

Edge Hill University

Edge Hill University Technology Enhanced Learning Professional Development Framework (TEL PD)

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Background

Research into the learner experience,^{1 2} evidence from the NSS and our own student body tells us that students expect and appreciate consistent and appropriate deployment of technology in T&L - and are critical if expectations are not met.

Technology Enhanced Learning (TEL) now impacts on all aspects of institutional activity. Mainstreaming further TEL adoption across the University requires a highly strategic approach to developing the 'hard to reach' risk-averse 'technophobes,' often referred to as 'late majority' or 'laggards'. Crucially, there is also a pressing need for the management development/leadership development of those responsible for TEL adoption in Faculties, programmes, and central support.

At an early stage, SOLSTICE recognised the importance of a professional development (PD) focus on e-pedagogy and e-research skills and established a TEL PD programme delivered through the central staff development unit by SOLSTICE Fellows, Learning Technologists and Information Professionals. The breadth and depth of TEL PD requested from SOLSTICE has been an unexpected and challenging outcome of the CETL initiative within existing, time-limited resources.

As the CETL has matured, and TEL has entered the University mainstream, a holistic and consistent approach to TEL PD is essential. Currently, there are a number of areas within the University who deliver some form of TEL PD. SOLSTICE's experience has prompted the development of a Framework to identify and join up all University provision of TEL PD.

Framework Overview

The TEL PD Framework views the 6 areas of activity described in the **UK Professional Standards Framework for Teaching and Supporting Learning in Higher Education**³ through its core knowledge 'lens' of *the use of appropriate learning technologies*.

Each of the 6 sections of activity are further broken down into 4 sub-sections adapted from the **Learning and Skills Network Professional Framework for e-Learning**⁴. For example, the first activity *design and planning of learning activities and/or programmes of study* has 4 types of professional development activity: pedagogic, technical, leadership and discipline.

It should be noted that the Framework is informed by (and designed to nest within) Edge Hill's Framework for the professional development of its teaching staff.

The Framework will form a key programme/strand within the SOLSTICE/TEL Roadmap.

Rapidly changing technologies require an agile approach to reviewing and updating TEL PD. It is envisaged that professional development events will change in response to emerging technologies and approaches. The professional development events currently mapped to the sections within the Framework are, for the purposes of this document, largely indicative.

Anticipated Framework Benefits

The TEL PD Framework will enhance the institution's performance in the deployment of TEL through a strategic, holistic and inclusive approach to TEL PD.

- **Strategic** as it will build capacity for sustainable expansion of TEL activity across the University and with potential benefits for the sector. Ensuring staff are adequately

¹ JISC Learner Experience <http://www.jisc.ac.uk/whatwedo/programmes/elearningpedagogy/learneroutcomes.aspx>

² HE in a Web 2.0 world. Committee of Enquiry into the Changing Learner Experience <http://www.clex.org.uk/ourfindings.php>

³ <http://www.heacademy.ac.uk/assets/York/documents/ourwork/professional/ProfessionalStandardsFramework.pdf>

⁴ <http://www.learningtechnologies.ac.uk/files/0627161Framework.pdf>

prepared to undertake TEL is a challenge described in the QAA Outcomes of Institutional Audit reports⁵. Under the Framework, TEL PD will be focused on institutional (and learner) needs. The Framework will also operate as a tool for managers to identify new team skills or skills gaps and for practitioners' to assess their own TEL PD needs.

- **Holistic** as it will develop, embed and evaluate an institution-wide TEL PD Framework, join up silos of existing good PD practice delivering and supporting TEL: Teaching & Learning Development, Library, ICT training, Research Department, Central Staff Development, Academic Quality, SOLSTICE CETL and Learning Technology.
- **Inclusive** as it will provide for the professional development of all staff with a remit for TEL or the support of TEL.

Framework Structure

The Framework is in three parts:

Page 4. Pathways of practice-based TEL PD mapped against the three levels of the National Professional Standards Framework for Teaching and Supporting Learning.

Pages 5 – 8. The 6 areas of activity identified in the National Professional Standards with indicative content produced by viewing each area of activity through the lens of the use of appropriate learning technologies. It should be noted that professional development is interpreted more broadly than seminars and workshops.

Page 9. Prerequisites, supporting activities and resources that underpin the practice-based pathways and areas of activity described on the preceding pages.

