

Evaluation of the Effectiveness and Impact of Communications and Dissemination Activities of the JISC e-Learning programme

Report and Recommendations

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CONTENTS

CHAPTER I: INTRODUCTION	5
CONTEXT	5
FOCUS OF THE EVALUATION	5
OUTLINE METHODOLOGY	5
DOCUMENT STRUCTURE	6
CHAPTER II: EFFECTIVENESS OF ACTIVITIES	7
PART 1 – REVIEW OF QUANTITATIVE DATA: HAVE E-LEARNING PROGRAMME COMMUNICATIONS REACHED THE INTENDED AUDIENCES?	7
<i>Publications</i>	7
Total reach	7
Downloads	8
Reach by job title	10
Sectors reached	11
Locations reached	11
<i>Additional online resources</i>	11
Hosted on the JISC website	11
Hosted by JISC CETIS	12
Hosted by JISC InfoNet.....	13
Hosted by JISC Netskills	13
<i>Additional publicity for publications</i>	13
JISC Inform	13
Blogs and web articles.....	14
<i>Workshops</i>	15
<i>'Innovating e-Learning' online conferences</i>	16
<i>Conclusions: Who are the activities reaching?</i>	17
<i>How should the e-Learning programme collect and record quantitative data on activities in the future?</i>	17
PART 2 – EVALUATION OF ACTIVITIES: COMPARE AND ASSESS THE IMPACT OF ACTIVITIES	19
SUMMARY OF E-SURVEY DATA.....	19
SUMMARY OF QUALITATIVE FEEDBACK	21
<i>Barriers to implementing e-learning</i>	21
<i>Evaluation of publications and briefing papers</i>	21
Most recognised.....	21
Positive feedback	21
Content	22
Case studies	22
Relevance to their specific role or institution	22
Impact on the role/institution.....	23
Feedback on individual activities and their impact	24
Practice guides versus briefing papers	28
Preferred format (i.e. hard copies versus digital) and supporting reasons.....	28
Areas for development	29
<i>Workshops and online conferences</i>	30
Relevance	30
Motivations	31
Barriers to attending	31
Motivations to engage in future events	31
<i>Feedback from JISC services and partners</i>	31
Positive feedback	31
Additional points raised.....	32
What can JISC e-Learning programme do to help JISC services and partners to make better use of e-Learning programme resources?.....	32
Summary of feedback from JISC services and partners	32

Learning and Teaching Experts Group	33
<i>Conclusions: Have the activities made an impact?</i>	33
CHAPTER III: CASE STUDIES	35
CASE STUDIES OF INDIVIDUAL AND INSTITUTIONAL IMPACT	35
CHAPTER IV: THOUGHTS FOR THE FUTURE.....	37
FUTURE AREAS OF INTEREST FOR JISC E-LEARNING PROGRAMME COMMUNICATIONS	37
RECOMMENDATIONS FOR FUTURE JISC E-LEARNING PROGRAMME COMMUNICATIONS	37
1. <i>Improving the impact and take-up for future JISC e-Learning programme communications and dissemination activity. What lessons can be learnt from this evaluation to help inform the direction and types of future activities?</i>	38
A. Responding to the financial challenges within the sector: “A more for less strategy”	38
B. Demonstration of effectiveness	39
C. Audience segmentation: the development of information to target and engage specific audiences effectively	39
D. Engaging staff in conferences and workshops	40
E. Investigation of new markets	41
2. <i>Establishing systems for evaluating future JISC e-Learning communications and dissemination activities at regular intervals</i>	41
CHAPTER V: APPENDICES.....	44
APPENDIX 1: SUMMARY OF COMMUNICATIONS AND DISSEMINATION ACTIVITIES	44
<i>Publications</i>	44
<i>Briefing Papers</i>	44
<i>Workshops</i>	44
<i>Online conference</i>	44
<i>Other activities</i>	45
APPENDIX 2: QUANTITATIVE DATA SOURCES FROM JISC AND PARTNERS.....	46
APPENDIX 3: E-SURVEY METHODOLOGY AND DEMOGRAPHIC DETAILS.....	47
<i>Survey</i>	47
<i>Recruitment for e-survey</i>	49
<i>Demographics</i>	50
APPENDIX 4: DEMOGRAPHICS OF TELEPHONE INTERVIEWEES.....	68

LIST OF FIGURES

FIGURE 1: NUMBERS OF HARD COPIES OF JISC E-LEARNING PROGRAMME PUBLICATIONS PRINTED AND DISTRIBUTED	7
FIGURE 2: NUMBER OF DOWNLOADS OF JISC E-LEARNING PROGRAMME PUBLICATIONS.....	8
FIGURE 3: RANKED LIST OF JISC E-LEARNING PROGRAMME PUBLICATIONS WITH THE GREATEST REACH (HARD COPIES VERSUS DIGITAL DOWNLOADS).....	9
FIGURE 4: NUMBERS WHO HAVE READ JISC E-LEARNING PROGRAMME PUBLICATIONS ON JISC INFONET	10
FIGURE 5: JOB TITLES REACHED BY ALL MAILED JISC E-LEARNING PROGRAMME PUBLICATIONS.....	10
FIGURE 6: VISITS TO THE <i>TECHNOLOGY ENHANCED LEARNING ENVIRONMENTS AND E-PORTFOLIOS</i> INFOKITS HOSTED ON JISC INFONET	13
FIGURE 7: SUMMARY OF JISC E-LEARNING PROGRAMME WORKSHOPS	15
FIGURE 8: SUMMARY OF NUMBERS AT ONLINE CONFERENCES	16
FIGURE 9: LEVEL OF INTERNATIONAL ATTENDANCE AT ONLINE CONFERENCES	16
FIGURE 10: JOB ROLES OF E-SURVEY PARTICIPANTS.....	19
FIGURE 11: USE OF DIFFERENT COMMUNICATIONS CHANNELS AMONG E-SURVEY PARTICIPANTS.....	19
FIGURE 12: IMPACT OF JISC E-LEARNING PROGRAMME COMMUNICATIONS AMONG E-SURVEY PARTICIPANTS	20
FIGURE 13: IMPACT OF JISC E-LEARNING PROGRAMME COMMUNICATIONS AMONG PARTICIPANTS WORKING AS INSTITUTIONAL MANAGERS	20
FIGURE 14: RANKED LIST OF SPONTANEOUS REFERENCES TO JISC E-LEARNING PROGRAMME PUBLICATIONS AMONG E-SURVEY PARTICIPANTS	25
FIGURE 15: EMAIL LISTS USED TO DISTRIBUTE INVITATIONS TO THE E-SURVEY.....	49
FIGURE 16: RANKED LIST OF THE CHANNELS THROUGH WHICH E-PARTICIPANTS HEARD ABOUT E-SURVEY.....	50
FIGURE 17: JOB ROLES OF E-SURVEY PARTICIPANTS.....	50
FIGURE 18: TYPE OF ORGANISATIONS AT WHICH E-SURVEY PARTICIPANTS WORK	50

CHAPTER I: INTRODUCTION

Context

The Joint Information Systems Committee (JISC) is a joint body of the UK Higher and Further Education Funding Councils. It aims to encourage the use of Information and Communications Technology to support learning, teaching, research and administration within universities and colleges.

The aim of the JISC e-Learning programme is to enable UK further and higher education to use technology to create a better learning environment for all learners, wherever and however they study. This is being addressed through a combination of funded projects, evaluations, case studies, reviews and community consultations. The outputs of this work are then synthesised and disseminated among a wide audience in further and higher education. These varied audiences include practitioners, learning technologists, senior and middle managers, researchers and developers working across the community. The programme aims to influence these audiences and thereby impact upon personal and institutional uptake of technology enhanced learning.

The JISC e-Learning programme identified a need for the objective evaluation of a range of its communication and dissemination activities, which had taken place during 2004-2009, in order to:

1. Assess whether the approaches used have led to impact and take-up across the sector.
2. Inform the future development of effective communications and dissemination activities.

Stamp Consulting has undertaken this evaluation for JISC and the findings of the study are reported within this document. A separate Executive Summary document outlines the main findings in brief.

Focus of the evaluation

The evaluation has been conducted in two parts:

1. A review of the available quantitative data relevant to a range of JISC e-Learning programme publications, communications and events; for example, the number of publications distributed and downloaded plus workshop and conference attendee details.
2. An evaluation of key activities in order to identify where and how these have had an impact upon personal and institutional practice. This has been conducted via an e-survey plus telephone interviews with a representative sample of participants.

Outline methodology

A variety of methodologies were used in the evaluation process:

1. Part one of the study involved the collection of data from JISC and various partner organisations regarding the reach of activities. This includes download data for e-Learning programme resources on the internet, numbers of hard copy publications distributed and details about workshop and conference attendees. A full list of data sources is included within *Appendix 2*.
2. Part two of the study gathered information about the impact of the communications among target audiences, and was launched with an e-survey accessed via a JISC website link. This process enabled the collection of data about the usefulness of JISC e-Learning programme communications, plus the collection of examples of impact on practice, as well as sourcing participants for subsequent telephone interviews and case study compilation. The key activities evaluated in part two of the study were chosen by the JISC e-Learning programme team and include:

- *Effective Practice with e-Learning* publication (2004).
- *Designing Spaces for Effective Learning* publication (2006).
- *Effective Practice with e-Portfolios* publication (2008).
- *Responding to Learners* publication (2009).
- *In Their Own Words* publication (2007).
- *Effective Practice in a Digital Age* publication (2009).
- An overview comparison of the 'glossy' Effective Practice publication format compared to the briefing paper format.
- Associated supporting workshops (i.e. for Planning and Evaluating e-Learning Practice, Designing Spaces for Effective Learning, Effective Practice with e-Portfolios).
- Innovating e-Learning 2006-2009 (online conferences).

A summary of all key communications and dissemination activities is included within *Appendix 1* of this document.

Full methodology and demographic details for the e-survey are contained within *Appendix 3* of this document.

3. Structured telephone interviews were then conducted with a sample of 19 respondents obtained from the e-survey. Both the e-survey and telephone interviews gathered responses from a representative range of participants. Demographic details of the telephone interviewees are contained within *Appendix 4*.
4. In addition to the brief examples of impact given by participants in telephone interviews and open questions in the e-survey, five case studies from further and higher education have been produced which illustrate the influence of the e-Learning programme in greater detail. These were developed via a combination of in-depth telephone interviews and institutional visits.

This document provides an objective evaluation of key JISC e-Learning programme communication and dissemination activities, plus examples of their impact on personal and institutional practice. This has been possible through the participation of individuals who responded to the e-survey and agreed to take part in telephone interviews and case studies. Stamp Consulting is grateful to Sarah Knight at JISC for her help throughout the study, plus other individuals working at JISC and partner organisations, such as the JISC Centre for Educational Technology and Interoperability Standards (CETIS), JISC Regional Support Centres (RSCs), JISC InfoNet, JISC Netskills, the HE Academy and the National Institute of Adult Continuing Education (NIACE).

Document structure

This document is structured as follows:

Chapter I	Introduction
Chapter II	Effectiveness of activities: <ul style="list-style-type: none"> • Part 1: Review of quantitative data. • Part 2: Evaluation of activities.
Chapter III	Case studies
Chapter IV	Thoughts for the future: <ul style="list-style-type: none"> • Future areas of interest for JISC e-Learning programme. communications. • Recommendations for future JISC e-Learning communications.
Chapter V	Appendices <ol style="list-style-type: none"> 1. Summary of communications and dissemination activities. 2. Quantitative data sources from JISC and partners. 3. E-Survey methodology and demographic details. 4. Demographics of telephone interviewees.

CHAPTER II: EFFECTIVENESS OF ACTIVITIES

Part 1 – Review of quantitative data: Have e-Learning programme communications reached the intended audiences?

Publications

Total reach

Since 2004, over 100,000 printed publications have been mailed directly to users by the JISC e-Learning programme. Multiple copies of key *Effective Practice* publications have been sent directly to higher education institutions and further education colleges across England, Wales, Scotland and Northern Ireland. For example, 3 copies of *Effective Practice in a Digital Age* were sent addressed to different job titles at all 172 HE institutions across England, Wales, Scotland and Northern Ireland and to 330 FE colleges (approximately 73% of all FE colleges¹) in the UK.

Additional materials have also been distributed at conferences and other events, as demonstrated by the full count of numbers of publications printed.

Figure 1: Numbers of hard copies of JISC e-Learning programme publications printed and distributed

Publication	Quantity ordered	Quantity bulk mailed at launch	Total distributed	Total print quantities
<i>Innovative Practice with e-Learning</i>	13,565	4,443	18,008	20,000
<i>Designing Spaces for Effective Learning</i>	10,285	6,078	16,363	20,000
<i>Effective Practice with e-Assessment Guide</i>	8,125	1,549	9,674	10,000
<i>Effective Practice with e-Learning</i>	20,501	4,999	25,500	25,500
<i>In Their Own Words</i> [A4 booklet and CD-ROM]	10,436	3,295	13,731	20,000
<i>Game-based Learning</i>	180		180	200
<i>Technology-Rich Physical Space Design</i>	2,366		2,366	4000
<i>The Use of Technology to Support Admissions to Higher Education</i>	1,386		1,386	1,500
<i>Tangible Benefits of e-Learning</i> briefing paper	2,254		2,254	2,000
<i>Distributed e-Learning Programme - Stories from Regional Pilot Projects</i>	1,608		1,608	2,000
<i>Effective Practice with e-Portfolios</i>	9,817	1,991	11,808	20,000
<i>Timetabling Study</i> briefing paper	489		489	500
<i>Effective Practice in a Digital Age</i>	17299	2,279	19578	20,000
<i>Learning Literacies in a Digital Age</i> (LLiDA)	1,372		1,372	2,000
<i>Managing Curriculum Change</i>	2,156		2,156	5,000
<i>Responding to Learners Pack</i>	989		989	1,000
TOTAL²	102,828	24,634	127462	153,700

¹ Approximate number of FE colleges (450) calculated from lists on Wikipedia.

http://en.wikipedia.org/wiki/Further_education#Further_education_by_country

² In addition, JISC InfoNet distributed copies of early JISC e-Learning publications directly from their website, until this was replaced, subsequently, by the direction of enquiries to the JISC request site. 296 copies of

Data accurate 5 May 2010. NB: Some disparities in total print quantities (for example, where the number printed appears to be less than the total number distributed) can be accounted for by print runs which were not commissioned through the central production point; for example, to support special events. In addition, stock returned to the warehouse was not recorded until October 2009. The more consistent monitoring of distribution data will be beneficial to future evaluation processes.

