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An Exploration of Institutional Blockages in Relation to the Use and Development of the VLE

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Background of the project

- Large investments in VLE
- Digital literacy is a challenge
- Institutional blockages (2005)
- VLE – technical solution
- Debate regarding technology enhanced learning
- Understanding technical choices

What do we know?

- Technology alone does not enhance learning
- Blended learning: traditional/e-learning
- Transforms the learning experience
- Technical skill / curriculum development / enhancing student experience
- Student expectations “anywhere anytime”
- Technology that is ubiquitous

Preliminary Investigation

- To explore institutional blockages in relation to the use and development of the VLE.
  - current practice
  - aspirations
- 14 questions to each school
- Provide a potential framework for a centralised procedure of collecting data regarding the development of the VLE and digital literacy.

Findings: Preliminary Investigation

- Over ½ of the schools collected some data regarding VLE contents
- No standard process
- Unclear how data links to strategy
- Suggestion that this may impact on staff buy-in
- Data on digital literacy varies across the schools
- Sound pedagogical reasons for min compliance
- Limited responses - DL enhancing learning
- Aspirations – consistency / effective use

Project Aim and Methodology

Identify knowledge gaps in digital literacy within creative arts & humanities & establish suitable strategies to close them.

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<th>Phase</th>
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<th>Phase 1</th>
<th>Phase 2</th>
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<td>Investigating prior work</td>
<td>Analysis, level &amp; type of e-learning</td>
<td>Explore predicted use</td>
<td>Identify examples of good practice</td>
<td>Develop a strategy to</td>
<td>Implement and evaluate strategy</td>
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<td>Literature review</td>
<td>&amp; Institutional blockages</td>
<td>Content analysis</td>
<td>Focus groups</td>
<td>develop action plan</td>
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<td>Survey to STLCs and LTA</td>
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23/09/2013
Auditing the VLE

- Most UK institutions have developed digital literacy policies and guidelines.
  - Framework to promote digital literacy
  - Minimum compliance
  - Staff self-evaluation to encourage on-line provision
- Criteria for auditing VLE is limited – literature
- Gap in how audit data feeds into
  - Institutional strategy
  - Enhanced student learning
  - Pedagogical good practice
  - Technical development / innovation

Summary

- Standardisation
- A culture change is required to make meaningful use of the data.
- Need to use audit data to develop/inform T&L strategy.
- Impact of staff digital literacy unclear in terms of student learning.
- In certain high practical based subjects minimum use of the VLE may be best practice.

What Now?

- Analyse the type and level of e-learning in the VLE
- Identify good practice
- Develop, implement strategies to support e-learning in creative arts
- Provide a potential framework for a centralised procedure of collecting data regarding the development of the VLE and digital literacy.