

**JISC Grant Funding 4/11**



<b>Cover Sheet for Bids</b> <i>(All sections must be completed)</i>	
<b>Name of JISC Initiative:</b> JISC Innovation Programme: Developing Digital Literacies	
<b>Name of Lead Institution:</b> Coleg Llandrillo Cymru	
<b>Name of Proposed Project:</b> Personal Actualisation and Development through Digital Literacies in Education (PADDLE)	
<b>Name(s) of Project Partners(s)</b> <small>(except commercial sector – see below)</small> <b>Coleg Harlech, Coleg Menai, Deeside College          Yale College Wrexham</b>	
<b>This project involves one or more commercial sector partners</b> <b>NO</b> (delete as appropriate)	<b>Name(s) of any commercial partner company (ies)</b>
<b>Full Contact Details for Primary Contact:</b> <b>Name:</b> Dr Andrew Eynon <b>Position:</b> Library & Learning Technology Manager <b>Email:</b> <a href="mailto:a.eynon@llandrillo.ac.uk">a.eynon@llandrillo.ac.uk</a> <b>Tel:</b> 01492 542342 <b>Fax:</b> 01492 543052 <b>Address:</b> Coleg Llandrillo, Llandudno Rd, Colwyn Bay, Conwy, LL28 4HZ	
<b>Length of project:</b> 2 years	
<b>Project Start Date:</b> <b>July 2011</b>	<b>Project End Date:</b> <b>July 2013</b>
<b>Total Funding Requested from JISC:</b> £100,000	
<b>Funding requested from JISC broken down across Academic Years (Aug-July)</b>	
<b>Aug11 – July12</b>	<b>Aug12 – July13</b>
£100,000	
<b>Total Institutional Contributions:</b> £100,000	
<b>Outline Project Description</b> <p>The main aim will be to create a digitally literate, skilled and confident workforce and student body across all the FE institutions in the North Wales region, by empowering staff to work more effectively within and between organisations through the adoption of communities of practice to aid teaching, learning and professional practice for all stakeholder groups. The colleges involved encompass over 70,000 learners and 4,000 staff, across six counties and approximately 2,400 square miles.</p> <p>Digital literacy is the key to this enablement, which will be achieved through transformational leadership empowering staff and learners to direct themselves, coach and develop others, challenge the culture to change and establish a long term sustainable vision. This will be normalised through strategic adoption by the institutions involved.</p>	
<b>I have looked at the example FOI form at Appendix A and included an FOI form in this bid</b>	<b>YES</b> (delete as appropriate)
<b>I have read the Funding Call and associated Terms and Conditions of Grant at Appendix B</b>	<b>YES</b> (delete as appropriate)

## **Aims and objectives in relation to JISC programme objectives**

### **1.1 Project aim**

The main aim will be to create a digitally literate, skilled and confident workforce and student body across all the FE institutions in North Wales. The colleges involved encompass over 70,000 learners and 4,000 staff, across six counties. This will be achieved by tackling digital exclusion amongst staff and learners and enhancing the skills of those who are already digitally literate. In the case of staff, although they may not be excluded from accessing the technologies associated with Digital Literacy, they may be excluded due to lack of awareness, skills and encouragement in relation to their adoption of such skills. Moreover, learners entering FE include those most likely to be digitally excluded owing to educational, social and economic factors, in comparison to those learners entering HE<sup>1</sup>.

The project will seek to identify transformational leaders, within each stakeholder group, who will be responsible for spreading good practice within and between institutions within a common framework. Furthermore, the project will engage with other professional bodies and agencies concerned with teaching and learning in FE. The project has the full support of each college, with backing from appropriate senior managers. The concept for this project has been discussed with JISC RSC Wales and received positive feedback.

The main replicable outputs from the project will be:

Colleges across North Wales developing digital capacity within and between institutions through developing cross institutional strategies for embedding digital literacy skills in learning and continuing professional practice. This will encompass effective change management techniques.

