

Academic Staff Development in the Area of Technology Enhanced Learning in UK HEIs

Timos Almpanis

Abstract

This paper reports on a study on staff development in the area of technology enhanced learning in UK Higher Education Institutions (HEIs) that took place in November 2011. Data for this study were gathered via an online survey emailed to the Heads of e-Learning Forum (HeLF) which is a network comprised of one senior member of staff per UK institution leading the enhancement of learning and teaching through the use of technology. Prior to the survey, desk-based research on some universities' publicly available websites gathered similar information about staff development in the area of technology enhanced learning. The online survey received 27 responses, approaching a quarter of all UK HEIs subscribed to the Heads of e-Learning forum list (118 is the total number). Both pre-1992 (16 in number) and post-1992 Universities (11 in number) were represented in the survey and findings indicate the way this sample UK HEIs are approaching staff development in the area of TEL. The survey's main research question was 'what provision do UK HEIs make for academic staff development in the area of technology enhanced learning'. Twelve questions, both closed and open-ended, were devised in order to gather enough information about how staff development needs in the area of technology enhanced learning are addressed by different UK institutions. Following the justification of the adopted research methodology, the findings from the online survey are analyzed and discussed and conclusions are drawn.

Keywords: *staff development, technology enhanced learning, training, e-learning*

This paper is a reprint from eLearning Papers Issue 30 published on 25 Sep 2012.

<http://elearningpapers.eu>

Introduction - Background

The Higher Education Funding Council for England (HEFCE) describes technology as a tool that facilitates the introduction of more powerful, pedagogically effective methods in learning and teaching (Mayes et al, 2009). Furthermore, HEFCE's strategy on Technology Enhanced Learning (HEFCE, 2009) aims to encapsulate good practice in the area of learning, teaching and assessment facilitated and

enhanced by the use of technology that goes beyond distance e-learning. In the same report, the term Technology Enhanced Learning (TEL) has been promoted by HEFCE as an inclusive term that encompasses not only blended and distance learning practices but also classroom-based activities assisted by technology such as the use of interactive whiteboards and electronic voting systems in the classroom to engage students in their learning.

This study is focused on the staff development provision that UK HEIs make in the area of technology enhanced learning. The biannual survey of technology enhanced learning for higher education in the UK (Browne et al., 2010) administered by the universities and colleges information systems association (UCISA) and funded by the Joint Information Systems Committee (JISC) - hereinafter UCISA Survey - offers a representative picture on institutional developments in this area in a much wider context. It includes provision on IT systems, staffing issues, prospective developments, as well as the anticipated challenges that these developments may pose in the near future and possible ways these challenges could be addressed. This study is focused solely on the staff development activities currently on offer by Higher Education Institutions (HEIs) in the UK aiming to encapsulate detailed information on both technical and pedagogical training in the area of TEL, as well as examples of good practice in the form of case studies and continuing professional development (CPD) activities offered to academic staff in this area.

Learning platforms used to support online learning such as Virtual Learning Environments (VLEs) have been implemented and utilized by the vast majority of universities and colleges in the UK; according to the UCISA Survey on technology enhanced learning (Browne et al., 2010), 90% of the HEIs that participated in the survey reported having at least one main VLE in use. Furthermore, centrally supported use of plagiarism prevention and detection software, e-submission and e-assessment tools is now pervasive across the sector, according to the same survey. E-assessment, multimedia support and lecture capture are identified as the leading new demands on institutional support. There is clear evidence in the report of the fact that, while VLE implementation was a central focus for most institutions approximately ten years ago, their provision for learning technologies has expanded rapidly to include other systems such as e-portfolios, e-assessment tools, web conferencing tools and other tools that facilitate teaching, learning and assessment.

As the use of technology to enhance students' learning becomes more widespread, new and existing members of academic staff need to update their skills in their use of these new learning technologies and also understand how these technologies can be used in pedagogically effective ways (Almpanis et al, 2010). One of the main challenges identified in the UCISA survey is the lack of academic staff knowledge in the area of online learning and teaching (Browne et al, 2010). In order to address the

staff development needs of the academic staff, UK HEIs have employed professionals with various job titles - learning technologists, e-learning officers, e-learning advisers, e-learning staff developers - whose job role includes staff development in the effective use of educational technologies. Fifty-four (54) out of ninety-one (91) institutions (63%) participating in the UCISA survey reported having a learning technology support unit, while 56 (65%) had an educational development unit. On top of that, TEL support was commonly provided by Information Technology support units (in 80% of cases), while local, departmental support was also provided in two thirds of the cases (66%) (Browne et al, 2010). These figures show the prevalence of TEL-related expertise and support provided by UK HEIs.

