

# IS Technology Enhanced Learning Strategy

2014 - 2017



## Scope

This document sets out the strategy for the Information Services (IS) provision of Technology Enhanced Learning (TEL) services and support for teaching and learning at the University of Edinburgh.

The document is used for:

- Consultation and refinement of our vision and plans annually over a four year cycle
- Driving our annual planning proposals and work prioritisation
- Securing resources and partnerships

## Mission

We lead, innovate and collaborate to develop and support high quality learning technology that enriches student experience and outcomes. We provide informed choice in meeting dynamic educational needs and promoting the University globally.

## Vision for 2017

### Students

- Can make informed study choices through increased online access to course materials.
- Use TEL services routinely as autonomous, critically thinking, reflective learners.
- Use learning activity data as feedback to reflect on personal learning progress and compare against peers.
- Are active in design and use of e-assessments, submit the majority of work online, and use timely digital feedback for improvement.
- Routinely work with peers in collaborative online spaces.
- Are offered the option to study at least one course fully online.
- Are engaged in dialogue, development and usability of TEL services.
- Have access to TEL services on mobile devices wherever they choose to study and work.
- Are increasingly satisfied with TEL services and benefit from bringing digital creativity and exploration to their learning.
- Have opportunity to develop digital literacy skills needed to maximise life long learning and employability

### Staff

- School/College staff will work in partnership with IS TEL; sharing plans, experience and research opportunities.
- Plan for online and blended learning, collaborating with learning technologists on curriculum design.
- Most are confident, skilled and informed users of TEL services, and increasingly apply learning technology within their discipline.
- Share and learn within a community of learning technology practitioners.
- Are aware of student perceptions of TEL services, and participate in their development.
- Make informed choices regarding the sharing and use of teaching resources online with access to appropriate online and face to face guidance.
- Use multimedia technology and classroom technology to maximise the benefit of student face-to-face time.
- Are aware of how learning technology aligns to their own professional development.
- Are supported to make use of appropriate online tools to disseminate their research and model this practice for students.

### Management

- Are able to invest or divest in TEL resources based on evidence.
- Benchmark TEL activity against peers.
- Advocate for and support the appropriate use of TEL services.
- Identify opportunities for innovation and emerging technologies in TEL.
- Identify ways in which technology can be used to engage students with the research outputs and research practice of their School.
- Ensure that good practice is well spread.

# Opportunities and challenges

## Key current strategic initiatives

The following University initiatives involve IS TEL teams and offer opportunities for the TEL strategy:

- Student Experience Project (Personal Tutors, Peer Support, Induction and Pre-arrival etc.)
- MOOCs (Coursera and Futurelearn)
- Open Educational Resources Initiative
- The Distance Education Initiative (DEI)
- Transforming Assessment Programme or TAP (HEA supported)
- LEAF (Leading Enhancement in Assessment and Feedback)
- PCIM (Programme and Course Information Management)
- The Edinburgh Award

## Environmental Setting

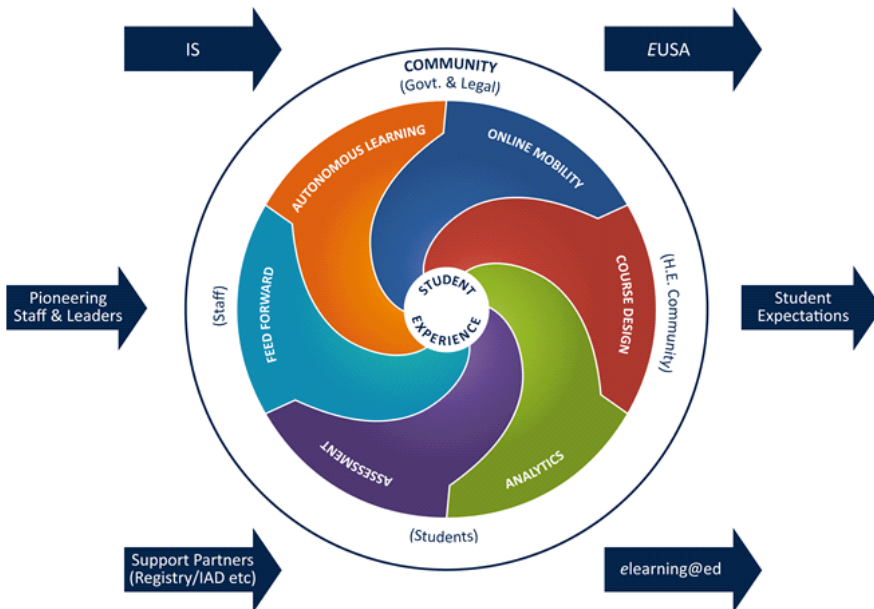
TEL services are operating in a highly dynamic environment, where service culture and tuition fees have raised expectations. The current environment presents a particular set of challenges for TEL services:

- Student expectations of an elite University
- The University of Edinburgh reputational enhancement and lead in developing digital education practices notably through developing MOOCs and Distance Education for Postgraduate Masters
- The University values the end user benefits of service integration where all Colleges benefit from core platform offerings complimented by bespoke e-learning development
- Curriculum for Excellence influencing expectations
- Graduate digital skills expectations
- Rising student numbers
- Students as creators of digital content
- Recognition of the importance of quality and timely feedback following NSS scores, combined with the growth in learning analytics and 'big data' as a mechanism for increased personalised feedback
- Demand for mobile enabled, 24 x 7 services
- Flexible learning and assessment (place, pace, mode)
- Cloud and social media technologies in learning, teaching, knowledge creation and research dissemination
- Scottish political uncertainty post-2014
- The need to work with Schools as partners to optimise services for their diverse needs, whilst engaging a majority of teaching staff, recognising many feel strained by information overload and initiative fatigue.
- Professional development for staff engaged in teaching and research
- New public engagement and alumni audiences for our teaching and research materials
- Developments in digital publishing and new web based platforms
- New classroom technologies and enhanced learning spaces
- Continued effort to reduce silo service delivery and duplication, illustrated by an initiative from the College of Medicine and Veterinary Medicine to integrate its learning technology services within IS.
- The development of a new IS Division: Learning, Teaching and Web Services

Significant progress has been made over the last year in reducing duplication, clarifying roles, and embedding strategic partnerships. IS teams were re-aligned in 2012, and will be further restructured in July 2014. The need to work together with partners to develop a shared rationale for technology-enhanced learning, and make business cases for sustainable and socially responsible investment is an ongoing imperative that requires senior backing, cooperation and cultural change management.

## Stakeholders

With students at the heart of our strategy, we aim to engage through a variety of mechanisms, including projects, committee's, EUSA dialogue, user forums and focus groups. Amongst a community of key stakeholders, IS TEL teams consider IAD, and Academic Student Systems to be our natural service delivery partners. Many services are already delivered jointly, and the three partners aim to continue to work closely as three sides of a student service triangle. See the memorandum of common understanding in [Appendix 3](#).



# Achieving the vision

We will focus activities within 4 key areas, each having strong alignment with the University Strategic themes.

## Strategic Themes

Global Impact  
Lifelong Community

### REPUTATION & COLLABORATION

1. Lead knowledge exchange with comparable international institutions
2. Lead national and international partnerships and collaborations.

Outstanding  
Student Experience  
Lifelong Community  
Equality and  
Widening  
Participation

### PERSONALISED & FLEXIBLE LEARNING

1. Offer high quality TEL services that support timely and effective feedback and assessment.
2. Provide technology and support for students to develop as autonomous learners, with clear indicators of their progress, and opportunities to develop their digital skills and to be active partners in their learning.
3. Deliver learning and teaching independent of time, place and where possible platform, using standards and user experience to drive interconnectivity.
4. Embed lifelong learning, supporting a student journey that offers personal choice, blending on campus and at a distance (DEI, MOOCs, OERs, pre-arrival induction).
5. Make best use of technology to engage students with the research outputs and research practice of their School.

Lifelong Community  
Outstanding  
Student Experience

### COMMUNITY & ENGAGEMENT

1. Provide staff with easily discoverable high quality TEL tools, and guidance for using cloud tools. Promote self-help and best practice so that staff know how to use them to optimise learning outcomes, and maximise the value of contact time and pastoral care.
2. Foster a community of staff engagement and recognition through supporting and delivering professional development activities, ensuring that colleagues are supported to make informed choices regarding the sharing and use of teaching resources online.
3. Develop understanding of how learning technology aligns with personal and professional development for staff and students, and can support increasingly sophisticated use within local contexts.
4. Supporting staff and students within a research context where technology facilitates the dissemination of research and helps embed student participation and learning.

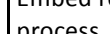
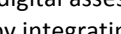
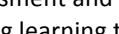
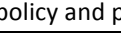
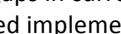
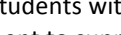
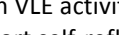
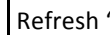
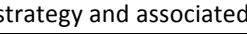
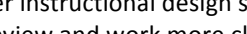
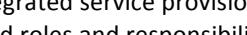
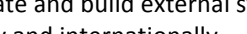
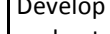
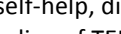

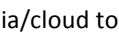
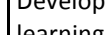
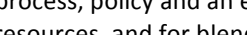
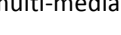
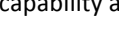
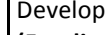
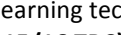
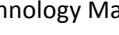
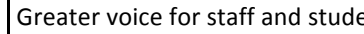
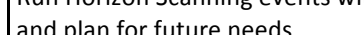
Social Responsibility

### INFORMED DECISION MAKING

5. Engage with academic leaders, senior managers, together providing governance, support and promotion of TEL excellence, aligned to the University strategy.
6. Support decision-making with business intelligence and feedback for TEL services, to help optimise usage, share good practice and increase service satisfaction.