Ensure widespread uptake of digital literacy development opportunities across all staff and student groupings by enlisting the active engagement of senior managers and governors in the use and promotion of digital literacy skills.

### **1.2 Rationale**

The level of digital literacy skills amongst staff and learners varies considerably within and across institutions. The main project challenge will be to demonstrate to staff and learners the benefits of enhanced digital literacy skills in relation to more effective working and studying practices. In essence encouraging staff and learners to work more effectively (practice) by sharing with others (community), where they become known (identity) and where they reflect on the process (meaning). Moreover we would argue these processes will not happen without embedding Digital Literacy skills.

Furthermore, by adopting a *Digital Society* context for the development of skills, knowledge and attitudes it is hoped that the wider personal and social lives of staff and students will also benefit, encouraging more effective digital and global citizenship. To this end the consortia will work with a range of stakeholders including professional bodies, professional networks, local employers and corporation board members to facilitate the embedding of a framework of digital literacy skills amongst all staff and learners.

The project will encompass all stakeholder groups. It is envisaged that each participating institution will support a specific learner group and tutor type, in addition to one other staff stakeholder group in year one of the project. By the end of year one the project team will be in the position to implement the benefits and positive experiences identified across all the participating institutions and their respective stakeholder groups.

---

<sup>1</sup> JISC have already identified the differences within cohorts of learners: [http://www.jisc.ac.uk/elp\\_lex.html](http://www.jisc.ac.uk/elp_lex.html)

The project will seek to address the JISC *Learning Literacies for a Digital Age* recommendations:

- The project will seek to establish a culture of embedding digital literacy skills in curriculum delivery and assessment, which will be closely linked to employability skills.
- The project will raise the awareness and skill level of staff and learners in relation to digital literacy. This will encourage a more proactive approach to the adoption of digital literacy skills by staff and learners as part of their Continuing Professional Development.
- The project will seek to establish enhanced digital literacy skills as a strategic objective across all participating institutions
- The project will establish a broad framework of digital literacy skills, applicable to a very wide range of learners of differing abilities and aspirations, in addition to the full range of staff groupings within FE. This framework will go well beyond the limited definition of Information Literacy, to include basic ICT skills, e-safety, Web 2.0 technologies and the effective use of VLEs
- The following 'landscape' documentation has influenced our definition of Digital Literacy; *Digital Britain* (DCMS and BIS, 2009), *The Heart of Digital Wales* (WAG, 2009), *Digital Inclusion in Wales* (Welsh Affairs Committee, 2009), *Delivering Digital Inclusion - A strategic framework for Wales* (WAG, 2010) and *Thriving in the 21<sup>st</sup> century: learning literacies for the Digital Age* (JISC, 2009).

### **1.3 Innovation**

This project will be innovative in the following respects:

- We will investigate regional cross-institutional, institutional and whole-curriculum approaches to embedding digital literacies, and identify success factors for learners
- Develop the digital literacy skills of staff involved in learning/learner development, ie FE learning support staff, with whom JISC has not previously engaged
- Develop digital literacy skills for employability by engaging with employers, sector skills councils, professional bodies, work based learners and vocational tutors
- Develop a framework of digital literacy skills (including communication, virtual spaces and media literacies) relevant to staff and learners within FE, including competence-tagging linked to learning outcomes
- Embedding digital literacies in essential skills, work based learning and Welsh Baccalaureate
- Identifying digital literacies required for progression on to HE, for personalised lifelong learning and continuing professional development
- Use of new technologies to spread good practice across institutions eg webinars, select and develop the most appropriate mobile apps to enhance personalised learning and utilise 'closed' social networks for communities of practice eg Jomsocial

### **1.4 Outcomes**

The project should produce a range of tangible benefits for FE in the region of North Wales:

