

# Implementing Technology-Enhanced Learning @ DMU, 2010-13

For the purpose of this document, Technology-Enhanced Learning [TEL] is defined as “learning facilitated and supported through the use of information and communication technologies” (LTSN Generic Centre, 2002).

This paper fuses the outcomes of our “Review of Technology-Enhanced Learning at DMU” and our “e-Learning @ DMU Strategy, 2007-12”, in order to frame a new strategy for TEL @ DMU, which is linked to a governance process, organizational structure and portfolio of projects that are designed to deliver specific business benefits. The overall approach will underpin the delivery of the institutional recommendations that emerged from the “Review of TEL at DMU”, and will thereby provide a structure to support the faculties in developing their own implementation[s] of TEL.

This Strategy sits within the framework of the DMU Learning Teaching and Assessment Strategy, and it aims to build capability and to optimize the pedagogic benefits to the University by focusing upon good practice, in light of *both* user needs and preferences, and our corporate, academic objectives.



**Decision:** advice on the implementation of the following case is sought from ULTC, in particular focused upon the Vision, Desired Outcomes and Benefits.

## **Our TEL vision for DMU**

DMU will use technology to underpin its core educational values, which are centred on the diversity of its academic communities. It will nurture, stimulate and enhance our capability for inclusion, creativity and innovation, and thereby improve student learning. We will take an integrated approach to the deployment of services that enable all institutional stakeholders to enrich their experiences at DMU.

Our vision is predicated upon the extension of learning opportunities and the improvement of the quality of contact between learners, tutors and resources. We will promote openness in the development of flexible, personalized and sustainable approaches to TEL, where networks of faculty and institutional champions will lead the transformation of our overall institutional experiences.

### **Desired Outcomes**

[Note that this Strategy is aligned with, and fully supports, the DMU Strategic Plan]

By 2013 TEL @ DMU will 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.

### **Benefits**

The following benefits will accrue from the outcomes noted above. [See the Business Case in Appendix 1.]

1. Enhanced resilience of DMU's academic provision.
2. Increased recognition within the HE sector of DMU as a leading TEL provider.
3. Enhanced flexibility and efficiency of core business processes and systems related to

TEL.

## **Governance**

- The Executive authority for TEL lies with the PVC Academic Quality as Chair of the Technology-Enhanced Learning (TEL) Development Board [see Appendix 2]. The Board will take direction, as appropriate, from Strategic Management Group, University Learning and Teaching Committee, and Information and Technology Strategy Committee. It will receive information and advice from the TEL Implementation Group. However, this strategy will also be informed by other key DMU strategies, especially the Learning, Teaching and Assessment Strategy. In turn, it will inform and influence the development of technology-enhanced learning resources and services.
- Academic teams at programme and/or module-level will be responsible for defining and implementing the appropriate integration of TEL in their curricula. Team will be supported by an enabling framework of local and institutional TEL Co-ordinators and Champions. Monitoring will be through annual Programme Enhancement Plans.
- This strategy and its associated benefits will be delivered through a portfolio of projects that will review our approaches to: e-Administration; e-Services; professional development, reward and recognition; research and dissemination; administration; the marketing of e-learning @ DMU; and e-Content.

## **Portfolio of work**

Projects will be developed, within the context of a programme plan, in order to deliver the outcomes and benefits noted above. These projects will be focused on the following areas.

1. e-Administration: our vision demands joined-up systems and this presumes data exchange between corporate systems. We need to scope and deliver solutions that will enable this vision. [Owner based in ISAS]
2. e-Services: our vision demands the provision of core, approved, regulated and recognized services for users, including relevant policies and guidance, that include: the VLE; Turnitin; social media; e-portfolios; multimedia; mobile and personalized technologies. [Owner based in Library Services]
3. e-Content: our vision demands an appraisal of our ability to create, share and repurpose open educational resources and content. [Owner based in Library Services]
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, in order that they can flourish in the 21<sup>st</sup> Century. [Owner based in Library Services]
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. [Owner based in Library Services]

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. [Owner based in Library Services]
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. [Owner based in External Relations]

## **Organisational structure**

The management and delivery of TEL will focus on governance and project delivery, and will involve members of key central services, like Library Services and ISAS, and the faculties. The organizational structure is key to success. [See Appendix 2]

## Appendix 1: the business case for TEL @ DMU

DMU has implemented a hub-and-spokes approach to TEL since 2003. Our extant e-Learning strategy sits within the framework of the LTAS. The benefits to the institution that it aims to deliver are amended in this proposal to focus upon the following.

