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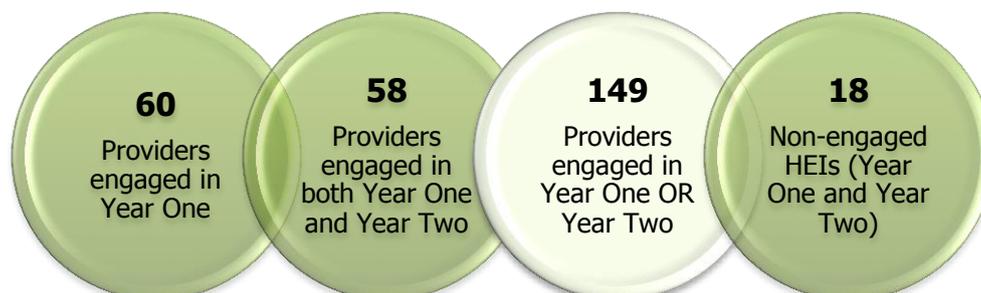
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### Introduction

This report examines the impact Changing the Learning Landscape (CLL) has had on the implementation of Technology Enhanced Learning (TEL) in English higher education institutions. It is based on an analysis of institutional stories<sup>1</sup>, consultants' reports, strategic conversation reports and interviews with CLL project leaders and is illustrated with quotations from these sources. It sets out the background to the two years of CLL, its organisation and delivery models, followed by discussion of the impact of the initiative as a whole on higher education in England and what has happened within individual institutions, including five institutional stories selected to show how TEL projects have been realised in different types of university and college. The report concludes with a summary of learning points for the higher education sector and for institutions.

### Background

CLL was set up in September 2012 to enable higher education institutions in England, including HE in FE, to bring about change in their strategic approaches to technology in learning and teaching. Its aims were to enhance students' learning and life prospects, institutional and systemic practice, and collaboration and partnership across and between universities and colleges through more effective use of digital technologies. CLL was managed by the Leadership Foundation for Higher Education through a Programme Board made up of representatives from the [Association for Learning Technology](#), the [Higher Education Academy](#), [Jisc](#), the [National Union of Students](#), together with the External Evaluator who took a participant /observer role. The Programme Board reported to a Steering Group representing Hefce, its TQSE (Teaching, quality and the student experience) Committee, the QAA and the Tribal Group. The Steering Group was chaired by Professor Gill Nicholls, Deputy Vice-Chancellor, University of Surrey. Over the two years 149 institutions participated in the programme.



### Key Findings

CLL has made three significant contributions to the way initiatives for change are managed:

- A groundbreaking model of partnership working

CLL's model of partnership working has brought considerable value to CLL by pooling and sharing each organisation's specific areas of expertise, influence and their range of contacts. In particular, the inclusion of the NUS as an equal partner in the programme has been critical to its success and demonstrates the importance of the student contribution to shaping, and often instigating, activity at institutional and project levels.

- The development of the Strategic Conversation approach to institutional engagement

Strategic Conversations have enabled institutions to define and progress their aspirations for TEL and have also provided them with a new way of working which breaks down the often complex organisational structures that can militate against cross-institution developments.

- A 'critical friend' approach to supporting and facilitating institutional change

What has emerged from CLL is a potentially powerful 'critical friend' model of support which provided not only external expertise and authority to institutional initiatives but also enabled the development of coaching and mentoring relationships which strengthened the confidence and ability of the project leaders to effect change.

<sup>1</sup> <http://www.lfhe.ac.uk/en/programmes-events/your-university/cll/stories/index.cfm>

### Outcomes and impact

The focus of CLL year 2 was on 'the impact of online learning on institutions' learning and teaching strategies'. While the majority of participants say that it is too early for them to discern impact at an institutional level there are many examples of change and good practice by individuals and teams. Participants report a wide range of outcomes whose impact will be seen in the future in the ways in which staff change their practice and how this affects student satisfaction and success. The evidence shows that there is considerable momentum for change across the sector, with many institutions able to demonstrate examples of highly effective practice in relation to TEL.

### Principles for HEFCE

- **Taking an holistic approach:** this has engaged staff at all levels and all sections of the institutions involved and resulted in the creation genuine communities of practice around TEL. The sensitivity of CLL to both institutional contexts and discipline-specific communities has been a factor in its success and should be replicated in any future change initiatives.
- **Working in partnership:** this collaborative way of working should be used as a model for future initiatives.
- **Critical friend support:** The development of a network of expertise in this area, and the provision of training for those who wish to take on such roles, on which institutions could draw to support their work in the future would be highly worthwhile.
- **Sharing and inspiring:** A project to locate, index and make available examples of good practice would be a practical legacy of the work of CLL.
- **Communities of Practice for TEL:** Leadership Foundation is supporting the *Leading in the Learning Landscape* network (LiLL) and this could be further developed as an online community using webinars, hangouts and other technology solutions.

### Principles for institutions

- **Taking an holistic approach:** Institutions are advised to map the potential impact of major change initiatives to identify all those who need to be brought into discussion, not forgetting student representatives - who may not just be those in the roles of Student Union officers.
- **Embedding TEL - 'Getting inside the curriculum':** TEL cannot be considered as an added extra if it is to make a genuine difference to the student experience. This means understanding the nature of teaching and learning in different disciplines and working with staff to develop appropriate responses. A tool such as the Sheffield Hallam University 'menu' which links technology and pedagogy deserves wider dissemination.
- **Staff development:** it is essential that all TEL is underpinned by a consistent and coherent approach to staff development which addresses not only skills and pedagogy but also underlying confidence.
- **Evidence informed practice:** informal and supportive opportunities to discuss TEL would be even more valuable if accounts of practice were captured in order to build up an evidence base specifically related to the disciplines and cultures of individual institutions.
- **Engaging students:** Institutions should examine their processes for engaging with students and make use of existing initiatives such as those led by Jisc and NUS. There are benefits for institutions in creating collaborative partnerships with their students but also for the students themselves who can use such opportunities to develop their skills and enhance their CVs.

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CLL has made three significant contributions to the way initiatives for change are managed:

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### 1. Introduction

The final evaluative report on the Hefce funded '**Changing the Learning Landscape**' examines the impact the initiative has had on the implementation of Technology Enhanced Learning (TEL) in English higher education institutions. It is based on an analysis of institutional stories ([www.lfhe.ac.uk/en/programmes-events/your-university/cll/stories/index.cfm](http://www.lfhe.ac.uk/en/programmes-events/your-university/cll/stories/index.cfm)), consultants' reports, strategic conversation reports and interviews with CLL project leaders and is illustrated with quotations from these sources. It sets out the background to the two years of CLL, its organisation and delivery models, followed by discussion of the impact of the initiative as a whole on higher education in England and what has happened within individual institutions, including five institutional stories selected to show how TEL projects have been realised in different types of university and college. The report concludes with a summary of learning points for the higher education sector and for institutions.