Downloads

In addition to hard copies, publications have also been available as digital downloads from the JISC website. Some have been particularly popular; for example, downloads of *Designing Spaces for Effective Learning*³ nearly doubles its reach (over 19,000 copies were downloaded between 2007-2009, in addition to 20,000 printed copies). However, it must be noted that these figures may not necessarily reflect the number of unique readers, as feedback from telephone interviews suggests that individuals hold both physical and digital copies of publications and use them for different purposes.

Figure 2: Number of downloads of JISC e-Learning programme publications

e-Learning Publications	2007	2008	2009	Total publication downloads
<i>Effective Practice with e-Learning</i> (2004)	826	2,627	2,099	5,552
<i>Innovative Practice with e-Learning</i> (2006)	447	1,040	872	2,359
<i>Designing Spaces for Effective Learning</i> (2006)	2,376	9,610	7,376	19,362
<i>In Their Own Words</i> (2007)	1,431	1678	1,461	4,570
<i>Effective Practice with e-Assessment</i> (2007)	746	2,271	68	3,085
<i>Effective Practice with e-Portfolios</i> (2008)		3,197	7,409	10,606
<i>Technology-rich physical space design</i> (2008)		227	434	661
<i>Effective Practice in a Digital Age</i> (2009)			3,691	3,691
<i>Managing curriculum change</i> (2009)			849	849
<i>Responding to Learners pack</i> (2009)			2,787	2,787
<i>Assessing the business case for standards</i> (2009)			601	601
<i>Learning literacies in a Digital Age</i> (2009)			440	440
TOTAL	5,826	20,650	28,087	54,563

To provide some comparative context regarding other JISC files, the 'What is Web 2.0?' PDF⁴ was downloaded over 31,000 times in 2009, the JISC project plan template and progress report templates were downloaded over 11,000 and 8,000 times respectively that year, and the

Effective Practice with e-Learning were requested by 106 individuals and 219 copies of *Innovative Practice with e-Learning* were requested by 97 individuals.

³ While more detailed demographic data about individuals that download files from the JISC website is currently unavailable, it is recommended that the JISC e-Learning programme investigates the possibility of collecting such data in the future. It should be noted that all data gathering programmes have some limitations. However, Google Analytics, a popular package, is currently used by JISC Infonet, while CETIS use AW Stats.

⁴ What is Web 2.0? Ideas, technologies, and implication for education. Paul Anderson, JISC Technology and Standards Watch, 2007. www.jisc.ac.uk/media/documents/techwatch/tsw0701b.pdf

‘information behaviour of the researcher of the future’ summary⁵ was downloaded 8,000 times. These were the most popular downloads in 2009, as only 100 of around 8,500 files were downloaded over 1,000 times. The average number of downloads per file in 2009 was 156, which gives an indication of the popularity of the publications listed, above.

A comparison of the rank order of physical copies ordered versus digital copies downloaded provides an indication of the differences in each of these audiences and their interests. These figures partly reflect the length of time that each of these publications has been available for order; however, it is interesting to note the key similarities and differences:

- *Designing Spaces for Effective Learning* and *Effective Practice with e-Learning* have received a great deal of interest, both in hard copy and digitally.
- *Effective Practice with e-Portfolios* has generated relatively higher interest as a downloadable document than as a hard copy.
- *Innovative Practice with e-Learning* has been distributed in hard copy form more frequently than as a download.

Figure 3: Ranked list of JISC e-Learning programme publications with the greatest reach (hard copies versus digital downloads)

Ranked in order of number of copies accessed	Hard copies ordered	Downloaded copies
1st (Greatest reach)	<i>Innovative Practice with e-Learning</i>	<i>Designing Spaces for Effective Learning</i>
2nd	<i>Designing Spaces for Effective Learning</i>	<i>Effective Practice with e-Portfolios</i>
3rd	<i>Effective Practice with e-Learning</i>	<i>Effective Practice with e-Learning</i>
4th	<i>In Their Own Words</i>	<i>In Their Own Words</i>
5th	<i>Effective Practice with e-Assessment</i>	<i>Effective Practice in a Digital Age</i>
6th	<i>Effective Practice with e-Portfolios</i>	<i>Effective Practice with e-Assessment</i>

Since August 2009, publications have also been available as PDFs on the JISC InfoNet website using the ‘Issuu’ reader⁶. Numbers reading the publications, so far, have been fairly low and have added little to total reach; however, it is notable that *Managing Curriculum Change* benefited from significantly more promotion than other publications and, as a result, achieved a higher level of interest.

⁵ Information behaviour of the researcher of the future, UCL, 2008
www.jisc.ac.uk/media/documents/programmes/reppres/gg_final_keynote_11012008.pdf

⁶ For example *Managing Curriculum Change* at
<http://issuu.com/jiscinfonet/docs/mcc?mode=embed&layout=http%3A%2F%2Fskin.issuu.com%2Fv%2Fcolor%2Flayout.xml&backgroundcolor=ccddd&showFlipBtn=true&autoFlip=true&autoFlipTime=6000>

Figure 4: Numbers who have read JISC e-Learning programme publications on JISC InfoNet

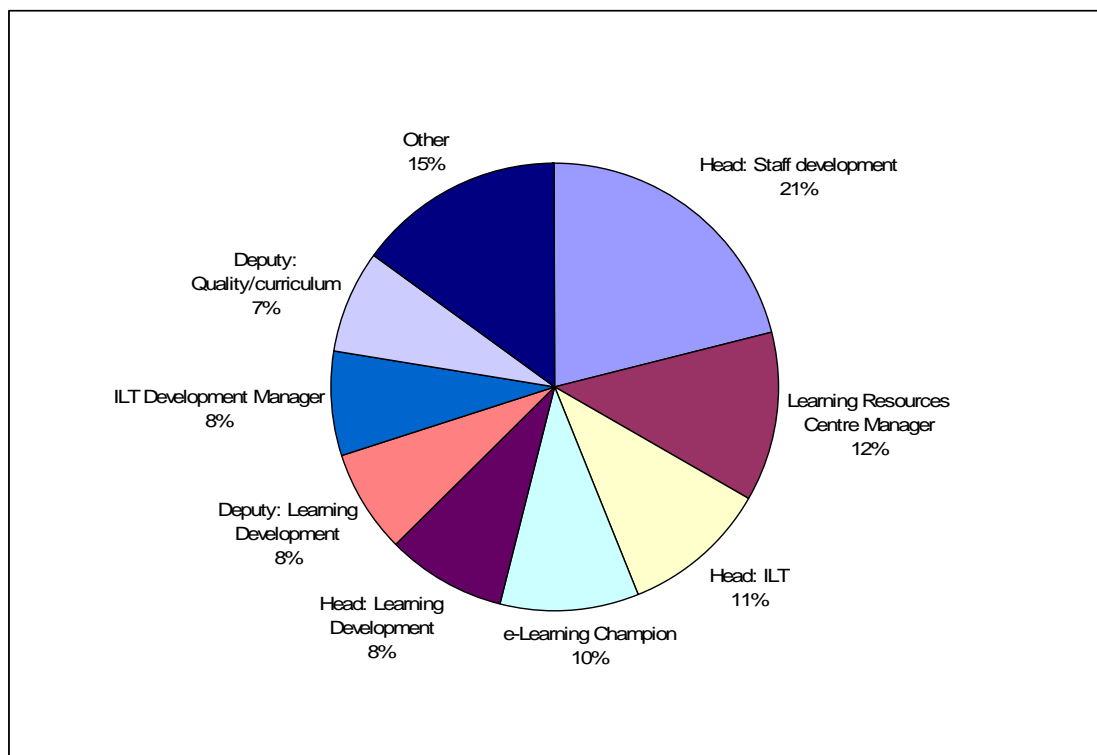
Publication	No. of readers
<i>Managing Curriculum Change</i>	1,477
<i>Effective Practice in a Digital Age</i>	186
<i>Designing Spaces for Effective Learning</i>	65
<i>In Their Own Words</i>	47
<i>Effective Practice with e-Portfolios</i>	35
<i>Effective Practice with e-Assessment</i>	31
<i>Innovative Practice with e-Learning</i>	17
<i>Responding to Learners</i>	-
<i>Effective Practice with e-Learning</i>	-

Figures accurate at March 2010.

Reach by job title

At present, the available data for job titles or roles reached by the publications is held for bulk mailings only and not for individual orders. This information illustrates the range of job titles targeted by the communications, including staff developers, institutional managers as well as ILT champions and learning resource managers. Figure 5 illustrates the key groups that have been reached by bulk mailings of total publications, so far:

Figure 5: Job titles reached by all mailed JISC e-Learning programme publications



Based on individuals receiving mail outs 2004-2009.

It is important to note the limitations of this analysis: i.e. ordered copies of publications are not listed and so results are skewed by those publications with larger overall mailings; for example, *Designing Spaces for Effective Learning*, *Effective Practice with e-Assessment*, *Effective Practice with e-Portfolios* and *Effective Practice in a Digital Age*.

However, some indication of the groups interested in ordering publications may be gauged from those that ordered the total of 515 e-Learning programme publications from JISC InfoNet. Of the 119 job titles available from this data, the key groups represented were:

- 18% e-learning staff.
- 18% lecturers/researchers.
- 11% library staff/library management.
- 9% staff involved in academic/learning development.
- 8% worked in ICT.
- 8% in management.

From this data, it appears that, at present, the JISC publications reach mainly those with an existing interest in information provision, e-learning and learning enhancement and not just individuals whose jobs have an explicit focus on technology. While a significant number of lecturers and researchers are reached, it is notable that, in comparison to other job roles, lower numbers of institutional managers are reached.

Sectors reached

Publications have been sent out to both FE and HE institutions. Initial mail shots have tended to send multiple copies to each institution in the UK and, because of the higher number of FE colleges than universities, this has meant that the sector reach is skewed towards FE; for example, 80% of the copies of *Effective Practice with e-Learning* distributed as a mail shot were sent to FE institutions, with 15% sent to HE institutions and 5% to adult and community learning (ACL). However, 58% of additional copies ordered were requested by HE institutions, 34% from FE institutions and 8% from ACL. Data from mail shots for other key publications records similar results, with 60-80% of copies sent to FE; however, *Designing Spaces for Effective Learning* is the exception, with 56% distributed to HE. In general, however, additional copies have tended to be ordered by individuals working at HE institutions. Of the 1,907 requests for key publications from identifiable institutions, 76% were ordered by HE institutions and 24% from FE colleges (figures accurate August 2010).

Locations reached

Mail shots for key publications have been distributed successfully to the different regions within the UK, reaching HE and FE institutions across England, Wales, Scotland and Northern Ireland. For example, 52% of mail shot copies of *Effective Practice with e-Learning* were sent to institutions in England, 42% to Scotland, 4% to Wales and 2% to Northern Ireland. *Designing Spaces for Effective Learning* was sent mainly to institutions in England (71%), with 15% sent to Scotland, 10% to Wales and 4% sent to Northern Ireland.⁷

A small number of copies were also sent beyond the UK as part of the original mail shot; for example, 7 copies of *Effective Practice in a Digital Age* and 8 copies of *Innovative Practice with e-Learning* were sent to countries such as Australia, Austria, New Zealand, Croatia and the U.S. Additional copies have also, on occasion, been ordered from institutions outside the UK.

Additional online resources

Hosted on the JISC website

The JISC website hosts a variety of resources which are linked to its various e-Learning programme publications and associated workshops. It is difficult to collate and summarise the reach of these,

⁷ Geographical data regarding the locations reached by mailed publications is currently limited: it is recommended that this data is gathered and summarised for future analysis and evaluation processes.

due to the vast amount and diversity of files and the changing content. However, if taken as a snapshot, the number of downloaded files relating to key publications in 2009 offers an insight into their popularity.

In general, the most downloaded files are the PDF copies of the key publications, as listed above. However, the single most downloaded item in 2009 was the Mayes and de Freitas *e-Learning Models Desk Study*⁸, which was downloaded as a PDF 4,024 times, and was linked via the *Effective Practice in e-Learning* and *Effective Practice in a Digital Age* publications. Other popular items, downloaded over 500 times that year, included documents listed as workshop materials in an e-Learning programme workshop session⁹, two e-Learning programme case studies¹⁰, *Designing Spaces for Effective Learning* video case studies¹¹ and Podcast 84 *Effective Practice in a Digital Age* (with 771 downloads in 2009).

Overall (with the exception of the resources listed, above), there was consistency in the levels of access across online resources, with most files downloaded approximately 300 times in 2009. Text files (rtf) provided for accessibility were the only exception, as they were downloaded, on average, only 96 times that year. These figures compare well with average number of JISC files downloaded that year (156 for text files, 200 for podcasts, and 213 for videos). However, as listed previously, a number of other files have reached even larger audiences; for example, 66 of the 456 podcasts, and 8 of the 156 video case studies.

Hosted by JISC CETIS

The contents of the CD-ROMs from the two publications (*Effective Practice with e-Learning* and *Innovative Practice in e-Learning*) have also been hosted on a JISC CETIS website, 'e-Learning.ac.uk'. These have been visited frequently and have extended the reach of the publications through the adaption of the content to fit the presentation style of the web.

Between August 2005 and February 2010, there have been over 65,000 views to the various *Effective Practice with e-Learning* web pages on the CETIS site, which equates to approximately 1,300 page views each month (based on available data: note that data for some months is missing). The most visited pages have been the explanatory text pages: the "Approaches to learning"¹² section has proved particularly popular, and more so than downloads of case studies. The *Effective Practice* case study template Word document¹³ also achieved consistently high numbers of downloads.