- A framework for Digital Literacy developed within and across institutions, with the support of relevant professional bodies and other agencies, which will become embedded in organisational strategic priorities and can be replicated by other FE and HE institutions
- A range of strategies to support the development of digital literacies tailored to specific groups of staff and learners
- Exemplary staff development and learning materials suitable to be shared across institutions in the form of a Digital Literacy toolkit
- Embed digital literacy skills delivery in the curriculum, to ensure widespread take-up and long term sustainability
- Develop and expand digital literacy skills amongst different groups of teaching and learning staff across institutions by sharing good practice
- Embed the use of digital literacy in scholarly activity

- Enhanced institutional involvement and support for digital literacy
- Enhance employability skills of learners
- Enhance technical and professional competencies of all staff, from each stakeholder group
- Apply transformational and instructional leadership models to effect cultural change

## 1.5 Digital Literacy Scope

We will develop a framework of Digital Literacy skills which will encompass a broad range of skills as follows:

- ICT/computer literacy: effective use of College network systems, software and communication tools
- information literacy: ability to find and evaluate information sources
- media literacy: ability to use audio and visual ICT resources in teaching and learning
- communication and collaboration: the ability to engage in communities of practice within and between organisations, utilising collaborative electronic tools
- digital scholarship: the ability to collaborate, collate and share digitally with regards to scholarly activity
- learning skills: the ability of all staff and learners to utilise appropriate digital skills and technologies
- life-planning: the ability of all staff and learners to utilise digital skills in their everyday lives

## 1.6 Stakeholder Groups

The approach the project will take with regards to stakeholder groups is for each institution to target two or more groups, and to share their findings and embed practice amongst the same group in other institutions. We have identified the following stakeholder groups which are prevalent within FE:

- **Academic staff**  
This includes tutors and assessors working with the sector: 14-16 year olds, 16-19 vocational students, work based learners, adult & community learners, HE students, learners with educational difficulties or disabilities and part-time mature students
- **Research staff**  
This includes teaching and non-teaching staff engaged in scholarly activity
- **Librarians and learning resource staff**  
Staff engaged in direct support of learners with regards to information seeking and ICT in libraries and learning centres
- **Academic and functional managers and college Governors**  
This encompasses all institutional managers at middle and senior level and college Governors
- **Learning support staff**  
This encompasses all support staff engaged directly in learning eg classroom assistants, lab technicians, learning support assistants
- **Business support staff**  
This includes all support staff not directly engaged in learning eg Finance, Estates, Registry, Refectory staff
- **Students**  
This encompasses the full range of learners encountered in FE from entry level to undergraduate ie 14-16 year olds, 16-19 vocational students, Work based learners, Adult & community learners, HE students, learners with educational difficulties or disabilities and part-time mature students

## 1.7 Working with professional bodies

The range of project partners means that project team members already have links with a range of professional networks and bodies which can be utilised in the project.

These include the Colegau Cymru (Welsh Association of Colleges) professional networks– which include Estates, Student Support, Learning Resources, Network Managers, Learning Technology etc.

In addition, project members have formal link with library bodies eg Chartered Institute of Library & Information Professionals (CILIP), Museums, Archives, Libraries Wales (CyMAL) and the Welsh Information Literacy framework steering group

Furthermore there are established links with ILT/ICT bodies and sector skills councils (eg E skills, BCS, ALT and LSIS) and the Deloitte for the Deloitte Employability Skills programme.