Learning technologists in particular are at the centre of these developments in the area of TEL and are a diverse group of professionals whose remit and consequent activities range from staff development to research, management and technical support (Oliver, 2002). In some universities learning technologists - or e-learning staff developers - are part of a centre for excellence in teaching and learning (CETL), in others they undertake educational research on the potential of technology to enhance learning and may inform university-wide strategies in the adoption of learning technologies. According to the UCISA survey (Browne et al, 2010), approximately 11 members of learning technology staff are appointed on average by each of the institutions who participated in the survey; most of them (9) residing in the learning technology support units while the rest are divided in local departmental support, educational development units or other places such as generic IT support units.

The following section describes the results of some initial desk-based research that aimed to explore the forms of TEL-related staff development activities offered by various HEIs in the UK.

Desk-based research on staff development on TEL

Initial, preliminary desk-based research was undertaken to explore what technology enhanced learning-related staff development activities were on offer from various universities. This was done by accessing their websites. It is worth mentioning that while some universities provided this information externally others did not; as these activities are mostly tailored to existing staff, in some cases the information was locked behind institutional logins in intranets. Therefore, only a few examples of universities who displayed this information externally will be mentioned in this section in order to highlight the wide range of activities offered; data found from websites were not intended for use in any statistical analysis due to the limitations of access to all the relevant information. The examples selected below cover a wide range of Institutional approaches to staff development on TEL.

University of Surrey

The Centre for Educational and Academic Development (CEAD) offers staff development opportunities in many aspects of learning and teaching, including technology related half-day workshops on aspects such as the use of e-portfolios, Turnitin, Electronic voting systems and using online media in learning (University of Surrey, 2012).

London School of Economics

The Centre for Learning Technology (CLT) delivers a wide range of training sessions (1,5 hours long) including Moodle VLE training, blogs, wikis and social media and video conferencing; they also deliver a series of lunchtime webinars on web tools to support research. Furthermore, they have developed a digital literacy programme with various short training courses that include blogging, google docs, facebook, twitter, social bookmarking sites as well as ways to organize research with RSS (Really Simple Syndication) and RSS feed readers that allow user-friendly web syndication of content (London School of Economics, 2012).

University of the West of England

The Electronic Development Unit offers advice, training and support to a wide range of elearning activities such as delivery of materials, supporting students and assessment in distance, blended and face-to-face courses and programmes. Furthermore, an innovative masters' level course (MA) in Education in Virtual Worlds is to be delivered in Second Life, subject to validation (University of the West of England, 2012). The University of the West of England (UWE) also provides an Online Learning Course (OLL) that runs over six weeks.

University of Cambridge

Access was disallowed to the Learning Technology Service webpages. The Centre for Applied Research in Educational Technologies (CARET), offers advice on different ways technology can be used to support academic work and 'shares some of the latest and best solutions from around the world' (University of Cambridge, 2012).

Edge Hill University

The Solstice team in Edge Hill University has developed a Technology Enhanced Learning Professional Development Framework which offers a holistic and consistent approach to staff development across the whole institution. The TEL professional development (PD) framework is informed by the UK professional standards framework (UK PSF) for teaching and supporting learning in HE and from the

Learning and skills network professional framework for e-learning. Underpinning activities and resources include ICT skills training required for competent use of e-learning technology, guides and toolkits, briefings and overviews of institution-wide changes to e-learning infrastructure and practices as well as participation and consultancy offered by learning technologists and academic librarians to new academic team approaches to curriculum developments. The Framework on TEL PD is part of the wider PD Framework for teaching staff at Edge Hill and recognizes the importance of securing 'buy in' from management. It makes provision for a course based TEL PD Pathway, which offers a variety of events from workshops to modules of the PGCert in Teaching and Learning and MA in eLearning modules; it also makes provision for a practice-based TEL PD whose basic activities may include attendance at the annual internal conference seminars and symposia, open days, peer observation, membership of e-learning special interest groups (SIGs) and social networks, while the more advanced activities include facilitating internal workshops and seminars, presenting at the internal conference and extend to presentations to national and international conferences, peer-reviewed publications and leading projects on TEL (Edge Hill University, 2012).