In the same time period (August 2005 – Feb 2010), over 95,000 visits to the various *Innovative Practice in e-Learning* web pages were recorded, which equates to approximately 1,900 page visits per month. The content of the *Innovative Practice in e-Learning* CD-ROM consisted, predominantly, of case studies, which is reflected in the pages that are most visited on this website; the case studies. However, a range of formats are being accessed regularly, including text, multimedia and downloadable documents.

⁸ Terry Mayes & Sara de Freitas, JISC e-Learning Models Desk Study
http://www.jisc.ac.uk/uploaded_documents/Stage%20%20Learning%20Models%20%28Version%201%29.pdf

⁹ Overview of the 'Design for Learning' theme of the JISC e-Learning programme
http://www.jisc.ac.uk/uploaded_documents/Overview.doc and Sandy Britain & Oleg Liber, A Framework for the Pedagogical Evaluation of Virtual Learning Environments (2004)
http://www.jisc.ac.uk/uploaded_documents/VLE%20Full%20Report%2006.doc

¹⁰ *Effective Practice with e-Learning* cases studies: Solve Problems, University of Central England (UCE)
http://www.jisc.ac.uk/uploaded_documents/casestudy.5.pdf and Negotiate Goals, Newcastle United Football Club Learning Centre
http://www.jisc.ac.uk/uploaded_documents/casestudy.1.doc

¹¹ A social and collaborative learning space: The Saltire Centre, Glasgow Caledonian University
http://www.jisc.ac.uk/media/avfiles/programmes/elearning_innovation/saltire qt.mov and A Technology rich space for inquiry-based learning : CILASS, University of Sheffield
http://www.jisc.ac.uk/media/avfiles/programmes/elearning_innovation/cilass qt.mov

¹² http://www.elearning.ac.uk/effprac/html/approach_intro.htm

¹³ <http://www.elearning.ac.uk/effprac/documents/casestudytemplate.doc>

Data regarding the location of users is unavailable for these particular web pages; however, some data is available for the 'e-Learning.ac.uk' site, as a whole, and this gives some insight into the users of the e-Learning programme resources hosted there. In 2009, 25% of the 526,665 pages viewed could be traced back to their server, and the majority (95%) of these identifiable visits came from the United Kingdom. However, an additional 130 countries accessed the website at least once, with the highest numbers of users logged from education servers in Germany, Australia, Poland, Norway, Canada, India and USA. ¹⁴

Hosted by JISC InfoNet

JISC InfoNet has housed additional supplementary material (including further case studies and multi media materials, for example), to the *Designing Spaces for Effective Learning* publication (entitled the *Technology Enhanced Learning Environments* Infokit) and *Effective Practice with e-Portfolios* publication (the *e-Portfolios* Infokit). These have extended the reach of the original publications to an even wider audience:

Figure 6: Visits to the *Technology Enhanced Learning Environments* and *e-Portfolios* Infokits hosted on JISC InfoNet

	<i>Technology Enhanced Learning Environments</i> Infokit		<i>e-Portfolios</i> Infokit	
	Page views	Unique visits	Page views	Unique visits
Landing Page	882	654	6,774	5,424
Infokit materials	139,139	116,026	36,817	30,112
Case studies	36,386	28,337	11,735	9,606

Data from 2007 – March 15th 2010.

Clearly, the practical materials are of great interest. The case studies have also proved to be a very valuable resource. The low numbers who visited the *Technology Enhanced Learning Environments* landing page, first, are notable: this indicates that individuals tended to follow a route directly to the resources, either via links or searches.

Hosted by JISC Netskills

The Netskills website hosted workshop resources related to *Effective Practice with e-Portfolios*. These were made available at the close of December 2009. Between then and March 2010, the HTML pages had been downloaded 522 times, while the slides were downloaded 1,529 times. These figures are lower per month than those resources placed on the JISC CETIS 'e-Learning' site.

Additional publicity for publications

JISC Inform

e-Learning programme publications have received moderate levels of publicity in the *JISC Inform* magazine. 8 of the 27 editions of *JISC Inform* have referred to e-Learning programme publications. *Designing Spaces for Effective Learning*, *In Their Own Words* and *Tangible Benefits of e-Learning* have each been cited in 2 editions, with *Innovative Practice with e-Learning*, *Effective Practice with e-Learning* and *Effective Practice with e-Portfolios* each receiving a citation. In addition, the

¹⁴ Additional demographic data regarding the users of e-Learning programme resources hosted on partner websites is currently limited. It is recommended that the JISC e-Learning programme works with partners to explore whether this data can be gathered and summarised for future analysis and evaluation processes.

Technology Enhanced Learning Environments Infokit has also been referenced. The bulk of these citations were in editions 19 – 24.¹⁵

Blogs and web articles

A web review of citations of key e-Learning programme publications was undertaken. *Designing Spaces for Effective Learning* was found to be the most prominent on the internet, and examples of website links to the publication are listed below:¹⁶

- **Education organisations:** HE Academy, Society of College, National and University Libraries (SCONUL), National College for Leadership of Schools and Children’s services (formerly NCSL), Learning and Teaching Spaces Advisory group, the United Kingdom Office for Library and Information Networking (UKOLN), Partnerships for Schools, Universitas 21, Scottish Library and Information Council.
- **JISC services and innovation centres:** CETIS, InfoNet, several RSCs.
- **International:** Education.edu.au.
- **Media:** Guardian education pages.¹⁷
- **Institutions:** At least 8 HE institutions (including Bradford, Canterbury, Glasgow Caledonian and Sheffield).
- **Blogs:** Several blogs including Paul Hazel (programme director of Interactive Digital Media BA, Swansea Metropolitan University)¹⁸

Designing Spaces for Effective Learning produced the largest online ‘buzz’; however, all key publications are linked via at least 11 other web pages, with between 70-75% of such web pages being ‘non-JISC’. The e-Learning programme blog is being used to disseminate news about publication launches and online conferences. All the Effective Practice publications are mentioned by a range of RSCs and by other JISC organisations such as CETIS. It should be noted that citations are not consistent across all RSC websites: it will, therefore, be helpful to encourage RSCs to develop greater consistency in the future.

Most are linked via the HE Academy ESCalate (Education subject area) web pages. Interestingly, some are linked from additional HE Academy pages; for example, the HE Academy Engineering subject area lists *In Their Own Words*, and the HE Academy Medicine, Dentistry and Veterinary area lists *Effective Practice in a Digital Age*. This highlights the need for JISC e-Learning programme to showcase a variety of disciplines across its case studies and projects.

Other key citations include:

- Positive review of the *Effective Practice* resources from an award winning blog written by an e-learning technician at the University of Bournemouth.¹⁹
- Several e-Learning programme publications listed by Ako Aotearoa, National Centre for Tertiary Teaching Excellence (New Zealand).²⁰

Key internet links for specific documents are listed within *Part 2: Feedback on individual activities and their impact*, below.

¹⁵ No evidence currently exists to suggest that references to JISC e-Learning publications in *JISC Inform* raises interest in them; however, this could be monitored more closely in the future. For example, through the tracking of daily downloads of publications at the time of citation, plus the recording of all enquiries and requests for printed copies, following a reference within *JISC Inform*.

¹⁶ Links to other e-Learning programme publications are listed within *Part 2, Feedback on individual activities and their impact*, below

¹⁷ <http://www.guardian.co.uk/education/2006/sep/19/elearning.news> 19th September 2006.

¹⁸ <http://www.paulhazel.com/?s=designing+spaces>

¹⁹ <http://www.dontwasteyourtime.co.uk/elearning/effective-practice-in-a-digital-age-jisc/>

²⁰ <http://ako.aotearoa.ac.nz/topics/term/16?page=7>

Workshops

Several workshops to support the publications have taken place in partnership with other organisations.

Figure 7: Summary of JISC e-Learning programme workshops

Workshop	Dates	No. of events	Approx no. attendees
Planning and Evaluating e-Learning Practice (in partnership with the HE Academy)	Oct 05 – March 06	7	350
Designing Spaces for Effective Learning (in partnership with the HE Academy and JISC InfoNet)	July – Sept 06	4	200
Innovative Practice with e-Learning (in partnership with the HE Academy)	March – Apr 07	5	200
Learner Experience of e-Learning (in partnership with the JISC RSCs)	Nov 08 - March 09	5	200
Effective Practice with e-Portfolios (in partnership with JISC Netskills)	Feb-March 09	5	136

Feedback from the Innovative Practice with e-Learning workshops was positive. From the 77 completed feedback forms, 38 delegates said they would definitely use the workshop materials in-house, while a further 37 said that they might adapt them before use; for example, planning to use ideas to improve their course, deliver a CPD session on e-learning or to review learning strategies.

Feedback from the Planning and Evaluating e-Learning Practice workshops was also positive; between 55% and 69% of respondents stated they would definitely use the materials they had been given. Predominately, the delegates came from e-learning support and development roles, but a number of lecturers and individuals working in staff development were also present.

There was also positive feedback across the Designing Spaces for Effective Learning workshops, with between 70 – 100% of respondents stating that they would use the materials they had been given. A large proportion of the attendees were employed in institutional management roles, including estates and learning spaces management, rather than e-learning departments, for example: this enabled JISC to reach an influential (but broader than usual) target audience extremely effectively.

For example, a breakdown of the job roles of attendees at the University of East London Designing Spaces for Effective Learning workshop may be taken as indicative:

- 38% Directors, deans, principals, vice principals.
- 20% Estates planners, heads of department, project manager roles other than director.
- 19% IT/e-learning role other than director.
- 7% Library and information services other than director.
- 14% Other, including researcher and RSC representatives.

Completed feedback forms provide an indication of the type of institution from which delegates came: i.e. approximately 23% of attendees were from FE colleges.

Learner Experiences of e-Learning workshops were well received, with approximately 50% of attendees stating they would definitely use the materials given. As evidenced in previous workshops, delegates came mainly from e-learning support and development roles, including representation from institutional management and senior management.

For example, the London workshop delegate list included:

- 47% IT/e-learning role other than director.
- 11% Estates planners, heads of department, project manager roles other than director.
- 9% Directors, deans, principals, vice principals.
- 7% Lecturers and other teaching staff.

- 5% Library and information services other than director.
- 21% Other, including lecturers.

Approximately 40% of delegates attending this particular workshop were from FE colleges.

The Effective Practice with e-Portfolios workshops were also well received, with 97% of those that completed feedback forms saying that they would recommend the course to a colleague.²¹

'Innovating e-Learning' online conferences

The online conferences achieved very positive feedback, with the vast majority of attendees rating the quality and the ease of attending as high/very high.

Figure 8: Summary of numbers at online conferences

	Number of registered attendees	% believe good value ²²	% willing to attend in the future ²³
2006	403	94	96
2007	322	95	97
2008	392	95	97
2009	384	92	99

The online conference format reaches an international audience very effectively. On average, across the four online conferences, 12% of delegates were based outside the UK.²⁴ This breaks down as follows:

Figure 9: Level of international attendance at online conferences

	International attendees	Key countries
2006	20%	31 from Australia, 12 from New Zealand, 6 from Ireland
2007	12%	9 from Australia, 6 from New Zealand
2008	9%	14 from Jamaica
2009	7%	12 from Australia, 5 from Ireland

The total number of attendees from other countries over the four years is as follows:

- Australia: 54.
- New Zealand: 22.
- Ireland: 14.
- Jamaica: 14.
- US: 10.
- Canada: 6.
- Sweden: 5.
- Netherlands: 4.
- Belgium: 3.
- China (Hong Kong): 3.
- France: 3.
- Germany: 2.
- Greece: 2.

²¹ The evaluation form used for the Effective Practice with e-Portfolios workshop differed from those used at other workshops. It is recommended that a standardised form is used consistently across future events, to aid evaluation and comparison.

²² N.B figures from those who completed feedback forms, only, rather than total attendees.

²³ As above.

²⁴ Further details about UK delegates taking part in the online conference (e.g. job titles) are not currently recorded. The consistent recording of this data is recommended to support future evaluation processes.

- South Africa: 2.
- Spain: 2.
- Switzerland: 2.

One from each of the following countries: Austria, Columbia, Dubai, India, Japan, Italy, Malaysia, Portugal, Russia, Sri Lanka, Taiwan, and Trinidad and Tobago.

Conclusions: Who are the activities reaching?

1. Overall, levels of reach for the range of e-Learning programme activities have been high. Different formats have added to the extent of the reach, thereby working well to complement one another. Individuals are keen to access information in both traditional, printed forms, as well as via multi-media and digital channels. Digital distribution of e-Learning programme findings also makes it easier for blogs to make direct links and references, thereby helping to inflate reach. There is also an indication (from downloads of individual documents and files) that individuals access a range of information packages, from overview texts, case studies and other practical resources. Using the web to represent publications/CD-ROMs, section by section (as on the CETIS microsites), has also worked well, and can make it easier to access particular areas of interest, rather than stand alone PDFs.
2. However, it is valuable to note the importance of marketing and promoting information to an audience in a variety of ways: activities which have been given this extra support have achieved greater reach. For example, the e-Learning programme podcast that was part of the regular JISC podcast feed (Podcast 84; *Effective Practice in a Digital Age*) reached a wide audience, and the use of workshops and online resources which support the *Effective Practice with e-Portfolios* publication have helped to raise its profile.
3. Staff in key job roles have been reached successfully: it is notable that workshops are popular with institutional managers, for example. There has also been international participation in dissemination activities; for example, as indicated by online conference attendance and the international examples of internet citation.
4. It is important to ensure that all areas of JISC are working together to support each other as effectively as possible; for example, to ensure that publications are promoted across all RSCs and profiled within *JISC Inform*.
5. In addition, where feedback has already been acquired, it has generally been very positive, indicating the high quality of the resources.

How should the e-Learning programme collect and record quantitative data on activities in the future?

The following recommendations are made based on evidence from the evaluation process:

1. Currently, data about JISC e-Learning programme resource users is collected in several different formats and kept in multiple locations. In addition, there are significant data gaps: for example, job title data has not been recorded historically from those that order publications. This could be addressed via a standardised review procedure which would be implemented from the launch of all publications and communication activities. The key statistics required should be agreed upon before publications are mailed, workshops are organised and other digital resources are made available to users. Useful statistics could include, for example, total numbers of individuals reached, sectors, job titles and geographical reach. Although the availability of statistics for collection will depend upon the channel being used (for example, it is more difficult to gather background data on digital download users than it is from individuals who have requested physical copies of publications), the data gathered must be as consistent and, therefore, as comparable as

possible across each channel monitored.