## 1.8 Risk Factors

<b>Risk</b>	<b>Probability (1-5)</b>	<b>Severity (1-5)</b>	<b>Score (P x S)</b>	<b>Action to Prevent/Manage Risk</b>
Staffing	2	5	10	Work shared across institutions
Student participation	2	5	10	Ensure buy in through tutors and students.
Organisational	2	5	10	Create effective cross college project board
Technical	1	3	3	Ensure co-operation from ICT services and effective joint working as above
Legal	1	5	5	Ensure quality controls are put in place to ensure compliance with issues such as IPR, copyright
Safeguarding	1	5	5	Ensure staff and learners are clear of their roles and
External suppliers	0	0	0	Not applicable

## 1.9 Workplan

<p><b>July-Aug 2011</b></p>	<p><b>Establish Project Teams</b> Identify key staff in each institution, establish Project Board to meet bi-monthly</p> <p><b>Review current processes and practices</b> Develop tools to establish baseline Digital Literacy provision, and create initial literacies framework Establish links with relevant professional networks and bodies</p>
<p><b>Sept-Oct 2011</b></p>	<p><b>Collect and analyse Digital Literacy baseline data, and the current and future needs of stakeholder groups. Plan innovation of an institution wide approach to Digital Literacy, focussed on each individual stakeholder group</b> Identify the digitally excluded and those already making effective use of digital literacy Each institution will focus on specific stakeholders in the first year as follows:</p> <p><b>Deeside College</b> Work Based Learning – learners and assessors Special Educational Needs/Independent Living Skills learners and tutors Learner Support Staff</p> <p><b>Coleg Harlech</b> Adult &amp; Community Learning – learners and tutors</p> <p><b>Coleg Llandrillo</b> Staff engaged in scholarship HE tutors and learners Library &amp; Learning Resource Staff</p> <p><b>Coleg Menai</b> Vocational FE &amp; ESOL – learners and tutors Business Support Staff</p> <p><b>Yale College Wrexham</b> A Level, vocational &amp; 14-19 provision – learners and teachers Managers &amp; Governors</p>
<p><b>Nov 2011-Mar 2012</b></p>	<p><b>Pilot the innovations</b> Establish communities of practice at an institutional level Identify transformational leaders and processes within each stakeholder group at each institution Create and test a range of resources and processes for developing and delivering effective digital literacy skills</p>
<p><b>April-May 2012</b></p>	<p><b>Evaluate innovations and processes with regards to effectiveness based on feedback from stakeholder groups</b> Identify exemplar resources and processes</p>
<p><b>June-Oct 2012</b></p>	<p>Plan rollout to other institutions Raise awareness amongst staff in other institutions Disseminate findings amongst project member institutions and the wider</p>

	FE & HE community
<b>Nov 2013</b>	<b>2012-Mar</b> <b>Embed the innovations and plan for sustainability</b> Rollout and embed innovations and processes across institutions
<b>April</b>	<b>Dissemination event for wider FE &amp; HE community</b>
<b>June 2012</b>	<b>Final project evaluation</b>

## 2 Engagement with the community

Project findings will be disseminated to the wider FE and HE community in Wales and the rest of the UK through a range of mechanisms:

- Disseminate findings through JISC Support and Synthesis project
- The project team will disseminate their findings through articles in a variety of library and ILT publications and electronic lists.
- The project team will share their findings via the project website and partner college websites, VLEs and through the use of Web 2.0 technologies eg via wikis, Twitter and blog posts
- The project team will give presentation to groups/conferences via RSC regions and academic groups (eg Colegau Cymru, ALT, IFL, CoFHE etc)
- Webinars highlighting use of new technologies and best practice
- North Wales based sharing good practice event
- Dissemination of the final report findings through a range of appropriate media

## 3 Budget

## 4 Project team

The project management team has experience of undertaking other project work in relation to information literacy, reader development and the use of Web 2.0 tools in FE as part of CyMAL (Museum Archives and Libraries Wales) Inspiring Learning grants and JISC X4L project.

### 5.1 Team members

The project will be led by **Dr Andrew Eynon** (Library & Learning Technology Manager, Coleg Llandrillo). He has been a manager at Coleg Llandrillo since 1999. In that time Andrew has project managed three CyMAL (Museums, Archives, Libraries Wales) Inspiring Learning Projects, covering information literacy, reader development and the use of Web 2.0 tools in FE library services<sup>2</sup>. Andrew is currently managing a JISC funded project on the use of peer e-guides to support digital literacy amongst FE students.