Methodology

The research design for this survey follows the mixed methods research paradigm. Both approaches, quantitative and qualitative, are seen as complementary rather than contradictory. This research is underpinned by an approach based on pragmatism; it does not attempt to resolve the paradigmatic war between quantitative and qualitative purist approaches, but it rather attempts to fit together the insights of both quantitative and qualitative research into a workable solution, in the way described by Burke and Onwuegbuzie (2004). In a highly interdisciplinary area such as technology enhanced learning, taking purist approaches to research methodologies can create more issues than those they resolve. Mixed methods research has been adopted in an attempt to utilize the most appropriate tools available to address the main research question (What provision do HEIs in the UK make for staff development in the area of TEL), rather than imposing some strict ontological views to the research itself, gaining that way possibilities for both breadth and depth rather than being limited to either one of them. Mixed methods research recognizes the fact that both quantitative and qualitative research is important and useful. According to Martin Oliver (2002), if one is pluralistic in the way theory and research methodologies are approached, one may risk being superficial, but on the other hand, if you 'believe and live' in a chosen theory - methodology, then you risk being dogmatic. Furthermore, Jones and Kennedy (2011) argue that pluralism in research methods is very important in emerging, interdisciplinary fields such as learning technology as it enables graduate students to experiment with different research approaches. They question the reign of the two dominant paradigms suggesting that

emerging research approaches in the field of learning technology are already putting pressure on the traditional paradigmatic divide (Jones and Kennedy, 2011).

Findings

Hands-on training

The vast majority of the Heads of E-Learning that completed the survey reported that their universities offer a wide variety of staff development sessions/events for their academic staff. Regarding hands-on training, sessions on how to use the institutional virtual learning environment (VLE) were the most popular across the 26 responses to this question (26 out of 26), followed by sessions on e-assessment (22 out of 26), plagiarism prevention and detection (22 out of 26) and e-portfolios (19 out of 26). Web 2.0 tools (17 out of 26), personal response systems (17 out of 26) and web conferencing sessions (16 out of 26) were also very popular among participating institutions. The only one option offered that proved to be less popular among training sessions on offer was Second Life (3 out of 26) (see **Figure 1 in the Appendix**). Other sessions offered included: lecture capture (3), online media (4), audiovisual equipment (2), office tools (1), podcasting (1), iTunes (1) and screencasting (1).

The duration, frequency and uptake of the training sessions varied widely. These are summarized below.

Duration

Eleven of the comments included some information on the duration of the hands-on training sessions. Duration varied between 30 minute taster sessions and 3 hour long workshops; in the majority of cases (7), training sessions lasted between 1 and 2 hours. The remaining cases were divided between shorter - 30 and 45 minutes respectively - and longer sessions - between 2 to 3 hours and 3 hours long sessions.

Frequency

Twenty three (23) of the twenty five (25) responses offered some information on the frequency of these training sessions. Training sessions varied from 'once or twice a year' to '2 x per week'. In some cases (5), scheduled training sessions for staff were scheduled only once or twice a year, however, in most of these cases (4) sessions were also offered on demand to school and course teams. On demand training sessions were reported to take place in 10 cases; 2 more reported one to one training availability and 1 reported instant service and support. The rest reported that training varied depending on need; furthermore, the frequency of the sessions on offer varied depending on the subject covered and training on main systems such as the use of the VLE and Turnitin were offered more than other sessions, as pointed out by two respondents.

Uptake

Twelve (12) of the comments covered some aspects of the uptake of the sessions; three responses indicated between 4 and 10 attendees, while others described attendance as ‘variable’, ‘small uptake’, ‘little uptake’, ‘limited uptake for the timetabled sessions’ and ‘mediocre uptake’. A ‘take five’ approach was used by another institution where 5 members of staff request specific/bespoke training. In one case where sessions were offered twice a week, it was reported that ‘about half the timetabled sessions run’ while in another case attendance was described as ‘generally good; falls off after first batch of sessions’.