### 2. Background to Changing the Learning Landscape (CLL )

Changing the Learning Landscape (CLL) was set up in September 2012 to enable higher education institutions in England, including colleges of further education providing higher education, to bring about change in their strategic approaches to technology in learning and teaching. Its aims were to enhance students' learning and life prospects, institutional and systemic practice, and collaboration and partnership across and between universities and colleges through more effective use of digital technologies. It has operated within a context of rapid change in higher education which is 'being conditioned principally by i) the marketisation of higher education ii) the emergence of students as consumers iii) the potential of new digital technologies; and iv) the apparent potential for widening higher education at reduced unit costs' (Barnett, 2014).

Changing the Learning Landscape was managed by the Leadership Foundation for Higher Education through a Programme Board made up of representatives from the Association for Learning Technology, the Higher Education Academy, Jisc, the National Union of Students, together with the External Evaluator who took a participant/observer role. The Programme Board reported to a Steering Group representing Hefce, its TQSE (Teaching, quality and the student experience) Committee, the QAA and the Tribal Group. The Steering Group was chaired by Professor Gill Nicholls, Deputy Vice Chancellor, University of Surrey.

The success of CLL's partnership model has been recognised in a recent report: 'The Hefce-funded Changing the Learning Landscape (CLL) project, 2012-2014, is an initiative that several respondents mentioned, always positively.... we do note it as an implementation model that has been well received, largely because of its successful collaborative nature and clear goal-directed management. It could be seen as a model of success: this was certainly the view of many respondents.' (Trowler, Ashwin and Saunders, 2014 p6).

#### 2.1. Year one organisation

In its first year Changing the Learning Landscape (CLL) engaged with 145 English higher education institutions, of which 23 took part in the Strategic Change Programme and 50 the consultancy strand. From its inception,

CLL's strategy was one of whole-institution engagement: 'working with students as partners and participants, with academic and learning support staff and with institutional leaders of teaching and learning who can act as champions for change.' (CLL, 2012) It was delivered through three strands: the Strategic Change Programme (SCP), Consultancy and Continuing Professional Development (CPD), which focused respectively on achieving strategic change and sustainable innovation through targeted projects and a series of CPD workshops on TEL for academic practitioners led by the HEA.

The SCP brought together the people responsible for the strategic leadership of teaching to develop their skills in managing change in a digital environment. They were supported by a second element called SIP (Strategic Implementation Projects) in which they worked with staff and students to bring about – or at least initiate – the development of new strategies for Technology Enhanced Learning, including alternative VLE solutions (and alternative solutions to VLEs), implementing BYOD (Bring Your Own Devices) and developing mobile learning. Those on the Strategic Change Programme identified a range of benefits from their participation: they valued the opportunity to share common experiences and challenges, to see examples of cutting edge technology in practice and, in particular, the access to a 'safe space' where they could think and debate. For some, the SCP has changed the way in which they think about TEL and how it is implemented in their institutions. Practical examples of this include redesigning buildings to enable different approaches to learning and teaching, restructuring teams to break down artificial barriers and rethinking change processes.

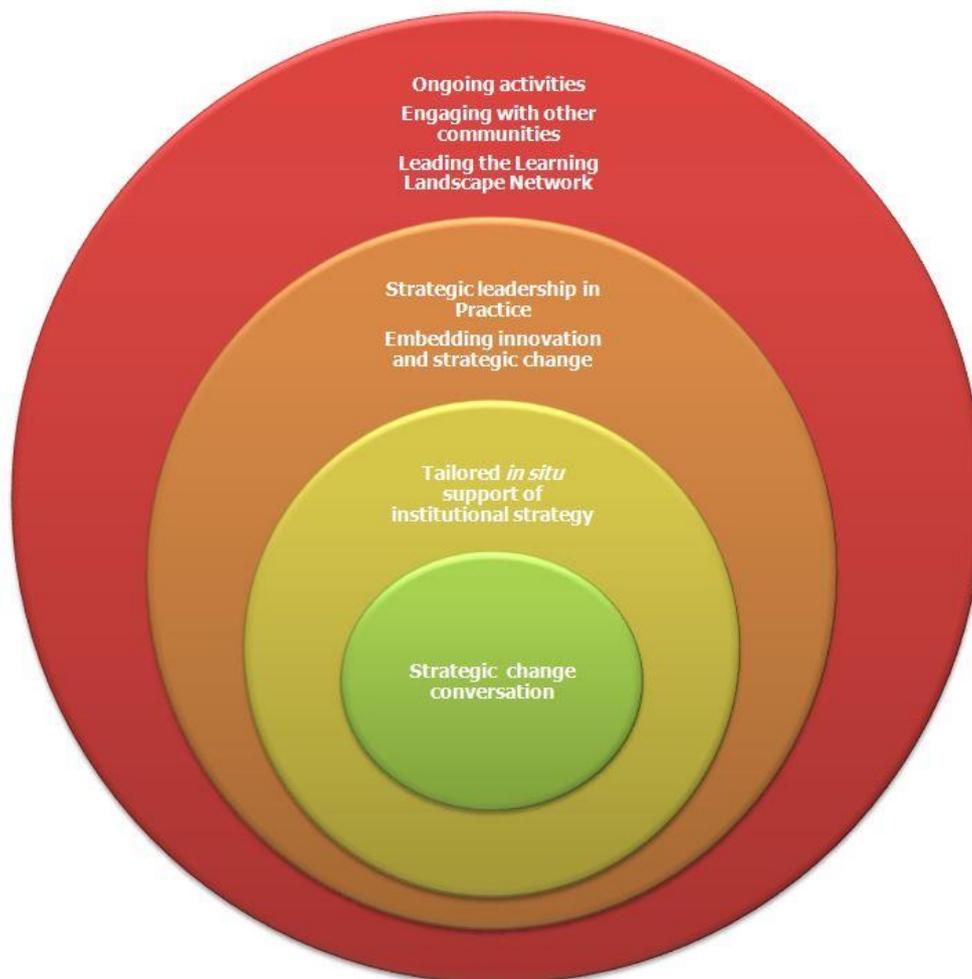
In the second strand, institutions were invited to bid for six days of consultancy support to help them implement Technology Enhanced Learning projects. Some fifty projects, identified through two separate calls, were supported, the majority of which focused on various aspects of e-assessment and digital literacy. The contributions made by the consultants were greatly valued and there was good evidence from many projects that their involvement had a positive impact through providing validation for the project activities and acting as a catalyst for change.

The third strand addressed the professional development needs of academic and support staff. It consisted of a series of discipline-led events, focused on practical applications of digital technology (and particularly on the use of social media and mobile devices) to enhance student learning. One set of events was targeted at those working in four discipline groups: STEM, Social Sciences, Medicine and Health, Arts and Humanities, while the other was for staff from educational development and learning technology. Feedback from these events provided numerous examples of immediate and planned change to participants' use of TEL, especially in the use of social media and mobile technology to promote collaborative learning. It was notable that many of those attending the discipline events described themselves as new to TEL and that their responses to their experiences were highly enthusiastic.