**Pete Richardson** (Learning Technologist) will advise on the use of learning technologies in the project, provide support and content as regards our Moodle VLE and will lead on embedding ICT skills into the curriculum. Pete is currently Senior Learning Technologist at Coleg Llandrillo and teaches on Initial Teacher Training courses at Llandrillo and on the MA/MEd course at Bangor University. Pete has been involved in curriculum development projects, educational computing and Internet use for 30 years and since 2001 has pioneered the use of VLEs within Coleg Llandrillo. Pete was part of the College's Virtual Learning Centre working on a number of the JISC X4L projects.

**Siona Murray** (Information Officer, Coleg Llandrillo) will lead on the e-safety and use of Web 2.0 tools within the project. Siona is a chartered librarian who has worked in the library and information sector for the past eleven years. She has experience of government, health, FE and HE library services both in Ireland the UK. She is currently involved in developing e-safety resources for the College network and is in the process of developing a new e-safety learning tool with Independent Living Skills students, linked to an RSC Wales initiative. Through a local volunteer network, she has also recently been involved with the Conwy Parents Network and Denbighshire Child Safeguarding team by feeding into their cyberbullying and safer social networking resource development.

**Ceri Powell** (Deputy Library Manager, Coleg Llandrillo) will lead on the information literacy strand of the project. Ceri is a Chartered Librarian with twelve years of experience of working in Further Education Libraries. Ceri currently teaches the Information Literacy sessions on the Foundation Degree in Library and Information Management at the College. She also has responsibility for co-ordinating the Library's Information Skills programme and was involved in delivering Information Skills sessions as part of the CyMAL funded Inspiring Learning Projects 2006-8.

**Ian Rennie** (IT Workshop & Learn Direct Manager, Coleg Llandrillo) will lead on the ICT and employability skills strand of the project. Ian has been IT Workshop manager since 2003 having previously worked as a programmer and software engineer. In addition, Ian has been Learn Direct Manager since 2010. Ian holds a PGCE and has been teaching part time since 2002 including delivering several HE modules for Applications of ICT in Libraries and Foundation Degree in Library & Information Management.

**Caroline Rhys** is currently the ILT Development Officer at Deeside College, supporting curriculum development and adoption of ILT across three campuses. Caroline joined Deeside College on completion of a BSc in Computer Science and Information Systems and went on to complete a

---

<sup>2</sup> <http://library.wales.org/inspiring-learning/case-studies/evaluation-of-generic-social-outcomes-fe/>

PGCE. Skills that can be used on the project include technological development, eg Flash, xHTML, XML and Xerte.

**Bill Matthews** is ILT Champion at Coleg Llysfasi, now part of Deeside College. Bill's role is to research new technologies for inclusion into mainstream teaching and learning, to train staff in existing systems and hardware, to advise departments on best practices and to promote the use of technology throughout the curriculum. Qualifications include a BEd Hons (NEWI) in Business and IT and an MSc (Lancaster) in Advanced Learning Technology. Bill has been involved in the LearnTech ILT Champions network since its inception and is a VB.Net/SQL/Ajax programmer.

**Patrick Cox** is the Learning Centre and E-learning Manager at Deeside College with management responsibility for the ILT and VLE team. Patrick has worked in the FE sector for eighteen years acting as a Peer Assessor in both NW England and Wales and is past chair of the Liverpool Libraries Partnership. Patrick is Ufi Learndirect Manager for NE Wales and works in partnership with business and local government to improve ICT literacy skills and is a member of the WULF Steering Group for N Wales.

**Karen Coyle** is VLE Coordinator at Deeside College with considerable expertise in Moodle. Karen is a member of both the UK Moodle Steering Group(10/11) and Wales Moodle Steering Group. Karen's role demands a high level of innovation and experimentation with new technologies associated with Moodle and is currently working closely with WJEC and ULCC to develop an ePortfolio system. Karen is the author of OCN Blended learning using Moodle (L4) qualification.

