



**A Workshop Pack for Higher and Further
Education**

The ELTI Facilitator's Guide

Funded by the JISC

Developed by:
**Institute for Learning and Research Technology
University of Bristol**

February 2003

ELTI

Embedding Learning Technologies Institutionally

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Acknowledgements

The ELTI workshop pack has been based on the work of the Learning Technologies Career Development Study that was undertaken by the Institute for Learning and Research Technology, University of Bristol during 2000. The current team would like to acknowledge the following people who have input into the methodology presented in this workshop pack: Helen Beetham, Paul Bailey, Grainne Conole, Stephen Jones and Lynne Gornall. Helen Beetham should get special mention as the principal author of these materials and we are most grateful to her for continuing support.

1. Introduction

This facilitators' guide is designed to provide support and guidance to anyone who wishes to undertake an institutional audit on the use of learning technologies within their institution. It is intended to provide both an overview of the process and general guidance on each stage. It is important to work through the guide *before* you turn to the audit tools and accompanying notes, in order to ensure that you plan effectively and get as much out of the audit as possible.

Case study examples used in this Guide are fictitious but based on the authors' experiences working with institutions using these tools. A full list of definitions and abbreviations used throughout the pack can be found in Appendix A.

2. Background to the audit tools

The methodology for this institutional audit was developed as part of a national study to investigate the staff behind the "learning technologist" label and to identify common patterns of skills, distinct and emerging roles, and the practices, values and needs of this community. It also set out to identify institutional factors affecting the working context and professional issues relating to learning technology specialists. The study was carried out largely by institutional auditors who were volunteers based at each of the institutions taking part in the study. These volunteers were mostly people with a role in fostering collaboration and change across their institution. The feedback from this group was extremely positive, showing that the audit process itself had been very beneficial in the institutions that had carried it out. Because of this, the JISC has now decided to make this methodology available to the whole HE community.

3. Why do an audit?

Carrying out an institutional audit could bring some or all of the following benefits:

It could:

- Help to build links among a wide cross-section of staff within your institution;
- Provide a thorough overview of how learning technologies are being embedded within your institution;
- Help to develop a broader and deeper understanding of the ICT related issues facing different stakeholder groups;
- Provide baseline data on your institution which could be used for further comparative or longitudinal study;
- Enable different stakeholders to examine the factors which help to impede or accelerate change;
- Develop a consensus as to the key priorities and issues in learning technology planning
- Provide evidence to assist senior managers in decision-making.

4. Introducing the audit tools

These audit tools allow you to describe your institution, staff roles, skills and activities in a number of ways. There are four sections to the audit, which will be briefly described below:

1. Institutional Factors
2. Roles
3. Skills
4. Planning

4.1 Institutional Factors Tool

The aim of this tool is to help you identify your institutional strengths and weaknesses in relation to the development, embedding, support and use of learning technologies. The outcomes can be used to help formulate an action plan for balanced development. The factors audited are sub-divided into three sections:

- Culture
- Infrastructure
- Expertise

Each factor is assessed via a number of key indicators in the form of positive statements (which may be seen as indications of 'institutional good practice').

The following general resources – or their equivalent at your institution – are likely to be particularly useful in carrying out the audit.

- (Draft) learning and teaching strategy
- Internal policy statements and reports relating to learning technologies
- List of institutional committees relating to learning and teaching, ICT and learning technologies
- Minutes of recent committee meetings directly related to learning technologies
- Mission statement/remit of central services, units or teams which support learning and teaching, ICT or learning technologies
- Any internal learning and teaching publications (e.g. newsletter, web site)
- Any internal audits of learning technology use (staff, students)
- Latest annual report
- Senior management structure of your institution
- Staff telephone/email directory
- Contacts directory of the learning technologies/learning support unit (i.e. list of staff with a particular interest in LT/L&T)

4.2 Roles

This audit tool is designed to help you map and describe the people at your institution involved in the development, use and support of learning technologies. It will also help you to identify key roles and activities which may be missing from your institutional profile.

The following general resources will be useful

- Internal phone and email directories
- Diagram of central service teams/units
- Remit and mission statement of central service teams/units
- L&T strategy
- Job descriptions of staff involved in LT development, support and use

4.3 Skills

This audit tool is designed to help you map the learning technology skills required by people in different roles. It can be used to develop job descriptions for new or existing posts, or as a training needs analysis for individuals and roles. It can also act as a general needs analysis for learning technology skills, either across a whole institution or in a smaller context such as a department, faculty or project.

