

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

Executive Summary

STAMP CONSULTING LTD
www.stampconsulting.co.uk
PO BOX 4570, KENILWORTH, CV8 9BA, UK
+ 44 (0) 7970 209 470

ROSEMARY STAMP MA MSc MIO D MCIPR FCIM
DIRECTOR: STAMP CONSULTING LTD
ALAN WARNER: IMPLEMENTATION CONSULTANT
JO ROBERTS BA: SENIOR RESEARCH CONSULTANT

EXECUTIVE SUMMARY

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 outlined, in brief, within this Executive Summary. Detailed findings are reported in full, within *Chapters I – V* of the full report document.

1. Context

The following evaluation has been conducted in three 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 online survey plus telephone interviews with participants representing a range of key audiences (including e-learning staff, institutional managers, lecturers, staff developers and representatives from partner organisations including the National Institute of Adult Continuing Education (NIACE), TechDis, JISC Regional Support Centres (RSCs), the Higher Education Academy (HE Academy) and JISC InfoNet).
3. Five case studies have been produced which demonstrate in greater detail the direct impact that JISC e-Learning programme publications have had among a sample of institutions.

2. In brief...

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 and credibility of its publications and online initiatives.

The evaluation process proves convincingly that the JISC e-Learning programme communication 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 communication and dissemination activities are deemed by the significant 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 e-learning training 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 evaluation process has identified opportunities for the programme to enhance the current levels of stakeholder reach and engagement through more effectively targeted communications and dissemination activity. For example, the implementation of tailored communications strategies for key audiences with specific needs: i.e. offering further practical help to those that are already “converted” to e-learning, convincing those that are sceptical or lacking in confidence, while raising awareness, demonstrating relevance and addressing the concerns of an increasingly wider audience.

Significant opportunities have been identified to enable the JISC e-Learning programme to respond to the changing needs of current stakeholders and to address new and emerging issues which will be of increasing relevance to its future audiences.

3. Reach of activities

Levels of reach achieved by different communication channels

1. In general, levels of reach for the range of e-Learning programme activities have been high. Different formats have worked together effectively to extend reach: for example, since 2004, the e-Learning programme has mailed over 100,000 printed publications to users. 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.
2. There have also been over 50,000 downloads of PDF versions of the programmes' publications between 2007-2009 (web statistics prior to that date were not recorded by the JISC web team). Supporting digital resources also extend the reach of JISC e-Learning programme communications; for example, the most popular digital file in 2009 was the Mayes and de Freitas e-Learning Models Desk Study², downloaded in PDF format 4,024 times: its popularity has been enhanced by its citation within the *Effective Practice in e-Learning* and *Effective Practice in a Digital Age* publication. Other popular items, downloaded over 500 times that year, included documents listed as workshop materials in an e-Learning programme workshop session³, two e-Learning programme case studies⁴, *Designing Spaces for Effective Learning* video case studies⁵ and Podcast 84, *Effective Practice in a Digital Age*, (with 771 downloads in 2009). Attendance at events has also been high; for example, 26 workshops have been held to support key publications, attracting over 1,000 delegates in total. Also, the four Innovating e-Learning online conferences, held between 2006-2009, have each been attended by 300-400 delegates.
3. Digital resources are also hosted by partner organisations and JISC services; for example, those on websites for JISC CETIS and JISC Infonet have been particularly popular. Between August 2005 and February 2010 there were over 65,000 visits to the various *Effective Practice with e-Learning* web pages on the CETIS site, which equates to approximately 1,300 page visit per month (based on available data). During the same time period, over 95,000 visits were made to the various *Innovative Practice in e-Learning* web pages on the CETIS site, which equates to approximately 1,900 page visits per month.

