Technology-Enhanced Learning and Teaching Framework

2015-2017
Influences on Classroom Environment

- Too little or too much space between students
- Chairs in rows
- Large groups
- Lecture Theatre
- Poor acoustics
- Salaries
- Cultural expectations
- Lack of confidence
- Experience
- Knowledge of support available
- students feeling humiliated
- Student refusing to talk
- Students thinking they are losing control

Dr. M. Kelly and Dr. Linda Brown, 2016
1. Context

1.1 Education has shifted from a monologue to a dialogue (Laurillard, 2002 and 2012) which has resulted in the role of academic staff from being that of lecturer to being both leaders and facilitators of student learning. With the increasing demand for student engagement, technology has provided a platform where access to information, guidance and resources can be provided outside of the classroom and activities can be managed more effectively.

1.2 Staff and students come to Anglia Ruskin University (ARU) from a wide range of backgrounds and contexts and with a variety of learning preferences and experiences. By using a range of appropriate technologies, it is possible to reach and cater for a broader range of learners. Technology-Enhanced Learning and Teaching (TEL T) provides a range of audience connecting techniques that can be used to cater for a high level of diversity and inclusion.

1.3 For many of our students their expectation of TEL T has been shaped by the integration of technology in mainstream learning and teaching practices in schools. Increasingly students are coming to university from school with such experience and related expectations. Coming from a lifestyle where technology is ubiquitous and knowledge is constantly evolving, students need to learn how to acquire digital literacy and lifelong learning skills.

1.4 The Quality Code B3 Assuring and enhancing academic quality and B4 Enabling student development and achievement (QAA, 2013) outlines the expectation of the Higher Education sector regarding digital literacy competencies required of both staff and students. Digital literacy is also a QAA HE review theme for 2015-2016 (QAA, 2015). ‘By digital literacy we mean those capabilities which fit an individual for living, learning and working in a digital society.’ (Jisc, 2014). According to JISC (2013) “90% of new jobs will require excellent digital skills, improving digital literacy is an essential component of developing employable graduates”. Digital literacy is increasingly understood as an aspect of other capabilities, including enterprise, creativity, innovation, career planning and lifelong learning that significantly influence employability skills. Therefore there is a need to embed digital literacy within the curriculum to increase core and subject specific use of technology.

1.5 ARU has introduced several technologies to enhance learning, teaching and assessment practices over recent years. The aim is to embed learning technologies and digital media in alignment with the subjects taught, delivery format and appropriate pedagogy. The technologies need to support staff in their teaching and improve student engagement, experience and employability.

“Advancing technologies and technology-based services will change public experiences and expectations for accessing and sharing knowledge, requiring HEIs to rethink the ways in which they add value. [...] In particular this means more online learning, better management systems, improved tools for collaborative research, more online content and more effective tools to find and use this content.” (HEFCE, 2010, p. 7)

1.6 As we strive to widen and diversify our income sources, technology provides an important means of reaching students who are studying remotely including at their workplace.

1.7 Technologies provide an essential means to provide access to and support for learners with disabilities.

1.8 Resources developed as part of a module or course should be available as shared resources to the wider Anglia Ruskin community. The use of open educational resources (OER) is encouraged. Processes will be developed to support the publishing of open educational resources under creative commons licencing using iTunesU and other repositories with open access.

1.9 Celebrate excellent individual and course team teaching and supporting learning practices through our recognition schemes.

Our Corporate Plan Goal 3 states:

“We will increase student engagement within and outside the curriculum, so as to enrich students’ time at Anglia Ruskin, support their academic success, give them a distinctive ‘edge’ in the job market and enrich their lives after university.”

This engagement refers to enhancing our students’ learning experience including through the use of technology, particularly our Virtual Learning Environment (VLE), and digital media.

The Learning Teaching and Assessment Strategy 2015–2017 details how we will achieve this goal by committing to:

1. Develop Academic Practice through staff development and the implementation of the Technology-enhanced Learning and Teaching (TELT) framework (Aim 1);
2. Enhancing our formative and summative assessment tools (Aim 2);
3. Increasing student engagement, reviewing courses, embedding digital and information literacies and increasing student engagement with our VLE (Aim 3);
4. Enhance the quality of student experience and satisfaction through our VLE and digital resources (Aim 4).
Figure 1 shows how our TELT framework will support the four aims of our Learning, Teaching and Assessment Strategy for 2015-2017:

The inner gold circle shows how the TELT framework supports the four areas of our LTA Strategy. The next layer marked by a light blue circle shows the areas of work and the outer blue layer shows the actions and activities.

The goals of our Corporate Plan will be achieved by developing and supporting a learning environment that increases student engagement, supports student achievement, increases digital literacy and is inclusive. The development and support activities are defined by the needs identified by both staff and students (e.g. Module evaluation, IT survey, course reviews, Student Staff Liaison Committees, faculty committees) and will build on ARU’s learning, teaching and assessment and TELT practices. Processes will also be put in place to respond to changes in the educational landscape, and related development and support needs of staff.
3. Decision Making

Implementation of the actions will include several procedures. The decision-making process for this is driven and underpinned by pedagogic needs and considerations.

Directors of Learning, Teaching and Assessment, learning and teaching leads, and other LTA related staff, together with faculty committees looking after learning, teaching and assessment will identify and propose development needs to the VLE Academic Group. The VLE Academic Group will prioritise the proposed development needs and will draw up project proposals for the prioritised IT developments to be submitted to the VLE Strategy Group. Similarly, proposals for changes in academic and support processes will be formulated and passed to the relevant committees. All faculties and services are represented in the Recording and Streaming Policy Group and the Recording and Streaming Technology Group that will make recommendations and supervise the development, evaluation and expansion of recording, broadcast and streaming services. The VLE Academic Group, the Recording and Streaming Policy Group and the Recording and Streaming Technology Group will report to the VLE Strategy Group.

The VLE Strategy Group, which also has faculty representation at a Deputy Dean level produces the IT project mandate that includes budget, timeline and agreement based on the project proposal and forwards it to the IT Steering Group. Relevant academic and support related change proposals are passed to the relevant committees.

The IT Steering Group makes the final decisions within the IT budget and prioritises the different strategic and cooperative requirements in readiness for implementation.
4. Communications

4.1 Target audience
Academic Staff at Anglia Ruskin

4.2 Key messages
- TELT provides a range of audience-connecting techniques that can be used for a high level of diversity and inclusion.
- TELT gives academic staff a structure of why certain technologies are used.
- TELT supports the LTA strategy. The inner circle shows this. The next layer shows the areas of work and the outer layer shows the actions and activities.
- TELT helps to embed learning technologies and media in alignment to the subjects taught, delivery format and be grounded in pedagogy.

4.3 Channels

4.3.1 Conference
The TELT framework will be launched at ENGAGE, the annual Learning and Teaching conference on 23 June in Chelmsford.

4.3.2 Website
An interactive diagram will be created for the website. Every section of the diagram will be clickable and provide more information about each topic.

A News item will also be written and published on the Anglia Learning & Teaching website.

4.3.3 Twitter
The TELT framework will be announced on Twitter and the diagram will be included. Tweets will also link to the website and the interactive diagram.

4.3.4 Bulletin
An announcement will be included in the fortnightly eNewsletter, Bulletin. The diagram will be used as a graphic.

5. Review

This policy will be reviewed regularly in the light of relevant developments and within a year. We will provide processes that support innovation and respond to changes in the educational landscape.
6. References


