

LEARNING AND TEACHING ENHANCEMENT

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Department:- Learning Technology

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Version History

Version	Date	Main Author	Summary of changes
1.0	23/11/2016	Bill Ashraf	Initial draft
1.1	07/04/2017	Duncan MacIver	Moved Glossary and Background into separate documents. Generated 2-page overview.
1.2	09/05/2017	Duncan MacIver	Added Principle 11. Expanded upon Digital Literacy.

Approval:-

Committee	Date	Comments	Approved
LTAWG	27/04/2017	New principle needed around equality of blended and traditional approaches	Yes

Circulation:-

Recipients	Date of submission

Technology Enhanced Learning Strategy

Vision

Our strategic objective is **“to develop increasingly flexible modes of delivery including through part-time and blended learning opportunities”**. *CCCU Strategic Framework 2015-2020*.

CCCU has a clear strategic direction towards the integration of modern teaching and learning methodologies into existing and future curricula. Our intention to develop suitably skilled, employable graduates requires that we meet the emerging expectations of both students and employers through the development a distinctive and flexible learning experience. To do this we need to provide our students with opportunities to engage with current real-world technologies while also providing them with the opportunities to learn anywhere, anytime. Through all of this, it is imperative that our investment in technology is driven by the needs of our learning, teaching and research.

To meet this, CCCU’s vision for technology enhanced learning includes:

Digital Literacy

Our students will be supported to become adaptive and effective users of technology. Our graduates will be able to respond quickly and confidently to rapidly changing technologies in their field, and embrace emerging opportunities in an increasingly digital world.

Student Experience

Our students will be at the heart of what we do in both face-to-face and blended learning environments. We will continue to focus on providing a consistent, modern and reliable technology enhanced learning experience for all of our students.

Staff Support

Our academic and professional staff will be central to our success as a competitive, modern institution within both the UK and the global higher education sector. We will continue to value our vibrant, highly motivated staff and invest in their development through capability- and confidence-building, and through recognition of innovation and excellence.

Technology

We will apply effective technologies across our programmes, recognising the evolving needs of our students and adapting to meet those needs appropriately. We will continue to innovate in the use of applications and tools, and to respond to new forms of digital interaction. We will leverage analytic insights to offer a better user experience for staff and students, and apply emerging technologies to enhance learning creativity, collaboration and productivity.

Reputation

CCCU will be known nationally and internationally as a dynamic, digitally savvy university which offers high-quality online learning platforms and a commitment to flexible, digitally-rich learning experiences.

Principles

1. Learning and teaching will be delivered through an optimal blend of online, mobile and face-to-face experiences
2. Students' work/study/life balance will be supported by flexible, mobile access to varied and interactive content
3. Students will be oriented to a range of digital learning tools through learning activities designed to enhance student digital literacy and encourage innovation
4. Real world, authentic learning will be supported by discipline-specific technologies
5. Students will be encouraged in exploratory, creative and experimental use of technologies
6. Students will be oriented to the complex ethical dilemmas of the contemporary digital environment, enabling them to become responsible digital citizens
7. Students will be supported to negotiate and promote their digital identities as lifelong learners
8. Staff will be supported to develop their digital literacies and digital innovation, aligned to strategic objectives for learning and teaching
9. Campus spaces at every location will enhance network connectivity and support a comparable range of online, face-to-face and socially-connected learning activities
10. Access to technology will be supported irrespective of device and operating system and underpinned by principles of inclusive curriculum design.
11. Blended forms of learning and teaching will be regarded equally to more traditional forms in all regards, including development, validation and support.

Outcomes

The principles and actions outlined in the strategy are designed to:

- Transform student learning to maximise success;
- Meet the needs of the modern learner by providing access to digitally-rich learning experiences anytime, anywhere;
- Prepare students for a digital economy by fostering adaptive learners who are experienced in assessing and learning a variety of real-world current and emerging technologies;
- Enhance CCCU's reputation as a digitally savvy university.

Strategy

To meet our strategic objective, high quality technology enhanced learning will require a committed, well-resourced and funded effort. The following areas identify those with high student impact and high reputational outcomes.

A draft timeline for implementation is provided later in this document.

Blended Learning

CCCU defines Blended Learning in the following way:

“Blended Learning refers to learning design that purposefully, thoughtfully and effectively integrates face-to-face and online learning opportunities, informed and driven by student needs.”

Under the CCCU Curriculum Model, all modules/programmes will incorporate a variety of blended learning experiences, carefully designed to enhance digital literacy, encourage active participation and develop students’ capacity to manage their own learning.

