

Academic Directors Joint Report to eLearning Governance Group

5 May 2005

1 Issue: Teaching venues and elearning

We note that the concerns were acknowledged at the last Governance meeting. We would like to stress again the impact of existing teaching rooms which don't work to standard.

We are concerned on two fronts. First, that too many students may be having bad experiences of the use of elearning in the classroom. Second, that staff who are beginning to take an interest in integrating the use of e-learning into their classroom teaching will be discouraged from further development work as a result of bad experiences and a perception that the University is not committed to supporting them when they put elearning developments into practice in the university's common teaching spaces.

We think it important and urgent that there is **high *visibility* for some *short term strategy*** addressing existing common teaching spaces (on all campuses) which don't reliably work to a basic standard.

2 Recommendation: That the phrase 'Information and Communications Technologies in Teaching & Learning' be replaced by 'eLearning'

We find the current phraseology effectively privileges technology over learning and teaching, and proves a barrier to collegial discussion. While 'elearning' is not a perfect solution, it is simple.

3 Commendation: TIF review outcome which proposes alignment of University L&T funding opportunities

4 Commendation: Access of all academic staff to WebCT

We've been advised by the elearning Administrator that, by semester 2, all academic staff will be able to access WebCT via their unikey (without the need to make a request for a WebCT profile to be established). We think this is an excellent example of proactive support of all academic staff to venture into elearning. This will immediately make the two staff support resources "Using Still Images Online" and the "CHS eLearning Resource" available to all academic staff. It will also allow staff who have developed sites already to easily and efficiently give access to interested colleagues.