Pedagogical staff development approaches to TEL via workshops/ seminars/ internal events

In terms of staff development events such as workshops/ seminars on the pedagogic use of various learning technologies, 25 out of 26 respondents indicated they offer such events in the ‘effective use of the VLE’, 22 respondents ticked the ‘implementing e-assessment for diagnostic, formative and/or summative assessment’ option, while 21 of them ticked the ‘plagiarism prevention and detection’ option. Web 2.0 seminars were provided in approximately two thirds of the participating institutions as 17 out of the 26 offered them. Around half of the institutions - 14 out of 26 - offered seminars on ‘using e-portfolios - personal learning environments’; web conferencing was not far behind with 12 responses. Seminars on virtual worlds were run by 4 institutions (see Figure 2). Other workshops/seminars included: lecture capture (2), podcasting (2), online media (1), video (1), screencasting (1).

These workshops/seminars/internal events or conferences on the pedagogically effective use of learning technologies were in some cases less frequent than the hands-on training sessions and varied from annual or bi-annual events to monthly thematic school-specific events and to fortnightly sessions on a specific pedagogy. In eight cases - out of a total 25 - both pedagogy and hands-on training were integrated in the same sessions. Workshops and seminars were reported to be both scheduled and tailor-made, on-demand sessions. In two cases it was reported that these sessions are run by a different team to the learning technology team - an academic enhancement and academic development unit respectively.

Online TEL-related case studies

Online case studies on the pedagogically effective use of learning technologies were also provided by many HEIs. Case studies on the effective use of the VLE (18), e-assessment (13), web 2.0 tools (13), plagiarism prevention and detection (11), personal response systems (10), e-portfolios (7) and web conferencing (6) were commonly made available online, aimed to provide flexibility of access to

academic staff interested in TEL practice. This question was answered by 20 respondents and percentages shown below are out of 20 (see Figure 3). Other responses included: Online media (2), screencasting (1), anything that staff is willing to share (1), offered as a service by Epigeum (1), we are currently working on this (1).

TEL as part of the postgraduate certificate in learning and teaching

In almost half of the cases - 13 out of 27 - technology enhanced learning was reported to be the focus of one of the modules of the Postgraduate Certificate in Learning and Teaching in Higher Education (PGCert in LT in HE). Four of the remaining 14 informants stated that they did not know whether TEL was offered as a module of the aforementioned course while 10 gave a negative answer (see Figure 4). Apart from those who stated that TEL was the main focus of a PGCert module, all the rest but one mentioned that some aspects of TEL were embedded in this course.

TEL continuing professional development activities

Various CPD activities in the area of TEL were provided by a number of institutions including e-moderating/e-facilitating short courses that were 3 to 5 weeks long, e-facilitation courses certified by the staff and educational development association (SEDA), application and portfolio development towards certified membership of the association for learning technology (CMALT) for academic staff, a module on the PGCert course and other Masters' level modules with an emphasis on e-learning that could also be taken as stand-alone modules. Furthermore, one university reported that they have academic staff registered for PhDs in the area of TEL. Other provision in the area of TEL includes faculty sponsored workshops, invited external speakers, on demand training as well as experiential training in new technologies in a 'learning hub', tailor-made training for individual subject areas, departments, or faculties and one-to-one advice and consultation.

TEL as a prerequisite for blended and fully online courses

The question regarding whether there are any formal TEL staff development requirements for academic staff involved in the delivery of blended/distance learning courses returned a wide range of responses; in most cases - 15 out of 23 - there were no requirements. Among those, however, one informant stated that their institution is currently considering making it a requirement; two respondents stated that this is monitored via the course validation process as staff involved in heavily technologically-mediated courses have to be qualified to do so or commit to training. In two other cases, although this was not a requirement, staff involved in blended/online courses were strongly encouraged to take the e-moderation and the e-facilitation online short course respectively.

In the remaining 8 cases there were some requirements; three respondents reported that new academic staff were expected to undertake VLE training as part of their induction. In one case, the first module of the MA in Academic Practice was a requirement for staff and in two other cases it was mentioned that distance learning programmes had their own training initiatives and academic staff involved in these undergo a formal induction process focusing on tutoring techniques and other competencies related to TEL. In another case staff involved in fully online courses were required to complete a 10 credit module offered to new lecturers, while another one reported that there were no formal requirements for blended courses but for fully online courses staff have to go through formal induction due to the increased standard of development and delivery in online courses.