## Activity Plan

Objectives	2013-14	2014-15	2015-16	2016-17
Embed reflective learning through scaffolding the Personal Tutor process.		Review		
Improve digital assessment and feedback workflow and reduce barriers by integrating learning tools with Registry systems.	Plan			
Develop policy and process to support growth in digital assessment.	Plan			Review
Identify gaps in current assessment tool provision, pilot solutions and plan scaled implementation as appropriate.	Plan		Review	
Provide students with VLE activity information within the learning environment to support self-reflection and engagement.	Plan			
Refresh 'Clickers' personal response system technology.				
Develop strategy and associated policy for Mobile and BYOD services	Plan			
Facilitate School Technology Fairs to provide hands-on experience for staff, offer instructional design skills for course and programme design/review and work more closely with College Learning and Teaching Committees.	Plan			
Build integrated service provision internally within IS, and clarify associated roles and responsibilities.	Plan			
Consolidate and build external strategic partnerships regionally, nationally and internationally.	Plan			
Develop self-help, discovery tools that exploit multi-media to improve understanding of TELS services, and promote good practice.				
Develop a social media/cloud tools 'Which?' guide.				
Develop process, policy and an environment for sharing digital learning resources, and for blended re-use (MOOCs / OER).				
Refresh multi-media capability and expand use in teaching and learning.				
Develop learning technology Management Information for Schools. <b>(Funding 15/16 TBC)</b>				
Greater voice for staff and students e.g. via surveys.				
Run Horizon Scanning events with School colleagues to understand and plan for future needs.				

Key: Pilot  Project  Service 

## Success Indicators and Milestones

1. **By Summer 2014:** IS TEL, Registry, IAD and Student Experience strategies aligned.
2. **By Summer 2014:** Evidence TEL alignment with specific Schools (e.g. MI reports and strategy)
3. **By Summer 2014:** Launch a learning technology resource discovery online tool.
4. **By Summer 2015:** Evidence of process workflow and sustained increase in reflective ePortfolio use.
5. **By Summer 2015:** MOOC video content shared and available for blended re-use.
6. **Trend to 2017:** Significant increase in digital submission and digital marking.
7. **Trend to 2017:** Increased use of TEL services without significant increase in support queries.
8. **Trend to 2017:** Baseline staff satisfaction with TEL services and evidence a sustained improvement.
9. **Trend to 2017:** Evidence of sustained increase in use of peer assessment technologies.
10. **Trend to 2017:** Evidence positive impact upon NSS assessment and feedback satisfaction.

## Next Steps - to July 2014

- LTC input and sign off
- Clarify the position regarding areas of likely growth, and plan resources accordingly in the light of IS reorganization e.g.
  - MOOC integrations
  - DEI expansion
  - The extent to which OER effort should be progressed and targeted
  - More overall use of TEL services for on-campus students
  - Developing PG CAP and Teaching Award (CPD) technology alignment
  - Clarify the need for service integrations to support Personal Tutor systems

## Appendix: Strategic Alignments

### IS TEL and Institute for Academic Development (IAD) Strategic Alignment – Memorandum of Understanding

The IAD and IS, particularly IS TEL, will continue to work closely and collaboratively on a range of topics and themes, utilising a range of formal and informal approaches in support of key University Strategic objectives and priorities.

This cooperation and collaboration is supported through regular formal and informal meetings between key staff (e.g. IAD Director and Head of IS TEL; IS and IAD members of Distance Education Initiative Executive). We also work together to support staff networks, notably elearning@ed and the ODL community; in providing and promoting staff development events and opportunities; and on a range of University level and other enhancement projects and initiatives. Links are further sustained and developed through staff secondments and membership of advisory and working groups (e.g. IS TEL representation on IAD Advisory Group).

