



Invitation to submit proposals to participate

in the

Discipline-focused Learning Technology Enhancement Academy 2010

September 2009

Invitation to submit proposals to participate in the 'Discipline-focused Learning Technology Enhancement Academy' 2010

Beginning in January 2010, the Academy is running the second round of a discipline-based organisational development programme as part of its **Enhancing Learning through Technology** (ELT) programme. Participating subject departments in HEFCE funded higher education institutions will be supported by their respective Subject Centre.

1. Programme Overview

1.1 Aim

To support subject-focused department teams based in HEFCE funded higher education institutions, a maximum of 1 departmental team per Subject Centre, in the use of technology to enhance learning, teaching and assessment practices with a view to increasing institutional capacity in alignment with HEFCE's policy statement: *Enhancing Learning and Teaching through the use of Technology*¹ (ELTT). Drawing on the policy statement's implementation framework, this programme will help to provide a discipline focus to institutional change strategies at a departmental level in order to maximise the use of technology to enhance learning, teaching and assessment in the disciplines.

1.2 Underpinning model

The underpinning model² for the programme has been informed by successful outcomes from the Academy/JISC Benchmarking³ and Pathfinder⁴ programmes and the Academy's acclaimed Change Academy⁵ to enable project teams to identify how they can maximise the benefits of the use of technology to enhance learning, teaching and assessment in their subject departments.

1.3 Project Support

As with Change Academy, participating departmental teams will not receive direct funding for their project, which is intended to focus on enhancements that are strategically aligned with their institution's development needs and mission. Instead, they will receive consultancy support throughout the 12 month period of the programme in the form of an expert 'Critical Friend' who will be a member of the team and will bring in external expertise from relevant agencies such as Centres for Excellence in Teaching and Learning (CETLs), the Joint Information Systems Committee (JISC), Benchmarking and Pathfinder projects etc. as the projects progress. In addition, project teams will be supported by their respective Subject Centre and through participation in *Change Academy* type events. A modest grant will be made available to encourage cross-institutional collaborations and the cultivation of communities of practice using the CAMEL (Collaborative Approaches to the

¹ http://www.hefce.ac.uk/pubs/hefce/2009/09_12/ released 26 March, 2009

² <http://www.heacademy.ac.uk/ourwork/learning/elt/enhancementacademy>

³ <http://www.heacademy.ac.uk/ourwork/learning/elt/benchmarking>

⁴ <http://www.heacademy.ac.uk/ourwork/learning/elt/pathfinder>

⁵ <http://www.heacademy.ac.uk/ourwork/institutions/change>

Management of E-Learning) model developed by the Association of Learning Technology (ALT) in collaboration with JISC infoNet⁶.

1.4 Timeframe

Key Stages	Date
1. Submission of proposals	Wb 16 November 2009
2. Invitations for participation issued	Wb 30 November 2009
3. Team leaders meeting	14-15 January 2010
4. Teams formed in participating departments	January – March 2010
5. Visit by Critical Friend	January – April 2010
6. Three day residential event	14-16 April 2010
7. Teams develop plan and work with Critical Friend	April-June 2010
8. Implementation of enhancement project begins	September 2010
9. Team hosts CAMEL event and visits other teams	May-September 2010
10. Final team leaders' event	16-17 November 2010
11. Submission of interim project report	January 2011
12. Team submits brief implementation report and case study	April 2011

1.5 Project deliverables:

1. An implementation plan for the subject department's technology-enhanced approach to learning, teaching and assessment within a flexible and inclusive learner focused provision; this will involve plans for the development of both staff and the supporting infrastructure.
2. An interim project report.
3. A brief progress report and case study on the implementation within one year of the project's completion, the latter to be disseminated through the Academy's EvidenceNet⁷

2. The 2010 Discipline-focused Learning Technology Enhancement Academy (DfLTEA)

2.1 The expected activities of the DfLTEA 2010 will take the following format:

1. Participating project team leaders will attend an initial 24-hour residential event, at which the DfLTEA process will be explained. Drawing on a successful feature of the *Change Academy* there will be a focus on the importance of selecting and preparing the members of each team. Teams are expected to consist of at least five members, each of whom will represent a key stakeholder. Consideration should be given to the inclusion of a student.
2. The supporting Subject Centre and Critical Friend will work with the team leader to develop the proposal to be taken by the project team to the main three-day *Discipline-focused Learning*

⁶ http://www.alt.ac.uk/alt_occasional.html

⁷ <http://www.heacademy.ac.uk/ourwork/research/evidencenet>

Technology Enhancement Academy residential event. Proposals should describe a programme of supported work around a clearly defined enhancement area e.g. assessment and feedback, educational sustainable development, student engagement, with at least a partial focus on technology-enhanced learning and teaching.

3. At the three-day residential event each team will present its ideas to the other participants and to invited experts from a number of agencies. The event will have three primary aims:
 - a. To raise the team's awareness of the range of support and expertise that is available to draw on as their project takes shape.
 - b. To subject each team's initial thinking to critical review and to provide feedback as the team refines its proposal to take back to the institution.
 - c. To allow the teams to gel together in a non-threatening but intensively focused three days of work. Participants will gain insight into change processes and develop a range of practical techniques that can be used in a variety of change projects.
4. The enhancement project will proceed within each participating department. A Critical Friend will be appointed to each project, funded by the Academy. The Critical Friend will work as part of the team, but will aim to bring other external expertise to bear as the project gets underway, calling on the Academy, JISC and other agencies able to add value to the project.
5. Each project will aim to produce an enhancement project plan and begin its implementation within nine months of the project's commencement; the expectation is that, within the project 12 month timeframe, that implementation will include securing support from relevant institutional stakeholders, including senior managers, and the launch of some activity.
6. Drawing on the successful CAMEL model, reciprocal visits, subsidised by the programme will be arranged between participating institutions.
7. A second 24 hour residential team leaders' event will be held in November 2010, during which each team is expected to share the emergent outcomes of its project and to subject them to expert critique. The intention is that participants in the DfLTEA programme will learn from each other while respecting the confidential nature of shared information.
8. A report on the DfLTEA 2010 will be made available through the Academy's Evidence Network, including reflections on the benefits of participation from each team. This information will be updated from the implementation progress reports provided by participants in January 2011.

4. FUNDING AVAILABLE

4.1 As with Change Academy, participating institutions will be expected to fund the time and travel of their departmental teams. Departmental teams will not receive direct funding for their

project, but there will be no charge for attendance at the residential events, or for consultancy support.

5. HOW TO PARTICIPATE

5.1 Completion and submission of an outline proposal to the supporting Subject Centre which includes:

- a. A brief description of the enhancement area to be addressed and transformation to be effected.
- b. An outline of the project's vision, rationale, aims, objectives and stage of development.
- c. An indication of the intended impact on the student learning experience.
- d. An indication of why it is of strategic importance to the department/institution and how it will enjoy senior management commitment.

5.2 The completed proposal should be sent to Helen Bulpitt: h.bulpitt@soton.ac.uk to arrive **no later than 4pm on Monday 16th November 2009**.