of staff who might be intimidated by an "expert" and apparently complex use of technology.

<u>Action for ULTC</u>
Feedback is sought on any aspect of the work outlined above, in particular focused on:
- alignment with faculty/directorate priorities;
- the development of CELT and its relationships to faculties/directorates; and
- mechanisms to support staff and students in their use of technology.

Richard Hall [Library Services] with input from Suki Kaur and Julie Lowe [Library Services], and Viv Rolfe [HLS], 13 June 2011.