Key areas of activity include:

- IS TEL contributions to IAD led Postgraduate Certificate in Academic Practice and new Edinburgh Teaching Award
- Taking Learning Technology Roadshows to Schools (IS led with contributions from IAD Head of Digital Education)
- Tailored staff development (e.g. e-tutoring and social media), support for DEI Hub and ODL community (jointly supported by IS and IAD)
- Training and support for MOOC tutors (jointly supported by IS and IAD)
- Funding and support for elearning@ed network and conference (jointly supported by IS and IAD)
- Developing scaffolding to support student reflection linked to personal tutor meetings (secondment of IS member of staff to IAD)
- Contributions to a range of University, IS or IAD-led projects including Student Experience Project, Transforming Assessment Pilots, Enhancing Student Support Project, LEAF
- Collaborative strategic planning through internal committee's and international professional communities (IAD Advisory, L&T Committee, LTAG, U21 etc.)

**Approval: Mark Wetton (IS TEL) and Jon Turner (IAD) – May 2014**

### IS TEL and Student Systems Strategic Alignment – Memorandum of Understanding

The Academic Registry and IS have been developing a partnership and alignment, which is particularly valuable between IS TEL and Student, Admissions & Curricula Systems (SACS). Our strategies and plans are being crafted in tandem and through consultation. Many key themes' are shared, such as transparency of information and process, simplicity and usability, clarity of roles and responsibility, partnership, integrated architecture and planning, empowerment and autonomy, and enhanced student experience.

Through discussions we have identified a number of areas where we would like to focus our partnership and develop clear and meaningful plans:

1. Mapping the business, admin and learning and teaching processes that supports the student journey, in particular focusing on assessment and feedback.
2. Develop a common vision of the assessment lifecycle and a shared vision for flexible assessment practice, including e-submission, e-marking, laptop exams, open book exams etc.
3. Plan jointly how we may best align and support the needs of the Personal Tutor initiative.
4. Develop a TEL and Student Systems communications plan, to help consult prior to governance meetings, discuss process and practice gaps that may lead to ongoing improvement, jointly prepare for annual planning, and pass useful information between domains.
5. Consider joint benchmarking, particularly when visiting comparable institutions.
6. Develop a partnership-based project to deliver a Learning Analytics pilot project as approved at Learning & Teaching Committee. This may include:
  - 6.1. A broader analysis than a simple VLE student activity, which considers how data integration may support a variety of common local use cases;
  - 6.2. Delivers a simple student activity view for staff and students;
  - 6.3. Explores tools, testing and licensing options e.g. tribal;
  - 6.4. Develops a policy for approval for use of Local tool, VLE or central golden copy, which encompasses presentation of assessment data both formative and summative;
  - 6.5. Explore external learning analytics implementations.
7. Develop an over-arching architecture diagram for TEL and Student Systems encompassing:
  - 7.1. Relationship of local TEL tool, the VLE and Student Systems

- 7.2. Relationship between communication tools and TEL/Student Systems e.g. MyEd, Office 365
- 7.3. Relationship of infrastructure tools such as IDM and Grouper with TEL and Student Systems
- 7.4. Relationship of Personal Tutor and any Learning Analytics within the architecture
- 7.5. Relationship of MOOCs within the architecture
- 7.6. Cross platform content management.

**Approval: Mark Wetton (IS TEL) & Barry Neilson (Academic Student Systems) – October 2013**

## **Strategic Alignment: Memorandum of Understanding between IS TEL and the Student Experience Project**

Increasingly we recognize that improving student experience is a shared responsibility. This memorandum aims to capture the high level shared objectives of IS TEL and the Student Experience Project as key partners who intend to provide mutual support and compliment each others work.

Already the Head of Learning Services is a member of the Student Experience Project Board, whose chair-person (VP Sue Rigby) convenes the Learning and Teaching Committee, which provides governance for IS TEL. The following are high-level common objectives:

- We aim to capture and share empirical data regarding student expectations and perceptions in order to improve student experience.
  - Surveys
  - Focus groups
- We aim to work as partners in providing advice and guidance to students to improve student awareness and engagement:
  - Pre-arrival, Induction and awareness scaffolding (e.g. for assessments).
  - Support for improved feedback.
- We aim to collaborate in developing peer approaches to learning and enabling students to become autonomous, critical thinking learners.
  - Peer assessment and feedback
  - PAL
  - Self help resources (Online and Innovation Task Group)
- We aim to actively involve students in developing and improving central services:
  - Making use of student forum's for capturing student feedback, requirements and participation is testing.
  - Encouraging student participation in curricular and assessment design
  - 24 x 7 infrastructure and learning mobility (Online and Innovation Task Group)
  - Offer greater community engagement and student on campus access to MOOC based resources.
- We aim to collaborate to develop improved multi-media communication for students.
- We aim to deepen inter-team collaboration and consult on initiatives at all levels.
- We aim to collectively support Schools to develop student satisfaction and improve NSS results.

**Approval: Mark Wetton (IS TEL) and Mark Wilkinson (Student Experience Project) 25/10/13**