A rich suite of learning opportunities should be available within any CCCU programme providing students with a flexible and collaborative education which is marked by a variety in learning tasks, resources and delivery. This will be supported and delivered through highly developed sites across the CCCU Learning Platform Suite which, amongst others, may include:

- Online communication and collaboration tools;
- Flipped classrooms;
- Real-world and/or virtual simulated professional practice;
- Engagement with open learning and/or Open Educational Resources and international learning communities;
- Activities which incorporate social media.

Guidelines will need to be developed to support equity of access for students to whom online delivery may present a barrier. Equally, however, the availability of digital recordings of lectures and other learning content in a location independent form can be used as a key enabler for students with learning or accessibility challenges to successfully access teaching and learning.

Actions

- Programme review teams will aim to match the digital opportunities of contemporary workplaces to prepare students to take their place in the workforce as digitally literate professionals.
- Blended learning pedagogies, such as Flipped Classrooms, will be incorporated into the curriculum across all programmes.
- Flexible modes of learning delivery and interaction will be explored and, where appropriate, implemented. This will include, but not be limited to, mobile delivery, cloud-based solutions and native/web-based apps.

Digital Learning Thresholds

The Digital Learning Thresholds have been developed at CCCU to enhance the learning experience of students through the incorporation of minimum expectations and good practices in digital learning. Digital Learning Thresholds underpin aspects of digital literacy such as communication, production, collaboration, research, self-organisation, professionalism, identity and responsibility.

Digital Learning Thresholds support the principle that all students will have access to digital learning and both students and staff will have clear expectations about the use of digital learning within the curriculum.

Actions

- Implement Stage 1 minimum threshold standards in digital learning, as set out in the Digital Learning Thresholds Digital Checklist.
- Self-evaluation and report on the implementation of Stage 1 minimum threshold standards.
- Implement Stage 2 minimum threshold standards in digital learning, including key focus on digital assessment, marking and feedback.
- Self-evaluation and report on the implementation of Stage 2 minimum threshold standards.

Infrastructure

To support the successful implementation of Blended Learning, learning spaces and timetabling policy must support multiple models of delivery, operating concurrently. The Learning Platform Suite will need to offer enhanced options to support innovation.

Students will benefit from a seamless environment across the university that consistently enables use of their own mobile and digital devices, including an improved capacity in wireless technology.

Additional site licences for software will ensure access to digital tools from any CCCU desktop, mobile device or location. Timely upgrades to CCCU-delivered software will enable staff and students to move their work seamlessly between their devices and university computers.

Actions

- Review the Learning Platform Suite, including mobile and accessibility options.
- Define guidelines and policy for those developing or selecting learning technologies, addressing accessibility support, intellectual property issues, and safeguarding of student privacy and safety.
- Inform the IT strategy to assess/improve wireless technology in terms of coverage, capacity and speed.
- Inform the IT strategy to take advantage of cloud technology where appropriate.
- Review digital storage capacity and explore solutions.
- Review CCCU's current approach to learning spaces and develop recommendations on accommodating a more diverse range of delivery methods.
- Enable students and staff to use a range of institutional technologies together with their own choice of devices and external services to create their own "personal learning/working environment" for study, collaboration and communication.

Staff and Student Development

CCCU's People Strategy includes the following definitions:

“Enhanced learning and development programmes for all staff”

“Innovative and creative place to work”

Professional development for both academics and students is crucial in meeting these definitions.

Continuing Professional Development Framework

A new approach to supporting professional developing in learning and teaching has been developed, offering on-going support to academic staff in their careers, including providing an option for postgraduate study for academic practice (PGCAP) and external accreditation via HEA Fellowship. This framework is inclusive of designing and delivering technology enriched learning and adapting to changing digital cultures.

Digital Literacy

CCCU will build an institution-wide approach to developing students' digital literacy skills that will integrate with current and future curriculum delivery to provide an engaging and academically relevant experience for students. This approach should also provide students with the ability to assess their own digital literacy skills and through this identify further development requirements both during their studies and after graduation.

Similarly, we will develop an institution-wide approach to enhancing staff digital literacy skills to better enable the understanding and effective use of technologies within teaching and learning.

Actions

- Enhance Continuing Professional Development modules and develop new modules and resources as needed (both face-to-face and online) to support staff capacity to deliver technology enhanced learning with a particular focus on supporting PGCAP.
- Provide both students and staff with training and support in the use of digital technologies as relevant to their discipline.
- Provide both students and staff with training in the self-assessment of digital literacy skills.
- Enhance the system to assist staff and students with teaching and learning technology.