Discussion

Most universities represented in the survey offer a wide variety of staff development sessions/events for their academic staff; this includes hands-on training sessions, seminars on the pedagogically effective use of various learning technologies, online case studies, peer support via internal workshops/ conferences and, in some cases other CPD activities in the area of Technology Enhanced Learning such as e-moderating online short courses, Staff and Educational Development Association (SEDA) certified e-facilitation courses and postgraduate modules. Training sessions on how to use the VLE, e-assessment tools, plagiarism prevention and detection tools as well as e-portfolios were the most popular sessions offered. Web 2.0 tools, personal response systems and web conferencing systems were also very popular among participating institutions. The only one option offered that proved to be less popular among training sessions on offer was Second Life.

The duration, frequency and uptake of the training sessions varied widely; some institutions offered training sessions at regular intervals to suit the academic timetable, others 3 to 4 times a year. However, most institutions would deliver tailored sessions on request for specific departments or course teams and there seems to be a shift towards small group training and one-to-one training on request.

Staff development opportunities around various learning technologies in UK HEIs may well be pervasive across the sector if the same pattern as indicated by this study occurs in all other universities; the perceived potential of technology to enhance the students' experience in general and students' learning in particular has led to the adoption of a wide range of approaches to staff development in this particular area. What is more, TEL is seemingly recognized as sound pedagogic practice as it is

embedded in the Postgraduate Certificate in teaching and learning in HE either as a module of study or as an integral part of the course.

Although in more than half of the cases there were no strict requirements for staff to undertake training/development before they get involved in blended learning, training opportunities were available and staff were strongly encouraged to participate; a few of the participants mentioned that for online courses in particular, staff would be expected to participate in some TEL-related personal development and also that staff development needs would have to be addressed during the course validation process.

Among the 27 responses received in total, 16 were from Pre 1992 and 11 from Post 1992 universities. Overall, there were no apparent differences in the way the samples from these two groups approach staff development around TEL. However, there was a small difference worthy of exploration in a further study: while post-1992 universities represented in the survey were offering more hands-on training sessions in the area of TEL, participating pre-1992 reported higher numbers in embedding TEL in the teaching and learning practice through the Postgraduate Certificate course.

Conclusions - Summary

This paper focuses on the provision made by UK HEIs for staff development in the area of TEL. This study is informed by three sources: the UCISA survey that took place in 2010, a desk-based research on UK universities' websites and an online survey that was delivered to the Heads of eLearning in November 2011. Findings from all three sources indicate that the implementation of learning technologies may well be widespread across the sector and that many UK HEIs now offer ample opportunities for staff development in this area.

The online survey in particular showed that most universities that participated in the survey try to address their academic staff development needs in the area of TEL offering various training opportunities, including hands-on training sessions, seminars and case studies. In some cases, other CPD activities such as online short courses on e-moderating and optional postgraduate modules were also on offer. The duration and frequency of these training opportunities varied widely in order to match the individual Institution's staff development needs in the area of TEL. Staff teaching on blended learning courses were strongly encouraged to participate in training opportunities, while those teaching on fully online courses were usually expected to participate in TEL-related personal development.

Furthermore, in the samples studied, TEL is seemingly no longer treated as something extra, but gets embedded in standard academic practice as shown by its integration with the Postgraduate Certificate in teaching and learning in HE, but also from its integration with various workshops, seminars and other events where the focus is on good pedagogic practice.

References

ALMPANIS, T., S. PATRICK, R. MCLELLAN, , C. DINSMORE, , A. FAUSTINO, & W., BASUKI, 2010. Proposing a Framework for Blended and Flexible Course Design. In KINSHUK, D. SAMPSON, M. SPECTOR, P. ISAIAS, D. IFENTHALER & R. VASIU, (Eds) *Cognition and Exploratory Learning in a Digital Age: 7th International Conference, CELDA2010*. Held 15 -17 October 2010, University of Timisoara, Romania, 263 - 267

BROWNE, T., R. HEWITT, M. JENKINS, J. VOCE, R. WALKER & H. YIP, 2010, *Survey of Technology Enhanced Learning for higher education in the UK, Universities and Colleges Information Systems Association (UCISA)*, retrieved Oct 23, 2011 from

http://www.ucisa.ac.uk/groups/ssg/-/media/groups/ssg/surveys/TEL%20survey%202010_FINAL.ashx

BURKE JOHNSON, R. & A.J. ONWUEGBUZIE, 2004, 'Mixed Methods Research: A Research Paradigm Whose Time Has Come', in *Educational Researcher*, 33 (7), 14-26.