TEL PD in Operation

A glance at the Framework reveals more TEL PD activity than can reasonably be delivered with good attendance returns within a single academic year. SOLSTICE will draw up an annual programme of TEL PD events that will be available to all Edge Hill staff and marketed externally, forming the PD 'shop window' that maintains the SOLSTICE brand and reputation within the sector. However, SOLSTICE will increasingly aim to work with Faculties and Departments to design and deliver 'bespoke' TEL PD to meet specific contexts.

Operationalising the Framework will present a number of resourcing challenges in terms of administration and coordination and delivery. Obtaining 'buy in' from managers and practitioners for a strategic approach to using TEL PD to grow TEL will also present challenges where it is currently seen as 'nice to attend, not need to attend'.

Delivery of even a small proportion of the range of TEL PD activity described in the Framework will be dependent upon a large multi-professional team of Senior SOLSTICE Fellows, SOLSTICE Fellows, SOLSTICE Core Team members. It will also draw upon Learning Technologists, Information Professionals, Media Developers, ICT Specialists, SOLSTICE's Visiting Professors and guest speakers with specialist knowledge or skills.

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15 September 2009

⁵ QAA Institutions Support for e-learning Outcomes Series 2:
<http://www.qaa.ac.uk/reviews/institutionalAudit/outcomes/series2/SupportforElearning08.pdf>

Levels of the National Professional Standards Framework for Teaching & Supporting Learning		
Standard Descriptor: Level 1 Selective understanding	Standard Descriptor: Level 2 Extensive understanding	Standard Descriptor: Level 3 Support or lead on L&T issues
Pathway of practice-based TEL PD		
<p>Level 1 activities:</p> <p>SOLSTICE introduction at Institutional Induction</p> <p>SOLSTICE Open Days</p> <p>Peer observation</p> <p>Membership of eLearning SIG social network</p> <p>Attendance at SOLSTICE Seminars, Symposia, Conference</p> <p>Attending central TEL PD</p> <p>Undertaking local/bespoke TEL PD as a result of participating in New Academic Team approaches to curriculum design</p>	<p>Level 2 activities:</p> <p>Participating in R&D activities relating to eLearning</p> <p>Facilitating or leading SOLSTICE seminars, fora</p> <p>Presenting at SOLSTICE Symposia or Conference</p> <p>Membership of regional, national, international eLearning SIGs and social networks</p>	<p>Level 3 activities:</p> <p>Senior SOLSTICE Fellow/ SOLSTICE Fellowship status</p> <p>Reader or Professor in Educational Development</p> <p>Presentation at national and international conferences</p> <p>Peer reviewed publications</p> <p>Facilitation role in curriculum design using SOLSTICE principles</p> <p>Securing RDF or external project funding for eLearning projects</p> <p>SOLSTICE input into VASP</p>
Pathway of course-based TEL PD		
<p>Awareness raising/briefing events</p> <p>Workshops, seminars, symposia, SOLSTICE conference</p> <p>PG Cert T&L Support in HE CPD4550/4551</p>	<p>Individual MA in eLearning modules: CPD4485, CPD4486, CPD4488. Short introductory online courses</p> <p>PG Cert T&L in HE CPD 4552</p>	<p>New modules in Leadership/ePedagogic research. MA in eLearning</p> <p>PHD with eLearning emphasis</p>
Pathway of research-based TEL PD		
Project observer	Project participant	Project leader

Six areas of activity described in the National professional Standards

1. Design and planning of learning activities and/or programmes of study			
Pedagogic	Technical	Leadership	Discipline
SOLSTICE Model (PAF) & learning design Changing the blend' Designing activities for individual & group learning online 'Back to the future' – learning design eLiteracy and e-resources Sustainable eLearning/digital content literacy (Open Content Literacy Series) Digital storytelling (external) Education2.0 - Social Networking for L&T	Affordances of technology: Box of Tricks/ Digital Slam/Crystal Ball Introduction to the VLE and its affordances Introduction to e-resources Digital storytelling (practical) (external) Creating reusable digital content GLO2 and RLO design (external)	Web2Rights issues of legality Do New Academic Teams work? Research Forum Identifying best practice in learning design. Research Forum Resource and quality planning for new programmes	
2. Teaching and/or supporting student learning			
Pedagogic	Technical	Leadership	Discipline
'How do I prepare my students to become e-learners 'Online tutoring – research and practice' Promoting and supporting online discussion Promoting interactivity in the classroom Developing learning literacies Learner experience of eLearning Collaborative learning online	Using Discussion/Chat tools Interactive whiteboard/tablet Classroom voting systems Using mobile technology and Bluetooth in the classroom Creating interactive learning objects Groups and selective release	Symposium: Learning Literacies Identifying best practice in teaching and learning using technologies. Research Forum	

