



Support

1. Specialist learning technology CPD demands targeted, relevant support of several kinds:
 - Technical support - often provided by staff not directly involved with the CPD programme
 - Pedagogical support - advice on pedagogically sound uses of the available technologies
 - Process support - scaffolding of the skills and activities required to meet the learning outcomes
 - Personal support - i.e. mentoring, to help participants deal with non-technical difficulties arising from their development projects
2. The main challenge is integrating support structures and existing support roles to provide all these elements in a timely way.
3. Participants on ELT programmes can become supporters of other staff, for example by:
 - inviting them to give lunchtime presentations of their development work;
 - exploring routes by which the outcomes of individual curriculum projects can feed back into departmental and institutional policy on learning technologies;
 - developing routes to professional advancement, e.g. teaching fellowships, which take account of learning technology expertise;
 - developing networks of learning technology champions with recognised roles in their department and/or in the institution;
 - providing funds to buy out academic staff time for pursuit of learning technology related projects.
4. However, it is important that learning technology enthusiasts do not find themselves inundated with requests for technical support from colleagues. This is a clear disincentive to gaining expertise, *and is inevitable without an effective network of technical support staff.*
5. It can be difficult to recruit people with the expertise to develop, deliver and support EFFECTS/ELT courses. Such individuals need their own CPD opportunities, many of which will only be available outside the institution. Retaining these staff is a matter of ensuring they have adequate recognition for their contribution to learning and teaching development, including job security, and opportunities to develop their own academic careers where appropriate.