EDGE HILL UNIVERSITY, 2009, *Solstice and TEL Roadmap*, retrieved Feb 14, 2012 from

<http://www.edgehill.ac.uk/solstice/files/2011/10/Roadmap-2009.pdf>

HEFCE (2009) *Enhancing learning and teaching through the use of technology: A revised approach to HEFCE's strategy for e-learning*, retrieved Jun 21, 2012 from

http://webarchive.nationalarchives.gov.uk/20100202100434/http://www.hefce.ac.uk/pubs/hefce/2009/09_12/09_12.pdf

JONES, C. & G. KENNEDY, 2011, Stepping beyond the paradigm wars: pluralist methods for research in learning technology. In HAWKRIDGE, D., K. NG & S. VERJANS, (Eds.) *Thriving in a colder and more challenging climate*. THE ASSOCIATION FOR LEARNING TECHNOLOGY, The 18th annual conference of the Association for Learning Technology (ALT-C 2011). Held 6-8 September 2011, University of Leeds, England, UK, 18-28

LONDON SCHOOL OF ECONOMICS, 2012, *Centre for Learning Technology*, retrieved Feb 13, 2012 from <http://clt.lse.ac.uk/>

MAYES, T., D. MORRISON, H. MELLAR, P. BULLEN & M. OLIVER, 2009, *Transforming Higher Education through Technology-Enhanced Learning*, retrieved Jun 22, 2012 from <http://www.heacademy.ac.uk/assets/documents/learningandtech/Transforming.pdf>

OLIVER, M. 2002 'What do Learning Technologists do?' in *Innovations in Education and Training International*, 39 (4), 245-252.

UNIVERSITY OF SURREY, 2012, *CEAD - Technologies for Learning*, retrieved Feb 16, 2012 from <http://www.surrey.ac.uk/cead/telt/technologies/index.htm>

UNIVERSITY OF WEST OF ENGLAND, 2012, *E-learning Development - MA Education in Virtual Worlds*, retrieved Oct 29, 2011 from <http://www.uwe.ac.uk/elearning/virtualWorldsMA/index.shtml>

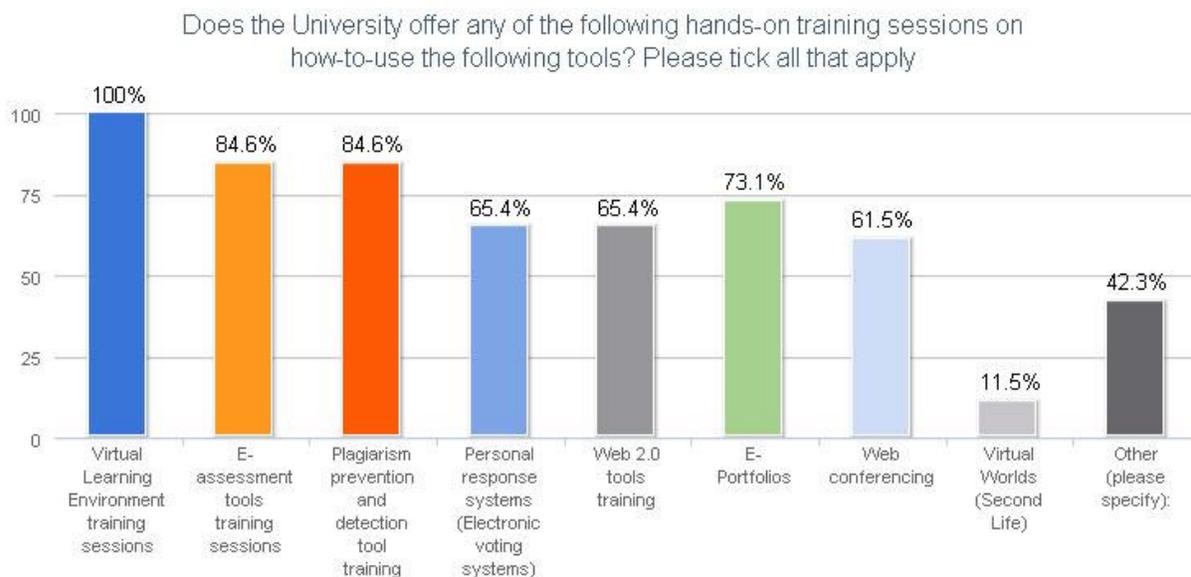
UNIVERSITY OF CAMBRIDGE, 2012, *Centre for Applied Research in Educational Technologies*, retrieved Oct 27, 2011 from <http://www.caret.cam.ac.uk/page/what-we-can-do-for-you>

