

The JISC logo is displayed in a bold, orange, sans-serif font. It is positioned in the upper left corner of the slide, above the tagline. The background of the slide features a close-up photograph of a weathered wooden plank with a large, irregular hole cut through it, set against a clear blue sky. The top of the slide has a dark blue gradient header.

**JISC**

inspiring innovation

**#jiscexperts11**

**24th Meeting of the JISC Learning and  
Teaching Experts Group**

**19<sup>th</sup> October 2011, Maple House, Birmingham**

- Special welcome to our new members – now have over 220 members and the group has been established since 2004
- Housekeeping
  - 12:15 Tea and coffee available
  - 13:00 – 14:00 Lunch in restaurant
  - 16:00 Close and tea available
- Wireless access etc.venueskey and extension cables
- Twitter tag - #jiscexperts11
- Copies of agenda, delegate list and expenses form
- *New e-Learning publications* – Transforming Curriculum Delivery through Technology, Emerging Practice in a Digital Age, Supporting Learners in a Digital Age
- Feedback please – online evaluation form

- The Learning and Teaching Experts Group provides advice and feedback to e-Learning Programme funded projects
- The Experts Group offers valuable input on the direction of future e-Learning Programme activities
- The Experts help ensure the relevance of JISC-funded e-Learning Programme activities to the FE and HE learning and teaching community and enabled the work to develop a strong community profile
- The Experts provide valuable direction in terms of how e-Learning Programme outputs and outcomes should be communicated and disseminated
- You are our champions for the work of the e-Learning Programme

- To update the group on the emerging findings and resources from the Institutional Approaches to Curriculum Design Programme
- To consult with the Experts on the developments around the emerging findings from the recently completed study funded under the JISC –HEA Open Educational Resources Programme
- To share examples of effective institutional practice and research in technology-enhanced learning and enable discussion across the Experts group

- **10:45 How are curriculum design practices and processes changing?** *Helen Beetham*
- **Institutional examples from the Curriculum Design Programme of changing curriculum design practices and processes**
  - **Session 1: Collaborative activities for curriculum design –** *Rebecca Galley, OULDI (Propel 2)*
  - **Session 2: Using technology to support collaborative course design - the T-SPARC project,** *Paul Bartholomew and Oliver Jenkins (Accelerate 1)*
  - **Session 3: Encouraging Creativity and Reflection in the Curriculum Design Process - Viewpoints Project,** *Alan Masson (Propel 1)*

- **12:15 - Sharing Effective Practice**

- **Session 1: EVS: Going beyond the enthusiast(s) - Proceed**

*Mark Russell and Jon Alltree, University of Hertfordshire*

- **Session 2: ‘Unlocking the Hidden Curriculum: Using Augmented Reality as an Engaging and Immersive Learning Resource’ – Propel 2**

*Dale Potter, University of Exeter*

- 13:00 – Lunch in the restaurant

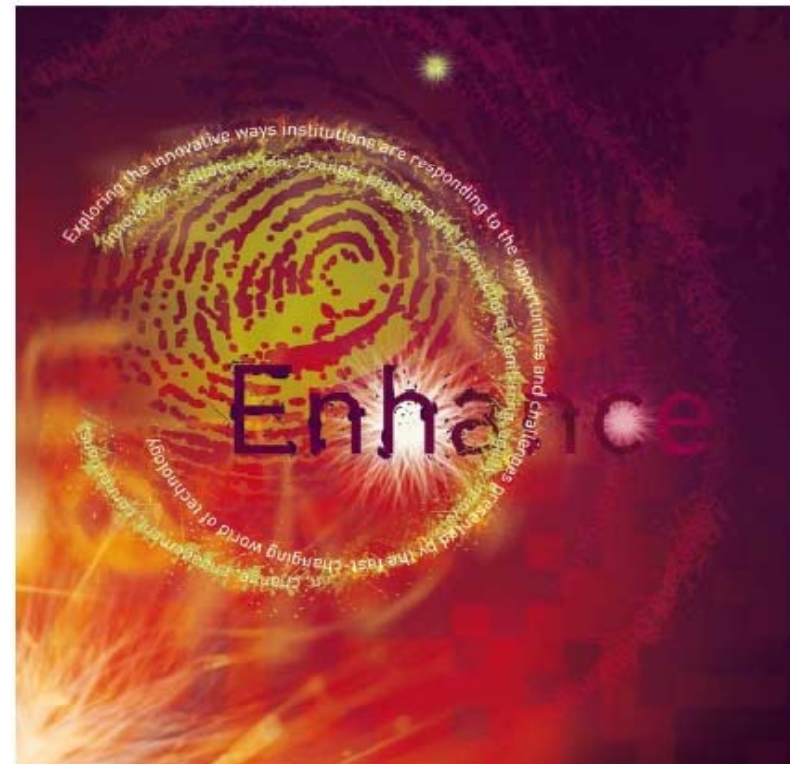
- 14:00 **‘Why reinvent the wheel, when there’s great stuff out there?’ Investigating the impact of open educational resources on teaching and learning in UK universities**