**Sarah Williams** is the IT Learning and Services Manager at Yale College and has management responsibility for ILT and IT Services. She has worked in the FE sector for 18 years teaching IT, Music and Initial Teacher Training. She has an MSC in IT and is currently undertaking an MA in Leadership and Management in FE. She has worked on a number of VLE projects in the Wrexham area and was Ufi Learndirect Manager for Wrexham from 2002 – 2009.

**Berni Durham-Jones** is an ILT Practitioner and ICT/PGCE Lecturer at Yale College and has responsibility for training staff in all areas of ILT. Furthermore, Berni is the administrator for the College's virtual learning environment (Moodle). In addition to this Berni is also a trainer for the local authority and has trained staff from across North Wales in the use of Moodle both at a course level and administrative level. She has worked in the FE Sector for 11 years teaching adults in the community, special educational needs, construction and engineering students, PGCE students as well as computing students. Berni has a BA Hons in Education and is currently nearing completion of a MSc in Blended and Online Education with Edinburgh Napier University.

**Carys Davies** is the Teaching and Learning Development Manager at Yale College and has management and responsibility for developing the quality of teaching and learning, upskilling staff and supporting innovative projects to enhance teaching and learning. She has worked in the FE and schools sectors for 15 years, as an advanced practitioner, teaching PGCE, Geography and English. Prior to FE, Carys was a Head of English and Languages in a large secondary school. She has an MA in English, an MA in Education and is currently undertaking an MA in Leadership and Management in FE. She has worked on many projects, including writing an LLUK application guide, working with the NUT on a DFID project and managing a Quality Improvement Fund project for the Welsh Assembly Government.

**Marco Vianello** is a PGCE lecturer and ILT practitioner. Marco currently delivers on; Teacher Training programmes, Deloitte Employability Skills Master training, Learning Coach Training and supports Teaching colleagues in their using of Learning Technologies. Previously Marco lectured in the ICT and Languages faculties and prior to teaching worked as an Aeronautical Engineer and Strategic Human Resources professional. Marco has qualifications in Aero-engineering, the Institute of Personnel development (IPD), holds a first class Honours degree in Education and is currently completing an MA in Post Compulsory Education and Training. Marco is the national coordinator (for Wales) on the Deloitte Employability Skills Programme (DESP) and coordinates Learning Coach

training on behalf of Yale college for Wrexham and Flintshire LEAs. Research currently concentrates on; 'The efficacy of learning coach interventions in the Wrexham 14-19 network'.

**Joanne Stewart** is the Learning Resource Centre Manager and has responsibility for the library and open access facilities. She has worked in the FE sector for 20 years and has managed two new library development projects in that time. She is a Chartered Librarian and has an MA in Social History and an NVQ Level 4 in Management. Joanne has been involved in a number of grant assisted projects and has led on reader development and mobile technology projects with internal and external partners. Joanne has had experience in developing online tools for information literacy skills and is currently engaged in the further development of the use of mobile technology in the context of the library/learning resource centre.

**Sally Stringer** is the Assistant Principal at Coleg Harlech WEA(N). Previously a freelance consultant for ICT. Work has included inspector for the Adult Learning Inspectorate/Ofsted/Estyn for ICT for thirteen years. Consultant for the DFeS Standards Unit, writing developing and delivering ICT learning materials to sixth form/FE colleges and training providers including in judicial services. This included acting as Regional Subject Lead for ICT (West Midlands) which involved running a series of termly workshops for all training providers of ICT in the Midlands. In addition, showcasing the material in national road shows across England. Consultant for a range of training providers across England and Wales.