Feedback from participants in CLL year one was overwhelmingly positive (demonstrated by the fact that 58 institutions continued to engage in year 2) and indicated that individual members of staff were changing the way they engage with and use digital technology. However, at this stage it was too soon to identify what impact these behaviours might have on institutional culture and strategy.

### 2.2. Year two

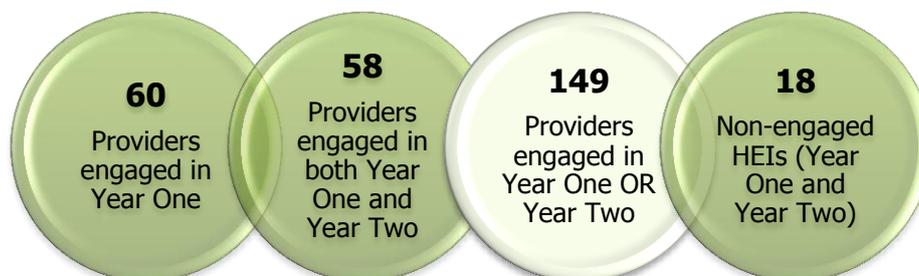
Despite the overall success of CLL year 1, there had been a number of logistical problems in delivering the programme, particularly in terms of timing and in organising the two stage project strand. Institutions require very long lead times for meetings and for integrating change into their planning cycles, which make it difficult for them to respond quickly to initiatives such as CLL. As a result of the experience of year 1, CLL year 2 was restructured, simplified and given an increased focus on the impact of online learning on institutions' learning and teaching strategies.



The revised approach removed the requirement to bid for project funding and introduced at its core a Strategic Conversation with each participating institution. The Strategic Conversation was a whole day event led by a CLL consultant and was designed to bring together representatives from across the institution. Immediately following the day, a needs analysis, identifying potential activities to be commissioned from CLL in support of strategic priorities, was drafted by the senior consultant in agreement with the institutional lead. The year 2 offer was for 'tailored in situ consultancy support' and the Senior Leadership in Practice programme. The offer of a second strategic conversation at the end of the year was also welcomed by the majority of participants as an opportunity for reflection and a forum to shape future plans. These Hefce funded activities were

complemented by a Leading in the Learning Landscape Network (organised by the LFHE) for all CLL participants and a series of TEL workshops organised by the Higher Education Academy.

### CLL Participant institution totals



### 3. What difference has CLL made?

CLL has made three significant contributions to the way initiatives for change are managed:

- A groundbreaking model of partnership working
- The development of the Strategic Conversation approach to institutional engagement
- A 'critical friend' approach to supporting and facilitating institutional change

#### 3.1. Working in partnership

Changing the Learning Landscape is the first initiative in which the five organisations, which represent different interest groups across the higher education sector, have come together with a common purpose. Technology Enhanced Learning has proved to be a unifying theme in which all the partners have a significant interest, which complements their individual missions but is 'owned' by no single organisation. CLL's overall effectiveness was underpinned by the development of good personal relationships between the representatives of the partners and the recognition and acknowledgement of potential areas of competition; both of which were essential in establishing trust between members of the CLL Programme Board. This model of partnership working has brought considerable value to CLL, derived from pooling and sharing each organisation's specific areas of expertise, of influence and their range of contacts. In particular, the inclusion of the NUS as an equal partner in the programme has been critical to its success and demonstrates the importance of the student contribution to shaping, and often instigating, activity at institutional and project levels.

It is the development of individual relationships between the partner representatives, effective leadership and team working and a joint commitment to the aims of the project which have enabled CLL to make such progress. All the partners acknowledge the added value that working together has brought to their individual organisations and, as a result, are planning to continue collaborative activity in the future.

### 3.2. Strategic conversations

The Strategic Conversation was central to the vision for CLL in 2013/14 as a new process designed to achieve deep and wide ranging institutional engagement through an open ended conversation led by an experienced facilitator from the CLL partner organisations. 'A full day will be allocated to this conversation, and institutions will be expected to host the day, planning for the senior consultant to meet with the senior institutional lead on Learning and Teaching, and teams of staff and students who will seek during the course of the year to engage with the programme.' (*CLL final submission, 2013*) Student participation in the conversation was seen as essential to the model, although for a number of institutions it proved a challenge. The NUS offered a series of workshops to give students the tools and skills to fully engage with the change programme and give them space to share their views before joining in a wider discussion, however, the take up for these was disappointing. While there were some examples of students playing a full and active role in CLL, their capacity to contribute fully has been limited. The reasons for this are complex, including the existing priorities of local Student Unions, the skills of their officers, a lack of institutional structures for engaging with students and, above all, institutional cultures and the way students are perceived. Indeed for one institution the ability of students to act as 'levers for change' came as a revelation.

The majority of those taking part found the Strategic Conversations extremely useful and effective in both providing status and credibility for TEL and in bringing together staff who would not normally engage with each other. One participant said: 'without CLL we would have missed out on thinking about the complexity of technology/pedagogy links, the importance of student engagement and the need to focus on achievable goals'. Some fifty five Strategic Conversations took place during the period from October 2013–February 2014 and analysis of the consultants' feedback reports reveals considerable enthusiasm for the approach which generated 'new thinking' in many institutions by bringing together all the interested parties and stakeholders in TEL.

It is worth noting that the Strategic Conversation was seen as a mechanism to 'kick start' existing plans by all the interviewees, including those who had not taken part in the first year of CLL. Some found the day useful in refining or re-shaping those plans: for example, the development of an integrated Blended Learning Strategy rather than separate e-learning and Learning and Teaching Strategies; the 'creative' use of e-submission to develop 'immediate tutorials' for students. Other planned outcomes are the development of a definition of 'learner entitlement' to TEL, a strategy for mobile technology, a scoping exercise to establish a baseline for future development and the integration of currently separate support units to deliver more effective services. Not all the outcomes are so practical: one interviewee discovered from conversations during the day that his team was seen by academic staff as 'techies - and not the go to team for pedagogic advice' – an attitude that he would be hoping to turn around. For another, the major realisation of the day was that the key to enhancing TEL was 'getting inside the curriculum' – making blended learning and the affordances of mobile technology central to subject content, learning outcomes and assessment processes.

The Strategic Conversations have enabled institutions to define and progress their aspirations for TEL but have also provided them with a new way of working which breaks down the complex structures of committees and

regulatory bodies that can militate against wide ranging developments. For example, Sheffield Hallam University has continued to use the conversation process with students and Faculty groups 'to identify specific areas to address in the new implementation plan for learning and teaching for the new university Strategy'.

### 3.3. Consultancy

During both years of the programme, CLL has provided institutions with external consultants to help them further their TEL projects and in year 2, to facilitate the strategic conversations.

This approach was highly valued, as demonstrated by the following comments: the external perspective 'enabled effective challenge and dialogue which validated our approach to change' and 'the support of the CLL initiative can provide a valuable, external driver for the focus of institutional attention'. The authority of an external voice was credited with helping one institution 'put back TEL at strategic level'. Among the practical benefits of consultancy support was the discipline it provided: '[It] focused, crystallised commitment. Gave momentum. Plan created structure', 'Benefits of CLL: coping with change so finding time to think and write difficult. Regular meetings with consultants provided a mirror'.

