

Participation

1. Publication and academic recognition are generally more attractive rewards than academic credit for experienced members of staff, though academic credit may be more significant to new staff (particularly in post-92 institutions) and for non-academic or academic-related staff.
2. Effective approaches to recruiting participants have been found to include:
 - targeting new lecturers who have recently completed an accredited initial training programme;
 - targeting a specific department or faculty where learning technology is particularly favoured;
 - offering participants the opportunity to bid for money from a learning technology projects fund;
 - building the programme around professional development for a specific new technology or environment (e.g. the implementation of a managed learning environment);
 - offering 'taster sessions' where staff have a chance to try new technologies or approaches for themselves;
 - holding 'showcase' events where participants can demonstrate their achievements to other staff.
3. Programme features which are particularly attractive to staff are:
 - just-in-time training (e.g. to solve specific learning and teaching problems or introduce specific new technologies);
 - relevant examples of successful embedding (case studies, show cases);
 - a positive institutional vision of what can be achieved;
 - publication opportunities;
 - flexibility of attendance;
 - one-to-one support.
4. The EFFECTS/ELT framework allows different participants to pursue different outcomes at different levels of achievement, and appropriately to their own specific roles. Ideally, institutional programmes will be similarly flexible, even if local cultures and agendas favour particular outcomes.
5. Different types of participant may engage differently with CPD. There will be the dropper-in, the workshop junkie, the tryer-out, the person-who's-done-it-all-already, the reflector, the change agent... Taking a concerns-based approach means recognising how individuals work out their identity and role as they engage in CPD, and evolving a repertoire of supportive techniques for participants with different starting points and aspirations.
6. At present a range of hybrid roles is developing in the area of learning technologies: academic-developers, academic-technologists, technologist-librarians and so on. Many of these roles are undervalued and underpaid. Unfortunately, participation in an ELT-type programme can actually catapult people out of more secure (if perhaps unfulfilling) roles into one of these hotspots. Developers have some responsibility to continue working with people who have been 'developed' in this way, to articulate more clearly the nature and value of learning technology work.