JISC Infonet has hosted additional supplementary resources linked to the *Designing Spaces for Effective Learning* and *Effective Practice with e-Portfolios* publications. From January 2007 (based on available data up to March 2010), the *Technology Enhanced Learning Environments* Infokit materials (which went online in February 2007) received 116,000 unique visits and there were 28,000 unique visits to case studies. 30,000 visits were also made to the e-

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

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

² Terry Mayes & Sara de Freitas, JISC e-Learning Models Desk Study

http://www.jisc.ac.uk/uploaded_documents/Stage%202%20Learning%20Models%20%28Version%201%29.pdf

³ 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

⁴ *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

⁵ 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, The University of Sheffield

http://www.jisc.ac.uk/media/avfiles/programmes/elearning_innovation/cilass_qt.mov

Portfolios Infokit materials on the Infonet website (which went online in September 2008) plus over 9,000 visits to the associated case studies.

Reach by job title and sector

1. Publications reach individuals with a range of job titles and roles. While the majority are e-learning staff, publications also reach library/learning resource staff, ICT staff, lecturers and researchers, plus those working in staff development and learning development. At present, it appears that the JISC publications reach mainly those with an existing interest in information provision, e-learning and learning enhancement. Workshops were attended by delegates with a similar profile to the audience for publications; however, higher numbers of staff in management roles attended such events. This was especially notable for the *Designing Spaces for Effective Learning* national workshops, at which half the delegates were directors, deans, principals, vice principals, estate planners or heads of department.
2. Both HE and FE institutions have been reached by publications, although follow-on enquiries and orders for additional copies tend to come from HE rather than FE.

Online and international reach of JISC e-Learning programme communications

1. The digital distribution of e-Learning programme findings has enabled blogs and websites to make direct links and references to materials and information, thereby helping to inflate reach; this has included engagement from international organisations and institutions. *Designing Spaces for Effective Learning* received the biggest online 'buzz', with citations from education organisations (such as the HE Academy, SCONUL, National College for Leadership of Schools and Children's services (formerly NCSL), Learning and Teaching Spaces Advisory Group, UKOLN, partnership for schools, Universitas 21, Scottish Library and Information Council), partner JISC organisations, The Guardian education pages, education.au (an organisation funded by Australian government to support technology in education), HE institutions (including Bradford, Canterbury, Glasgow Caledonian and Sheffield) and various blogs. *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 these web pages being 'non-JISC'. All are mentioned by a range of JISC Regional Support Centres (RSCs) and by other JISC services 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.
2. In addition to the digital distribution of resources, the online conference format has also encouraged international engagement with the JISC e-Learning programme. Between 2006-2009, 7%-20% of attendees came from beyond the UK, with delegates from Australia, New Zealand, Ireland, Jamaica and the U.S, for example.⁶

Recommendations for the collection of consistent, comparable data

1. The JISC e-Learning programme would benefit from a standardised review procedure to collect consistent, comparable data. This review procedure would be implemented from the launch of all publications and communication activities. Useful statistics to gather would include the total number of individuals reached, plus 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. 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

⁶ At present, additional data (such as job titles) regarding UK delegates for online conferences is not recorded by JISC. Future evaluation processes will benefit substantially from the more consistent recording of such data.

launch and 1 year after launch. This would enable individual activities to be evaluated in a standardised way, but also allow some comparison between activities, where appropriate.

2. As partnerships with other organisations play a key role in the dissemination of e-Learning programme-funded project 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.
3. A significant number of individuals obtain e-Learning programme information 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 for 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 surveys that relate specifically to the use of e-Learning programme resources).

4. Evaluation of the impact of e-Learning programme communications and dissemination activity

Case studies of individual and institutional impact

The case⁷ 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.⁸ 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.

⁷ The case studies are available as PDFs on the JISC web site.

⁸ The quotes used within the case studies, and quoted within this summary, have been provided with permission of the interviewees.

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

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**

Thanet College:

A journey of discovery

Geoff Rebbeck, Learning Coordinator, Thanet College, utilised its extensive e-learning experience and information from the JISC e-Learning Programme's publications to develop e-portfolios, which focused on personal and professional development.