There were particular benefits from the CLL consultancy to smaller institutions, both small universities and colleges providing HE in FE, where there were often very small teams and an underdeveloped infrastructure. For these participants the expertise of the consultants and their knowledge of the wider context of TEL were especially useful: 'our external consultant has brought expertise and knowledge of what's happening elsewhere, e.g. use of SMS to alert students to room changes and other news' and 'the CLL team have been a 'lighthouse': alerting us to risks, illuminating where to go; guiding but not intrusive'.

However a small number of institutions had a less successful experience of their consultancy support (and vice versa). This was described by two institutions as being due to 'a mismatch between the consultant's skills and our project aims', while in two further institutions their consultants attributed their failure to make progress to a lack of strategic leadership in the institution and poorly defined or unrealistic project goals. An additional reason may also have been the distinctive nature of the support provided by CLL which, particularly in year two, has moved from a conventional 'consultancy' model to one more focused on the development of collaborative coaching and mentoring relationships: 'I also appreciated the coaching type conversations with the consultants which gave me a lot of confidence in a field which is characterised by straddling many fast moving areas of expertise'. Where institutions were expecting a typical project management approach this may have contributed to disappointment with what they actually received and to the frustration expressed by one consultant that 'the expectation of a key [institutional] player, familiar with a different model of consultancy practice, was that the most appropriate outcome would be a report.' Whereas, 'from the consultant's perspective, the expectation was that there would be a tangible and practical outcome'. Fortunately the outcome was eventually positive, with a 'creative way forward' being found.

Notwithstanding such examples, the quality of the CLL consultant-client relationship was highly valued by most project leaders who feel that, by working in partnership, they have achieved more than would otherwise have

been possible: 'without this added support, progress on creating this resource would have been slow and would not have developed and come as far as it has'. However, in any future initiatives it would be useful to recast 'consultancy' in terms which better reflect the actual provision. What has emerged from CLL is a potentially powerful 'critical friend' model of support which would be worth further investigation and explicit definition to enable it to be applied in future change initiatives, whether sector wide or within institutions.

### 3.4. Enabling change

Has CLL enabled development to take place which would not otherwise have happened? Several participating universities (examples include Hull, Northumbria, Bradford and Southampton) were already implementing wide ranging strategic change relating to learning, teaching, assessment, employability, curricula and online development but have been able to use the CLL support to make more rapid and informed progress: 'We are a lot further ahead than we were a year ago, with a greatly reduced sense of institutional anxiety about this area of development'. Other institutions have used CLL as a catalyst for change or as a starting point for new developments which might not otherwise have happened, for example Writtle, SHU and Bishop Grosseteste. What emerges from the institutional stories and consultant reports is a picture of widespread innovation beginning to happen. Technology Enhanced Learning is providing a way of addressing much broader and deeper changes in pedagogy, curriculum, physical infrastructure and in some cases, what it actually means to be a student or teacher in a digital environment.

The main impact of CLL on the participating institutions appears to be as an enabler of change. All participants say that it is far too early to see any clear impact of the activity set in train over the past two years but they expect positive outcomes in terms of greater student engagement (leading to improvements in retention and success), enhanced staff capability in relation to TEL (and associated Reward and Recognition processes) and more effective and appropriate infrastructure (tools and technologies, estates and systems). Many reports and interviews talk about 'transformation': institutions hope that through 'the creation of a celebratory environment around TEL' they will transform the experience of their learners.

### 4. Creating an environment for change

CLL participating institutions report considerable success in moving towards the effective implementation of TEL. All describe a mix of achievements and challenges and from these accounts it is possible to identify a set of pre-conditions which need to be in place before strategic change can take place. This list of 'what needs to go right' is based on a consistent set of responses across all types of institution and all kinds of project.

- **A clear strategic vision: 'what success looks like'**

Successful TEL implementation requires a shared vision of what the future of learning and teaching looks like that is developed in partnership with all members of the institution, not only to ensure that the practical as well as the philosophical issues can be properly thought through, but also to ensure that the vision is appropriate to the institution concerned. The need for strategies and TEL interventions to be context specific, reflecting

institutional and discipline cultures and the 'offer' and character of a university or college is a constant theme in interviews and reports. Many institutions talk about developing of communities of practice (involving staff and students) and this is achieved most effectively through the process of developing a shared vision. Several projects, for example those at Liverpool Hope and Sheffield Hallam Universities, are shaping their vision through 'whole-university' and faculty conversations.

- **Leadership**

Successful implementation of a strategic vision for TEL requires leadership at a senior level by someone with the power not only to set priorities and allocate resources but also to provide inspiration and encouragement. Such leadership enables a holistic view to be taken, can make links between pockets of excellence, 'develop policy structures that enable the agile delivery of TEL' and is characteristically 'collaborative, joined up, coordinated'. Participants also stressed the vital role of senior management in ensuring governing bodies' understanding of new models of pedagogy and student support. 'Agility and flexibility' are identified as essential in the fast moving culture of new technology and 'new governance models for decision making' were another enabling factor for TEL.

- **Staff confidence and competence in the use of technology**

Perhaps the most frequently cited obstacle to pedagogic and technological change is the lack of capability and understanding among teaching staff. It is evident that any change initiative must address this as a priority. Involving staff in the collaborative development of an overall vision is a useful starting point but equally important is the identification of strategies for improving their confidence and competence in the implementation of TEL, including CPD in both underpinning pedagogy and the use of a range of technologies. A number of institutions are also explicitly aligning their CPD with the UKPSF. Some respondents have also stressed the importance of ensuring the confidence and understanding of senior managers and governors in the application and implications of implementing TEL which can be crucial to their ability to make appropriate decisions about risk management and financial allocation.

- **Student confidence and competence in the use of technology**

Students may also lack confidence and competence in the use of technology for learning, or may not have access to appropriate personal learning technology. It is essential that institutions develop strategies to address these issues including embedded approaches to digital literacy. These need to link teachers, librarians and technology support teams together with schemes to provide students with access to essential equipment. Institutional systems and structures for partnership models of engagement enable a wide range of students to contribute to decision making and are likely to improve their experience of higher education

- **Robust infrastructure**

A 'joined up' approach to learning and teaching management and practice which matches management systems, technology infrastructure, administrative support and space design / allocation to the needs of TEL is

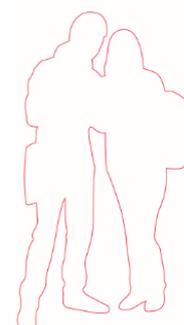
another fundamental pre-condition. One respondent describes this as an 'enabling infrastructure of systems, processes, data and people' which covers such things as workload allocation models, regulatory frameworks and approaches to risk. The inclusion of IT, Estates and Facilities teams in their planning processes has been significant for a number of institutions in ensuring the smooth implementation of TEL.

