

EFFECTS @ UMIST

1. UMIST Project plan

Teaching and Learning strategy

The aim of the Teaching and Learning Strategy is to

"offer teaching programmes of high quality and rigorous standards, giving students the best possible learning experience, and ensuring the continued quality of that experience."

There is no separate 'policy' for Teaching & Learning with C&IT, it is embedded and implied in a number of interrelated policies, strategic plans and key documents. The Teaching and Learning Strategy refers specifically to C&IT as part of its core aims. *"UMIST is committed to the use of teaching methods and technologies appropriate to its portfolio of subjects."*

Learning Technologies is also mentioned as one of the objectives in support of the aims, specifically: *To advance innovation in the curriculum and its means of delivery, particularly in the introduction of appropriate Communication and Information Technologies; and To ensure appropriate quantity and quality of educational resources and infrastructure, including library and computing facilities, teaching rooms, laboratories and workshops.*

The Enterprise Centre for Learning and Curriculum Innovation (UMIST and the University of Manchester) encourages new approaches to learning and teaching, particularly those with greater student involvement.

It was intended or hoped that the adoption of an EFFECTS programme would help to encourage the use of C&IT in Teaching and Learning at UMIST, at any stage of the process, whether the design, the implementation, or the evaluation.

Project organisation

The principal delivery of C&IT courses lies with two offices: the Teaching and Learning Support Centre (TaLSC) and Learning and Web Technologies group (LWT).

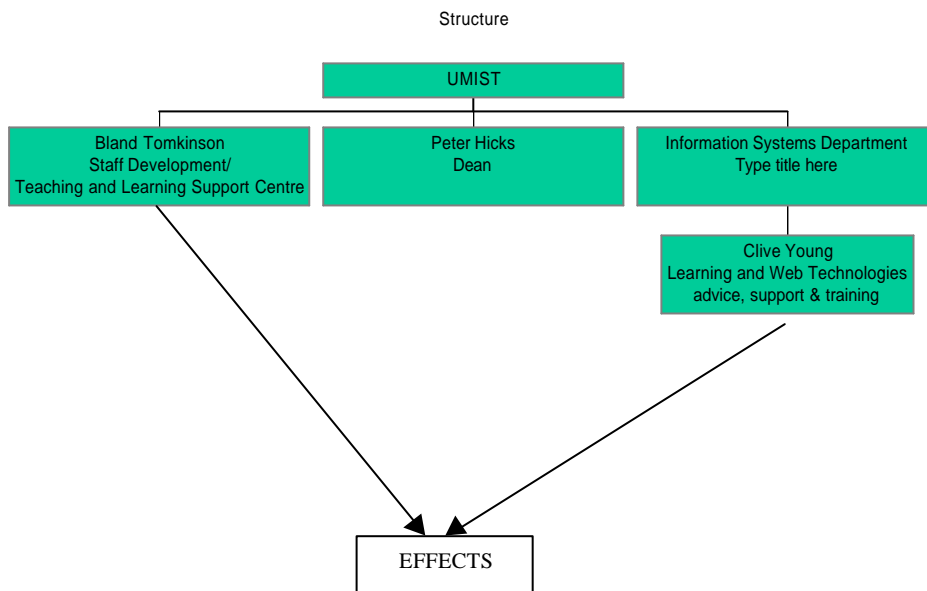
TaLSC (formerly part of the Staff Development Unit) at UMIST and the LWT section group at UMIST work in collaboration to support staff in the embedding of C&IT into their Teaching and Learning as one of their main internal objectives, and within the EFFECTS framework.

TaLSC

The Staff Development Unit has been undertaking basic IT training since the early nineties. It split into two sections:– SDU and TALSC in 2000. The key objective for TALSC is to assist individuals to develop occupational, personal and professional skills to their full potential in furtherance of UMIST's aims and objectives.

LWT

Through LWT, the Information Systems Department (ISD) provides advice, training and support to members of the University in using and developing teaching and learning materials that make use of Information Technologies. The section provides UMIST's academic staff with particular expertise in the deployment of appropriate C&IT (including the Web and presentation tools) to support teaching, learning and assessment within the University. Most of the support the section in particular the training is done in 'partnership' with the TASLC. During the summer of 2001 the LWT group was restructured and became the eLearning group.



Support framework

Support for EFFECTS was to be two-fold: tutor support for the actual course and project support for individual project work. At UMIST, the Project Officer was to be the main support for the participants'. In addition, C&IT was developed as a supportive framework for the project.

C&IT Resources

An EFFECTS web site was created, containing the course material such as the course handouts in both the original format (e.g. PowerPoint slides or Word documents) and HTML format, with links to web resources. This included guidance notes on portfolios. Proformas for the case studies were also provided.

During year two, online delivery was considered but it was decided that face-to-face training was more appropriate.

2. Delivery models

The decision was taken to deliver EFFECTS as a training course, which would be open to all, and participation would be optional. The course followed the EFFECTS objectives, with a case study format. The format and structure of the course underwent revisions as it evolved and was reviewed and developed.