2. All available data can then be gathered at regular intervals, and collected into a single, centralised database, with summary reports produced at key points; for example, at launch, 6 months after launch and 1 year after launch. The annual online conference could also collect matching data²⁵ at the time of booking and forward this to the same central point (i.e. the database). This would enable individual activities to be evaluated in a standardised way, but also allow some comparison between activities, where appropriate. Going forward, the e-Learning programme must determine whether to integrate this data gathering process with established services already provided by the central communications team within JISC, which would provide greater consistency across the organisation.
3. As partnerships with other organisations play a key role in the dissemination of findings, they must all play their part in providing relevant information. This can be made as straightforward as possible by keeping the format concise and standardised, with a few, simple data requests about numbers of downloads/numbers attending workshops and basic demographic data, where available.
4. Collecting consistent and comparable web statistical data can be problematic, due to the wide range of statistics available, plus the different tools that partners use to evaluate web usage. The most practical approach could be to decide upon key statistics required before activities are launched and ensure that these are obtained and reported in a regular, standardised format. Useful statistics would include numbers of page views, unique visitors and referring sites for key web pages. Some demographic data is available, for example, geographical location and server information (i.e. whether the site was accessed via an educational server or private one); however, it must be remembered that this data is not always reliable due to the use of remote servers. Again, this data could be incorporated into the standardised procedure, suggested in point 1, above, where the associated digital resources of individual activities are evaluated at launch, 6 months after launch and 1 year following launch. However, it may also be possible to obtain this data more regularly; for example, launching a monthly report on numbers of publications downloaded, as well as listing other materials with the highest number of downloads.
5. A significant number of individuals obtain e-Learning programme information and publications digitally, but it can be difficult to obtain useful demographic data from these users. It would be valuable to consider the hosting of regular, concise, online surveys among JISC website users in order to capture this information: an alternative would be to work with JISC central to ensure that their online surveys produce data which meets the specific needs of the e-Learning programme (for example, by placing the survey on e-Learning programme pages, or including questions within the survey which relate specifically to the use of e-Learning programme resources).

²⁵ For example, total numbers of individuals reached, sectors, job titles and geographical reach.

PART 2 – EVALUATION OF ACTIVITIES: COMPARE AND ASSESS THE IMPACT OF ACTIVITIES

Summary of e-survey data

438 respondents completed the survey. 27% of participants worked in e-learning or ILT, however a range of other roles were also represented.

Figure 10: Job roles of e-survey participants

e-learning or ILT staff	120
Other (please specify) ²⁶	97
Lecturer/tutor	57
Institutional manager	56
Staff developer	35
Researcher	30
Library or learning resources staff	26
Learning support staff	17
Grand Total	438

60% of participants were from Higher Education, 23% were from Further Education, and the remainder were from other backgrounds, including government organisations, funding organisations, and Adult and Community Learning. Detailed demographic information about the participants is provided within *Appendix 2*.

Among the respondents, publications were the most utilised materials, with three quarters of respondents reading publications online or as hard copies. Multimedia resources were not used as frequently.

Figure 11: Use of different communications channels among e-survey participants

Read hard copies of publications	76%
Read publications online	76%
Read other online resources (e.g. case studies and planning templates)	61%
Watched/listened to online multimedia resources (e.g. video case studies and podcasts)	52%
Attended workshops	49%
Used resources on CD ROMs	39%
Participated in online conference	29%

Base: 438.

It is valuable to note those groups that engaged with certain activities, at higher rates:

- 87% of e-learning/ILT staff have read publications online, and 88% have read hard copies.
- 73% of e-learning/ILT staff have watched/listened to online multimedia resources.
- 77% of e-learning/ILT staff read other online resources.
- 59% of institutional managers have attended workshops.
- 49% of staff developers, 55% of institutional managers and 48% e-learning/ILT staff have used resources on CD Roms.

²⁶ For example, project manager, academic, development office, manager, adviser.

- 37% of researchers and 37% of e-learning or ILT staff have participated in an online conference.
- FE respondents were more likely to have read other online resources (45% vs 34%) than those from HE.

Communications are deemed by recipients to be both relevant and successful at awareness raising (see Figure 13, overleaf). Institutional managers (who are in a more suitable position to evaluate institutional impact, in addition to personal impact) also agreed that the e-Learning programme activities have impacted on practice and planning (see Figure 14, overleaf).

Figure 12: Impact of JISC e-Learning programme communications among e-survey participants

Question text: Thinking about all of the different communications and dissemination activities listed above, how strongly would you agree with the following statements?

	Relevant to me and my role	Raised awareness of how tech can be used to support learning	Useful for personal development	Fed into staff development at institution	Impact on institutional practice	Impact on institutional planning
Strongly agree	39%	36%	29%	20%	18%	17%
Agree	47%	48%	48%	41%	44%	42%
Neither	8%	8%	14%	22%	20%	20%
Disagree	1%	2%	2%	4%	5%	4%
Strongly disagree	0%	1%	2%	1%	2%	2%
Don't know	5%	5%	5%	12%	11%	14%

Base: 438.

Figure 13: Impact of JISC e-Learning programme communications among participants working as institutional managers

	Impact on institutional practice	Impact on institutional planning
Strongly agree	20%	14%
Agree	55%	63%
Neither	14%	13%
Disagree	4%	2%
Strongly disagree	2%	3%
Don't know	5%	5%

Base: 56

Additional differences are apparent by job title or role: 91% of staff developers agree that the JISC e-Learning programme materials have been good resources for feeding into staff development, while 42% of lecturers/tutors agree that the materials have been useful for personal development. Activities have been relevant to 51% of ILT/e-learning staff.

Additional responses to the e-survey have been included in the review of specific publications, within *Feedback on individual activities and their impact*, below.

Summary of qualitative feedback

The following evaluation collates feedback from telephone interviews, open ended responses to the e-survey and additional qualitative data such as blog citations. 14 telephone interviews were held with a representative sample of target audience members, including e-learning staff, lecturers and institutional managers. 12 were from HE institutions and 2 were from FE colleges. (Full demographic details are available within *Appendix 3*.)

Most interviewees were able to give positive feedback about the usefulness of e-Learning programme resources, with just 2 individuals having little or no knowledge of the programme (their comments are listed, below, within *Positive Feedback*).

5 telephone interviews were also conducted with representatives of organisations that have worked with JISC on the communications to be evaluated, including JISC TechDis, NIACE, JISC CETIS, JISC RSCs, HE Academy and JISC InfoNet. Their comments are addressed, below.

Barriers to implementing e-learning

A number of key barriers which inhibit the implementation of e-learning were identified. These largely support findings from prior surveys conducted for JISC:

- Lack of confidence with technology among individual staff members.
- The relative reliability and usability of internal IT systems and other technology can prevent confidence in using technology for learning and teaching.
- Time pressures influence uptake of e-learning, as practitioners do not have the time to “play” or experiment with technology and to work out how to contextualise it.
- The culture of an institution and, particularly, the vision of senior management, play a huge part in uptake.
- Institutions need to be convinced that technology enhances learning and is not just another drain on resources. This is especially important in the current economic climate and will be so for the foreseeable future.

Evaluation of publications and briefing papers

Most recognised

Based on the feedback from participants, the most recognised and recalled publications appear to be (in no specific order):

- *Effective Practice with e-Learning* and *Effective Practice in a Digital Age*.
- *Designing Spaces for Effective Learning*.
- *Effective Practices with e-Portfolios*.

Generally, awareness levels of publications and case studies among participants were high: they were aware that the JISC e-Learning programme produces a wide range of publications, briefing papers, case studies and online communications (CD ROMs and video case studies were also regularly cited) on specific topics. However, participants made no significant distinction between the practice guides, briefing papers and case studies. Generally, they held the perception that they were able to access “valuable” information through JISC.

Positive feedback

The majority of participants provided positive feedback regarding the design and content of JISC e-Learning programme publications.

In terms of design, participants were extremely positive and felt that the publications were highly professional and “substantial” with the effective use of “fresh” front cover visuals and high quality production. One commented: “You feel like you have a book”.

Participants were generally positive regarding the design of the inside pages, commenting that the layouts made the information easy to read and that it was helpful to have different types of visuals, such as charts and diagrams, to communicate subject matter in a convenient and easily understandable way.

There was a perception that the glossy Effective Practice publications have become a strong, recognisable brand which the audience trusts to deliver relevant, clear communication. The publications are written clearly and can, therefore, be read and understood even by 'casual' readers. All participants felt that most of the comments they made could apply across all the publications because they were of such a high, consistent quality. One participant commented: "The information from JISC has got better and better over the years".

Only two participants had little or no knowledge of the publications. One participant was unaware of any of the publications identified as part of the review, while the other had some knowledge, but felt "overloaded with information" from a variety of sources, and so had not made use of them.

Content

The majority of participants were positive regarding the content of printed publications, plus that of supporting online resources. Generally, participants did not have the time to read and absorb all available information and, therefore, selected subject areas which reflected their own personal or institutional priorities. Information was easy to digest and understand' subject areas were relevant and "valuable" and provided "informative reference points", which could be utilised to source more detailed research relating to specific initiatives. The style of the information was "convenient, but also distilled a lot of useful information".

'(The publications) draw people into learning about technology who wouldn't otherwise have got there so soon' – e-learning co-ordinator, HE institution.

Case studies

Most respondents found case studies to be incredibly valuable to their practice. Case studies have been used as a comparative context within which to compare individual institutional practice, as well as offering solutions to e-learning challenges, and are considered to be particularly valuable as they are written about practitioners who have had first-hand knowledge and experience of real challenges. One participant found them useful in "convincing sceptics", while another felt that they provided "concrete" evidence and were useful to support decisions regarding project commissioning and implementation. The breadth of case studies available is particularly appreciated; i.e. the benefit of finding information about a similar institution or subject area, because some practitioners believe that 'their subject does not lend itself' to e-learning, and so they need relevant case studies to support their work.

'Case studies are useful for seeing what others are doing, especially if they're further on (developing e-learning approaches), and especially if they teach the same subject'. – lecturer, FE college.

Two participants, however, felt that case studies could be overused. They felt that they were difficult to extrapolate into useful, general conclusions that could be applied across institutions. They were felt to be qualitative, when quantitative data and an evidence-based approach was required to convince people.

Relevance to their specific role or institution

Most participants felt that the publications, including the effective practice guides, briefing papers and case studies plus online resources, were a valuable and relevant source of information, in terms of their specific roles and their institutions.

Participants used printed publications and the web-based resources in a variety of ways and for different reasons. For example:

- “Content for staff training.”
- “To find out what’s going on in the market”.
- “Develop understanding of latest techniques”.
- “Understand what’s happening within other institutions”.
- “Helpful to inform colleagues of latest developments”.
- “Useful to provide background and evidence when considering developing a project”.
- “Help to provide senior management with concise information”.
- “Reinforces good practice”.
- “Provides a benchmark for best practice”.

Printed and online publications were also used as a catalyst for follow up communications (meetings and telephone calls) with colleagues from other institutions: a number of participants found this approach particularly useful, enabling them to obtain further background information about specific initiatives, including insight into the real challenges of project implementation and development.

Impact on the role/institution

Most participants agreed that the information within printed publications and online resources made a positive contribution to their roles and specific projects, particularly at the planning stage. For example, CD-ROMs, podcasts and video case studies were used regularly to support group presentations and staff development workshops. They found these particularly useful as they included information on the “real issues” and “made workshops more interesting and professional”. They also liked the convenience of being able to present professional and relevant information easily to groups of staff (i.e. they had confidence in the material and this saved planning and preparation time).

Eleven additional examples of impact are listed verbatim, below, from e-survey participants:

1. *“Use of publications and case studies to contribute to an e-learning module for staff development.”* – Programme manager (national staff development), commercial educational organisation working on government programmes.
2. *“I have used the Effective Practice and Innovative Practice guides as content for workshops and handouts.”* – Learning and teaching coordinator, Higher education institution.
3. *“The publications previously mentioned and others helped to see the importance of obtaining the learners perspective when introducing e-learning, this has resulted in efforts being made to actively engage the learners at our organisation in engaging with their e-portfolios as part of their NVQ.”* – FE, Work-based learning assessor.
4. *“I am involved in the delivery of a master's programme in professional and higher education and I use these resources in the modules I lead and team I teach.”* – e-learning staff, Higher education institution.
5. *“Our institution reviewed its Technology-enhanced Learning (TEL) strategy in the light of the JISC e-Learning programme publications. Each has informed areas of our development. The Learning spaces one helped us develop our own collaborative learning space.”* – HE institutional manager.
6. *“My team have used the publications and outputs from workshops in support of our post-graduate and staff development courses in technology-supported learning.”* – HE institutional manager.
7. *“We regularly promote the JISC e-Learning programme publications at events where our Blended Learning Unit and Learning and Teaching Institute speak to new staff and those seeking further staff development as a means of promoting e-learning activities.”* – HE lecturer.

8. *"I was asked to teach a session on curriculum as part of a PG Certificate in Clinical Education and read Managing Curriculum Change in preparation. As a result, I completely rethought the purpose of this session and its form of delivery. Not so much straightening the tie as a whole new wardrobe, as Ian McMillan once said about the process of editing poems with new writers ..."* – HE lecturer.
9. *"I keep hard copies of all the effective practice guides to hand at my desk. I feel that having them around provides me with an easy to access quick reference for supporting e-learning staff development day-to-day. However, I haven't used them as a central tool for changing practice, rather a resource for supporting it."* – HE lecturer.
10. *"The latter publications (post 2007) have had an impact as they have helped inform me about e-learning trends and education."* – HE staff developer.
11. *"We have used the templates and planning guides to support the development of a range of new and revised programmes which have adopted a blended learning approach and these have been useful to get staff to think about the issues involved. We also use them extensively in academic staff development."* – HE Staff developer.

In addition, the case studies (outlined within *Chapter III*, below) set out 5 detailed examples of cases when JISC e-Learning programme communication activities have had a positive impact upon teaching within institutions.