Contact

Timos Almpanis
Associate Professor
Learning Technologies, LIS
timos.almpanis@solent.ac.uk

Appendix - Figures

Figure 1: Responses to the question ‘Does the university offer any of the following hands on training session on how to use the following tools? Please tick all that apply’.

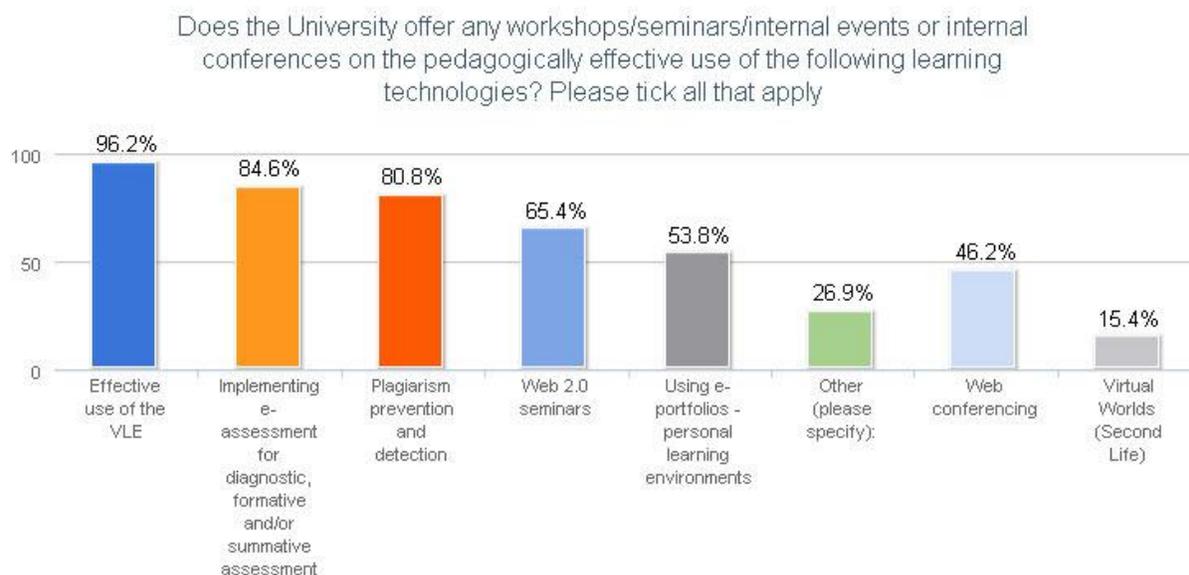


Does the University offer any of the following hands-on training sessions on how-to-use the following tools? Please tick all that apply

Value	Count	Percent %
Virtual Learning Environment training sessions	26	100%
E-assessment tools training sessions	22	84.6%
Plagiarism prevention and detection tool training	22	84.6%
Personal response systems (Electronic voting systems)	17	65.4%
Web 2.0 tools training	17	65.4%
E-Portfolios	19	73.1%
Web conferencing	16	61.5%
Virtual Worlds (Second Life)	3	11.5%
Other (please specify):	11	42.3%