Delivery methods

1-1998	2-1999	3-2000	4-2001
Workshops	Course	Course	Future course
Series of f2f workshops	Short intensive live f2f course	Short intensive live f2f course	Certificated Short intensive modular live f2f course
Plus intensive 1:1 support		Plus structured project support	Plus structured project support
tec based workshops	Linked to tec based workshops	Linked to tec based workshops	Linked to tec based workshops

Plus resources	Plus on-line resources	Plus the course handbook and on-line resources	Plus the course handbook and on-line resources
		<ul style="list-style-type: none"> • Tutor support • On-line • Plus LWT central support 	Tutor support On-line Plus LWT central support
Attendance is voluntary	Attendance is voluntary	Attendance is voluntary	Attendance is voluntary
			Accredited course

Assessment methods and criteria

Participants were required to attend 70-80% of the training course and to produce a case study following the EFFECTS objectives. Originally the intention was to also produce this as part of a portfolio which would be assessed.

Case studies were obtained through proformas provided with guided questions for each of the outcomes. These were followed by structured interviews – to have minimum impact on participants time to discuss the proformas and collect the information.

The future...

It is intended that there will be two routes i) attendance of the course with no direct follow-up ii) enrolment on the course for certification. These will be open to choice and participants can take from it what they need. The latter option obviously elicits a greater level of commitment and understanding.

It is anticipated that a proportion of the participants who attend the course will go on to be accredited for the course, but that this will not be suitable for everyone and another proportion of participants will probably take what they want from the course but after an initial exploration will not choose to complete the full iteration (these are likely to be participant type c).

Participant types

A	B	C
pro-active enthusiasts	The interested	The maybes/ try it and sees
Usually comes with a specific aim or project in mind. Often early-adopters.	Attends out of interest May have an idea for a possible project. May be looking for specific training.	Usually has a general or vague idea for a possible project, which will need strong support to develop.
Pursues project fairly vigorously completes successfully with targeted support.	Starts project	The project may be developed and completed with support or may fall by the wayside.

	Either completes or	Due to a change of circumstances eg changing objectives, departmental requirements, the project is no longer necessary or valid and is not completed.
Committed. Reflective depth.	Reasonably committed. Level of awareness is raised.	Commitment is not as strong, as the project is not (at least at this point in time) a necessity. (out of interest rather than necessity). Skims the surface.
Project is frequently a priority.	Project may or may not be a priority.	Therefore the project does not have priority and other commitments may come into play eg such as work load (priority of).
Highly likely to complete. And completes all objectives. Undergoes culture change.	Fairly likely to complete Likely to complete obj 1-4 and may complete 1-7.	Less likely to complete. May complete obj 1-4.
Likely to become a resource for their own department, and a 'voice', championing innovation in learning.	Likely to return for more.	Course may be too much to absorb first time around. May return for further training.

Dissemination cascade model

1. Initial foray – information about the EFFECTS project is circulated informally and any expressions of interest gathered.
2. If another university expresses particular interest, a meeting is planned to discuss potential possibilities. It is suggested that interested parties might be invited from the following key areas:
 - Staff development
 - Teaching and learning
 - ODFL
 - IT support
 - IT training

For EFFECTS to be successful, support is required from the institution and communication between T&L and IT sections and it is vital that a collaborative team is established. For an

EFFECTS type program to be effective, necessitates co-operation and co-ordination between the pedagogy and the technical in terms of training and of support.

The purpose of the meeting is to provide an overview of EFFECTS, outlining the approaches UMIST has taken, and issues that require some consideration, with discussion of how their institution might implement EFFECTS.

The models of delivery UMIST has trailed were explained. The prime issues that were identified and presented to the institutions for working out were:

- How they wanted to deliver EFFECTS and what outcomes were wanted, including whether to offer it as a course
- What tec support would be required and what would be offered
- Collaborative team approach

UMIST LWT/ISD and TaLSC work in collaboration to delivery teaching in C&IT. The way in which these are organised within institutions varies.

The final topic is to discuss what steps to take next.

3. Interested parties are invited and encouraged to attend a course in order to experience EFFECTS for themselves (which is seem as important), and the way in which it might be delivered. It also provides the opportunity for further discussion on the methods, structures, issues and how EFFECTS might be moved forward.

4. Attendance at an EFFECTS course:

- I) Keele
- II) Manchester and Salford

5. After EFFECTS

A follow-up meeting is arranged with the instiutions to both obtain feedback on the course and the project and to illicit how the institutions might incorporate the project.

- a) Keel adopted EFFECTS
- b) Manchester is considering how it might utilise EFFECTS in some format.
- c) Salford is embedding EFFECTS as a module.

6. Outcomes and conclusion

It has been important in terms of building relationships with staff in other universities and has proved to be very valuable in sharing experiences both of staff development and common issues. It would be useful to continue to meet on an occasional basis for comparison and reflection.

3. Summary

Some **key themes** that arose:

Routes through the programme

Resources: LT staff, availability, participants' time, participants' workload.

Accreditation - As we were unable to offer any accreditation, it not possible to make comparisons and say whether or not it would provide an additional incentive.

Links - There were several instances where cross-pollination took place. Some of the participants were linked to other projects.