**Susan Owen Jones** is the External Funding & Business Development Manager at Coleg Harlech WEA(N). She has a BA(Hons) in Business Studies & a MSC in Economic Regeneration. Susan has significant project & contract management experience within the FE, public & private sectors. Projects have included: skills development; research; capital works; business development grants; IT for business growth; economic inactivity projects; child poverty etc. The projects have included European projects, e.g. ESF, ERDF, EAGGF & various others e.g. Lottery, WAG, commercial contracts etc.

**Ian McNeil** is a tutor at Coleg Harlech responsible for teaching ECDL includes teaching support for distance-learning ECDL, he teaches Digital Photography, Web Site Design and development and Search Engine Optimisation to adults in class and online and in class room using Moodle VLE courses he has developed himself. Ian has a PGCE in Secondary ICT and Outdoor Education; MSc Computing and Internet Systems. Ian is currently seconded as Technical coordinator for the HUB project; a Dynamo project for the Creative Industries. Ian also manages his own website development and design company 'http://climb8.com'. In 2007, Ian developed the community website for Barmouth Communities First Partnership - this site won the network Wales award for best communication web site in 2009. More recently Ian has developed a social networking website designed to promote Enterprise education across Wales, <http://enterpriseinwales.com> (a Dynamo funded project) and in the past year worked on a JISC funded project as technical coordinator to further develop an online art gallery and e-commerce site for artists throughout Wales, <http://galericymru.com>.

**Tudur Evans** is the ILT Champion at Coleg Harlech WEA(N), and has been involved in the LearnTech Wales group since 2007. Tudur has responsibility for workplace and Union learning; developing bespoke blended learning solutions to support low skilled, low paid employees. Tudur is an External Verifier for the OCN in Wales and sits on the IT Quality Panel. Tudur has worked in Adult Community Learning for over 16 years adapting learning technology for use in remote rural locations and as a project manager including JISC projects.

**Paul Edwards** is the E-Learning Manager from Coleg Menai, having spent 16 years within the FE sector in a variety of roles from lecturing (IT, Maths, PGCE, Management) through to managing. Paul has successfully managed numerous ILT projects including a JISC SWANI project as well as various European Objective 1 projects. Paul manages the Learndirect provision at the college, which won the Wales Learndirect Centre of the Year in 2010, and achieved second place in the UK awards. 2010 also saw success in winning BECTA's Next Generation Learning Award. Paul is a member of

Learntech Wales ILT group, Moodle Wales user group as well as a steering group member for RSC Wales.

**Meirion Roberts** is the Staff Development and Learner Involvement Manager at Coleg Menai. Meirion has been involved in FE at almost all levels for more than 30 years, starting as an Automotive Technology technician and lecturer before becoming a manager. Meirion was also responsible for pioneering e-learning within the college with the adoption of ECDL courses and subsequent delivery for thousands of learners over a 9 year period. Meirion is passionate about ILT and has embedded ILT extensively within the staff development priorities of the college. Meirion has developed numerous online tools and systems to support staff at all levels with their work.

**Myo Tint** is originally from Burma and having successfully learned English (and Welsh), Myo has been an ESOL lecturer within Coleg Menai for more than 10 years. Myo has extensive practical use of online learning and has been an excellent advocate of the Learndirect ESOL and ELLIS (English Language Learning Instruction System) courses. Myo was one of the first tutors in Wales to fully realise the potential of ELLIS and use it successfully with learners and was awarded the 2008 Learndirect Centre Staff award for his efforts. In addition, Myo was an early adopter in the use of ILT and has been an ILT Champion at the college.

**Dr Christine Blight** has been a lecturer at Coleg Menai for more than 6 years and has lectured at many levels and subjects within the college, from basic literacy and numeracy courses through to HNC/HND courses. Christine has had extensive experience in the practical and effective use of ILT within her teaching, and has often been cited as an exemplar case study and tasked with sharing her good practice within the college. Christine is currently delivering formal, accredited staff development courses within the college in the effective use of VLEs and Interactive Whiteboards.