Communities of Practice

CCCU already provides excellence in innovative learning and teaching practice. Physical and online incubators for support, research and innovation will be established to bring communities enquiry and practice together.

Actions

- Offer showcases to assist in capacity building, which may include events, workshops and online webinars, which bring together successful innovators and academic seeking to enhance their technology enhanced learning practice.
- Establish online communities of practice, special interest groups and discussion spaces. These will be easy to find, user-friendly and encourage the uploading and sharing of ideas and resources. Each will be moderated by trained facilitators and model best practice for academics looking to develop similar communities within subjects and disciplines.

Learning Analytics

CCCU will develop a unified institutional strategy for Learning Analytics in order to improve educational outcomes. Further investigation to define fitness-for-purpose and strategic alignment will need to be carried out.

Evaluation

To ensure the intended benefits to students and CCCU are delivered, progress with this strategy will be regularly evaluated. Evaluation will have regard to:

- Student outcomes at each stage of implementation
- Staff engagement, both in take-up and perception
- Level of embedding – presence of innovations and transformational practices in programmes
- Quality – impact of practices on programme learning outcomes
- Periodic self-evaluation
- Other goals achieved
- Student feedback
- External feedback (employers/professional bodies).

CCCU's Technology Enhanced Learning Strategy also needs to be agile and responsive to support our success in a rapidly changing digital world.

Actions

- Develop an evaluation model for assessment of technology enhanced learning projects and innovations, including collection of good practice case studies, estimation of user take-up and identification of benefits.
- Regularly assess emerging innovations and evolve the CCCU Technology Enhanced Learning Strategy into the future.

Draft Timeline

BLENDED LEARNING		
Action	Timeline	Responsibility
<p>Periodic programme reviews to embed practices and opportunities to prepare students to take their place in the workforce as digitally-literate professionals</p>	<p>October 2016 – March 2017 At least one UG programme reviewed in each faculty with significant student numbers</p> <p>2017-2020 All remaining UG programmes reviewed and progressively implemented.</p> <p>June 2020 All implemented</p>	<p>Faculty Directors (L&T) Programme Directors Heads of School Head, Academic Professional Development QSO Head, Learning Technology Director of Library and Learning Resources Director of Graduate Employment and Career Development</p>
<p>Designated modules will incorporate blended learning pedagogies, e.g. “flipped classrooms” and technologies designed to enhance learning</p>	<p>2017 Faculties to set priorities & targets for flipped classrooms/ blended learning Learning, Teaching, Enhancement and faculties to identify and share existing good practice As part of programme design/ cyclic review, each programme director will consider and in most cases identify one or more modules for flipped classrooms and other blended learning options, taking into account learning outcomes and potential to solve particular problems.</p> <p>2017-2020 As part of programme design/cyclic review, each programme director will consider and in most cases identify one or more modules for flipped classrooms and other blended learning options, taking into account learning outcomes and potential to solve particular problems Blended learning strategies, e.g. flipped classrooms, implemented</p>	<p>Heads of Schools Faculty Directors (L&T) Programme Directors Head, Academic Professional Development Head, Learning Technology</p>
<p>Various flexible modes including mobile delivery of learning will be explored and, where appropriate, implemented</p>	<p>2017 Further develop accessible mobile learning technologies Develop mobile learning principles Pilot within modules offered during / as part of students’ off-campus work-integrated learning placements</p> <p>2017-2020 Extend to other programmes</p>	<p>Head of IT Architecture Head, Learning Technology Faculty Directors (L&T)</p>

DIGITAL LEARNING THRESHOLDS		
Action	Timeline	Responsibility
Implement Stage 1 minimum threshold standards in digital learning by the end of Academic Year 2016 - 2017	Q4 2016 Faculties report to PVC (ESE) Q2 2017 Gaps addressed	Head, Learning Technology Deans Heads of School Faculty Directors (L&T)
Implement Stage 2 minimum threshold standards in digital learning (includes online assessment) by the end of Academic Year 2017 - 2018	2017-2020 Faculty implementation, with Learning and Teaching Enhancement and IT. January - March 2018 Faculties report to PVC (ESE) April - June 2018 Gaps addressed	Head, Learning Technology Deans Heads of School Faculty Directors (L&T)