### 5. Outcomes and impact

The focus of CLL year 2 was on 'the impact of online learning on institutions' learning and teaching strategies', however the majority of participants say that it is too early for them to discern impact at an institutional level. This is in line with other research into the impact of educational enhancement initiatives which 'appear to find much more impact in relation to individuals rather than strategic change.' (Trowler, Ashwin and Saunders, 2014 p16) What institutions do report is a wide range of outcomes. The difference between the two is important: outcomes are actions which institutions have taken as a result of their participation in CLL, for example the introduction of electronic submission systems or workshops for staff on the integration of social media into teaching. The impact of these actions will be seen in the future in the ways in which staff change their practice and how this affects student satisfaction and success.

#### 5.1. Students

Although the majority of CLL projects have not yet made any direct impact on students, they have used this year to clarify what they want to achieve, which is the use of TEL in order to improve student satisfaction, success, retention and employability. TEL is seen as a means of supporting 'more engaging teaching' and can motivate and empower students by providing opportunities for partnership working: 'a move from consultation to partnership could be seen as a great opportunity to enhance the student learning experience'. Other projects, such as that at St Mary's University, aim to build more robust information systems which 'map the student journey' in order to identify critical points of engagement and improve retention and success. Digital literacy, the ability of students to use on-line resources and technology and work effectively in a virtual environment, is one of the most widespread themes of CLL projects. Many projects incorporate a digital literacy dimension but at Nottingham Trent University it is the main focus. Here, research was carried out to identify how students really get their information and support, as opposed to institutional assumptions about what happens. As a result NTU are developing a 'socialised' model which creates 'awareness, signposting and consistent joined up support' across a range of separate professional services. Their research data 'enables a convincing argument to be made for change. In particular it emphasized the importance of informal networks and contacts for accessing support – harnessing the knowledge and enthusiasm of unofficial "experts", in contrast to perhaps a more conventional approach that might seek to enhance existing formal support routes.' This project will result in an evidence informed approach to the reorganisation of library, IT and learning technology services.



Northumbria University is a good example of where CLL is supporting the implementation of a university wide strategy to enhance the student experience, Vision 2025. 'A joined up approach to ESAF' (Electronic Submission and Feedback) is one of a wide range of linked initiatives. To date they have delivered 19 Pilots in electronic Submission, Assessment and Feedback and have agreed a set of Principles and Philosophy of Technology Enhanced Learning. Northumbria has identified a set of impact measures to be achieved over the next few years, these are:

- A clearly-established, 'one University' sense of distinctiveness in the Northumbria student learning experience, leading to sustainable recruitment patterns
- A range of technologies in place which are fit for purpose, supporting the pedagogic principles of the Northumbria student learning experience
- Alignment with validation processes, meaning that new programmes approved embed appropriate use of technology
- Levels of engagement of students and of academic staff which support the creation and maintenance of communities of practice within and across disciplines

These show a university taking a 'joined up' strategic approach to TEL implementation with high level (PVC) leadership.

### 5.2. Staff

Institutional feedback shows how staff are changing their practice, supported by projects designed to improve access to tools, raise levels of confidence in TEL and introduce new approaches to teaching and learning support. In the longer term, institutions also want to increase job satisfaction and raise the status of teaching. Project aims such as 'transform teaching practice', 'develop responsive provision' and 'create engaged communities of learning' have been translated into practical strategies for Continuing Professional Development in pedagogies and digital literacy. Worcester University's approach to supporting teaching and learning support staff in the use of learning technologies and social media includes 'building capabilities into our teaching excellence framework aligned with the UKPSF', awareness raising through 'share and inspire' workshops, highlighting TEL in course documents and the introduction of minimum standards for staff engagement with technology.

The importance of ensuring that changes to TEL approaches are underpinned by the provision of robust technical infrastructure and appropriate tools and physical spaces is stressed by many participants but for many institutions successful change means addressing 'hearts and minds' even more than providing access to resources and training. One PVC speaks of the need to create a culture of learning and teaching which gives staff 'permission to innovate'. The universities of West London, Worcester and Ravensbourne emphasise the importance of recognising different discipline cultures and the way they affect the introduction of TEL. Challenging the norms of current learning practice, perceived as "just what they do", and the need for 'myth-

busting' staff's assumptions around conventional discipline pedagogy were a focus for a workshop at Ravensbourne 'exploring how their current practice could be developed by discovering how their students actually engage with learning, technology and each other.' This preparatory work should pay dividends in changing attitudes and behaviours and creating an environment where innovation becomes the norm.

The role of learning support staff is becoming better defined and increasingly prominent in CLL projects .As noted above, Nottingham Trent University is re-organising its provision and other institutions are similarly changing the role of their central support units: 'moving from a 'go to' support to a forward scanning expertise'. Libraries are shifting their priorities and one of the consultants' reports describes a 'change from desk based 'lean forward' to a more casual (mobile) lean back environment'. Three institutions have been able to make a case through their CLL work for new posts to support the development of TEL: for example 'we have made appointments of one Content Developer and four student Technology Enhanced Learning Ambassadors'.

Many individual participants are positive about the impact CLL projects have had on their own practice and at least one CLL project leader has been awarded a National Teaching Fellowship for his work on TEL. For one recently appointed senior manager 'it reassured me that my approach was appropriate, in terms of my understanding of the sector and the competitive issues, technological innovations, pedagogy and institutional change management [...] The confidence my interactions with the consultants gave me led to my accepting several external invitations to speak about change management [and] leadership of technology enhanced learning'. For other project leaders the impact has been more practical: '[I'm] now using Evernote and e-portfolios to gather material for course review and support reflective practice' and '[we have] introduced online collaborative processes to develop strategy'. There are also early indications that technology is changing the way in which some staff are working: 'Staff have increased interaction with students as they are freed to move into alternative spaces from desks and offices by mobile access to email, paperwork and networked printing.'

There are signs that institutions are starting to see TEL as a catalyst for significant changes to the higher education experience. One consultant sets out a convincing long term vision for the future, in which there is 'shift of emphasis from educational artefacts to educational experiences... and the lecturer becomes the curator of learning experiences gathered from across the web'. None of CLL's participating institutions have reached this point but the fact that for many it would now be an acceptable and realistic aspiration should be encouraging.

### 5.3. Institutions

For some institutions, CLL has been a timely intervention which complements existing change programmes and strategic development for teaching, learning and technology, while for others it has offered the opportunity and impetus to do something entirely new. Whatever their starting point, all acknowledged the benefits of being part of CLL: 'the support helped me to feel part of a wider community of institutions engaged with CLL and gave us access to a range of seminars, workshops and staff development opportunities'.

Institutional impact is difficult to define and assess, but most CLL projects are designed to play a part in achieving strategic aims and KPIs. These include 'to grow student numbers through online teaching (home and international)', 'to become the leader in the field of TEL', 'to increase commercial opportunities [through online learning]', to become 'digitally enabled in everything we do'. Practical responses to these challenges include infrastructure projects such as a move to a 'resilient cloud-hosted VLE and e-portfolio system' and the development of 'holistic and coherent organisational systems'. Bucks New University's report describes 'an example of technology enhanced learning underpinning existing institutional goals and impacting on all students and staff [which] is the identification of resource for purchasing and supporting tablets for staff who mark, to facilitate rapid electronic marking of student work (online and offline).'

