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

University of HUDDERSFIELD

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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

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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

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Project Aim and Methodology



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

Pre-Phase	Phase 1 (Aim 1)	Phase 2	Phase 3 Aim 2	Phase 4 Aim 3	Phase 5 Aim 3
<ul style="list-style-type: none"> • Investigating prior work • Literature review institutional blockages • Literature review auditing VLE • Survey to STLC chairs and LTA 	<ul style="list-style-type: none"> • Analysis level & type of e-learning • Content analysis Unilearn module areas 	<ul style="list-style-type: none"> • Explore predicted use of e/m learning tools • Staff questionnaire • Identify sample for focus group from Unilearn finding 	<ul style="list-style-type: none"> • Identify examples of good practice e/m learning • Focus groups 	<ul style="list-style-type: none"> • Develop a strategy to close gaps • Action research planning stage • Develop resources • Devise training • Disseminate good practice 	<ul style="list-style-type: none"> • Implement and evaluate strategy • Action research: first action cycle

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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.

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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

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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

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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.**

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What Now?



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

- **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.**

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