Developed as a tangible product to provide practical benefits to the individual and institution, key objectives of the initiative included:

- Enabling participants to capture and account for a personal development journey
- Developing skills which could be benchmarked against the College's agreed professional competencies in order to support the learning enterprise of the institution
- Enhancing the learning experience of students through the use of innovative learning methods

'The effective practice guides are well written and concise. They provide good examples of how other people see the problem, but also show that it is possible to develop a solution. They give you a real confidence boost'. **Geoff Rebbeck, Learning Coordinator, Thanet College**

E-survey summary of impact

- As part of the evaluation process, 438 respondents from a variety of backgrounds completed an e-survey about the impact of the JISC e-Learning programme (full methodology and demographic details for the e-survey are contained within *Appendix 3* of this document). Publications were recorded as the most utilised materials, with three quarters of respondents reading publications online or as hard copies. Multimedia resources were not used as frequently. e-learning/Information Learning Technology (ILT) staff were most likely to have used a range of materials, but institutional managers were more likely to have attended workshops (i.e. 59% of institutional managers compared to 49% of the total sample). Communications were deemed by over 80% of recipients to be both relevant and successful at awareness raising. Approximately 65% of respondents believed that the communications received have had some institutional impact; however, more say that they have had a personal impact (77%).

Impact of publications

1. 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*.
2. The e-survey gave respondents 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.
3. Generally, awareness levels of publications and case studies among the 19 telephone participants were high: users 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 cited, regularly) on specific topics. However, participants made no significant distinction between the effective practice guides, briefing papers and case studies. Generally, they held the perception that they were able to access "valuable" information through JISC. In terms of design, participants were extremely positive and felt that the publications were highly professional. There was a perception that the glossy 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. 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.
4. There were very few negative comments about the publications. Some participants felt there was a need to demonstrate the effectiveness of e-learning, using more quantitative, scientific data for those that needed to be shown clearly where e-learning makes a difference, especially within their subject area or in a parallel institution. Also, some 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’.

Feedback on case studies and briefing papers

- Most respondents found case studies to be extremely valuable to their practice. They 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 produced by staff who have first-hand knowledge and experience of real challenges. 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 of current interest to the individual.

Impact of workshops and online conferences

- 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 participants with experience of workshops and conferences provided positive feedback. For example, workshops gave individuals the opportunity to talk to colleagues from their own institution and others, while online conferences were valued for their convenience, both during the event, plus for the availability of session content, afterwards. Both were used to share experience with peers, understand practical challenges, share the latest developments and initiatives and also provided a springboard for follow up discussions and networking with colleagues from other institutions. The majority of participants cited lack of time as a major barrier to attendance.

Feedback from partner organisations

1. All the e-Learning programme publications have been positively received by partner organisations. 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 publications have been disseminated to an even wider audience as a result of working with partner organisations.
2. Partners acknowledge the need to raise awareness among traditionally non-technical audiences. Partners (including NIACE and TechDis) also felt it would be useful for the JISC e-Learning programme to address the wider public society; for example, local authorities, health authorities, local libraries and museums, in order to maximise their impact.

Preference for hard copies versus online resources

- Generally, participants valued the opportunity to be able to access information through both printed and online channels. This preference centred on how users utilised and distributed the information; for example, hard copies were distributed to colleagues and used to support meetings (including those with senior managers). Online resources were easy to find when researching a particular issue and could be emailed to colleagues very conveniently.

Key barriers to the take up and embedding of e-learning

- From the telephone interviews, a number of barriers were identified which inhibit the implementation of e-learning within institutions. 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 inhibit confidence in e-learning.

Time pressures influence uptake of e-learning, as practitioners do not have the time to “play” or experiment with the 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.

5. Summary of impact

- 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 and credibility of its publications and online initiatives.
- The evaluation process proves convincingly that the JISC e-Learning programme communication 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 communication and dissemination activities are deemed by the significant 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 e-learning training and the 5 case studies, outlined within Chapter III, give detailed accounts of the impact the communications have exerted upon teaching within institutions.
- The evaluation study has identified opportunities for the programme to enhance the current levels of stakeholder reach and engagement through more effectively targeted communications and dissemination activity. For example, the implementation of tailored communications strategies for key audiences with specific needs: i.e. offering further practical help to those that are already “converted” to e-learning, convincing those that are sceptical or lacking in confidence, while raising awareness, demonstrating relevance and addressing the concerns of an increasingly wider audience.