*Liz Masterman, University of Oxford*

- **14:45 – Members Showcase Sessions**
- **Session 1 - Proceed: The case of the Curious and the confident - the untold story of changing teacher attitudes to e-learning in the FE sector**  
*Geoff Rebbeck and Nigel Ecclesfield, LSIS*
- **Session 2 – Accelerate 1: Academic Accountability in Research: Data Validation and Repositories of Knowledge or Keeping Track of Research Students - and Supervisors!**  
*Mark Gamble, University of Bedfordshire*
- **Session 3- Propel 2: Developing a research agenda for Technology Enhanced Learning**  
*Marie Joubert, University of Bristol, STELLAR Network*
- **15:45 Plenary and close**

## The guide includes:

- 10 case studies of institutional practice
- Four institutional video clips
- Compilation video of expert voices
- Podcasts
- Planning tool
- Visit [www.jisc.ac.uk/digiemerge](http://www.jisc.ac.uk/digiemerge) to access the guide and explore the resources



# JISC

inspiring innovation

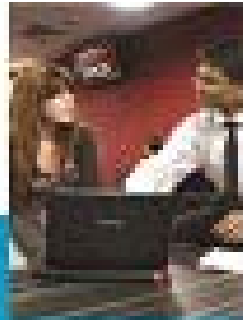
## Other new publications

### JISC

#### Supporting Learners in a Digital Age

briefing paper

August 2011



This paper has been the subject of a JISC funded project, 'Supporting Learners in a Digital Age' (SLDA) funded through the Higher Education Funding Council for England and Higher Education Research Board. It has also been the subject of a JISC funded event in Higher Education.

Digital technologies and services are transforming our lives and work. As a result, the way we learn and the way we work are changing. This is a challenge for higher education. The way we learn and work is changing. This is a challenge for higher education. The way we learn and work is changing. This is a challenge for higher education.

Digital technologies and services are transforming our lives and work. As a result, the way we learn and the way we work are changing. This is a challenge for higher education. The way we learn and work is changing. This is a challenge for higher education.



#### What are the challenges for business?

Digital technologies and services are transforming our lives and work. As a result, the way we learn and the way we work are changing. This is a challenge for higher education. The way we learn and work is changing. This is a challenge for higher education.

Digital technologies and services are transforming our lives and work. As a result, the way we learn and the way we work are changing. This is a challenge for higher education. The way we learn and work is changing. This is a challenge for higher education.

Digital technologies and services are transforming our lives and work. As a result, the way we learn and the way we work are changing. This is a challenge for higher education. The way we learn and work is changing. This is a challenge for higher education.

Digital technologies and services are transforming our lives and work. As a result, the way we learn and the way we work are changing. This is a challenge for higher education. The way we learn and work is changing. This is a challenge for higher education.

Digital technologies and services are transforming our lives and work. As a result, the way we learn and the way we work are changing. This is a challenge for higher education. The way we learn and work is changing. This is a challenge for higher education.

#### What are the challenges for education?

Digital technologies and services are transforming our lives and work. As a result, the way we learn and the way we work are changing. This is a challenge for higher education. The way we learn and work is changing. This is a challenge for higher education.

www.jisc.ac.uk

### JISC

#### Transforming Curriculum Delivery through Technology

Stories of challenge, benefit and change





- A JISC-wide programme which promotes the development of coherent, inclusive and holistic institutional strategies and organisational approaches for developing digital literacies for all staff and students in UK further and higher education
- 12 Projects funded from July 2011 – July 2013:
  - University of Greenwich
  - University of Exeter
  - University of Plymouth
  - University of Bath
  - Oxford Brookes University
  - Worcester College of Technology
  - Institute of Education
  - University of the Arts London
  - Coleg Llandrillo
  - University of Reading
  - University College London
  - Cardiff University
- Contact Paul Bailey [p.bailey@jisc.ac.uk](mailto:p.bailey@jisc.ac.uk) or Sarah Knight [s.knight@jisc.ac.uk](mailto:s.knight@jisc.ac.uk)

### Strand A: Institutional change (8 projects)

Redesigning assessment and feedback practices, making best use of technology to deliver significant change at programme, school or institutional level.

