

## Programme content and delivery

1. Currently most EFFECTS/ELT programmes offer guidelines and toolkits to help practitioners manage each stage of the learning cycle.
2. Structured tasks based around interactive documents or templates can be useful to help participants build portfolios, particularly where they lack the interest or experience to write an academic paper. Structured activities do help participants to complete the process, but may not encourage innovation and critical thinking. It is important that they support the action learning cycle rather than becoming ends in themselves.
3. An alternative approach is to offer a very loosely structured programme based on individual supervision and tutorial-type meetings or learning contracts. This may be particularly appropriate with more experienced and motivated practitioners, and arguably also enhances the scholarly status of the programme.
4. Reflection on practice is an essential element of EFFECTS/ELT programmes. Participants should be encouraged to reflect on their own use of learning technologies, which may involve a learning log or pro-formas with reflective questions about critical issues. Participants should also be encouraged to reflect on the wider practices of their department, institution or subject area. This secondary level of reflection will involve reading, asking questions and critically reviewing other people's practice.
5. It is important that the methods of delivery in EFFECTS/ELT programmes support participants' growing familiarity-in-use with the technologies that they will be embedding.
6. Most programmes make use of a web site or virtual learning environment and provide online communication opportunities to participants. However, particularly where they lack confidence with learning technologies, participants often prefer face-to-face communication. Optional (non-assessed, non-critical) online support will rarely be used by participants with many other demands on their time.