Significant opportunities have been identified to enable the JISC e-Learning programme to respond to the changing needs of current stakeholders and to address new and emerging issues which will be of increasing relevance to its future audiences.

1. The majority of participants agreed that the information within JISC e-Learning programme communications made a positive contribution to their roles and specific projects, particularly at the planning stage. On a personal level, they felt the communications made them more aware of the latest e-learning techniques and developments and helped to provide comparative benchmarks for their own practice. CD-ROMs, podcasts and video case studies were used to support group presentations, staff development workshops and training sessions. Printed and online publications were also used to keep colleagues informed and provide senior management staff with concise information. Publications and events 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.
2. There are still some key barriers to the uptake of technology-enhanced learning, with lack of time and institutional culture being 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 technology within their work. For example, the e-portfolios work has been particularly well received, due to the large amount of high quality resources and support materials available, plus its practical application.
3. 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.⁹ However, the *Designing Spaces for Effective Learning* publication has shown how ambitious ideas can engage the interest of the wider media and senior management.

4. While it is difficult to predict the future take up of technology-enhanced learning, the next step will be to convince those that are currently non-technically oriented of its benefits for learning and teaching. 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 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.

6. Thoughts for the future

Recommendations for the future development of communications and dissemination activity

- The following recommendations will inform JISC’s plans for the direction and scope of future JISC e-Learning programme communications and dissemination activities:
 - a. Responding to the financial challenges within the sector: Opportunities exist for the JISC e-Learning programme to demonstrate effective leadership regarding these sector-wide issues; for example, through cost saving-focused events, case studies and forums.
 - b. Demonstration of effectiveness: stakeholders within institutions that are not actively involved in e-learning development have yet to be convinced of its value and effectiveness. 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 technology-enhanced learning would enable the JISC e-Learning programme to respond to these challenges.
 - c. Audience segmentation: the evaluation process has identified opportunities for the programme to enhance stakeholder engagement through more effectively targeted communications and dissemination activity. This should be tailored to the needs of the following stakeholders: those with highly developed e-learning approaches, those who are still sceptical about e-learning, senior management staff, non-teaching and learning staff plus FE institutions.
 - d. Promote the tangible benefits of attending workshops and conferences: stakeholder feedback has indicated that there are opportunities for the JISC e-Learning programme to enhance participation in these events; for example, by the promotion of the tangible benefits of attendance, such as knowledge development and networking, plus the use of case studies, based on testimonials and endorsements from workshop and conference attendees.
 - e. Investigate how the JISC e-Learning programme could work with JISC Advance to explore the possibility of moving into new markets: for example, local authorities, the NHS, local libraries and museum services. 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.

⁹ For future evaluations, it would be valuable for JISC to focus effort on reaching individuals currently not engaging as fully in technology enhanced learning, and to obtain, if possible, a more ‘random’ sample of educational institutions. This process may require working with partner organisations in order to target audiences not currently reached by the JISC e-Learning programme.

Recommendations for future areas of interest

- Future interest areas for JISC e-Learning programme to address have been identified from the evaluation process and include:
 - a. How to implement new technology-related initiatives within financial constraints.
 - b. The use of social networking sites and mobile technology for learning and teaching.
 - c. The management of Open Educational Resources (OER).
 - d. The management of Virtual Learning Environments (VLEs) and, especially, those with links to external 'cloud' servers.
 - e. The use of e-learning among international students.¹⁰

Recommendations for the future evaluation of e-Learning programme communications and dissemination activities

- To enable the programme to communicate and disseminate its findings effectively in the future, a more robust evaluation system will be needed to review activity and inform development. Key opportunities include, for example:
 - a. Enhanced stakeholder engagement through the regular evaluation of communication activity.
 - b. The identification of new products, services and markets, based on the requirements of stakeholders.

Specific evaluation initiatives include:

- a. Audience segmentation research.
- b. Stakeholder telephone interviews and focus groups.
- c. Post-publication launch feedback collection.
- d. An annual stakeholder survey.

¹⁰ While student recruitment, retention and assessment or digital literacies were not mentioned as future areas of interest by the participants of this evaluation project, they are likely to be important in the future.