



Website context: ePioneers home → ePioneers programme

Extracts from School strategy documents

Recommendation 7 of The School of Education E-learning Strategy (2004), along with the ICT Strategy within the Learning and Teaching Strategy in the School Plan 2005-2007) (Appendix 1), were conceptualised to offer the School the best opportunity to exploit the potential for the formulation an e-learning strategy.

School E-learning strategy 2005-06 to 2007-08 (prepared 2004-05) (extract)

Recommendation 7:

The School should build on recent experience of widening the reach of the PGCE and EdD (Teacher Education) by considering whether further new or existing courses could beneficially be offered wholly or in part as technologically mediated distance learning.

The reasons for the selection of this recommendation are summarised as follows:

- 1) Policy
 - a) Commitment to an e-learning enriched curriculum: Executive Group should re-assert publicly the importance of e-learning in the existing curriculum together with a commitment to consider alternative development and support models that exploit the opportunities e-learning can provide the School and its community.
- 2) Process
 - a) Curriculum
 - i) A curriculum review should be conducted. This should involve an audit of current in-house practice and expertise, e-learning development within the University and wider and result in the development of a business plan for an e-learning enriched curriculum.
 - ii) This review should involve the following aspects:
 - (1) Publicity and Marketing
 - (a) Market research that assesses current markets and identifies potential new ones
 - (b) Analysis of effective ways of marketing the curriculum
 - (2) Staff and student support
 - (a) Needs analysis of students and staff
 - (b) A review of current academic expertise and practice
 - (c) An identification of current gaps in expertise and practice
 - (3) Administration
 - (a) A review of the ways administration processes might effectively support the curriculum

- (4) Professional development
 - (a) A review of the professional development needs and processes that would be required to develop the curriculum
- (5) Quality assurance
 - (a) A review of the quality assurance procedures including SETS and SEMs, Consultative Committees, External Examiners as well as procedures for ensuring effective learning design.

Actions:

- 1) The e-learning committee reporting to the Learning and Teaching Committee should be formalised – meetings placed in the calendar and membership reviewed
- 2) The e-learning committee should coordinate the e-learning dimension of the curriculum review process guided by Executive Group
- 3) The e-learning committee in consultation with Executive Group should develop an action plan for the curriculum review process. Key managers of publicity and marketing, staff and student support, administration, professional development and the curriculum need to be engaged in the process which needs to be informed by current thinking and practice in the area.
- 4) As part of the process, all teams should consider their use and development of e-learning
- 5) Alternative models or approaches to developing and maintaining an e-learning enriched curriculum should be considered. Business plans to support these models should be developed and be provided as a discussion paper/report for Executive Group.

ICT strategy

(extract from the School Learning & Teaching strategy, 2005-07)

7.1.1. ICT Strategy

7.1.1.1. The School of Education has developed a comprehensive and wide-ranging ICT strategy. The underlying principle of this strategy is that ICT is a socio-technical system. Hence, it is as much about people and processes as it is about technical provision. The underpinning purposes of the strategy are to:

- contribute to the continuing improvement of ICT provision, support and use in the School;
- support the development and implementation of the School and University's e-learning strategy;
- work with the University's Information Services (IS) strategy for ICT, and identify where appropriate the particular role of IS;
- identify areas where ICT could be further exploited, to the benefit of the School and its members, together with timetables for implementation;
- Support the development of the School as a fully ICT-capable, 'e-confident' organisation.

- 7.1.1.2. This strategy is to be kept under review by the School's ICT Coordinator and ICT Committee, to monitor progress with targets, and to modify such aspects as may be necessary. Further, the strategy is to be formally considered by the School's ICT Committee on an annual basis, with recommendations made to Executive Group in the case of substantive changes.
- 7.1.1.3. The School has a leading position both within the University and within the HE sector in the applications of new technologies and is looking to become a truly e-learning school. This will be achieved through the process of curriculum review and infrastructure development and will involve new approaches to curriculum and staff development further developing the School's links with the centre, particularly the learning team. The School is seeking to maximise the benefits for the University from such a move by seeking support for a research studentship in LSRI that will capture the change process as a case study to support developments in other schools.

The seven 'key areas'

Each key area comprises several actions and detailed targets are not included here.

Key area 1 – Research

The ICT strategy supports research centres, teams and individual researchers in the School, for whom ICTs provide both the means of research in the shape of research tools, and for some, the focus of particular research activities e.g. the eChina project. The School is a partner with the Schools of Psychology and Computer Science in LSRI. The support and development of the School's participation in the LSRI is a key strategic priority for research.

Key area 2 – E-learning

The School seeks to build on its successful innovation in e-learning pilots to move from being a School with some e-learning activity taking place within it, to become a wholly e-learning School where e-learning is fully integral to all of its activities. This includes the dissemination of successful e-learning strategies into more of the School's portfolio of courses, together with support for further innovative use of e-learning approaches. Hence this key area seeks to further develop the potential of ICTs to support the School's learning and teaching strategy. The definition of e-learning employed here is the wide-ranging one adopted in the University's e-learning strategy, and subsequently in the School's own strategy.

Key area 3 – Staff and organisational development

The strategic intention is to support the on-going development of the School as an ICT-capable, e-confident organisation. This includes the designation of staff with clear support responsibilities within an effective, flexible and transparent system, together with support for and leadership of an on-going process of cultural change within the School. A priority is also to ensure the extension of full user rights to part-time tutors.

Key area 4 – Marketing

The focus here is on further developing the use of ICT as a means or vehicle for marketing the School. Predominantly this involves optimising the use of centrally-provided CMS for the maintenance of outward-facing elements of the School's web site, whilst also retaining sufficient flexibility to reflect and draw attention to the School's particular strengths and unique qualities. This will also include giving particular prominence to innovative e-learning courses offered by the school.

Key area 5 – Students

The School will continue to seek to optimise the use of ICTs to support and enhance all aspects of the student experience. This includes the provision of dedicated networked computing facilities and appropriate software, further development of the use of the Nottingham Portal and other virtual environments and communication tools, and ICT support to complement that provided by the University. The School seeks to extend the full use of all School and University services to all students, as changes to part-time provision will greatly increase numbers of undergraduate students wishing to use these services.

Key area 6 – Communication

The School will continue to seek to optimise the use of ICTs, including developing the use of the Nottingham Portal, in providing for effective internal communication. This relates to Key area 3 above, and the Portal provides enhanced opportunities to further develop a sense of participation in the School as a whole, particularly among the School's part-time tutors.

Key area 7 – Infrastructure

The overall aim is to continue to equip the School at both Jubilee Campus and Shakespeare Street sites with hardware and software that will normally exceed the IS preferred minimum specification, so as to support the other elements of the School's ICT strategy. The School will also seek opportunities, where appropriate, to innovate with new technologies, which have recently included the installation and use of wireless networking, interactive whiteboards and video conferencing, where these may not yet be established as 'standard practice' within the University.