The following general resources will be useful

- Outcomes of the Mapping Learning Technology Roles exercise
- List of courses available from staff development
- Handbook/description of professional development courses available from educational/L&T development
- List of courses available from computing services
- Institutional policy on mentoring
- Details of any secondments/funding available to support LT development

4.4 Policy and Planning

This audit tool is designed to help you map the planning and decision-making structures which impact on the use of learning technologies at your institution. It can be used to identify gaps in the decision-making

process, tackle bottlenecks and conflicts of interest, or (looking from the 'bottom up') to target key individuals and committees. Unlike other tools, this allows you to represent the 'top-down' view of learning technologies as represented in your institution's management and committee structures and written policy statements.

The following general resources will be useful

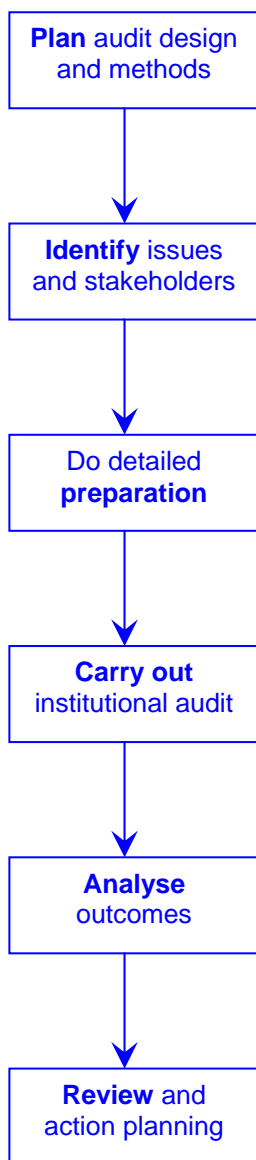
- List of institutional committees
- List of institutional working groups and projects concerned with learning and teaching, ICT, and learning technology
- Responses to the 'co-ordination/management' section of the Mapping Roles tool (note that these can be reproduced at the right hand end of this audit tool).
- Responses to the 'Institutional Factors' audit tool

Contact: anyone who knows the ins and outs of senior management at your institution

5. The audit process

The following diagram and notes provide a general overview of the steps you will need to go through in carrying out the audit.

Figure 1: The institutional audit process



- **Plan audit design and methods**

It is essential that you are clear about your aims, objectives and expectations before you begin the audit. It is also important that you consider the most appropriate methods to suit your situation and to fulfil the aims and objectives you have identified.

- **Identify issues and stakeholders**

Once you've decided how you are going to carry out the audit, you will need to identify key institutional issues and contact key stakeholders to involve them in the process. This is especially the case if you intend to run one or more focus groups.

- **Do detailed preparation**

You will need to ensure that you have gathered relevant resources, planned focus groups and other information gathering exercises with care and allowed sufficient time in your plan for analysing the data and disseminating the findings.

- **Carry out the institutional audit**

Follow the detailed notes as you work through each of the audit tools. These provide a wealth of help and support for each element of the audit tools.

- **Analyse outcomes**

It is essential that you allow plenty of time to analyse the data you gather in order to be able to really benefit from the audit. The Audit Notes give very precise guidance on how to interpret scores but focus group data must also be analysed.

- **Review and action planning**

Once the data is thoroughly analysed you will need to develop a plan to translate outcomes into action. This should also include disseminating findings, reviewing the process and planning any further comparative study.

6. Planning and preparation

6.1 Clarify your aims

The first thing you need to do in order to get the most out of an audit is to clarify what you are trying to achieve. Each institution and potential audit process will be different so no one can give you a set of aims; you must clarify these for yourself. If you aren't clear what you're trying to achieve you will not be able to analyse the data effectively or even collect the right data.

The following case study gives an example of how one institution clarified their aims.

Example A:

The University of A decided to carry out an audit as part of its preparation for a customised Managed Learning Environment. One aim was to identify areas of existing activity in learning technology use, to make sure that these individuals and departments could be given targeted support in transferring their activities to the new environment. A second aim was to benchmark current activity in order to assess the impact of the new infrastructure after 12 and 24 months. And a third aim was to assess the learning technology awareness and readiness of different sections of staff, so as to target staff development resources effectively. Because of the institution-wide nature of this project, it was decided to carry out a department-by-department survey, but with departmental representatives coming together as a single focus group to assess Institutional Factors.

Here's an exercise to help you with the thinking process. Write down your ideas in the space provided here, or create a document to capture this information. Allow plenty of time to think about and discuss the issues with colleagues and others who may be involved in the audit process, and to formulate a clear set of aims and key questions that you would like to find answers for.