Perhaps the most significant impact of the CLL projects is the realisation that implementing TEL cannot happen in isolation and has implications for almost every part of the institution. Inconsistent decision making structures, lack of joined up processes and unclear responsibilities are all exposed by cross-institutional initiatives. Several participants identify the need for 'a coherent structure for consultation and decision making on distance learning and TEL' and 'coherent institutional policy and guidelines'. There has been a realisation that 'whole university approaches' need to involve everyone, not forgetting external examiners and members of the governing body. Solutions include 'giving the e-learning group a strategic role', 'creating a management structure for TEL to be led by the DVC' and providing 'ring-fenced additional resources to progress the [TEL] Strategy.'

Several institutions identify that inflexible staff workload allocation models can be a barrier to more flexible, blended delivery: as noted in the comment: 'blended learning- not moving on this as workload calculations are based on room bookings'. The need to address how time is allocated to online teaching and the importance of recognising staff's concerns is a priority: 'we need to breakdown staff fears about Distance Learning and recognise the sensitivity of introducing a revised workload allocation model'.

There is also a growing awareness of the potential impact of TEL on the design and provision of teaching spaces, with institutions starting to 'explore the relation of virtual and physical space' and asking 'what do digital learning and collaborative spaces look like?'

These examples show how engagement with CLL has stimulated institutions to develop their strategic thinking around the implementation of TEL and this is, in itself, a significant impact, summed up in this final quote: '[we see] impact through informing inter-related policies and strategies which support enhancement of the student experience (including those relating to learning resources, ICT, learning and teaching space and environment).'

### **6. What does success look like?**

Many institutions are aiming to use TEL to increase student satisfaction and success, as evidenced through, *inter alia*, NSS scores and employment statistics. CLL participants have identified a range of actions and outcomes which they believe characterise success in the context of TEL. These are not comprehensive but,

taken as a whole, represent a future where TEL is embedded into institutional structures and a culture of innovation is developing.

### 6.1. Students' overall experience of HE

- Students are confident in their use of technology for learning and for engaging with the university
- Student champions support their peers in the use of TEL
- Digital literacy development is embedded in Learning and Teaching
- The student voice has greater primacy in shaping the student experience
- Students have seamless online access to learning materials, administrative systems and personal development tools (this includes VLEs, lecture capture and e-portfolios)
- Staff use analytics to identify students in need of additional support and thus enhance retention, progression and achievement
- Students have greater flexibility in modes of study, using technology to reduce dependency on face-to-face contact and enabling them to move easily between full-time and part-time during the course of a degree programme

Proposed measures include:

- Positive impact on recruitment, retention, student performance, quality measures
- Long time term impact making a difference to grades moving  $n$  students up from a third to 2:2 or 2:2 to 2:1
- Rising metrics of student satisfaction, employability and other contributory factors to league tables
- Reputational advantage gained through enhanced levels of attainment, progression and student satisfaction

### 6.2. Students' learning experience

- Students are actively engaged in involved in the design of innovative learning programmes and assessment tasks
- Students experiment to generate new ways of using TEL e.g. 'Sports students using the gym film themselves, put the results on YouTube and analyse their performance'
- ESAF (Electronic Submission and Feedback) systems are in place, providing timely and effective personal feedback

- Flipped and conversational classroom approaches are in common use
- Students have access to real-time feedback in classrooms and real-time online collaboration (e.g. rapid response devices; Lync)
- All students have access to appropriate tools and technologies for learning through consistent institutional approaches to procurement, allocation and / or BYPD policies

Proposed measures include:

- Positive changes in NSS scores for assessment and feedback and for course organisation
- Internal programme evaluation data and indicators of the extent of student engagement in collaborative and social learning

### **6.3. Learning and Teaching practice**

- Staff confidently integrate technology into their teaching
- Staff have access to case studies of 'what works' in TEL
- Staff meet minimum standards of digital literacy and use of technology
- Staff gain confidence in TEL through CPD aligned with the UKPSF
- Staff have increased interaction with students as they are freed to move into alternative spaces from desks and offices by mobile access to email, paperwork and networked printing
- Practice is informed through online collaboration in communities of practice around Teaching and Learning and action research facilitated by e-learning
- Staff are skilled in designing for learning online through an increased understanding of the underlying pedagogy of TEL

### **6.4. Management of Learning and Teaching**

- New delivery models incorporate blended learning approaches which enable lecturers to spend more time with individual students
- Workload models are in place which support blended and online forms of teaching
- Digital technologies are intrinsic to the mission of the institution and are recognised and managed as a strategic priority
- Student numbers increase thanks to the development of online programmes

- There are significant changes in the type and use of learning spaces with the provision of more informal, networked space
- Institutions increase investment in Wi-Fi and 4G coverage
- Administrative and system changes are brought about by institution-wide e-submission and feedback
- Strategic decisions, including those relating to risk management and finance allocation, are fully informed by governors' and senior managers' understanding of the digital environment

Proposed measures include:

- 20% of all students at the University studying all or part of their courses on-line or by distance learning.
- Improved resources utilisation
- E-submission leads to reduced administrative time spent on manual submission and feedback processes
- Moocs: numbers enrolled, impact on university reputation (media coverage, enquiries, applications and conversion to FT student places), changes to pedagogic practice arising from staff engagement in Mocc development
- % of assignments using e-submission and feedback
- Faster response times for student feedback

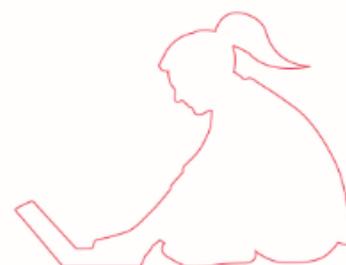
### 7. Institutional stories

The following five stories come from institutions which range in size from very large to very small, research led and teaching focused. They have been chosen to show how the CLL approach worked in very different environments and cultures to enhance the experience of students.

#### 7.1. Institutional strategic change

##### Hull University: Curriculum 2016 Programme (C16)

Hull has used its engagement in CLL to support the Curriculum 2016 Programme, one of four major strategic initiatives being undertaken by the university whose aim is to achieve 'a radical step change in institutional use of learning technologies, enabling Hull to position itself distinctively at the leading edge of the sector in flexible programme delivery while maintaining the highest academic quality of research-led teaching.'



CLL's focus within C16 has been specifically on the development of the Virtual Campus: 'a web-based service which accommodates a more diverse student cohort, gives greater accessibility and services available around the clock'. Through the Virtual Campus a student will be able to engage with the university throughout their learning experience, including 'pre-enrolment, induction, course engagement, off campus TEL, graduation and outduction'. The Virtual Campus aims to 'embed technology within the way of working at the university.'

The move to technology enhanced learning will not only contribute to greater flexibility in delivery but is also seen 'as a means of pushing students harder, contributing to staff challenging and supporting students to shift to more active modes of learning'. Hull is addressing how staff will engage with TEL through the 'building of digital literacy skills and embedding TEL, appropriately and effectively, into course design for the disciplines'.