- Enhanced resilience of DMU's academic provision.
- Increased recognition within the HE sector of DMU as a leading TEL provider.
- Enhanced flexibility and efficiency of core business processes and systems related to TEL.

Our approach is to support a core of technologies within DMU, and to empower staff and students to engage with a range of non-institutional, web-based tools in their learning and teaching. Networks of e-Learning Co-ordinators and Champions in each Faculty and Central Services provide distributed support for staff in exploiting our VLE, Blackboard, to its full potential, in order to build upon its popularity with students. However, as many of our innovators are seeking out TEL possibilities that go well beyond Blackboard, our Strategy has aimed to build capacity and to optimize the pedagogic benefits to the University by focusing upon good practice within programme teams. Enabling staff to be innovative and flexible in their use of technologies and development of pedagogies has been central to our vision.

In-line with the HEFCE Strategy for e-Learning (HEFCE, 2009), a number of HEIs are now reviewing their delivery of TEL. This is apposite given a further set of reports that focus upon the impact of technologies upon learning and teaching in higher education (see: <http://www.learnex.dmu.ac.uk/?p=1760> <http://www.learnex.dmu.ac.uk/?p=1831> and <http://www.learnex.dmu.ac.uk/?p=1847>). The outcomes of these reports highlight the following areas of concern for HEIs.

- i. How do we enhance our students' learning literacies?
- ii. How do we enable staff and students to create learning environments that support learning at an appropriate scale?
- iii. Can we develop services that enable staff and students to manage transitions, progression and attendance?
- iv. Do we need a reappraisal and extension of professional development, and reward and recognition?
- v. How can we develop flexible approaches to the curriculum?
- vi. Can we extend a distinctive institutional culture?

In order to address these issues, our approach to TEL needs to be re-focused upon ensuring that the technologies that are deployed [e.g. VLE, non-institutional social software], the professional development available for staff, alongside related quality improvement approaches and the support services provided for students, are fit-for-purpose within the institution, and sector-leading.

## Appendix 2: TEL Development Board

### **Purpose**

The Board will be the executive authority for steering sustainable, institutional developments in TEL. It will make decisions about policy and resource commitments in-line with the benefits identified in the Strategy.

### **Terms of Reference**

- 1 To approve, direct and review the University's TEL Strategy, including the integration of learning and teaching, infrastructure and partnership requirements, and to authorise any deviations from agreed plans, as appropriate.
- 2 To communicate with key stakeholders about the delivery of e-Learning. This will include reporting to, and taking advice from, ITSC and ULTC about the direction and viability of the implementation, in-line with the institutional business case. It will also include advising and directing the work of the e-Learning Co-ordinator and TEL Implementation Group, as appropriate.
- 3 To ensure that required resources are committed to the implementation and to arbitrate on issues that arise, in order to deliver the benefits of the Strategy.
- 4 To direct policy decisions to, and receive information from, ULTC, SMG, and ITSC, about the strategic development of e-learning.
- 5 To review and promote the quality improvement requirements of TEL provision.
- 6 To manage the risks pertaining to TEL developments.

The PVC Academic Quality will act as the Executive of the Board with ultimate responsibility for decisions that are taken. The Board will give *ad hoc* advice to the University e-Learning Co-ordinator, and will formally meet to make decisions and approve plans biannually.

### **Membership**

PVC Academic Quality (Executive)  
Nominated Dean of Faculty  
The Chair of the DSU  
One Faculty Student Rep  
The Director of Library Services  
The Director of ISAS  
The Director of External Relations  
One Chair of FLTC  
One Programme Leader

## **De Montfort University, TEL Implementation Group**

### **Purpose**

The Group will take direction from the TEL Development Board, in order to manage the sustainable implementation of the University's TEL Strategy. It will identify and disseminate good practice in TEL, and contribute to the development of institutional protocols that will enhance its delivery.

### **Terms of Reference**

- 1 To report biannually to the TEL Development Board.
- 2 To implement the University's TEL Strategy. This will include developing, monitoring and implementing institutional plans for technology-enhanced learning and teaching; and producing annual institutional and faculty evaluation reports.
- 3 To develop protocols and processes for the implementation of TEL systems as appropriate.
- 4 To act as a hub for communication between and within faculties for the dissemination of protocols and effective practice.
- 5 To identify wider educational development issues relating to the use of TEL, for academic and non-academic staff.

The Group will formally meet quarterly. It will normally be chaired by the University e-Learning Co-ordinator or, in his/her absence, a Faculty e-Learning Co-ordinator as agreed by the Group.

