

Programme philosophy and design

1. ELT programmes are designed to be progressive, enabling all participants to advance their learning technology awareness and development. This might mean, for example, progressing from use to familiarity-in-use, becoming more effective at supporting student learning, becoming a critical practitioner and change agent, or undertaking educational research and evaluation.
2. The EFFECTS (now SEDA ELT) learning outcomes provide a sound framework for the design of programmes to support embedding learning technologies into the curriculum. They have been proven across a wide range of different institutions and disciplines, and for participants with different starting levels of familiarity with learning technologies.
3. The EFFECTS (now SEDA ELT) professional values are designed to ensure that all programmes are underpinned by a common concern for the quality of student learning. Programme developers are encouraged to design CPD opportunities with the aim that they:
 - be progressive and developmental;
 - promote collegiality and collaboration, but value diversity;
 - develop people who can cascade expertise to others;
 - provide appropriate recognition, validation and reward for the effort invested in development;
 - promote the scholarship of learning and teaching including the values of peer review and critical reflection; and
 - aim to raise the status of learning technology work within the academy.

We have learned, however, that these are ideals towards which programmes can only advance as fast as the prevailing institutional context will allow.

4. Specialist CPD for learning technologies can be effectively organised around an action research/action learning model, in which participants set their own learning objectives, plan their own curriculum development project, and adopt a critically reflective/evaluative approach to their work. This approach is likely to be of most interest to learning technology specialists, and learning and teaching enthusiasts and innovators.
5. An alternative model is to embed learning technologies into ILT and other initial professional development courses for academic staff. The advantage is that the use of learning technologies is seen as an aspect of mainstream teaching practice rather than an arcane specialism. However, there is rarely time within the context of such courses for staff to demonstrate all the skills required by the seven learning outcomes.
6. The two approaches – an integrated learning technologies strand to teacher accreditation, and a specialist embedding learning technologies module – can be mutually supportive. For example:
 - outcomes 1 to 3(4) may be taught in an integrated fashion, with only those choosing to specialise in learning technology development going on to complete outcomes 4(5) to 7 (e.g. as a small-scale development project);
 - participants on the specialist module can become learning technology mentors and advisors to staff seeking basic accreditation;
 - common materials and workshop sessions can be developed, although the taught sessions may remain separate;
 - staff who are developed or recruited to support the EFFECTS/ELT learning outcomes will be able to offer high quality, pedagogically-informed support to the learning technology elements of the ILT programme.
7. A third approach is to integrate the programme into support for learning and teaching projects. Staff are provided with appropriate support for each learning outcome, as a natural framework to structure their development activities. An advantage is that skills are learned as they are needed and are integrated into practice immediately. A further advantage is that all members of a development team

(including support staff) can be offered equivalent learning and accreditation opportunities. A disadvantage is that there are few incentives to reflect on or evaluate the experience, and these staff may not be motivated to collect evidence for CPD.

8. Timing of professional development opportunities within the academic year is important to ensure staff will not be too busy to attend.
9. While roll-on-roll-off or self-directed programmes offer maximum flexibility to participants, there are undoubted benefits to periods of more intensive learning and to learning in a cohort. The cohort approach is also less demanding on tutor time and helps participants maintain progress towards the learning outcomes. Therefore most EFFECTS/ELT institutions have opted for a series of workshops – often during vacation periods when staff have fewer immediate demands – followed up with tutorial support during project implementation, evaluation and writing up.
10. Workshops on specific learning technology issues can usefully be opened up to all staff at the institution. EFFECTS/ELT participants can use these as opportunities to present their own work.
11. Workshops to support the development cycle, promote reflection and help build evidence for the learning outcomes can be confined to programme participants to ensure a supportive and familiar environment.