Feedback on individual activities and their impact

During the e-survey, respondents were given the opportunity to nominate the most useful publication/resource. *Effective Practice with e-Portfolios* was the most highly endorsed. *Effective Practice in a Digital Age* and *Effective Practice in e-Learning* were also mentioned, frequently.

Figure 14: Ranked list of spontaneous references to JISC e-Learning programme publications among e-survey participants

Question text: If you have read JISC e-Learning programme publications, or attended workshops run by the JISC e-Learning programme, which, if any, of the publications or workshops would you say were most useful to you and why?

<i>Effective Practice with e-Portfolios</i>	53
<i>Effective Practice in a Digital Age</i>	49
<i>Effective Practice with e-Learning</i>	46
<i>In Their Own Words</i>	36
<i>Effective Practice with e-Assessment</i>	32
<i>Designing Spaces for Effective Learning</i>	29
All useful	19
<i>Innovative Practice with e-Learning</i>	17
All workshops useful	7
<i>Responding to Learners</i>	5
Case studies	4
Innovating e-Learning Online Conference	4
<i>Tangible Benefits of e-Learning</i>	4
E-Portfolios workshop	6
Other workshops	4
E-Portfolio InfoKit	2

Base: 438.

▪ **Effective Practice with e-Learning**

This publication was acknowledged by participants as being entirely relevant and timely. It was called a ‘champion of possibilities’ by one participant as it delivered more than just academic reports, and offered practical suggestions.

It has been listed as one of the 8 classic e-learning publications in the blog of Tony Bates (e-learning consultant based in Canada).²⁷

“JISC in the U.K. provides a continuous stream of excellent, pragmatic publications on e-learning.”- Tony Bates.

In addition to the references to this publication found during the internet search, JISC has received additional requests for it to be used/referred to by institutions both in the UK (HE institutions in Bradford, Leeds, Hereford, Glasgow, Wales, Lincoln, Northampton, Imperial College, plus St Helens College) and also overseas (Auckland, South Africa and New South Wales).²⁸

▪ **Designing Spaces for Effective Learning**

As mentioned, above, the *Designing Spaces for Effective Learning* publication created an online and media ‘buzz’. JISC has received praise for the publication from SCONUL and NCSL, and also received requests for permission to use it from universities in Washington and Seattle, as well as it being cited by the French minister for Higher Education. The publication is cited in *21st Century Skills: Learning for Life in Our Times* (Charles Fadel and Bernie Trilling, 2009).²⁹

²⁷ <http://www.tonybates.ca/2009/05/07/the-eight-classic-e-Learning-publications/>

²⁸ Information from JISC.

²⁹ As above.

Several e-survey participants cited the influence of the publication on their institution:

“Designing Spaces, used this to help with designing a particular learning space within our new School of Health Studies. The School moves from own site to main campus next year.” – HE e-learning staff.

“Designing Spaces was useful in planning the Learning Resource Centre in a new build.” – FE library staff.

“Designing Spaces ... gave me evidence and support for ideas I was trying to implement.” – HE, e-learning staff.

“The one on social spaces informed designing of new buildings (we are in the process of restructuring the campus).” – HE researcher.

There were a range of responses to this publication from telephone and e-survey interviewees. Some felt it had not had any direct influence on their institution, while others felt it was not relevant to them at that time, or was directed to more senior, strategically focused members of staff.

“Designing (learning) Spaces came at a very opportune time when we were looking at spaces. Not sure how much effect it had but did sparks some debates.” – HE, library staff.

“The only one I didn't like was the Designing Spaces publication. It didn't seem realistic to me.” – FE, Learning and teaching coordinator.

▪ **Effective Practice with e-Portfolios**

The *Effective Practice with e-Portfolios* publication and associated workshops were well received by e-survey participants, as evidenced by the high number of spontaneous references these received. Several quotes illustrate the direct impact of these resources upon institutional practice:

“The e-Portfolios workshop is informing institutional practice in this area.” – HE Institutional manager.

“The one on e-Portfolios was widely discussed and taken into account in our practices.” – HE researcher.

“The Effective Practice with e-Portfolios has supported the development of workshops for academic staff to encourage the use of e-portfolios for PDP (Personal Development Planning).” – HE staff developer.

“Effective Practice with e-Portfolios informed our decision to introduce an institutional e-portfolio.” – HE e-learning staff.

“We have used the e-assessment and e-portfolio resources to choose our assessment management system and inform practice.” – HE staff developer.

This publication has also made an international impact, with positive reviews in Derek Wenmouth's blog on September 18th, 2008³⁰ (a Director in an educational, not-for-profit organisation in New Zealand) and in Jerry Leeson's 'Tech-Ed Collisions' blog on October 2nd 2008³¹, Australia.

“For anyone interested in understanding what ePortfolios are, and what some of the different conceptual understandings of them might be, this is well worth a read. So to is the infoKit, which

³⁰ <http://blog.core-ed.net/derek/2008/09/conceptualising-eportfolios.html>

³¹ <http://blogs.educationau.edu.au/jleeson/2008/10/02/on-effective-practice-with-e-portfolios>

contains links to some great case studies, as well as links to related resources on Social Software and Effective Use of VLEs.” – Derek Wenmouth.

“Sometimes it can be quite difficult gaining support without having a significant body of evidence for what you are proposing. ... The JISC report helps build that body of evidence. It is also refreshing to see case studies that “support models of learning appropriate to a digital age”. It continually confounds me as to the extent to which this notion is still pushed into the background in many areas. Well done to JISC for providing this overview for what essentially covers a large body of work.” – Jerry Leeson.

The publication has also been cited by e-portfolio expert, Dr Helen Barrett (currently working as a Research Associate at the University of Oregon).³²

▪ **Responding to Learners**

The *Responding to Learners* pack was not mailed to institutions and was only available at events from September 2009 onwards. As a result, it was not well remembered by telephone interviewees, nor was it flagged among e-survey comments. However, the publication is listed in the resources section of the ‘Learner Involvement Strategies’ document³³, produced by the Welsh Assembly Government.

▪ **In Their Own Words**

This publication was applauded by one telephone participant: it was felt that the JISC e-Learning programme had tackled a key topic ahead of other organisations and had helped to put the learners’ voice on the agenda.

‘JISC stole the march from other organisations. They got in there quick, whereas now the listener’s voice is popular everywhere’ – lecturer, HE institution.

An FE respondent said that although she acknowledged the document focused on HE, it could help to ‘future proof’ her institution, as it showed the type of technological facilities that students are likely to expect in the future. The publication was not singled out as achieving significant change in practice during phone interviews or the e-survey. However, it has received some internet coverage; for example, Clive Shepherd’s (e-learning consultant) blog lists extracts and also reviews *In Their Own Words*.³⁴

“Learners are individuals and want to have control over how and when they learn, including which technologies they use. What they don’t want are organisations - educational or otherwise - telling them how it should be done. It was about time someone asked.” – Clive Shepherd.

Sarah Knight from JISC was quoted in an article published on The Guardian website about technology and academic institutions and this mentioned *In Their Own Words*.³⁵

Andy Kirk (e-learning advisor from Te Aho o Te Kura Pounamu, The Correspondence School, New Zealand) highlighted the *In Their Own Words* publication on his blog.³⁶

³² Presentation including reference to Effective Practice with e-Portfolios can be found at: <http://actionlab.ning.com/video/texasb-helen-barrett-22510> Helen Barrett has been researching strategies and technologies for electronic portfolios since 1991, publishing a website (<http://electronicportfolios.org>), chapters in several books on Electronic Portfolios, and numerous articles. At the European ePortfolio Conference in Maastricht, October 2007, Dr Barrett received the first EIFEL Lifetime Achievement Award for her contribution to ePortfolio research and development.

³³ <http://wales.gov.uk/docs/dcells/publications/100608learnerstraten.pdf>

³⁴ <http://clive-shepherd.blogspot.com/2008/02/in-their-own-words.html>

³⁵ <http://www.guardian.co.uk/digitalstudent/academia>

³⁶ <http://eduspaces.net/andykirk/weblog/> (Sept 12 2007)

“At ALT C 2007 JISC launched their new publication In Their Own Words. It makes for interesting reading as to how some students (regardless of age and background) carry out their studies and research - often using tools and technologies that go under the radar of the lecturer.” – Andy Kirk.

▪ **Effective Practice in a Digital Age**

Effective Practice in a Digital Age is viewed as a typically high quality publication from JISC, which provides a clear, relevant overview of current practice and thinking in technology enhanced learning.

“The latest one, Effective Practice in a Digital Age, has been enormously useful for the module I am teaching in our PG Cert. The students were delighted to receive a hard copy each and it was so useful to them because of the clear and straightforward way it was conceptualised. Finally a resource that is an excellent basis”. – HE lecturer.

“Charts in Effective Practice in a Digital Age informed the guidance we offer with regard to developing blended learning courses”. – HE e-learning staff.

A positive review for *Effective Practice in a Digital Age* featured in the University of Oxford online education blog.³⁷

“...an excellent, easy to read overview of some of the latest thinking in this ever more complicated field.”- Marion Manton, e-learning research project manager.

It should be noted that the podcasts linked to this publication were also linked via both Resource Shelf (resources for librarians and researchers) and Education Pages (education news).³⁸

Extracts from this publication have also been used by 'Education Australia', a not for profit company established to promote technology in education in Australia.

Practice guides versus briefing papers

Generally, participants did not make any significant distinction between practice guides, case studies and briefing papers. The need to access information centred on their individual or institutional priorities, rather than on the selection of specific categories of publications.

Briefing papers were felt to be useful, due to their compact size and their sharper focus on a single issue or concern. However, this has meant that their relevance varies, as they tend to be used only if they touch upon an issue in which the individual is currently interested.

‘I try to keep track of briefing papers; they’re useful as they’re nice and brief.’ – e-learning co-ordinator, HE institution.

Some participants felt that briefing papers were aimed at senior managers, who had limited time and would, therefore, be unlikely to read the longer, 8-10 page reports.

Preferred format (i.e. hard copies versus digital) and supporting reasons

The majority of participants did not have a preferred format for publications. Comments were divided equally between printed and digital options, although one participant commented that it would be useful to have more information available on CD-ROM. Generally, participants valued the opportunity to access information through printed and online channels. Their preference centred on how users utilised and distributed the information, for example:

³⁷ <http://tallblog.conted.ox.ac.uk/index.php/2009/08/06/effective-practice-in-a-digital-age/>

³⁸ <http://www.resourceshelf.com/2009/06/30/new-podcast-effective-practice-in-a-digital-age/> and <http://www.educationpages.net/news/archive/257261>

Preferences for hard copies included:

- Opportunity to distribute specific information to colleagues when relevant/required.
- Opportunity to support discussions at meetings.
- Background information for briefings, particularly with senior managers.
- Opportunity to build a physical library of information.

'Works well for me, having something physical to wave at people'. – e-learning co-ordinator, HE institution.

Preferences for online versions of the publications available from the JISC website, included:

- Easy to find when searching and researching.
- Convenience of emailing information to colleagues.
- Can print off information when required.
- Sensitive to environmental issues, so will only produce paper waste, if necessary.

Preferences for CD-ROMs, video case studies and podcasts included:

- Convenience for group presentations.
- They make staff development workshops more interesting and interactive.
- Information is professional and "ready to go".
- Opportunity to focus on a specific subject area.

Areas for development

As mentioned above, in relation to case studies, some participants felt there was a need to demonstrate the effectiveness of e-learning, using more quantitative, scientific data (see quote, below). Some institutions needed to be shown clearly where e-learning makes a difference, especially in their subject area or in a parallel institution.

"Detractors use a (perceived) lack of benchmarking to query the effectiveness." – InfoNet.

There was an acknowledgement that the publications did not cover the depth of information, or level of detail, that some people might require. However, participants knew that they could locate relevant studies or project outcomes from links on the JISC website.

Some participants felt that communications should include the challenges faced during the implementation and development of projects, as current publications 'gloss over' these issues, and make the transition seem 'too perfect'.

"The publications are highly polished, but a bit too sanitised." – HE learning developer.

Participants felt that this more 'realistic' approach would be particularly helpful, as it would identify the "pit falls" and areas to avoid associated with a specific initiative. They believed that the inclusion of this type of information would save time and resources. (This had been the approach taken when participants had discussed projects through follow up communications with colleagues from other institutions).

The need to provide tailored information to particular groups was also identified. For example:

- Information that "demystifies e-learning" – i.e. bespoke guides and case studies that provide practical help and which develop the confidence of non-technical staff.
- Tailored information to support the different types of staff involved in e-learning: i.e. not just those responsible for delivery, but also staff who had other areas of responsibility, such as assessment, design and administration.
- Specific information to engage senior management staff. For example, information that promotes the institutional benefits of e-learning; i.e. benefits to the institution's offer to students.
- There is a need to make a wider, less specialised audience understand how technology can enhance learning, rather than relying too heavily on enthusiastic individuals.

“The e-Learning programme had done more than others to break down barriers, and to show e-learning is important to everyone, not just libraries and IT. But there is a need to do more, and make JISC more important to non-technical people.” – JISC TechDis

Additional recommendations for the future are outlined, below:

- One participant felt that it would be more convenient and cost effective to print publications if produced in a black and white format.
- Another felt that it would be useful to display dates clearly on the front covers of the publications: this would help to identify revised versions and provide a history and track record on areas such as technological developments.
- One participant felt that it would be helpful for publications to be produced in Welsh, but understood the constraints regarding this.
- One participant preferred to have more HE and FE focused publications. One participant suggested that publications should be revised and updated on a regular basis to reflect the rapid changes in technology and, also, that updated information should be clearly identified.
- It was suggested that there should be an easy and clear system to enable individuals to be added to a main mailing list, which would then enable them to receive one hard copy of every publication; i.e. so that users would be reassured that they were receiving all new publications as they became available.

Workshops and online conferences

Relevance

Participants’ knowledge and experience of specific workshops and the Innovating e-Learning online conferences varied significantly; feedback was relatively evenly divided in terms of attendance, non-attendance and levels of knowledge and awareness, for example.