For this university, the Virtual Campus project is the start of 'an effective and sustainable approach to TEL that permeates throughout the UoH culture, policies and processes.' The impact of this ambitious change programme will be seen in 'increased learner engagement, satisfaction, retention and success' and for staff, 'increased engagement and innovation in TEL pedagogy, increased confidence in the use of technology and increased job satisfaction'.

### **7.2. Strategic change in learning and teaching**

#### **Sheffield Hallam University: Creating a challenging and stimulating learning and teaching environment**

Sheffield Hallam's aim during CLL has been to bring about more 'engaging' approaches to teaching and to push learning and teaching up the university's strategic agenda. Rather than focusing on technologies, their approach has thus been on talking and persuading, bringing together a wide range of teaching staff, learning support staff, managers and students. At the end of two years 'the project has led to more joined up conversations between the faculties, departments and Quality Enhancement and Student Success. Previously we have had these conversations but not with as senior stakeholders.' TEL appears to be being talked about in a different way in more recent months at SHU, and there also seems to be a wider appreciation of the opportunities and benefits to teaching and learning that engagement with TEL can bring. A significant outcome is that TEL is now being seriously considered at a strategic level.

One of the most useful, and successful, initiatives has been the scoping and development of the SHU 'Menu' of teaching approaches and the technologies that can support them. The menu is designed to encourage academics to consider the different teaching approaches which are possible, and the role of technology in delivering them. Following a series of workshops introducing the menu, a number of course teams and teaching groups have agreed to change their teaching practices to include different types of teaching. It is also being used in CPD workshops linked to recognition for HEA Fellowship to help identify what staff are already doing and what they may be able to do in the future, e.g. creating different environments (real or virtual). E-learning advisors have been trained to help support colleagues who want to try new learning technologies. There has

been widespread interest in the menu from other CLL participants and it has real potential to have an impact on TEL implementation across the sector.

### **7.3. Empowering students and staff**

#### **Leeds Metropolitan University: Phase 2 Tablet Pilot**

Leeds Met's TEL project to introduce tablet computers has evolved over two years of CLL, originating in a student led initiative. One of the main drivers for providing 400 first year undergraduates and their tutors with a standard tablet and set of software and apps was the realisation that many of the students from economically deprived backgrounds, who make up a large part of the university's population, could not afford the smart phones and other devices taken for granted by their better off peers. Enabling access to technology for all was thus a fundamental principle underpinning the project. Leeds Met also discovered that the provision of a single device not only 'brings equality to classroom' but also makes integrating TEL much easier for teachers, who can rely on everyone having the same tools and resources. Providing training and support is also simplified when there is a common device and a single interface. The outcome, as shown in preliminary results from the university's internal evaluation, is an increase in ratings of teacher confidence in using the technology (moving from a baseline of 1 to average scores of 3 and 4 out of 5 by the end of the academic year).

One aim of the project was to enable staff and students to experiment with the tablets and to see what changes in behaviour they brought about. Examples include students on work placement using tablets to write blogs on which staff can comment. Primary teaching students have set up groups in Google+ to maintain contact while out in school. Students are also using the devices in class, for example, making comments on lecture notes in Google Docs and using Google forms to record live data (Sports Nutrition). Other sports students recorded their performances, uploaded them to YouTube and used this as a resource for analysis and comment.

There has also been a considerable impact on staff who are 'thinking differently' and working in more flexible ways. Placement tutors use Google Hangouts instead of visits, guest lecturers can talk to students from their workplace and the use of Google communities enables alumni to connect with current students. Data also shows that staff are working more flexibly away from the university, whether at home or while travelling.

Overall this project's 'effect has been transformative'. Introducing a standard technology platform and mobile devices for staff and students has shown how TEL can be integrated into a wide range of courses and feedback suggests that 'students get more support'. The project has also provided a focus for 'conversations about learning' using a 4E framework: Enable, Enhance, Enrich, Empower. During the summer the university will consider whether to extend the pilot initiative to all first year students.

#### 7.4. Digital literacy and reflective practice

##### Blackburn College: Embedding technology into staff and student practice

Blackburn College is a large FE provider with a substantial HE component and has been engaged in both years of CLL. They have used CLL consultancy to support the move from students 'not only participating through physical attendance but to a learning presence through a well-considered blended learning environment'. The CLL consultant worked with the college team to build staff confidence through a focus on reflective practice, covering 'the nature of reflective practice, how to work with students to develop their reflective practitioner skills, and how students could effectively record their (and staff's own) learning journeys.' The use of TEL is thus located in a commonly understood approach across the institution.

Dedicated support for staff and students was identified as essential early in the project and the creation of a team of student DigiPals has been highly successful and effective in developing increased confidence in the use of technology (<https://vimeo.com/95159476>). This initiative will be enhanced next year through the availability of DigiPal scholarships of £1200 per participating student. They will receive training, including widely used tools such as Prezi and One note, and will, among other things, work with staff to turn conventional teaching and learning materials into online resources. Blackburn sees the DigiPals as key to the creation of student learning communities and hope that they will go out to other universities and share practice: 'competing and collaborating globally'.

At the end of CLL 2, college staff, the senior management team and governors are using iPads in their daily work and the college is starting to develop new approaches to teaching and administration. The College portal now shows a dashboard which tracks how the devices are being used, enabling the 'top 20' iPad users to be identified and supported to share their good practice. In order to sustain progress, Blackburn is bidding to the Association of Colleges for a staff development project for which part of the evidence base is a correlation of improvements in retention with use of iPads and Moodle. Next year they will look for any correlation with staff grades for teaching. The college aims to use this bid to help them create 'self-initiating communities of practice' made up of confident users and which link staff, employers and students and improve the quality of teaching and learning.

#### 7.5. Sustainable innovation

##### Writtle College: A roadmap for technology in learning

Writtle College has also been involved in CLL since the start and is a small, specialist (Land Based studies) higher education institution. Writtle has faced challenges related to its physical estate and to limited staff resources and while it had 'pockets of inspired and innovative pedagogic use of digital technology' there were no clear mechanisms to sustain or disseminate it. Writtle's project was to develop a roadmap which would enable a more coherent approach to TEL. Working with their consultant they decided on a strategy of 'small, low cost, low risk interventions' aimed at 'building confidence, credibility and familiarity' in the staff and the

senior management team. This 'softly, softly' approach to development enables innovation to take place and opens up discussion about the links between technology and pedagogy and the conditions required for effective change to take place.

An exciting development at Writtle is a new blended learning Foundation Degree course in Cycling Performance for professional athletes and coaches. This is designed to be work based and will use students' own technology for mobile learning based on a range of Apps widely used in professional sport. Students will track their learning using blogs - something they are already familiar with through raising sponsorship money. In keeping with the mobile ethos, all marketing is being done via social media. This course will become a model for blended learning throughout college.