Statistics	
Total Responses	26

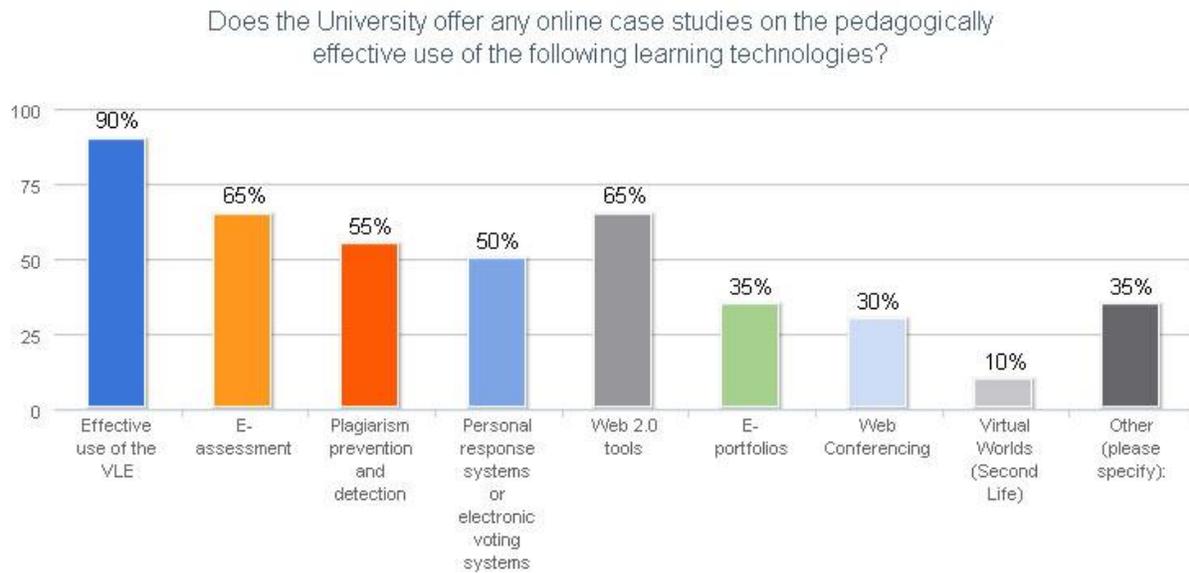
Figure 2: Responses to the question ‘Does the university offer any of the following workshops/seminars/internal events or internal conferences on the pedagogically effective use of the following learning technologies? Please tick all that apply’.



Does the University offer any workshops/seminars/internal events or internal conferences on the pedagogically effective use of the following learning technologies? Please tick all that apply

Value	Count	Percent %	Statistics	
Effective use of the VLE	25	96.2%	Total Responses	26
Implementing e-assessment for diagnostic, formative and/or summative assessment	22	84.6%		
Plagiarism prevention and detection	21	80.8%		
Web 2.0 seminars	17	65.4%		
Using e-portfolios - personal learning environments	14	53.8%		
Other (please specify):	7	26.9%		
Web conferencing	12	46.2%		
Virtual Worlds (Second Life)	4	15.4%		

Figure 3: Responses to the question ‘Does the university offer any online case studies on the following learning technologies?’



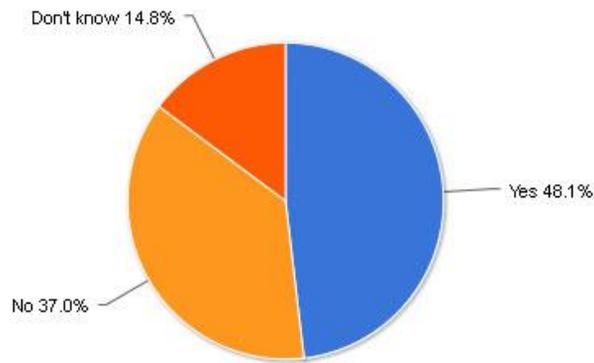
Does the University offer any online case studies on the pedagogically effective use of the following learning technologies?

Value	Count	Percent %
Effective use of the VLE	18	90%
E-assessment	13	65%
Plagiarism prevention and detection	11	55%
Personal response systems or electronic voting systems	10	50%
Web 2.0 tools	13	65%
E-portfolios	7	35%
Web Conferencing	6	30%
Virtual Worlds (Second Life)	2	10%
Other (please specify):	7	35%

Statistics	
Total Responses	20

Figure 4: Responses to the question ‘Is technology enhanced learning (or online, distance, e-learning) included as a module in the University’s Postgraduate Certificate in Teaching and Learning in Higher Education?’

Is technology enhanced learning (or online, distance, e-learning) included as a module in the University's Post Graduate Certificate in Teaching and Learning in Higher Education?



Is technology enhanced learning (or online, distance, e-learning) included as a module in the University’s Post Graduate Certificate in Teaching and Learning in Higher Education?

Value	Count	Percent %	Statistics	
Yes	13	48.1%	Total Responses	27
No	10	37%		
Don't know	4	14.8%		