INFRASTRUCTURE		
Action	Timeline	Responsibility
Implement, scale-up and roll out of a consistent VLE	October 2017 – October 2018 VLE Review October 2018 – October 2019 Technology selection October 2019 – October 2020 Complete implementation and roll out	Director, LTE Head of IT Architecture Head, Learning Technology
Evaluate VLE consistency project, feedback and recommendations for technological innovation	October - December 2018 Evaluation of VLE consistency project January 2019 Present evaluation report and recommendations to PVC(ESE)	Head Learning Technology Deans Heads of School Faculty Directors (L&T)
Review digital storage capacity and explore solutions	2016 – 2017 Evaluate current and future needs, including within faculties Identify solutions e.g. better utilising space available under Office 365 2017 & ongoing Implementation	Head of IT Architecture Head Learning Technology
Review options for Digital and Personal Lecture Capture	September 2017 – June 2018 Proof of concept 2018-2019 Technology selection, implementation and roll out	Head of IT Architecture Head, Learning Technology
Draw up guidelines and policy for those developing or selecting learning technologies	2018 Guidelines and policy drafted	Head, Learning Technology Director Student Health and Wellbeing Services Student Disability Service Manager University Solicitor Office

INFRASTRUCTURE (continued)		
Action	Timeline	Responsibility
Review CCCU's current approach to learning spaces and make recommendations for how CCCU's learning spaces can accommodate a more diverse range of delivery methods	April - June 2017 Review and first phase recommendations 2017-2020 Implement changes	Learning Spaces Task and Finish Group
Review the Learning Platform Suite	Ongoing review Investigate Bb student app	Director of LTE Head of Learning Technology TEL Advisory Group Head of IT Architecture

SUPPORT & TRAINING		
Action	Timeline	Responsibility
PGCAP Enhance Continuing Professional Development modules and develop new modules and resources as needed (both face-to-face and online) to support staff capacity to deliver technology-enhanced learning	2017-2018 Technology enhanced learning incorporated into existing PGCAP modules 2017 - 2018 Develop modules /opportunities and promote these to staff on topics such as open and blended learning, as well as technology-specific resources as required 2017-2020 Continued development	Head of Academic Professional Development Head of Learning Technology Organisational and Staff Development Manager
Provide both students and teaching staff with training and support in the use of digital technologies as relevant to their discipline	2017-2020 Assess and develop institution-wide approach to digital literacy	Digital Literacy Task & Finish Group or equivalent Director of LTE Director of Library and Learning Resource Head of Learning Technology Students
Provide both students and staff with training in the self-assessment of digital literacy skills	2017-2020 Develop training on self-assessment of digital literacy skills as part of institution-wide approach.	Digital Literacy Task & Finish Group or equivalent Director of LTE Director of Library and Learning Resource Head of Learning Technology Head of Student Engagement

COMMUNITIES OF PRACTICE		
Action	Timeline	Responsibility
Offer showcases to assist in capacity building, bringing together innovators and academic seeking to enhance their technology-enriched learning practice. These may include events and workshops	2016-2017 Selected showcase opportunities to be added to the 2017 Continuing Professional Development schedule 2017-2020 Ongoing Learning, Teaching and Enhancement	Head, Academic Professional Development Head, Technology Enhanced Learning Faculty Directors (L&T)
Establish online communities of practice, special interest groups and discussion spaces	2016-2017 Establish technology-enriched learning champions, potentially through via PGCAP Provide tools & exemplars to support the formation of online networks / societies 2017-2020 New and ongoing collaborations	Head, Academic Professional Development Head, Learning Technology Faculty Directors (L&T)

LEARNING ANALYTICS		
Action	Timeline	Responsibility
Learning Analytics will be applied to improve programme quality, teaching and the student experience.	2017 Pilot 'Student dashboard' will be available through selected Blackboard sites 2018-2020 Ongoing data driven to support for online and blended educational design, retention/attribution and intervention strategies and operations management.	Learning Analytics Task and Finish Group or equivalent

EVALUATION		
Action	Timeline	Responsibility
Develop an evaluation model including assessment of technology-enriched learning innovations, collection of good practice case studies, estimation of user take-up, identification of benefits	2016-2017 Design and implement evaluation programme 2017-2020 Ongoing evaluation	Head, Learning Technology Faculty Directors (L&T) Programmes Directors Technology-enhanced learning champions
Regularly assess emerging innovations and evolve the CCCU Technology-Enhanced Learning Strategy into the future	2016-2017 Develop and implement governance and protocols 2017-2020 Ongoing	Head, Learning Technology