/Audit Aims	
Why do I want to do an audit?	
Who would benefit?	
What key questions do we need to answer?	
What outputs (e.g. reports, decisions, action plan) do we want to see resulting from this?	
How will I share the outcomes of this audit? (<i>in particular what information will you make available publicly within the institution, as this will influence people's willingness to give honest answers to some questions</i>).	

This sheet will help decide what data you want to collect, who you want to involve and how you should carry out the audit. The following section gives you further information on different ways of going forward.

6.2 Choose appropriate methods

It is important that you carry out the audit in a way, which meets your own needs as well as in a way, which is useful to use. Many of the issues will be viewed differently by people in different institutional locations and roles. The audit takes account of this to some extent because the audit tool on institutional factors concerns *official* policies and structures of your institution, while the tools on learning technology roles and skills concern the *actual* experience of practitioners who are using, developing and supporting learning technologies on the ground. There is also lots of advice about which stakeholders you should consult at each stage.

Overall, however, there are four different ways you could carry out the audit. The approach you choose (or the combination of approaches) will depend on the constraints of time and on the degree of commitment you have from your institution and colleagues. These are listed below:

- **Individual auditor**

As an individual with a good overview of learning technology activities at your institution, you can complete the audit tools at your desk. You will need to use the suggested resources (documents and contacts) to ensure your information is accurate and to raise awareness of the audit process among important stakeholders and decision-makers.

- **Group of auditors**

Sharing the audit with a group of colleagues will give a more balanced view of your current situation and will mean you can share out the tasks of information gathering. This approach will also provide opportunities to discuss the issues raised by the audit and look at ways of moving things forward. You might use the audit as a way of benchmarking the current situation and developing an action plan for your learning technologies unit or equivalent group.

- **Focus group**

A larger and more representative group of people at your institution can be brought together to complete the audit. This will reveal the different perceptions held by people from different parts of the institution, and will give access to hands-on information from a wide range of sources. It can also help to develop a consensus around the audit process itself and, more importantly, about taking the outcomes forward.

- **Survey**

The audit tools can be sent out to representative stakeholders and decision makers with these accompanying notes, or your own version, in order to assess the situation more clearly from different perspectives or in different parts of the institution. You will then have to collate and analyse the findings, which can be time consuming but ensures a balanced view.

Whatever mode(s) you choose, it makes sense to consider how the audit can be incorporated into existing activities e.g. institutional monitoring and quality control processes, external review, needs analysis, service level agreements and so on. The process of auditing itself helps to raise awareness of the issues involved and enables discussion of the barriers and opportunities for change: therefore plan to involve as many stakeholders and decision-makers as possible within your constraints of time and budget.

You are also advised to keep a record of the process, contacts and resources you actually use to complete the audit, as this will enable comparative data to be collected in the future and so give a longitudinal picture of your institution's development.

The following example shows the methods another institution decided to use, given the constraints they were under.

Example B:

At University College B the Learning Technology Development Officer had overall responsibility for this area. Although she had good contacts with colleagues in computing services and learning development, she had only one part-time member of staff who might help with carrying out an audit. She decided that the most practical solution was to work alone, but to involve her key contacts as much as possible in ensuring the accuracy of the information. She also decided to do a short presentation to the Learning and Teaching Committee about the audit. As a result she was able to persuade the Committee to spend half an hour of a subsequent meeting considering the information she had collected and commenting on the issues raised. This, she ran in the style of a focus group, to ensure that the different stakeholders were able to have their say.

6.3 Identify stakeholders

If you plan to carry out a focus group or survey, you will need to identify key stakeholders in learning technology use who can act as participants. Even if you have to carry out most of the audit as an individual or joint information-gathering exercise, it will be important to make key stakeholders aware that the process is taking place, and what the likely benefits might be. Whatever your chosen method, then, you need to think about who at the university has an interest in learning technologies. You can start with the people identified in the Audit Aims exercise. For each of the following groups of potential stakeholders, consider who in practice might be willing to take part or might need to be informed about the audit process.

