



Embedding Learning Technologies

1 Values

Participants must be able to demonstrate that their work has been informed by the following values:

Participants must demonstrate a commitment to:	Explanation
1) An understanding of how people learn	The use of learning technologies must be informed by an understanding of how students learn and address the conditions and processes that support student learning. The embedding learning technologies should recognise that all students have their own individual learning needs and bring their own knowledge and resources to the learning process. The students' use of learning technologies should empower them and enable them to develop greater capability and competence in their personal and professional lives.
2) Scholarship, professionalism and ethical practice	The basis of embedding learning technologies should be an awareness and acknowledgement of the ideas and theories of others. The use of learning technologies should be underpinned by a searching out of new ideas and learning from the examples of others. This should also be informed by a wider awareness of the current agendas locally and nationally.
3) Working in and developing learning communities	The effective embedding of learning technologies requires work to be carried out as part of a team made up of teaching staff and academic support staff. This will involve recognition of the relevant strengths and weaknesses of colleagues and reflecting upon the experiences of working with the team. This should lead to active participation in the support of their own and other individuals learning experiences.
4) Working effectively with diversity and promoting inclusivity	The embedding of learning technologies should ensure that accessibility should be addressed for all students. The implementation should be informed by equal opportunities legislation, by institutional policy and by a knowledge of best practice.
5) Continued reflection on professional practice	Participants should reflect on their practice and try to understand the reasons for what they see and for the effects of their actions. They thus continue to develop their understanding and practice and therefore inform their own learning.
6) The development both of people and of educational processes and systems	Participants should show an awareness and understanding of the learning needs of others involved in the process of embedding learning technologies. This includes a recognition that not all people develop new skills at the same rate. This should lead to active participation in the support of their own and other individuals learning experiences.

2 Development outcomes

Participants will have:

1. Identified their own professional development goals, directions or priorities
2. Planned their initial and / or continuing professional development
3. Undertaken appropriate development activities
4. Reviewed their development and their practice, and the relations between them

3 Specialist ELT Outcomes

Participants must be able to demonstrate that they have met the following learning outcomes:

Outcomes	Example Activity This might involve you in: -	Examples of Evidence You might evidence this outcome by:
<p>1: Conducted a review of C&IT in learning and teaching and shown an understanding of the underlying educational processes</p> <p><i>This will include evidence that you have:</i> <i>Conducted a review of appropriate learning technologies and their applications and demonstrated an awareness of their use in a range of learning situations</i></p>	<p>This might involve you in:</p> <ul style="list-style-type: none"> • conducting a review of the relevant educational and/or discipline literature • reviewing a specific learning technology (e.g. CAL packages in Biology) • reviewing technologies which could aid students with disabilities • reviewing technologies to enable flexible access and/or independent learning • planning and undertaking your own professional development on using learning technologies • observing someone who is already using learning technologies • charting the learner's progress around the learning cycle and identify where C&IT impacts upon it 	<p>You might evidence this outcome by:</p> <ul style="list-style-type: none"> • an annotated bibliography of relevant literature and resources • a report and recommendations to the appropriate committee of your department, course or institution • a set of web pages summarising your review of a particular technology • observation notes from your investigations • follow up activities from relevant staff development events (e.g. EFFECTS workshops) • an report on the impact of C&IT on learners and its relevance to your role in the learning process