- Bath Spa University
- Cornwall College
- University of Dundee
- University of Exeter
- University of Hertfordshire
- Institute of Education
- Manchester Metropolitan University
- Queen's University Belfast

## Strand B: Evidence and Evaluation(8 projects)

Evaluating assessment and feedback related innovations which are already underway in a faculty or institution, and report on lessons for the sector.

- University of Dundee
- University of Edinburgh
- University of Exeter
- University of Glamorgan
- University of Hertfordshire
- University of Huddersfield
- The Open University
- Westminster University
- Contact Lisa Gray [l.gray@jisc.ac.uk](mailto:l.gray@jisc.ac.uk)

### Strand C: Technology Transfer (4 projects)

Packaging a technology innovation in assessment and feedback for re-use (with associated processes and practice), and support its transfer to two or more named external institutions.

- University of Glasgow
- Kingston University
- University of Nottingham
- University of Southampton
  
- Contact Paul Bailey  
p.bailey@jisc.ac.uk

## **1.OER Themes**

- Projects involving OER collection and release addressing sector challenges and opportunities – funded projects selected via CALL

## **2.Institutional OER Embedding**

- Learning from OER- development of resources for new academic staff: case studies and seminars
- Institutional Change Academy

## **3.Understanding OER Practice**

- Open practice and on-line learning studies
- Technology development and guidance – research and pilots
- **Contact Maggie Stephens [m.stephens@jisc.ac.uk](mailto:m.stephens@jisc.ac.uk)**

## Course Data: Making the most of Course Information

- **Stage 1:** Review and Planning                      Sept 2011 – 21 Nov 2011
  - 95 Institutions: 58 Universities 35 Colleges 2 Institutes
  - A list of institutions is on <http://www.jisc.ac.uk/whatwedo/programmes/elearning/coursedata/stage1.aspx>
  - Implementation plans to be submitted before 21<sup>st</sup> Nov 2011
- **Stage 2:** Implementation                                      Jan 2012 - Mar 2013
  - Between £40-80,000 each project
  - JISC will select about 80 stage1 implementation plans to go into Stage 2. They will represent a range of states of preparedness.

## Course Data: Making the most of Course Information

### Aggregator Service : Proof of concept tool

JISC has just closed an invitation to tender for the provision of a basic online XCRI-CAP 1.2 feed validator and feed aggregator service.

The testing tools created under this contract should be completed by 5 March 2012 and maintained until 31 March 2013.

Using this tool, Stage 2 institutions, plus other XCRI-CAP feeds, can see what their feeds could look like, and compare them to other feeds.

Further work will be carried out with vendors of systems that manage course data, and developers to explore possible services that could be created by linking XCRI-CAP feeds with other data sources.

JISC

inspiring innovation

Please participate....

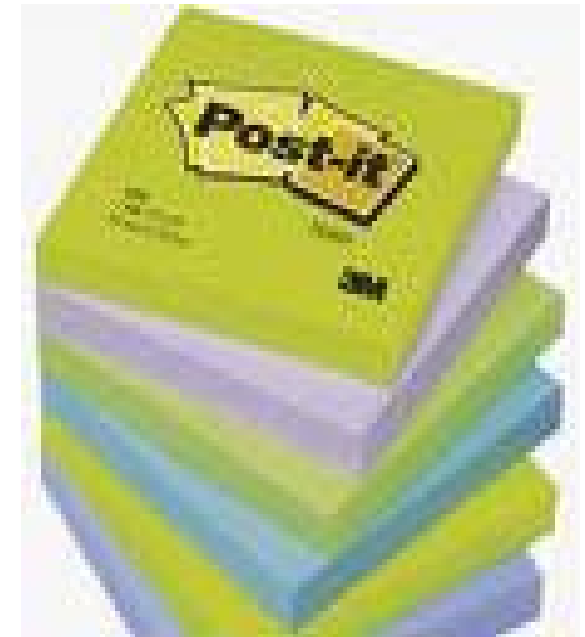
- Please share your thoughts and reflections today:

twitter

- Using Twitter: **#jiscexperts11**

- Blog postings

- Online evaluation form



cloudworks

**How are curriculum design practices and processes changing?**

*Helen Beetham, Synthesis Consultant*

**Dates of next meetings:**

Tuesday 24 April

Wednesday 11 July

Thursday 18 October

**Further information:**

[www.jisc.ac.uk/elearningprogramme](http://www.jisc.ac.uk/elearningprogramme)

[www.jisc.ac.uk/elearningexpertsss](http://www.jisc.ac.uk/elearningexpertsss)