### **Membership**

The University e-Learning Co-ordinator

The University e-Learning Project Officer

The Faculty e-Learning Co-ordinators

The Library Services' E-Learning Co-ordinator

A representative from each of APDU, HRTD, the CPD team in HLS, and the Student Resource Development Team in ISAS

## Appendix 3: Towards a vision for joined-up systems for TEL at DMU

### Overview

Technology-enhanced learning does not take place in isolation. Students and both academic and support staff interact with personal and institutional technologies over their life at DMU, and the ways in which these technologies connect to administrative systems and our underlying infrastructure impact the overall experience of DMU. Therefore, it is important to define a vision of joined-up systems in which our core learning system is extended through an expanding range of supported tools.

- **Core:** VLE integrated with our corporate systems, including Google at DMU, MyDMU and Library Services, ideally 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.
- **Arranged:** DMU creates accounts on key tools: Turnitin; blogs, wikis and podcasts; synchronous classroom; video library and streaming server; QMP; and ensures access to training and support.
- **Recommended:** DMU develops recommendations and supporting training materials for connecting key, web-based tools seamlessly into the core/arranged mix, for instance using RSS to bring in content from Twitter, SlideShare, iTunes or YouTube, or supporting SKYPE.
- **Recognised:** DMU is aware that students and staff are experimenting with other technologies but there is not yet a critical mass of users to research and prescribe integration and training

Over time, innovative tutors and students are likely to identify new tools that could be taken on as “recommended” – support materials would be created demonstrating how a seamless experience can be established with the core technologies. Over time, thresholds for digital literacy would be raised to embrace the new skills required by all students/staff to make best use of new tools. In this way we see our learning technology growing organically whilst maintaining the convenience of a guaranteed entry point through the core VLE for students and staff seeking consistency.

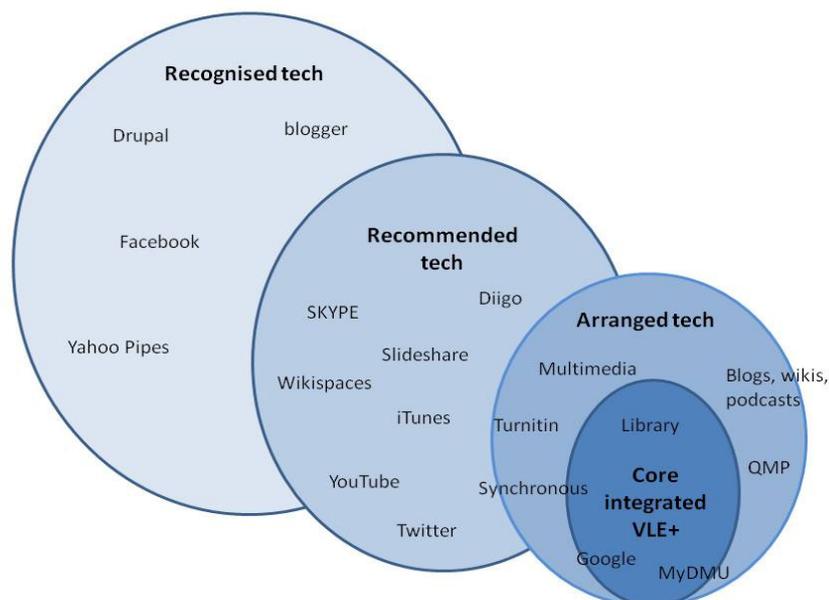


Figure 1 a representation of core technologies at DMU.

The following core activities/technologies have been identified, as interfacing with the student/staff experience of DMU.

**Staff: core activities/technologies**

- *Admin: calendar; timetable; class lists; AV Equipment Loan and Consumable Purchase*
- *Teaching content: CMS; video library; Off-Air Television and Radio Programme Recording; Articulate/Xerte, Wimba Create*
- *Teaching: VLE+; blogs/wikis [including WPMU]; multimedia; RSS; Turnitin*
- *Technology: personal [e.g. netbook, MacBook]; institutional [screen/keyboard, printer]; wireless*
- *Communication: synchronous class; email; mobile SMS; SKYPE; IM*

**Students: core activities/technologies**

- *Technology: personal [e.g. netbook, MacBook]; institutional [screen/keyboard, printer]; wireless*
- *Learning activities: VLE+; blogs/wikis [including WPMU]; web-based tools; RSS; shared on-line workspaces; Turnitin reports; multimedia; e-Portfolio*
- *Communication: synchronous class; email; mobile SMS; SKYPE; IM*
- *Support: Library Online Services*
- *Admin: on-line booking for workspaces; calendar; timetable; assessment deadlines*