<p>2: Analysed opportunities and constraints in using C&IT and selected C&IT appropriate to the learning situation</p> <p><i>This will include evidence that you have:</i> <i>Analysed the leaning needs of students, carried out an IT audit to identify resource availability and constraints, and identified appropriate technologies on the basis of educational principles and availability, taking into account discipline-related and local factors</i></p>	<p>This might involve you in:</p> <ul style="list-style-type: none"> • conducting a critical review of your current course to identify strengths and weaknesses, those elements best suited to face to face, print or use of learning technologies. • conducting an audit of C&IT available to your course, programme or department • evaluating a range of learning technologies and identifying their strengths and weaknesses in a particular context • consulting with appropriate people in the institution (e.g. technical staff) or external bodies (e.g. LTSN Subject Centre) on your choice of learning technology • running a short (1 session) pilot with a small group to gauge their reactions • undertaking a survey of other institutions to establish what is being used effectively 	<p>You might evidence this outcome by:</p> <ul style="list-style-type: none"> • an audio tape of a discussion with a member of your faculty support team • a report and recommendations to an appropriate committee • a module outline with a number of suggestions on how it may be improved • a list of technologies you have considered with conclusions on their suitability • a flow diagram of the process that someone following in your footsteps would need to follow in order to make a decision • copies of email communications which demonstrate external advice you have taken • a reflective diary of the problems you encountered in your decision making process
<p>3: Designed a learning resource, programme or activity to integrate appropriate C&IT</p> <p><i>This will include evidence that you have:</i> <i>Designed and planned a strategy for (re)structuring a course according to pedagogic principles to integrate appropriate C&IT. The strategy should include an evaluation plan (see Outcome 3.5)</i></p>	<p>This might involve you in:</p> <ul style="list-style-type: none"> • producing a timed plan for the implementation and evaluation • analysing the costs in terms of resources, staffing, materials etc. • making contingency plans to accommodate problems with the integration of the technology • liaising/consulting with appropriate technical and support staff within the institution to set-up the integration • negotiating levels of support and resources • piloting the resources you want to use • planning a staff development workshop for teaching and professional staff working with you on the course • acting as consultant to a member of academic staff and producing a strategy to help them integrate C&IT effectively 	<p>You might evidence this outcome by:</p> <ul style="list-style-type: none"> • a project plan including a Gantt chart and resource allocation chart • minutes of a consultation/briefing meeting to arrange implementation plans • a spreadsheet of the cost analysis, showing how the new module structure compares with existing delivery methods • timetable of computer based learning or assessment activities to be undertaken by students • formal documentation of course outcomes and assessment strategy • a session plan for a staff development workshop

<p>4: Implemented a developed strategy</p> <p><i>This will include evidence that you have:</i> Enabled students to use the learning technologies effectively and supported the learning process as appropriate (eg for academic staff delivered the course and assessed students.)</p>	<p>This might involve you in:</p> <ul style="list-style-type: none"> • delivering and assessing a restructured course • supporting and facilitating the delivery of a course • moderating online discussions • facilitating small groups at a distance using video conferencing • ensuring computer assisted learning sessions are effectively delivered and assessed • running a training/support session for students (and staff) to become familiar with the new technology • ensuring the project is running to the agreed plan and taking measures to ensure completion 	<p>You might evidence this outcome by:</p> <ul style="list-style-type: none"> • a witness statement from colleague(s) working with you on the project • a support/training session plan with reflections on its effectiveness • an observation with feedback and comments of a teaching session where students are using the learning technology • a video of a session using new technologies with comments and reflections • sample text from a computer based discussion, web site or interactive CAL application • extracts from a dairy or log, which show what you did to keep the project on schedule
<p>5: Evaluated impact of the interventions</p> <p><i>This will include evidence that you have:</i> Evaluated the impact of the incorporation of technology on students and colleagues. Maintained an Provided feedback for students and colleagues and disseminated experience and findings to department or more widely awareness of external changes and made adaptations as necessary</p>	<p>This might involve you in:</p> <ul style="list-style-type: none"> • choosing a suitable evaluation method • producing evaluation forms and collecting data from your students • collecting data from a computer based tracking/logging system • arranging observations/interviews by an external evaluator • organising focus groups • monitoring mailbase discussions to find out what others are doing • reviewing relevant educational/technology literature and relating your own work to current developments • conducting observations of students as they carry out course activities 	<p>You might evidence this outcome by:</p> <ul style="list-style-type: none"> • your evaluation report • an extract from your dairy with notes of your own observations • a summary of student feedback with your reflective comments • a video of student interviews or notes from a discussion • a selection of email messages that show how you have discussed developments with others and how you intend to incorporate their feedback into your course

6: Disseminated and embedded the findings of the evaluation
This will include evidence that you have: Disseminated your experience and findings to colleagues in your department, institution or more widely. Acted as an advocate for the effective uses of learning technologies, or contributed to the development of understanding, practice or policy.

This might involve you in:

- involving students in the action learning process, by finding out what they want and letting them know what you are going to do and why
- summarising the evaluation data and making it available for public viewing on the web
- giving a lunchtime seminar on what you have done to your department.
- presenting a paper at a conference or submitting an article to a journal
- writing a list of 'do's and 'don't's for use by colleagues implementing similar technology in the future, and ensure it is widely available

You might evidence this outcome by:

- examples of feedback given to students
- a PowerPoint presentation from a workshop with anecdotal feedback from peers and your own reflections
- a conference paper/extract and your reflections
- a case study published on a web site or in a journal
- emails from a consultation in which you passed on your experience to a colleague intending to carry out similar developments