### 8. Learning from CLL

Changing the Learning Landscape has reached a substantial number of staff and students in English higher education institutions and the evidence from institutional stories, evaluation reports, impact statements and personal interviews shows that there is considerable momentum for change, with some institutions able to demonstrate examples of highly effective practice in relation to TEL. This section examines those common factors which seem to support successful innovation and which it would be valuable to share more widely.

#### 8.1. Principles for Hefce

- **Taking an holistic approach**

CLL's approach to change was described on its website as 'adopting a broad social constructivist perspective in engaging with individuals and teams through our activities'. This holistic approach, which has engaged staff at all levels and all sections of the institutions involved in creating genuine communities of practice around TEL, has been productive and well received. The approach recognised the numerous pockets of excellence which already existed within individual universities and colleges and provided a practical means of bringing them into the mainstream through the combination of targeted projects and strategic development. This model recognises the complexity of HEIs and so uses a range of different interventions designed to meet local priorities. The sensitivity of CLL to both institutional contexts and discipline-specific communities has been a factor in its success and should be replicated in any future change initiatives.

- **Working in partnership**

The joint approach to the management of CLL has been central to its success. The strong reputations of each of the partner organisations have meant that a very wide range of higher education institutions and their staff have had the confidence to commit to the initiative. In addition, their pooled resources have enabled the allocation of consultants with the appropriate status, experience and expertise to facilitate strategic conversations and support projects. The authority of its consultants has been a significant factor in enabling CLL to work at a strategic level (although it is fair to say that not all institutions engaged strategically). There have also been benefits to the partner organisations in developing a better

understanding of each others' work. This collaborative way of working should be used as a model for future initiatives.

- **Critical friend support**

CLL participants have been, with very few exceptions, highly positive about the contribution of the CLL consultancy provided to them. As described above (2.3), the 'consultant' role would be better described as that of a critical friend. Such roles do not simply provide institutions with additional, specialist expertise but can bring focus, 'get things moving', break down structural barriers and play a mentoring and coaching role. Because of their externality, a critical friend can also voice opinions which it would be politically difficult for an insider to express. This is a complex role and CLL has been fortunate in having access to people who can fulfil it. The development of a network of expertise in this area, and the provision of training for those who wish to take on such roles, on which institutions could draw to support their work in the future would be highly worthwhile. Recommending an initiative which will inevitably require investment by individual institutions and organisations is risky but the evidence from CLL points to the value such investment would bring in terms of effecting change.

- **Sharing and inspiring**

There is a role for the partner organisations in sharing practical examples of 'what works' in relation to TEL. Case studies, videos, personal accounts of often simple interventions, using digital technology, social media and smart phone apps made in different disciplines, can be very powerful. Many such examples already exist but are not always easily accessible; they need signposting in a way that enables people who 'do not know what they do not know' can find them. A project to locate, index and make available examples of good practice would be a practical legacy of the work of CLL.

- **Communities of Practice for TEL**

The Leadership Foundation has already set up the Leading in the Learning Landscape (LiLL) Network to bring together CLL participants and enable them to share experiences. The importance of this is shown in feedback from participants on the two CLL strategic management programmes who acknowledge the value of the contacts made through their action learning sets. They also appreciated a 'safe space' for debate with peers from across the spectrum of higher education provision. The logistical challenges of getting people together suggest that LiLL might be better established as an online community using webinars, hangouts and other technology solutions. This approach is not only practical but provides online experiences for senior staff who may not otherwise have such opportunities. Again, investment would be needed to manage and facilitate the network but it would support the sustainability of the CLL projects, enable the sharing of practice and help to capture examples of impact.

### 8.2. Principles for institutions

- **Taking an holistic approach**

What CLL shows is that TEL cannot be implemented in isolation and has an impact on every part of the institution, including those which might not be expected, such as regulatory structures, risk management, governance, estates and facilities. Institutions are advised to map the potential impact of major change initiatives to identify all those who need to be brought into discussion, not forgetting student representatives - who may not just be those in the roles of Student Union officers.

Institutions need to set up conversations which cut across internal committee structures and hierarchies. A number of tools and processes have been used by CLL participants to encourage and facilitate such discussions. The innovative use of Google docs by Liverpool Hope University to support a 'whole university conversation about Learning and Teaching' (see [www.lfhe.ac.uk/en/programmesevents/youruniversity/cll/stories/changestories.cfm#Hope](http://www.lfhe.ac.uk/en/programmesevents/youruniversity/cll/stories/changestories.cfm#Hope)) is an excellent example of good practice.

- **Embedding TEL - 'Getting inside the curriculum'**

An essential factor in ensuring that change is sustainable is to embed TEL into the whole curriculum, described by one participant as 'making blended learning and the affordances of mobile technology central to subject content, learning outcomes and assessment processes'. TEL cannot be considered as an added extra if it is to make a genuine difference to the student experience. This means understanding the nature of teaching and learning in different disciplines and working with staff to develop appropriate responses. The highly contextualised and discipline-specific nature of learning and teaching, and hence the different approaches taken to the implementation of TEL, was a significant feature of participants' responses to CLL. 'Buy in' to innovation and change was greatly facilitated when the intervention was situated within the discipline culture. Sheffield Hallam University's 'menu' of approaches, which links specific pedagogies with appropriate technology, addresses this issue and deserves wider dissemination.

- **Staff development**

CLL participants use a range of terms to describe what they want their staff to achieve in order to become confident and effective TEL practitioners, this may be 'digital wisdom', 'digital fluency' or – the more commonly used 'digital literacy'. There is a similar variety of approaches to supporting them: threshold standards for online engagement, 'badges' for levels of technical achievement, peer to peer learning and programmes of CPD – offered by several institutions as part of an HEA accredited scheme aligned to the UKPSF. The use of technically competent students to provide in-class and one-to-one support is another frequently mentioned strategy. Whatever approaches are taken, it is essential that all TEL is underpinned by a consistent and coherent approach to staff development which addresses not only skills and pedagogy but also confidence.

- **Evidence informed practice**

This learning point is closely related to the previous one. Determining the impact of innovations in teaching and learning has proved to be very difficult for CLL participants. It is hard to establish links between changes in pedagogy and indicators of student success. Part of the problem is the lack of evidence as staff do not routinely reflect on and critique their practice. The kind of approaches such as 'Share and inspire' at Worcester University and 'Teachtalk' at Anglia Ruskin which provide informal and supportive opportunities to discuss TEL would be even more valuable if accounts of practice were captured in order to build up an evidence base specifically related to the disciplines and cultures of individual institutions.

- **Engaging students**

The experience of CLL is that the nature and extent of student engagement in the organisation and development of their learning differs greatly between institutions. There does not seem to be any link between the type of institution and the way they engage with students, it is a case of individual cultures. CLL has demonstrated both the value of including students as partners in discussions about learning and teaching and also the need to provide development opportunities so that they can contribute effectively. Institutions should examine their processes for engaging with students and make use of existing initiatives such as those led by Jisc and NUS. There are benefits for institutions in creating collaborative partnerships with their students but also for the students themselves who can use such opportunities to develop their skills and enhance their CVs.

Professor Patsy Cullen, CLL External Evaluator

4 September 2014

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