**Admin staff: core activities/technologies**

- *Technology: personal [e.g. netbook, MacBook]; institutional [screen/keyboard, printer]; wireless*
- *Feedback: QMP, On Line Assessment Tools*
- *Admin: class lists; data management [QLS, Academic Database, timetabling]; programme scorecards*

An overview of this approach can be seen in the presentations from both DMU and Manchester Metropolitan University, available at:

<http://www2.surrey.ac.uk/cead/learningandteaching/vle-strategy/vleworkshop2/>

Figures 2 and 3 below map these core activities/technologies/data sets against the staff and student lifecycle. They will be used to focus the development and implementation of a portfolio of projects that will in turn deliver the agreed outcomes and benefits noted in the TEL programme mandate above. This portfolio will be aggregated into a programme plan that will be managed by Library Services and governed by the Development Board.

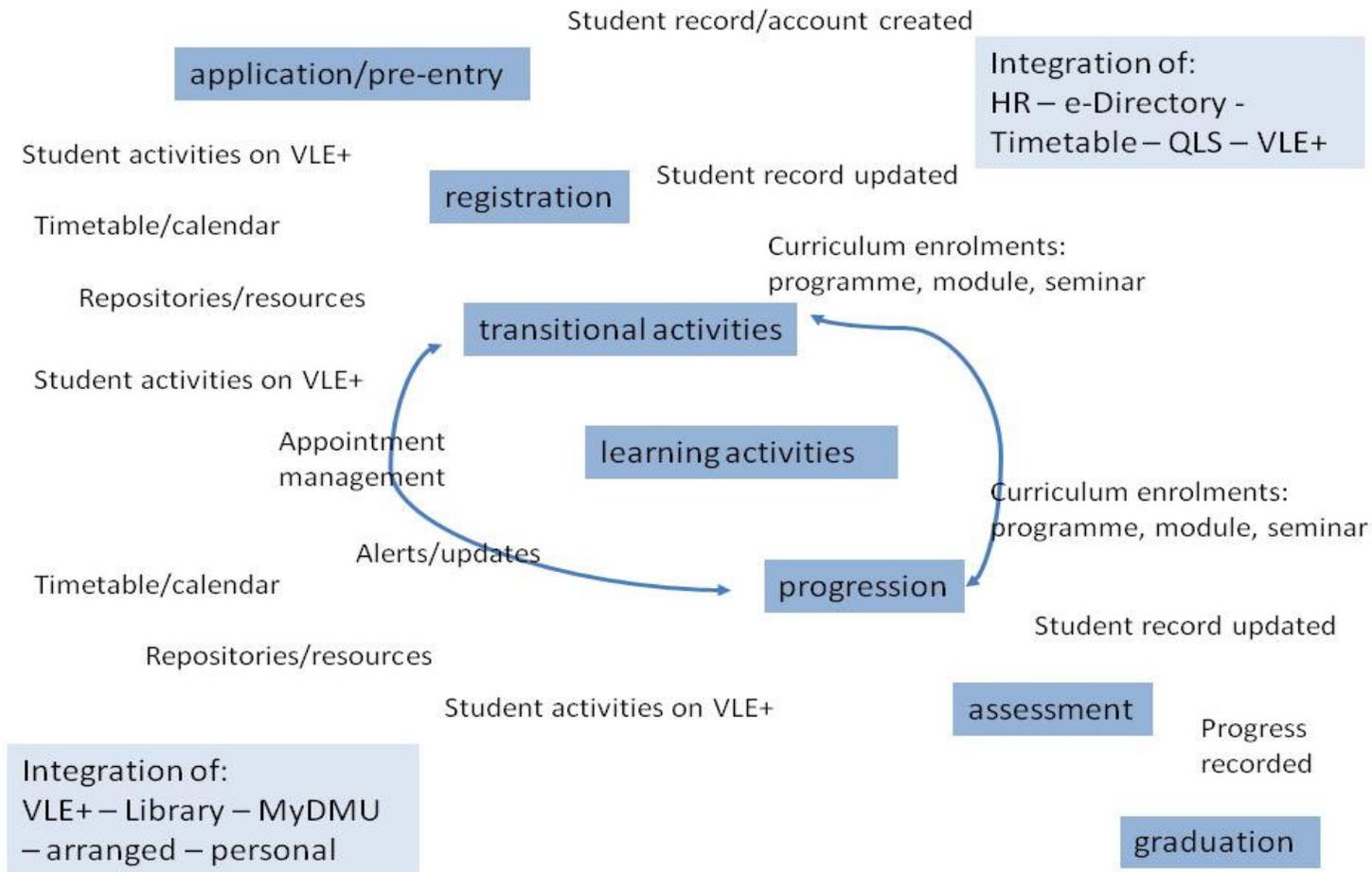


Figure 2: data/technology over the student lifecycle

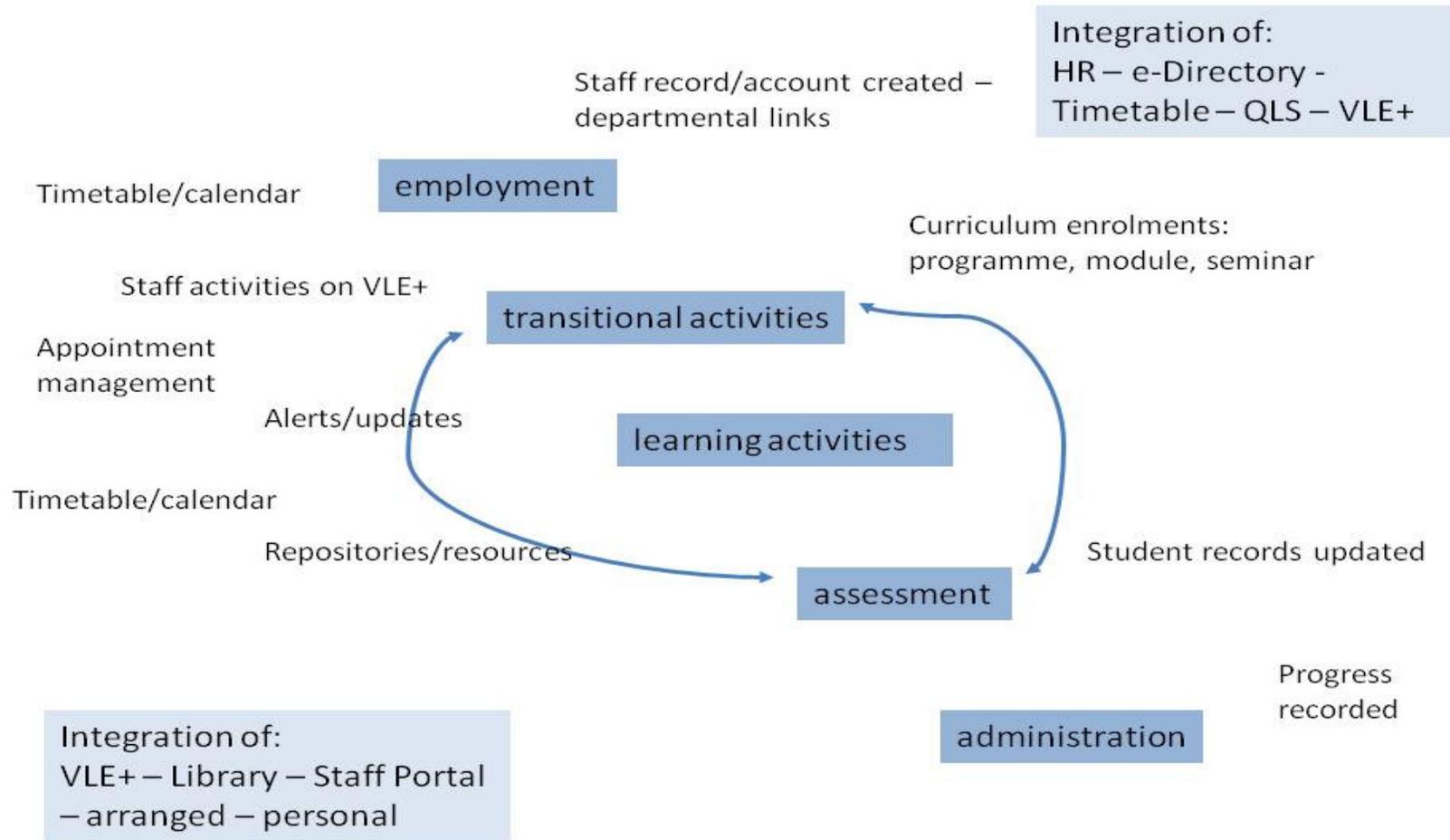


Figure 3: data/technology over the staff lifecycle