Technology Enhanced Learning Strategy 2015 – 2019 (working draft, July 2015)

1   Vision

1.1   Technology enhanced learning (TEL) has a key role to play in the achievement of the University's core objectives in relation to providing an outstanding educational experience for all students. To date the University has not set out specific goals or priorities for the development of TEL, but has encouraged innovations and developments where there has been demand from staff or students. However, it is clear that student expectations for learning are changing, and the learning landscape for higher education is rapidly becoming transformed through the use of digital technologies.[1] Moreover, the University seeks to equip students to find graduate employment, gain professional advancement and/or start up new enterprises; skills in making effective use of digital technologies are essential in these contexts.

1.2   The University believes that technology can enhance every aspect of the student journey, from application through to graduation and beyond. This strategy focuses on the use of digital technologies for the purposes of learning and teaching and its effective management; as such it aligns closely with the University's Learning and Teaching Strategy. In articulating a specific TEL strategy, it is intended to define a framework for establishing expectations and priorities in relation to TEL for the University, Institutes, course teams and individual staff. This should facilitate planning and decision-making about investment and development at each of these levels.

1.3   The strategic development of effective TEL can help the University to:

- enhance engagement with active, inclusive learning and teaching
- improve student 'time on task' whilst also making better use of learning space and teaching accommodation in the University
- increase the effectiveness and efficiency of assessment and feedback processes to support learning
- further widen participation through the provision of flexible learning opportunities and high quality blended and distance online learning programmes
- promote partnership working with students and the co-creation of the curriculum to enable high quality learning in innovative ways
- support the academic, personal and professional development of students and equip them with the understanding and skills to be effective in a digital world
- inspire innovation in teaching, learning and assessment
- facilitate effective communication between staff and students and support the organisation and management of courses.

1.4   Over the period of this strategy the University will support, facilitate and manage a shift in the learning experiences of students, such that technology plays a significantly greater role in their learning experience. For some students, particularly those studying at a distance or through flexible and blended modes, technology is likely to be central to the

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[1] See, for example, H Beetham and D White (2013) Students' expectations and experiences of the digital environment, Jisc
http://repository.jisc.ac.uk/5572/1/JR0006_STUDENTS_EXPECTATIONS_EXEC_SUMMARY_v2.pdf
[accessed January 15 2015]

delivery of the educational experience. The majority of the University's full-time undergraduate students will continue to study on campus, but technology will increasingly support the learning environment and students will access a growing proportion of their learning via use of technologies, whether 'in class', or studying independently and/or collaboratively outside of the classroom.

1.5   This shift has implications for the leadership and management of the curriculum, for staff training and development, and for the IT infrastructure as well as the design and use of learning space. There is likely to be greater diversity and choice for staff in the use of technologies that enhance learning, together with an expectation for accessibility, consistency and responsiveness on the part of students. At the same time there will be a need to equip students with the knowledge, skills and expertise to use technology for learning, employability and professional development purposes. The University will seek to ensure that the use of technologies is pedagogically driven and has appropriate course coherence and consistency, whilst also investing in the training and development of staff to make the most effective use of technologies to support learning, teaching, research and knowledge exchange.

2   Development Priorities

2.1   The University will focus its efforts in TEL over the period 2015 – 2019 around five themes:

   A. **Using technologies to enhance student engagement with learning**
   B. **Developing the digital fluency of staff**
   C. **Developing the digital skills and capabilities of students**
   D. **Electronic management of assessment**
   E. **Facilitating curriculum design for online learning opportunities.**

2.2   In terms of key objectives for each of the themes, the following are priorities:

   A. **Using technologies to enhance student engagement with learning**

   1. Make effective use of the University virtual learning environment (VLE) to support learning, through universal implementation of threshold standards for module presence on the VLE or equivalent
   2. Promote flexible access to learning, eg through the use of video creation and lecture capture technologies by staff and the use of mobile technologies
   3. Develop the use of learning and assessment analytics derived from the VLE and other e-learning tools to support student engagement, retention and achievement
   4. Raise awareness across the University of digital fluency as a core graduate attribute and a key staff competency

   B. **Developing the digital fluency of staff**

   1. Expect all staff to have or develop skills in the effective and appropriate use of technologies for learning and teaching and ensure this is reflected in staff recruitment, appointment, development, promotion and reward criteria
   2. Ensure alignment between individual staff professional development plans for learning and teaching and Institute and University staff development opportunities with respect to TEL
   3. Provide space, opportunities and support for staff to explore the use of learning technologies

4. Foster a culture of 'innovate, share and inspire' in technology enhanced learning through University staff development processes, eg peer supported review of learning, 'share and inspire' workshops etc

C. Developing the digital skills and capabilities of students

1. Embed the development of digital and information literacies in the curriculum so that all students are enabled to manage digital identities, evaluate and analyse digital information, as well as make effective use of technologies for learning, working and living in a digital world
2. Strengthen the induction of students in relation to digital learning, eg with reference to the use of the VLE, e-portfolios, use of social media, library resources, etc
3. Support the piloting and dissemination of projects that seek to embed digital fluency within the curriculum

D. Electronic Management of Assessment

1. Implement effective and integrated systems for the electronic management of assessment which permit e-submission, e-marking and moderation, and e-feedback
2. Develop the use of assessment mapping tools for the planning and management of course assessment strategies
3. Integrate plagiarism detection software with electronic submission systems and enable its use by students and staff for formative and summative purposes
4. Promote the use of plagiarism detection software to support students in understanding academic integrity and in the development and execution of the academic skills associated with referencing required in higher education

E. Facilitating curriculum design for online learning opportunities

1. Provide training, guidance and support for academic staff on designing, developing and teaching online courses
2. Establish a programme of Carpe Diem workshops for course teams planning and designing online courses
3. Make available professional standard e-learning production software to support the development of online courses.

3   Implementing the strategy

3.1   The strategy stands alongside, and is complementary to, the University Learning and Teaching Strategy. Each Institute has a TEL Lead, and the Educational Development Unit and the Learning and Teaching Technology Unit work closely with Institutes to plan and monitor developments. This will be overseen by a 'task and finish' group reporting to the Learning, Teaching and Student Experience Committee.

3.2   Each Institute is expected to include within its overall strategic plan for learning and teaching, plans for development and implementation related to each of the themes of this strategy, as relevant. Annually the Team Leader, Teaching and Learning Technology Unit and the Head of Educational Development will, in association with the TEL Leads, prepare a report for the Learning Teaching and Student Experience Committee on progress and priorities for the following year.

3.3   It is recognised that the implementation of this strategy will necessitate investment in resources, including staff time for development. This will be addressed through the annual planning processes at University, Institute and course levels.

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Related Policies, Procedures and Guidance	Learning and Teaching Strategy 2015-2019