Those that had attended were rarely able to identify with which of the available workshops they had been involved, which, again, illustrates that the audience tends not to focus on individual publications or themes, but, rather, appreciates the breadth of information and opportunities that the JISC e-Learning programme provides. The only exceptions were two comments regarding the e-Portfolio workshops, which expressed a belief that the workshops were felt to be as practical and relevant as the publication, overall.

Those participants with experience of workshops and conferences provided positive feedback, for example:

- Workshops gave individuals the chance to talk to colleagues from their own institution and others.

“(It’s an) opportunity to invite a group of staff. This helps to share the experience and develop discussions and saves time.” – HE staff developer.

“It’s an opportunity to make relationships for the future.” – FE, lecturer.

- Online conferences were liked for their convenience, both during the event, plus for the availability of session content, afterwards.

“They are practical and convenient and allow staff to drop in and out (of specific topics and subject areas).” – HE e-learning staff.

“(Using Twitter at online conferences) is a ‘backroom’ way of getting to talk to people.” – FE, lecturer.

However, one participant was concerned that individuals who participate in online groups are not all as vocal as each other, which meant that discussions could be dominated by “the usual suspects”.

Motivations

The following benefits of attending workshops and online conferences were identified:

- Opportunity to learn more about specific subject areas and topics (note that the importance of subjects and topics reflects individual or institutional priorities).
- Share experience with internal and external colleagues (peer groups).
- Understand the practical challenges; i.e. identify the real pitfalls and issues.
- Opportunity for follow up discussions/meetings and to create specific networks with colleagues from other institutions.
- Gain an overview of the latest developments and initiatives.
- Help to solve practical issues.

Barriers to attending

The majority of participants cited lack of time as a major barrier to attendance.

“There’s always a trade off with costs and time; how relevant will they be, who else is going...” – HE e-learning staff.

The online conference was felt to be as demanding and time consuming as a traditional conference (albeit without the travel), and, therefore, required commitment in order for it to be beneficial.

2 out of 19 participants had little or no knowledge of online conferences, identifying lack of time to investigate the opportunities further plus “information overload”.

A number of participants commented that involvement in online conferences depended on whether subject areas and topics reflected their own individual or institutional priorities.

Motivations to engage in future events

Most participants were aware of the opportunities to engage in workshops. They felt they would be more likely to attend when the following positives were obvious:

- Clear communications regarding tangible benefits and outcomes; for example, convenience, time and cost effectiveness.
- Solution-led approaches.
- Subject areas and topics that reflect current challenges in the sector; for example, making the most of limited resources; financial and budgetary issues, shared services etc.

Feedback from JISC services and partners

Positive feedback

All the e-Learning programme publications have been positively received by partner organisations and no negative feedback was expressed in the telephone interviews. They are felt to be professional and easy to read and have, therefore, been essential in helping to raise awareness of e-learning across partners’ audiences.

“The ‘world out there’ comes across in these publications. JISC have put high quality, easily readable documents into the hands of institutions.” - JISC TechDis.

“People say to us that they’ve found bits of the publications interesting, they say “I never thought of that”. - NIACE

The publications have been disseminated to an even wider audience as a result of working with JISC services and partner organisations. For example, TechDis and NIACE have taken them to FE colleges, schools and work based learning organisations. The JISC RSCs have also used

publications at events and have distributed them through mail shots; again, including FE colleges and work-based learning and skills providers.

The HE Academy has been able to use JISC e-Learning programme resources effectively and also target different audiences, as they hold the details of named contacts within institutions. They are then able to encourage e-learning among academics, vice chancellors and vice principals.

As well as printed publications, the complementary suite of resources has also been welcomed: the use of CD-ROMs and online supporting materials was also felt to be a useful innovation. Direct links to relevant e-Learning programme web pages and online resources are e-mailed by partner organisation directly to those individuals with whom they have a relationship.

In addition, the work done by JISC InfoNet complements e-Learning programme activities by developing an evolving online library of supporting resources, information and examples, thereby expanding the reach and utility of the original publication.

Partners felt that one of the most valuable outcomes from distributing case studies is when they initiate contact between institutions; for example, to discuss e-learning implementation and learn from the experiences of others.

Additional points raised

Partners felt that, although publications were badged (for example, as JISC e-Learning, or JISC InfoNet), users do not tend to attribute the information to different strands of JISC.

Partners believe that e-Learning programme resources are broad enough to cover all sectors. For example, RSCs are happy to 'unpick' the resources and flag relevant case studies and other multimedia resources for either HE or FE institutions. They have found that institutions sometimes wish to follow up case study examples, directly, with the original provider.

What can JISC e-Learning programme do to help JISC services and partners to make better use of e-Learning programme resources?

Partners acknowledge the need to raise awareness among traditionally non-tech audiences. The HE Academy reported experiences in which their institutional contacts had not seen JISC e-Learning programme publications, despite finding them interesting once made aware of them.

Partners (NIACE and TechDis) also felt it would be useful for JISC to address the wider public society, for instance, local authorities, health authorities, local libraries, museums etc, in order to maximise their impact.

JISC's focus on HE is not seen as a barrier, but partners felt that JISC could do more to repackage information for different audiences.

As web links are often forwarded to institutions from partners as follow ups to queries, partners would like to see them updated as regularly as possible, as technology changes so rapidly.

NIACE raised the issue that not all community organisations are linked to the web, and so it can not be assumed that they can access online resources. They will, therefore, rely on printed and CD-ROM resources as sources of information.

Summary of feedback from JISC services and partners

While none of the representatives interviewed could give concrete examples of where the JISC e-Learning programme resources had impacted directly upon institutional practice,³⁹ they all spoke positively about the work done by the programme, how much they appreciated JISC e-Learning programme publications and resources, and the effort made by the programme to address and

³⁹ Concrete examples of impact upon institutional practice are listed, above, under the *Impact on the role/institution* and can also be found in the case studies within *Chapter IV*.

communicate to the target audience. There is a strong sense of working positively together to reach common goals, while acknowledging that there are still audiences to be reached and barriers to overcome.

Learning and Teaching Experts Group

The Learning and Teaching Experts Group comprises approximately 200 individuals from HE institutions and FE colleges together with a small number of representatives from partner organisations and private consultancies. They meet up to three times per year to discuss JISC funded projects and help to support the development of the JISC e-Learning programme. Although a detailed discussion with this group was not within the remit of this evaluation, 4 members of this group were interviewed and the following points are notable. All 4 members of the Learning and Teaching Experts Group gave very positive feedback about their experiences. They felt that they, and their institutions, benefited from close involvement with the group as it provided a unique opportunity to discuss project findings and e-learning developments with like minded individuals.

“The only alternatives are education fairs, (at) which you are sold products, or conferences, which are academic and focussed on published findings. I have confidence in the (e-Learning programme) team, that they’ve sifted through information and can update me on what is relevant. The meetings give a fair chance to voice feedback on projects.” – e-learning co-ordinator, HE institution

Conclusions: Have the activities made an impact?

The evaluation process proves convincingly that the JISC e-Learning programme communications and dissemination activities have exerted an overwhelmingly positive impact upon the understanding and take up of technology enhanced learning, and have benefited individuals and institutions across the sector. The communications and dissemination activity are deemed by the majority of recipients to be both relevant and successful at awareness raising. Approximately 65% of e-survey respondents believe that they have had an institutional impact; while 77% say that they have had a personal impact. Many participants stated that the resources are used regularly within staff development and training on e-learning and the 5 case studies, outlined within *Chapter III*, give detailed accounts of the positive impact of the communications and activities upon teaching within institutions.

The activities have certainly informed and influenced individual practice, and this evaluation study has collected many examples of how this influence has then spread further; for example, when JISC e-Learning programme resources are used in training, or used to support the institutional implementation of projects (including within institutions which do not have additional links to JISC, for instance through project funding).

The *Effective Practice* glossies have become benchmark publications which deliver relevant information, presented in a high quality format, which is useful to the target audience of e-learning staff in order to support them with their role in engaging others with the use of technology. Briefing papers are considered to be an effective supporting channel; they are viewed as a concise communication mode, ideal for some managers with little time. Workshops are felt to be good opportunities to network and discuss e-learning issues, as is the online conference; however, this format is currently less well used, and so there is opportunity to promote and expand the range of such events.

In general, case studies are felt to be valuable and so JISC e-Learning programme must continue to populate and update the website and future publications with examples from a diversity of institutions and subjects. Multimedia resources are not, currently, used as widely as other communication channels, but are still considered to provide useful support.

There are still some key barriers to the uptake of technology-enhanced learning, with lack of time and institutional culture the most frequently cited reasons. However, the JISC e-Learning programme is already addressing these issues to some degree; for example, providing clear, concise practical advice for a variety of subjects and types of institution, which allow practitioners

to understand quickly how they can utilise e-learning within their work. For example, the e-Portfolios work has been particularly well received, due to the large amount of high quality resource material, plus its practical application.

The JISC e-Learning programme is currently reaching those already interested in e-learning, although limited evidence has been found of it 'converting' those that are currently unconvinced. However, the *Designing Spaces for Effective Learning* publication has shown how ambitious, well-communicated ideas can successfully engage the interest of the wider media and also of senior management.

It is recognised that the target audience does not fall into two entirely distinct groups; however, the recognition of two different attitudes to e-learning would enable the clearer targeting and 'packaging' of key messages about the programme in the future. I.e. the JISC e-Learning programme should now implement two distinct strategies that more clearly differentiate and target its audiences; for example, offering practical help to those that are already converted, while raising awareness and addressing the concerns of the wider audience, currently unfamiliar with technology-enhanced learning. It is important to note that that the wider, 'unconverted' audience are less likely to engage with online materials, so more traditional communication channels, such as printed materials, should remain in consideration for the future.

CHAPTER III: CASE STUDIES

Case studies of individual and institutional impact

The case⁴⁰ studies developed as part of this evaluation and outlined, below, demonstrate the value and impact that the resources available from the JISC e-Learning programme have made on individual practice and on technology-enhanced initiatives within institutions and across the HE and FE sectors.⁴¹ It should be noted that four of the five case study institutions (i.e. excluding Oxford Brookes University), were not in receipt of JISC funding.

Anglia Ruskin University:

Tailoring a bespoke Virtual Learning Environment with the support from the JISC e-Learning Programme

Uwe Richter, Associate Director for Learning and Teaching Development, Anglia Ruskin University, utilised a wide range of resources from the JISC e-Learning Programme and JISC Regional Support Centre (RSC Eastern) to support the development of a bespoke VLE for Anglia Ruskin.

Findings from previous JISC research, together with the guidance and case studies available through the e-Learning programme's publications, provided comparative data to support Uwe's own research activity and outputs. The implementation of the VLE has influenced institutional strategy at Anglia Ruskin and has also encouraged staff to work together.

'The information (from the JISC e-Learning programme) has a very good fit with our needs and has been used in a variety of different ways.' **Associate Director for Learning and Teaching Development, Uwe Richter, Anglia Ruskin University**

University of Glamorgan:

Smoothies-the recipe for effective blended learning

Smoothies, a blended learning support pack, has provided a special impetus for the development of blended learning throughout the University.

Attendance at a JISC e-Learning programme event inspired the Glamorgan team to produce *Smoothies* and the e-Learning programme's publications and on-line materials provided the foundation for the development of the content and style of the pack.

Evaluation of the initiative has identified that *Smoothies* has had positive impact on:

- Curriculum development: enhancing the flexibility of how and when programmes are delivered
- Institutional objectives: building the University's technology-enhanced learning capacity and enhancing the student experience
- Staff development: inspiring and motivating staff to utilise blended learning

'Smoothies provided a focus on the objectives and outcomes of teaching, rather than the traditional reliance on technology or content' **Haydn Blackey, head of Learning and Teaching, University of Glamorgan**

Oxford Brookes University:

Sharing knowledge, apply expertise

⁴⁰ The case studies are available as PDFs on the JISC web site.

⁴¹ The quotes used within the case studies, and quoted within this summary, have been provided with permission of the interviewees.

The resources available from the JISC e-Learning Programme supported Greg Benfield, Tutor, the Postgraduate Certificate of Teaching in Higher Education, Oxford Brookes University, in the development of a diverse range of sector-wide and institutional-based initiatives. For example:

- Sector-wide staff development: delivery of workshops to enhance blended learning or distance learning courses to colleagues throughout the sector
- Teaching and learning: raising awareness of the benefits of technology-enhanced learning and delivery of blended learning on the postgraduate certificate course at Oxford Brookes
- Institutional objectives: enhancing student digital literacy skills and providing a stimulus for e-learning development within the University

‘The aims of the JISC e-Learning programme sit comfortably with our institutional culture.’ **Greg Benfield, Tutor Postgraduate Certificate of Teaching in Higher Education, Oxford Brookes University**

University of Surrey:

Championing e-Learning with the help of the JISC e-Learning programme

The JISC e-Learning programme’s resources played a vital role in supporting an internal evaluation of technology-enhanced learning at the University of Surrey Language Centre.

Anne Irving, Faculty e-Learning Adviser, conducted the evaluation, which focused on:

- Use of technology for different modes of distance and blended learning
- Assessing the impact upon the quality of the learning experience
- Developing recommendations regarding the best way to deliver the Centre’s courses

Information and articles from the e-Learning programme’s publications helped to provide a credible research-based framework for the evaluation process and subsequent report outputs highlighted key areas in which e-learning is known to have delivered benefits to student learning.

The conclusions from Anne’s report have also provided valuable evidence to enhance the understanding of e-learning practice throughout the University.