3. Assessment and giving feedback to learners			
Pedagogic	Technical	Leadership	Discipline
<p>Online assessment: formative and summative</p> <p>Technology supported feedback</p> <p>Online testing and exams</p>	<p>Quiz software</p> <p>Turnitin/anti plagiarism software</p> <p>Audio for feedback purposes</p> <p>Creating exams, surveys and quizzes using the VLE</p>	<p>eAssessment: towards a model of best practice.</p> <p>Research Forum</p> <p>eAssessment: leadership considerations</p>	
4. Developing effective environments and student support and guidance			
Pedagogic	Technical	Leadership	Discipline
<p>Exploring online genres (writing for the web) (external)</p> <p>'Netiquette': developing strategies for use of online discussion facilities</p> <p>Managing your online identity and e-safety</p> <p>Inclusion, accessibility, learning preferences</p> <p>Using the VLE as a vehicle for pastoral support of learners'</p> <p>Immersive online environments</p> <p>Role of technology in supporting and retaining learners/transitions</p>	<p>eAdministration and the VLE</p> <p>Creating an accessible TEL environment</p> <p>Creating accessible documents</p> <p>Creating sustainable content</p> <p>Creating multi media content</p> <p>Embedding/ deep linking to external resources</p> <p>Creating Screencasts</p> <p>Creating learning modules in the VLE</p> <p>Using Web2.0 Tools</p> <p>Survey tools for obtaining feedback</p> <p>Immersive environments</p>	<p>Digital portfolios/ digital self</p> <p>Symposium: Leading eLearning</p> <p>(external series) JISC InfoNet workshops:</p> <ul style="list-style-type: none"> • Process review • Portfolio management • Project management • Change management <p>Beyond the baseline: what's next ... and why?</p> <p>Research Forum</p> <p>Administration of TEL and changing working practices</p>	

5. Integration of scholarship, research and professional activities with teaching and supporting learning			
Pedagogic	Technical	Leadership	Discipline
<p>Information literacy series (4 workshops)</p> <p>eLearning research methods (is this a series?)</p> <p>Ethics and TEL research methods</p> <p>Prospective authors writing workshop (external: Emerald Publishers)</p>	<p>RefWorks</p> <p>Audacity</p> <p>Bristol Online Surveys</p> <p>Excel for qualitative research</p> <p>Research proposal generator (external)</p>	<p>SOLSTICE annual conference</p> <p>Symposium: Exploring the opportunities and challenges of making greater use of technology within the research process</p> <p>Bid writing for eLearning project funding</p> <p>Tutors who mess with technology: epistemological journeys. Research Forum</p> <p>SOLSTICE/CREED Ethics Conference</p>	
6. Evaluation of practice and continuing professional development			
Pedagogic	Technical	Leadership	Discipline
<p>Evaluating your eLearning programme</p> <p>Peer review of eLearning</p> <p>Learner-centred approaches to evaluation (Baud & Prosser)</p> <p>Getting to hear the learners' 'voice'</p>	<p>Tools to support evaluation</p> <p>Customer Journey Mapping</p>	<p>Peer review of eLearning</p> <p>Costing of eLearning</p> <p>VASP Preparation</p> <p>Multiple voices of expertise in research: in search of impact and effect. Symposium.</p>	

Underpinning activities and resources:

Self-assessment tools

Core competences identified in staff use of baseline ICT skills and Blackboard use

Briefings and overviews of institution-wide changes to eLearning infrastructure and practices

ICT training in baseline ICT skills and advanced ICT skills required for competent use of eLearning technology

Guides and Toolkits

Peer support via membership of the TEL Special Interest Group

SOLSTICE brokered research and development opportunities

Learning Technologists and Academic Librarians consultancy and participation in new academic team approaches to curriculum developments

Annual SOLSTICE Conference