

Technology Enhanced Learning Survey 2010

Tom Browne, University of Exeter
Martin Jenkins, University of Gloucestershire
Roger Hewitt, University of Manchester
Julie Voce, Imperial College London
Richard Walker, University of York
Hennie Yip, University of Salford

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Aims

- Introduce headline results from the 2010 survey
- To provide a stimulus for discussion on key trends in support provision for TEL
- Get your responses to the headline results:
 - Questions/comments on the headlines
 - Do they match your local experiences? To confirm or offer different opinions
 - To add detail, experiences, to the findings?
 - How being addressed in your experiences?
 - How might this information be of use?

2010 – why another survey?

Written in 2001:

UCISA is aware that a number of issues relating to VLEs are having a significant impact on Computing/Information services. They also represent cultural challenges for both academic staff and students in how they engage with their learning and teaching. Issues relate to choosing a VLE, its implementation, technical support and a whole range of support, training and pedagogic issues relating to its use.

Replace VLE with TEL – text just as valid today!

Why now?

- Revised HEFCE strategy (2009)
 - Focus on embedding institutional support for TEL & engaging staff in course delivery
- Challenge of Web2.0
 - Range of tools; relationship between centrally supported & personalised tool-sets
- Emphasis on evaluation of institutional e-learning platforms
 - LERSIG / 'death of VLE' debate
- Support from JISC & HELF to continue analysis
- Stimulus of UCISA Top10 concerns (2008/9)

The Survey

- 91 responses from 167 (=55%)
- Good spread by UK-country and Type of university
- 12 new institutions - not responding to earlier surveys
 - 20 responded to 2003, 2005 and 2008 surveys
 - 5 responded to 2005 and 2008 surveys
 - 14 responded to 2003 and 2008 surveys
 - 10 responded to 2008 survey
 - So not getting same cohort; but results do show consistency

Drivers for TEL development

- 1 = Enhancing quality of L&T
 By Type and Country (except Scotland=2)
 Overall rank = 1 for 2003, 2005 & 2008
- 2 = Meeting student expectations
 By Type and Country (except HE Colleges = 3;Scotland=1)
 Overall rank = 5 for 2003, 3 for 2005, 2 for 2008.
- 3 = Improving access to learning for students off-campus
 By Type and Country (except HE Colleges = 2)
- Consolidation of Top 3 drivers
 Achieving cost & efficiency savings remains one of lowest ranked

Encouragers for TEL development

- 1 = Availability of TEL support staff
By Type and Country (except HE Colleges = 3)
 - 2= Availability & access to tools across the institution
By Type and Country (except Wales, Scot, Ire = 1)
 - 3= Central university senior management support
By Type and Country (except HE Colleges=1; Wales=1)
- Top 3 are new response options for 2010 survey
Reduced ranks/ mean scores for 2008 leading responses: 'local champions' & 'funding support'.

Barriers to development

- Top ranked barriers
 - Lack of time (still the most significant barrier)
 - Lack of money
 - Lack of academic staff knowledge
 - Lack of recognition for career development
 - Lack of academic staff commitment
 - Lack of incentives
 - Institutional culture
- Top 3 rankings reflect same barriers as in 2008...

Barriers over time

Top 7 of 17 rankings				
Extent to which lack of.....is a barrier	Rank10	Rank08	Rank 05	Rank 03
Time	1	1	1	2
Money	2	3	2	1
Academic staff knowledge	3	2	7	4
Recognition for career development	4	6	4	-
Academic staff commitment	5	-	-	-
Incentives	6	8	5	8=
Institutional culture	7	4	8	-

Strategy

- Teaching and Learning Strategies continue to be the most common influence on TEL development. Library & learning resources strategies also widely cited. The biggest change since 2008 has been the declining role of e-learning strategies.
- With regard to external strategies, those from HEFCE and JISC remain highly influential across the HE sector.
- There is a high level of agreement across the sector that strategies are influencing TEL development.

Tool usage

- Moodle is the most commonly used VLE platform, but no increase on 2008 figures (55%). Adoption of other o/s platforms is negligible
- Blackboard Classic & Web CT are the leading commercial platforms with slightly reduced take-up. Sharepoint has gained some coverage across sector (13%).
- Commercial platforms still most commonly used as main VLE, but Moodle has increased its usage as an enterprise solution (23%).
- Centrally supported use of plagiarism detection, e-submission, e-assessment tools now pervasive across the sector. Wiki, blog, e-portfolio and podcasting tools well established since the 2008 survey.
- Pre-92 universities predominate with respect to e-submission and e-assessment usage by students.
- Student-managed social networking tools are well established in Post-92 universities & HE Colleges.

Support

- Support for TEL is provided by a range of central units (IT support, LT support, Ed Dev).
- Roles of different support units (ranging from technical support to pedagogic support) similar to 2008 categorisation, although some Ed Dev units have taken on VLE admin & support tasks.
- There is a wide range of local devolved support for TEL (66%), much of this in conjunction with central units. Outsourced support is very limited (e.g. IT helpdesk)
- On average there are 3-4 support units per institution, an increase from the 2008 survey response (2-3).
 - LT Support Units common in post-92s; Ed Dev in pre-92s

New demands

- Web2.0 (30%), mobile computing (23%), e-assessment (23%) and support for multimedia (23%) & lecture capture (16%) identified as the leading demands on support.
- Staff development, resourcing, technical infrastructure & specialist support staff identified as the key challenges in meeting these new demands.
- Staff development, strategies/policies & support staff are seen as the primary remedies – similar to 2008 responses.
 - Getting 'more for less'? Investment in staff skills still viewed as key priority.
- Outsourcing of support & provision for TEL is negligible, with exception of student email.

Development

- Overall, the use of training and development activities has increased slightly for the top three activities (internal training, national conferences/seminars, ALT events).
- However there is a noticeable reduction (over 10% per activity) in the use of the remainder of the activities, such as external training courses, international conferences, HEA and UCISA events and other forms of training and development.

Questions for you

- How do these findings resonate with your institutional context?
- In your view what are the key challenges facing your institution in embedding TEL in teaching, training and support provision?