‘The JISC e-Learning Programme has made my role easier. If I didn’t have that link I don’t know where I’d get the information from.’ **Faculty e-Learning Coordinator for the Language Centre, Anne Irving, University of Surrey**

CHAPTER IV: THOUGHTS FOR THE FUTURE

Future areas of interest for JISC e-Learning programme communications

Future interest areas for JISC to address have been identified from telephone interviews. These are outlined, below:

1. In response to the current economic climate, participants felt that publications and case studies, for example, which identify how to implement and develop new initiatives within the context of resource and financial constraints, would be extremely helpful: i.e. “how to do more with less”, particularly in areas such as effective assessment, pedagogy and teaching. JISC could identify shared service initiatives, either within the same institution or across different organisations, that have supported value for money (this issue is explored in more detail within *Recommendations for future JISC e-Learning communications*, below).
2. Similarly, participants would also welcome further information via case studies and practice guides. For example, regarding examples of shared services, both within individual institutions and across the sector; i.e. joint initiatives between different institutions.
3. More information on the effective utilisation and management of social networking sites would be welcome. For example, how do academics manage effectively their online social, versus professional, personalities? There must also be some consideration of how time spent on such initiatives, which supports learning and teaching, is subsequently recorded and then reimbursed through staff salaries, for example.
4. Smart phones and new mobile technology are a key issue to be addressed. For example, an exploration of the assumption that people wish to learn through these channels plus an assessment of how to avoid the marginalisation of learners without access to this technology.
5. Participants were interested in Open Educational Resources (OER); for example, how individuals could share their work practically, access that of others and, also, how institutions could manage copyright and intellectual property issues.
6. Issues associated with the management of Virtual Learning Environments (VLEs), including practical control and security matters, also need to be addressed, especially regarding situations in which VLEs incorporate elements of cloud computing.
7. Two participants suggested that the use of e-learning among international students should be investigated; for example, exploring curriculum delivery in a transnational market.

Recommendations for future JISC e-Learning programme communications

The recommendations outlined, below, respond to JISC’s request for practical recommendations to support the development of more effective communications and dissemination activity for the JISC e-Learning programme.

The analysis of outputs from the evaluation study, plus a review of available data and previous research, have provided the evidence for the recommendations. These address the following issues:

1. Improving the impact and take-up for future JISC e-Learning communications and dissemination activity.
2. Establishing systems for evaluating future JISC e-Learning communications and dissemination activity at regular intervals.

1. Improving the impact and take-up for future JISC e-Learning programme communications and dissemination activity. What lessons can be learnt from this evaluation to help inform the direction and types of future activities?

For reporting purposes, and to support efficient implementation, the recommendations have been developed into the following five themes:

A. Responding to the financial challenges within the sector: “A more for less strategy”

The JISC e-Learning programme is perceived and understood by stakeholders as a trusted and expert source of information, in terms of the range and quality of its communications and dissemination activity. However, (as mentioned in *Future areas of interest for JISC e-Learning programme communications*, above) stakeholders raised concerns regarding the consequences of the financial challenges and budgetary restraints which the sector now faces and seek information about initiatives and opportunities that respond to these major issues. As one stakeholder commented: “how can we do more with less?”

Opportunities exist for the JISC e-Learning programme to demonstrate effective leadership regarding these sector-wide concerns, through the development of communications and dissemination activity which will help stakeholders to respond to these critical challenges, for example:

- Events and workshops, plus other communication initiatives such as webinars and podcasts, which emphasise the tangible and sustainable benefits of e-learning development, for example:
 - a. Cost saving and financial benefits.
 - b. Opportunities for product development and entry into new markets.
 - c. Curriculum expansion and development to support opportunities to attract new student audiences.
- Identification and recruitment of Cost Saving Champions within the JISC e-Learning programme funded projects and among stakeholder institutions. The champions would provide an ambassadorial role, in addition to pragmatic evidence-based support and advice regarding the financial benefits and return on investment afforded by e-learning development.
- Development of a series of cost saving focused case studies, highlighting the financial benefits of e-learning development. Case studies could, for example, feature the initiatives and practices undertaken by the Cost Saving Champions.
- Development of cost saving forums and blogs to establish sector-wide communications about these issues plus “live” Q & A sessions for stakeholders.
- Based on feedback from a number of stakeholders, the JISC e-Learning programme also has the opportunity to demonstrate leadership regarding cost saving approaches in relation to its own communications and dissemination activity. For example:
 - a. Where practical, consideration should be given to the printing of materials and publications in black and white, rather than colour. This approach would provide the opportunity to reduce the cost of printing for the JISC e-Learning programme and its stakeholder institutions.
 - b. A review of current levels of printed material, with the objective of reducing print quantities and an increasing use of on line channels, would be beneficial. This approach would respond to the feedback from stakeholders who were divided in opinion regarding the use of printed versus online formats. Although a number of participants expressed a preference for hard copies, it is unlikely that these stakeholders would be alienated or overly disappointed by a reduction in printed materials, considering the context of current sector and institutional priorities; i.e. the demand for initiatives to support cost savings.

However, it is important to note that the wider, ‘unconverted’ audience are less likely to engage with online materials, so more traditional communication channels, such as printed materials, should remain in consideration for the future, albeit in lesser quantities.

- c. It is also important to ensure that all areas of JISC are working together efficiently to support each other; for example, to ensure that JISC e-Learning programme publications are promoted across all RSCs and profiled within JISC *Inform*. In addition, the JISC e-Learning programme should continue to work in partnership with other organisations to share resources and address shared goals.
- A well-targeted and concise PR campaign to promote the rationale of cost saving initiatives would assist stakeholder engagement and support the JISC e-Learning programme’s leadership role in this area.

B. Demonstration of effectiveness

It is evident from the feedback gained during the evaluation process that communications and dissemination activity delivered by the JISC e-Learning programme is valued highly by stakeholders. However, there is evidence that some stakeholders within institutions (or departments) that are not actively involved in e-learning development have yet to be convinced of the value and effectiveness of the use of technology in teaching and learning.

These stakeholders do not necessarily relate leading-edge technology to effectiveness, are concerned about “taking risks with real students” and also require “hard evidence” of effectiveness.

The development of a dedicated campaign to promote the effectiveness of e-learning development would enable the JISC e-Learning programme to respond to these challenges. It would also provide useful communications resources for partner organisations that work directly with a less technology-oriented audience. This initiative would provide the opportunity to implement communication activity to promote both the technical and non-technical aspects of e-learning and a more extensive range of experiences through endorsements from audiences such as:

- Senior management staff: to endorse the institutional benefits of e-learning development. I.e. the development of a market differential/competitive advantage, curriculum expansion and improvements, opportunities to support new programmes and attract new staff and students audiences.
- Students: for example, the communication of relevant factors that influence student decision making and institutional choice, positive aspects of the learning experience, skills development etc.
- Teaching staff: for example, personal and professional development, positive impact on teaching and learning delivery etc.
- Opinion formers (business, research partners, and employers): positive experiences and the rationale for engaging with e-learning focused institutions; for example, CPD delivery, graduate recruitment etc.

C. Audience segmentation: the development of information to target and engage specific audiences effectively

The JISC e-Learning programme is acknowledged by stakeholders for the quality and professionalism of its communication and dissemination activity, in terms of content, subject matter and the quality of its publications and online initiatives. However, the evaluation process has identified opportunities for the programme to enhance stakeholder engagement through more effectively targeted communications and dissemination activity for the following stakeholders:

- Stakeholders and institutions that have yet to develop effective e-learning strategies (due to lack of confidence or technical capacity and skills). For example:
 - a. A communications initiative to provide an introduction or “starter pack” for e-learning, for example, the “JISC e-Learning programme Introduction to technology-enhanced learning”, which could be promoted through printed materials, on line channels and tailored case studies. Although *Effective Practice in a Digital Age* has been developed as an introduction to e-learning development, this could be flagged more clearly to ensure

- that stakeholders are aware of the value of its content and the support it provides for those starting on an e-learning journey.
- b. The introduction of a formal e-learning development mentoring system, utilising the expertise and experiences of stakeholders from institutions that have successfully developed e-learning strategies.
 - c. Online and face-to-face networks and forums to share experiences and opportunities across the sector tailored to this target group.
- Stakeholders and institutions that have highly developed e-learning approaches, for example:
 - a. The enhancement of existing communications and dissemination activity to provide this well-informed audience with updates on the latest developments, new opportunities, UK and international sector developments and emerging issues, through the use of on line communications and case studies.
 - b. Continue to support the Learning and Teaching Experts Group as this has proven to be a very positive influence, producing ‘ambassadors’ for the JISC e-Learning programme, for example.
 - Opportunities exist for the JISC e-Learning programme to further engage with senior management staff regarding the institutional benefits of effective e-learning strategies; for example, the positive impact and value on areas such as:
 - a. The student experience: through innovative teaching and learning practices.
 - b. Staff development opportunities: through personal and professional skills development.
 - c. The contribution made by e-learning to an institution’s reputation and competitive advantage.

The evidence gathered to date suggests that communications activity should be developed to identify and communicate the tangible benefits of e-learning strategies, i.e. the positive outcomes of such strategies, rather than the technical aspects of their operation.

The following initiatives would help to achieve this objective:

- a. The JISC e-Learning programme may wish to consider gathering further evidence from senior management staff (for example, through focus groups and telephone interviews) to inform future communications activity and ensure that messages are well-targeted and respond to the specific needs of these stakeholders.
 - b. The development of practical outputs, which could include:
 - i. Bespoke, “non-technical” publications for senior management staff.
 - ii. Case studies featuring senior management staff, focused on the institutional-wide benefits, rather than the initiative, itself.
 - iii. Workshops and events to raise awareness of the institutional-wide benefits of e-learning strategies.
- Stakeholders who support the delivery of e-learning: a number of stakeholders identified a requirement for more bespoke information aimed at institutional staff responsible for the administration, design and management of the e-learning programmes, i.e. non-teaching and learning staff.
 - Dedicated information to support the differing requirements of HE and FE stakeholders.
 - Clarifying (and possibly streamlining) the registration process for individuals wishing to receive JISC e-Learning programme information would help to reassure users that they were receiving all the new, relevant resources as they become available. For example, one telephone participant suggested there should be a single point of contact via which to add their name to a main mailing list, enabling them to receive one hard copy of every new publication.

D. Engaging staff in conferences and workshops

Although substantial evidence exists regarding the benefits of attending conferences and workshops, stakeholder feedback has indicated that there are opportunities for the JISC e-Learning programme to enhance participation in these events. As noted, earlier, barriers for engagement focus on lack of time, “information overload”, plus the requirement for stakeholders to concentrate

on responses to individual institutional priorities. The initiatives outlined, below, would support enhanced participation:

- Promotion of the tangible benefits of participation: i.e. not just a promotional communication focus on the knowledge development of specific subject areas to be addressed by a conference or workshop, but also the added value benefits to be gained through attendance at such events; for example, opportunities to share ideas and experiences with like minded people across the sector and to establish active networks and connections with sector colleagues, plus real work place insights into the challenges of e-learning development.
- The development of case studies and third party endorsement, including testimonials from stakeholders who have participated in conferences and events for the first time, would also provide an effective communication initiative to enhance participation in the future.
- It is important to note, however, that the workshops are a resource-intensive means of disseminating e-Learning programme information. Therefore, rather than encouraging attendance across all stakeholder groups and increasing overall numbers participating, it may be more cost effective and efficient to focus on targeting those who could effect the most change as a result of workshop attendance.

E. Investigation of new markets

As indicated within the feedback received from partners, an opportunity may exist for the JISC e-Learning programme to enter new markets such as local authorities, the NHS and local libraries and museum services.

The JISC e-Learning programme could, for example, investigate the opportunities to utilise its considerable expertise regarding e-learning communications and dissemination activity, to provide support and cutting edge information to staff within these organisations and sectors: i.e. through staff development, conferences and events or update services, in organisations where e-learning may be established or is being considered.

There is the potential for considerable mutual benefit through such an initiative. For example, the participating organisations would have the opportunity to develop close working relationships with the market leading e-learning organisation, while the JISC e-Learning programme would benefit from sharing its knowledge with a wider and more diverse target audience, as well as enhancing its profile within new sectors.

A market research programme (using focus groups, e-surveys and/or telephone interviews) would be required to identify possible opportunities and to understand the requirements of these differing stakeholders. Analysis of this feedback would provide the JISC e-Learning programme with the basis upon which to develop and implement future communications strategies for new markets.

2. Establishing systems for evaluating future JISC e-Learning communications and dissemination activities at regular intervals

The implementation of a more systematic approach to the evaluation of JISC e-Learning communications and dissemination activities will provide many positive opportunities for the JISC e-Learning programme in the future. For example:

- Enhanced stakeholder engagement through regular evaluation of communication activity.
- The development of evidence-based services and products, informed by stakeholder feedback.
- The identification of new products, services and markets, based on the requirements of stakeholders.

A coordinated approach to evaluation will be required. However, the JISC e-Learning programme will also need to be mindful of survey fatigue and strike the balance between obtaining relevant feedback and overloading stakeholders with requests for information. Working with JISC central would help to address this issue and would also ensure greater synergy across established monitoring and evaluation activities.

The initiatives outlined, below, provide the foundation from which the JISC e-Learning programme can maximise its opportunities to gain informative feedback from new and existing audiences:

- The development of a tailored communications strategy to support the launch and promotion of the evaluation initiative: for example, profile and comment via the JISC website and through established JISC communications channels. This will help the JISC e-Learning programme to provide a context for stakeholders' understanding of, and involvement in, the initiative.
- Audience segmentation: this will ensure the use of appropriately targeted messages to specific audiences, help to avoid survey fatigue (by ensuring that individuals do not receive a multitude of surveys, of which only a few might be relevant), enable JISC to capture a representative sample of stakeholder feedback and so inform the development and delivery of communications and dissemination activity that meets the needs of stakeholders throughout the target sectors.
- As identified within the recommendation to enhance stakeholder engagement, it will be critical for the JISC e-Learning programme to identify target audiences for this initiative, for example:
 - a. Stakeholders who are actively involved in technology-enhanced learning and regular attendees at conferences.
 - b. Stakeholders who have yet to be convinced of the benefits of technology-enhanced learning.
 - c. Stakeholders who have a desire and motivation for technology-enhanced learning, but are held back by lack of confidence or technical restrictions.
 - d. Bespoke evaluation approaches for FE and HE stakeholders.
 - e. Senior management staff.
- Evidence from the evaluation process suggests that the target groups less involved in technology-enhanced learning or attending conferences will provide valuable feedback: i.e. the opportunity to identify the barriers and perceived negative aspects of engagement with the programme. This will enable the JISC e-Learning programme to respond appropriately to these issues and so engage new audiences.
To identify these institutions and individuals, the JISC e-Learning programme could, for example, develop and distribute an e-survey across the sector focusing on the barriers to involvement and engagement in technology-enhanced learning and conference attendance. The survey could also establish how participants would wish to be informed about the benefits of involvement; i.e. their preferred methods of communications. Previous research undertaken by the e-Learning programme could also support the findings of the survey. The results of the survey would provide the e-Learning programme with the evidence to develop a communications campaign to address the barriers to involvement, utilising the well-targeted messages via preferred communications channels.
- To support engagement with the future evaluation process, the established practice of incentivising participation with a desirable, relevant reward should be adopted.

