

PAPERS TO BE CONSIDERED BY LEARNING ENHANCEMENT COMMITTEE

Date of Meeting of the Learning Enhancement Committee:	
8th December 2015	
Title of Paper:	Strategic Vision for Technology Enhanced Learning
Rationale:	
<p>During AY 2014/15, members of LEC recommended the development of a strategy for the effective use of technology in flexible, distance and blended learning. The attached draft outlines a vision and strategic objectives, as a prompt for discussion and engagement.</p> <p>Pending wider discussion, this draft would underpin a subsequent implementation framework; incorporating strategic priorities for investment of resource and integration with local action plans.</p> <p>This discussion document will form the basis for subsequent wider consultation within schools, departments, faculties and professional services.</p>	
Intended Outcome:	
<p>Committee members are asked to consider the following:</p> <ul style="list-style-type: none"> • The extent to which the aims and strategic objectives align with School/Department/Faculty/ Professional Services aspirations for the use of technologies in teaching and learning; • Indication of any gaps or areas which should be strengthened; • Within the strategic objectives, are there areas which should be identified as priorities over others? 	
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Strategic Vision for Technology Enhanced Learning

Vision

As a Leading International Technological University, our educational ethos and approach is innovative, collaborative and inclusive; technology as a pervasive and ubiquitous presence is a vital element of this approach. Our educational environment provides opportunities to take advantage of high-quality, effective learning technologies throughout the curriculum, whether delivered on-campus, at a distance or in a blend of modes, providing flexibility of pace, place and mode of learning¹. Our ambitions require us to optimise and continually evolve our use of technologies in both the physical and online estates to deliver an outstanding and distinctive experience for all our students.

Aims

This strategy supports an outstanding student experience by maintaining and enhancing the high quality of our learning and teaching through the delivery of an effective learning environment, comprising intelligent support and a smart and flexible technology enabled campus providing infrastructure and technologies seamlessly blending physical and digital environments for all students.

Our strategic aim is to provide opportunities for learning that develop students who are engaged, enterprising, enquiring, and ethically, globally and culturally aware ensuring that our students are equipped with the knowledge and expertise to use technology for both discipline specific learning and professional engagement.

The strategy will:

- Underpin the development and delivery of high-quality technology-enhanced teaching and learning, supported by a comprehensive portfolio of staff development and establishing and embedding an institutional educational informatics capability.
- Enable an outstanding and distinctive student experience provided through a smart and flexible technology enabled campus delivering effective learning and teaching across diverse modes of learning.
- Contribute to the achievement of a diverse and vibrant student population through widening participation through flexibility of study underpinned by effective use of educational informatics/learning analytics.
- Provide optimal advantage to students whether on or off campus with educational informatics informed high-quality student support throughout the learner journey.
- Harness learning and information technologies to support opportunities for student participation in internships, placements and employment opportunities with industry, public and third sector partners, including international experiences.

¹ Barnett, R. (2014). Conditions of Flexibility: Securing a more responsive higher education system: The Higher Education Academy.

Context

A Strategic Vision for Technology Enhanced Learning encompasses the following key aspects of the Teaching, Learning and the Student Experience

Technology in Teaching

Traditional discipline use of technological tools in practical lab work. E.g. Science and Engineering laboratories, Language lab technologies.

Professional and industry placements enhanced by the use of learning technologies in support of professional skills acquisition frameworks to capture, assess and reflect on these activities and experiences.

A Smart and Flexible Technology Enabled Campus

A campus orientated to harness, integrate and leverage technology to maximise the on and off campus teaching and learning experience. Facilitating innovative teaching, learning and assessment practice to benefit student experience and attainment engaging on campus, flexibly and/or fully online. A campus and infrastructure featuring:

- Ubiquitous Wi-Fi, power and support for the use mobile devices in teaching and learning.
- Flexible technology enabled physical teaching, study and assessment spaces.
- Equipped to provide, present and take advantage of Education informatics/ Learning Analytics data

Technology Enabled Teaching and Learning

Robust and flexible synchronous and asynchronous technologies including a Virtual Learning Environment (VLE) which fully support a wide range of teaching, learning and administrative tools for supporting learning and teaching to the same standard regardless of location of student or teaching staff.

Taking wide advantage of effective pedagogies which support the institution's aims for flexible participation, using knowledge and experience gained through both development of successful MOOCs and Strathclyde's of good practice in online learning.

Achieved by providing staff with opportunity, practical support and comprehensive professional development to make informed choices through flexible online, distance and blended learning.

Technology Based Analytics

Underpinned by the effective use of Education informatics / Learning Analytics as a strategic tool to enhance knowledge on engagement, participation, retention and attainment. Providing predictive behaviours and facilitate effective interventions by

- Providing opportunity for classroom and online innovation through evaluation and interpretation of learning analytic data achieved through the measurement of the response to teaching interventions.
- Being evidence-driven, monitored and evaluated in line with the University's emergent strategic use of Learning Analytics to enhance the student experience.

Strategic Objectives

1. To significantly increase the University's capacity to provide flexible learning to all of our students through use of technology, whether on-campus, through part-time study or in industry.
2. To provide teaching staff with opportunity, practical support and comprehensive professional development to make informed choices regarding widening participation through flexible online, distance and blended learning to best achieve learning outcomes.
3. To provide opportunity for classroom and online innovation through evaluation and interpretation of learning analytic data achieved through the measurement of the response to teaching interventions.
4. To sustain successful innovation through the provision of clear mechanisms and pathways for mainstreaming of successful local pockets of innovation and good practice.
5. To meet agreed targets for an increase in student recruitment through courses offered exclusively online.
6. To provide robust and flexible synchronous and asynchronous technologies including a Virtual Learning Environment (VLE) which fully support a wide range of teaching, learning and administrative tools for supporting learning and teaching to the same standard regardless of location of student or teaching staff.
7. To support wide use of effective use of pedagogies which support the institution's aims for flexible participation such as entirely online Postgraduate taught courses, using knowledge and experience gained through both development of successful Massive Open Online Courses and Strathclyde's history in multiple departments of good practice in online learning.
8. To be evidence-driven, monitored and evaluated in line with the University's emergent strategic use of Learning Analytics to enhance the student experience.

Principles

The Strategy is based on “Principles of Flexibility” approved by the Learning Enhancement Committee, May 2015

Flexibility in learning affords multiple opportunities to support our students in becoming engaged; enterprising; enquiring; ethically, culturally and globally aware while taking advantage of international, commercial, industrial and public sector partnership opportunities.

High quality flexible learning should, where appropriate,

1. Provide opportunities for learners to engage:
 - a. outside normal schedules and timescales
 - b. at any distance from campus
 - c. in effective and non-traditional modes of learning
 - d. in diverse high-quality learner journeys
2. Widen participation by taking advantage of effective pedagogies and technologies
3. Allow learners to seek recognition of prior learning and experience
4. Provide opportunities to meet accepted academic standards through alternative means
5. Maximise flexibility within the curriculum