Initiatives to support the development of systems to evaluate communications and dissemination activity are outlined, below:

1. The JISC e-Learning programme should now review its current evaluation practices to identify the relative success of existing mechanisms and make any required changes to avoid duplication of effort when implementing new systems.
2. Telephone interviews with target groups will provide the JISC e-Learning programme with a cost effective and time efficient method of engaging a wide range of stakeholders. To gather evidence from new audiences, a priority for the JISC e-Learning programme will be to engage those stakeholders who are less active in technology-enhanced learning or attending conferences. This could include, for example, telephone interviews with each target group.
3. Undertaking stakeholder focus groups at events and workshops will provide a solution to the logistical issues of gaining feedback from stakeholders who are located throughout the

country. This approach will also provide the JISC e-Learning programme with the opportunity to engage with key target groups, which can be identified through the subject or theme of the event. A personal invitation to participate, together with details of the input required plus supporting information to highlight the value placed on stakeholder feedback, will help to support engagement.

4. Post-launch feedback: A succinct follow-up questionnaire (or telephone interview) for stakeholders who have received (or actively engaged with) new communications and dissemination activity will provide the JISC e-Learning programme with the opportunity to gain more immediate feedback, i.e. while initiatives are at the forefront of stakeholders' interests or concerns.
5. Annual stakeholder survey: the JISC e-Learning programme should consider the development of an annual online stakeholder survey for all stakeholders, exploring positive and perceived negative aspects of communications and dissemination activity, plus the identification of emerging stakeholder requirements and topics for future attention.

To support effective engagement and to demonstrate that the JISC e-Learning programme has considered and responded to the views of stakeholders, priorities will include:

- Analysis of the feedback received from evaluation initiatives.
- Development of initiatives to respond to opportunities and stakeholder requirements identified through the feedback process.
- Publication of results and supporting initiatives: i.e. the use of the "You said it; we did it" approach.

CHAPTER V: APPENDICES

Appendix 1: Summary of communications and dissemination activities

Publications

- *Effective Practice with e-Learning* (with CD ROM, video case studies, planning templates and longer more in depth case studies on JISC website) (2004).
- *Innovative Practice with e-Learning* (with CD ROM, video case studies and planning tools) (2005).
- *Designing Spaces for Effective Learning* (video case studies available on JISC website and supporting JISC InfoNet InfoKit) (2006).
- *Effective Practice with e-Assessment* (2007).
- *In Their Own Words* (with CD Rom and video case studies also on JISC website) (2007).
- *Effective Practice with e-Portfolios* (longer more in depth case studies on web and supporting JISC InfoNet InfoKit) (2008).
- *Distributed e-Learning programme: Stories from regional pilot projects* (2008).
- *Serious Virtual Worlds Report* (2008).
- *Doing Enterprise Architecture* (2009).
- *Effective Practice in a Digital Age* video (case studies, planning templates and longer more in depth case studies and podcasts on JISC website) (2009)
- *Responding to Learners* (Resource pack containing five guides and a set of postcards containing quotes from learners. This was not mailed out to all institutions – available from events or for downloading from JISC website) (2009).

Briefing Papers

- *Games-based Learning* (Only available digitally) (2007).
- *Tangible Benefits of e-Learning: Does investment yield interest?* (2008).
- *Technology Rich Digital Space Design* (2008).
- *Use of Technology to Support Admissions to Higher Education* (2008).
- *Timetabling and Resource Scheduling* (2009).
- *Managing Curriculum Change* (2009).
- *Learning Literacies in a Digital Age* (2009).

Workshops

Regional practitioner-focused events have also been held to support the uptake of these publications.

- *Effective Practice with e-Learning* (run in partnership with the Higher Education Academy), Oct 05 – March 06.
- *Innovative Practice with e-Learning* (also in partnership with the HEA), March – Apr 07.
- *Designing Spaces for Effective Learning* (also in partnership with the HEA), July – Sept 06.
- *Learner Experiences of e-Learning workshops* run in partnership with the JISC Regional Support Centres, Nov 08 – March 09.
- *Effective Practice with e-Portfolios workshops* run in partnership with Netskills, Feb – March 09.

Online conference

Since 2006, the e-Learning programme has run an annual online conference entitled ‘Innovating e-Learning’ aimed at practitioners and managers in further and higher education who have an interest in using technology-enhanced learning and are seeking guidance on how to embed e-learning into their practice or within their institution.

Other activities

The programme also makes use of the JISC website, JISC InfoNet website and JISC CETIS website to disseminate outcomes, and more recently the programme used the e-Learning blog, Twitter and podcasts. The Learning and Teaching Practice Experts group was established in 2004 and has a role in communicating and disseminating programme outcomes among key stakeholders and partners across FE and HE.

Appendix 2: Quantitative data sources from JISC and partners

- Distribution details for all hard copy publications (including numbers printed, ordered, sent as bulk mailing and contact details including job title) (Amy Butterworth).
- Evaluation reports from JISC online conferences; 2006 – 2009.
- *Effective Practice with e-Learning* evaluation report.
- *Designing Spaces for Effective Learning* evaluation report.
- Various web statistics: including data from visits to pages hosted by CETIS (Christina Smart), Netskills (Dave Hartland), JISC InfoNet (Patrick Bellis) as well as full download details of files hosted on the JISC website (Kerry Down).
- Delegate details attending online conference (Geoff Minshull).
- Evaluation summaries from workshops.

Appendix 3: E-survey methodology and demographic details

Survey

A survey was hosted on the external website 'Survey Monkey'. The text was as follows:

Introduction

Thank you for agreeing to take part in this short survey for Stamp Consulting, on behalf of JISC. We are interested in what you think about how the JISC e-Learning programme communicates and shares information about its work and the dissemination of outputs from funded activities. If you are willing to be re-contacted for an additional telephone interview then please add your contact details at the end.

Individuals who complete the survey are eligible for entry into a prize draw to win a 32GB iPod touch. Sorry, but members of the JISC executive are not eligible for the prize draw.

The survey closes on Sunday 25th April. The prize draw will take place during the w/c 4th May. The winner will be chosen at random and notified by e-mail by 7th May.

Q1. How did you hear about this survey? (Tick all that apply)

- Read about it on the JISC website
- Heard about it on Twitter
- Invited to participate by email
- Read about it on a blog
- Other (please specify)

The image, below, shows examples of key publications used to communicate the synthesised findings from various e-Learning programme activities. They include:

- *'Effective Practice with e-Learning'*, A good practice guide in designing for learning (2004)
- *'Innovative Practice with e-Learning'*, A good practice guide to embedding mobile and wireless technologies into everyday practice (2005)
- *'Designing Spaces for Effective Learning'*, A guide to 21st century learning space design (2006)
- *'Effective Practice with e-Assessment'*, An overview of technologies, policies and practice in further and higher education (2007)
- *'In Their Own Words'*, Exploring the learner's perspective on e-learning (2007)
- *'Effective Practice with e-Portfolios'*, Supporting 21st century learning (2008)
- *'Effective Practice in a Digital Age'*, A guide to technology-enhanced learning and teaching (2009)



Q2. Which, if any, of the following apply to you? (Tick as many as apply) (Yes, No, Don't know)

- I have read publications and briefing papers produced by the JISC e-Learning programme (see examples in image above) in printed, hard copy form
- I have read publications and briefing papers produced by the JISC e-Learning programme (see examples in image above) online or downloaded them from the JISC website
- I have used the supplementary resources (for example, video clips, planning templates, case studies, research reports) provided on CD ROMs which accompany some of the publications.
- I have read or downloaded supplementary resources from the JISC website (for example, case studies and planning templates)
- I have viewed / listened to multimedia resources produced by the e-Learning programme from the JISC website (for example, video case studies and podcasts)
- I have attended workshops run by the JISC e-Learning programme
- I have participated in one or more of the JISC e-Learning online conferences, 'Innovating e-Learning'

Q3. If you have read JISC e-Learning programme publications, or attended workshops run by the JISC e-Learning programme, which, if any, of the publications or workshops would you say were most useful to you and why?

Q4. Thinking about all of the different communications and dissemination activities listed above, how strongly would you agree with the following statements? (Strongly agree, agree, neither, disagree, strongly disagree, don't know)

- They have raised my awareness of how technology can be used to support and enhance learning and teaching
- They were relevant to me and my role
- They have had an impact on practice at my institution/organisation
- They have been useful for my own staff development and continuing professional development
- They have been useful resources for feeding into staff development activities at my institution
- They have had an impact on planning and development of e-learning at my institution/organisations at my institution

Q5. Which of the following best describes your role?

- Institutional manager
- e-learning or ILT staff
- Lecturer/tutor
- Library or learning resources staff
- Learning support staff
- Staff developer
- Researcher
- Other (please specify)

Q6. Which of the following best describes the organisation you work for?

- Higher Education (HE)
- Further Education (FE)
- Adult and Community Learning (ACL)
- Schools
- Government organisation/funding organisation
- International organisation
- Other (please specify)

Q7. We would like to hear about specific examples in which JISC e-Learning programme resources have had an impact on e-learning practices. Please let us know whether any publications, workshops or conferences have had an impact on either institutional or personal practice.

If you have any examples please describe them, in brief, below and we may ask you about them in

more detail if you participate in a telephone interview. They may be used as case studies in future JISC e-Learning communications.

Q8. We would like to talk to you in more detail about how you have made use of e-Learning programme resources. This will assist the programme in planning future activities to better meet the needs of the community it serves. Would you be willing to take part in a short telephone interview lasting around 20 minutes between 4th – 21st May.

- Yes
- No

Q9. Please give your contact details below. We are conducting a limited number of interviews, so not everyone will hear from us

- Name
- Email address
- Telephone number

Everyone who participates in this survey is eligible for entry into a prize draw to win a 32GB iPod touch. If you would like to be entered into the prize draw, please leave your contact details above, even if you do not wish to be recontacted for a telephone interview.

The prize draw will take place during the w/c 4th May. The winner will be chosen at random and notified by e-mail by 7th May. There is no cash alternative for the prize. The winner will be published on the JISC e-Learning programme blog, subject to the winner's permission. All personal / contact detail information will be held by Stamp Consulting and not passed on to JISC without the individual's permission.

Many thanks for your time.

Recruitment for e-survey

Invitations to the survey were sent out via the following email lists:

Figure 15: Email lists used to distribute invitations to the e-survey

JISC Lists	EPED-Info e-Learning-info – general e-Learning programme list e-Learning programme projects list EPED-Experts – Learning and Teaching Practice Experts Group
JISC RSCs JISC Advance	RSC lists (FE) JISC Advance Services lists
Cetis and Cetis Website	Cetis lists
HE Academy	CETLs, Related Academy lists
HE Academy Subject Centres	Subject Centre lists
UCISA	HE
ALT	HE and FE
NIACE	ACL and FE
VLE list	HE and FE
ILT Champions	FE list
HELF	Heads of e-learning list (HE)
e-portfolio lists	PDP-AND-E-PORTFOLIOUK@JISCMail.AC.UK
SEDA	Staff and educational developers

In addition, a link was posted on the e-Learning blog on the JISC website, and an invitation was sent out via Twitter.

Demographics

Of the 541 respondents who took part in the survey, 438 completed it fully, 92 completed only the first page, and 10 completed all except for leaving their demographic and contact details.

Email was by far the most popular route to participation:

Figure 16: Ranked list of the channels through which e-participants heard about e-survey

Q text: How did you hear about this survey?

Invited to participate by email	437
Email forwarded by colleague	42
Read about it on the JISC website	38
Heard about it on Twitter	25
Read about it on a blog	12

N.B. Could give more than one response to this question.

Demographic breakdown was as follows:

Figure 17: Job roles of e-survey participants

e-learning or ILT staff	120
Other (please specify)	97
Lecturer/tutor	57
Institutional manager	56
Staff developer	35
Researcher	30
Library or learning resources staff	26
Learning support staff	17
Grand Total	438

Figure 18: Type of organisations at which e-survey participants work

Higher Education (HE)	263
Further Education (FE)	100
Other (please specify)	35
Government organisation/funding organisation	17
Adult and Community Learning (ACL)	12
Schools	7
International organisation	4
Grand Total	438

161 participants agreed that they would be willing to take part in additional telephone interviews.

Appendix 4: Demographics of telephone interviewees

19 individuals participated in telephone interviews. Where possible participants were selected to represent a range of institutions, regions and sectors, however this was also dictated by the range of individuals who had agreed to take part in telephone interviews, and also in their availability during the interview period.

The telephone interviewees included:

5 representatives of partner organisations:

- NIACE
- TechDis
- JISC RSCs (central office)
- HEA
- JISC InfoNet

Academic institution representatives:

- 5 e-learning / ILT staff
- 3 institutional managers
- 2 lecturers
- 2 staff developers
- 1 researcher
- 1 librarian

Of the academic institution representatives:

- 11 were from England, 2 were from Scotland and 1 was from Wales.
- 2 were from FE colleges, 12 were from HE.
- 3 were from institutions that are part of the Russell Group, 3 were from Million Plus and 1 from the 1994 group.

In addition to the telephone interviews, those who participated in the case studies were also asked for some opinions about the JISC e-Learning programme communication activities, and some general information about how to address barriers to e-learning uptake. Their comments have also been incorporated into the feedback and analysis.

Demographics of key individuals interviewed for case studies:

- Faculty e-learning Coordinator, University of Surrey (HE institution).
- Tutor, Oxford Brookes University (HE institution).
- Associate Director for Learning and Teaching Development, Anglia Ruskin University (HE institution).
- Head of Learning and Teaching, University of Glamorgan (HE institution).
- Learning Coordinator, Thanet College (FE institution).