- Academic staff, especially those with LT experience
- Students, especially those who have used LTs as a compulsory element of study
- LT support staff
- Learning support staff including librarians/resource managers
- Technical development staff
- LT project workers
- Educational developers and researchers
- Staff developers and trainers
- Computing/information services staff
- Members of L&T committee(s)
- Members of ICT committee(s)
- Heads of academic departments
- Heads of services e.g. Administration, MIS, Personnel

6.4 Identify key issues

The audit tools were originally designed to offer comparability across institutions of very different kinds. For this reason they cannot possibly ask all the right questions for your own institution. There are, however, plenty of opportunities for you to add questions to the original audit and/or to modify aspects of the tools to suit your own needs. It will only be possible to do this if you have already thought about the issues influencing your institution's current use and future development of learning technologies. In particular, it is

helpful if you have in mind a small number of key objectives, which will probably arise from fairly high level institutional strategies.

We suggest that you use the following prompts in the first place to help you organise your own thoughts about what may be a complex picture of current drivers. It will help if you can gather together strategic documents and mission statements. 'Objectives' are often given explicitly as bullet points.

At a later time you may well want to raise these questions with a range of other people, especially those responsible for writing the institutional strategies that define your current objectives. Have they thought about what indicators would mean that their strategic aims had been reached successfully? Have they thought about how learning technologies can contribute to these aims? These could be useful questions for a discussion in a learning and teaching committee.

/Key Learning Technology Issues	
<p>What are the key current drivers of learning technology development at our institution?</p> <p><i>As well as LT agendas, think about L&T strategies, widening participation, human resource strategies, information strategies and general institutional mission.</i></p>	
<p>What are the key objectives for learning technology development, arising from these drivers?</p>	
<p>What institutional indicators would demonstrate that these objectives had been met?</p>	
<p>What are the key problems that need to be overcome (as you see them now)?</p>	

6.5 Preparation checklist

The following checklist can now be used to help ensure you have planned your audit and thought of everything!

Audit Checklist	4	
Written statement of aims		You should be able to copy or develop these from the Audit Aims exercise in section 4.2
List of key audit questions		
Decided methods		
Identified and contacted key stakeholders		You should be able to copy or develop this from the Identify Stakeholders exercise in section 4.4
Agreement to proceed from relevant stakeholders		You may have a line manager whose agreement you need to devote time to the audit. You may also need to seek agreement from relevant Senior Managers and/or Committees of your institution to gather information about different departments and services. It may be helpful to put in writing the exactly how the information will be used and distributed (see your answer to this question on the Audit Aims exercise).
Budget agreed if needed		Think about your time, other people's time, and distribution costs if you plan to carry out a survey. Budget also for the dissemination of outcomes, as this will be the only evidence that most members of the institution will see of your audit.
Obtained critical documents and resources		Go back to sections 3.1 to 3.4 and make sure you have as many of these resources as possible before you start.
Written plan with timings and dependencies		Assuming that at least some part of your methodology involves a focus group, stakeholder meeting, and/or survey, a number of other people will be involved. To coordinate this you will need to draw up a project plan. See the next two sections for detailed advice on preparing for a Focus Group and a Survey
Focus group:		See detailed advice in section 4.7
Booked rooms and catering		
Invited participants		
Received replies and followed up		
Sent out audit tools or materials in advance		
Agenda of activities		
Record outcomes		
Follow up		
Survey:		See detailed advice in section 4.8
Contact potential participants		
Distribute survey		
Collate responses		
Follow up		
Plan analysis and review		Make sure you leave time in your programme to analyse the data and review next steps.
Distribute outcomes		Whatever you have promised to do as an outcome, make sure there is a public and visible outcome to all your hard work!

7. Carrying out the audit

To carry out the audit you will need both the Audit Tools and the Audit Notes that accompany this Facilitator's Guide. The Notes are a comprehensive set of supporting documentation. They will take you through each step of the Audit and give examples of what you will need, how you might approach each section, how to score individual elements of the tools and how to analyse and interpret data. It is therefore essential that you read the notes thoroughly before embarking on a particular audit and refer to them throughout the process.

If you are carrying out the audit as part of the official roll-out of these materials then further support may be available to you, in the form of an email discussion list, workshops, and institutional visits. Please contact one of the project team (see Section 9) if you require details.

7.1 Carrying out a focus group

As mentioned above, you can choose to conduct the whole audit using a focus group approach. However, this is the recommended approach for auditing Institutional Factors, as it can help to build consensus around an institutional action plan to move forward the use of learning technologies. Therefore a focus group should form at least part of your audit methodology. More detailed guidance on how to conduct a focus group as part of the Institutional factors audit can be found on page 4 of the Audit Notes. The followings are general suggestions for managing a focus group:

- Invite stakeholders directly or advertise a focus group to discuss embedding learning technologies at your institution (or a combination of both). Encourage invited stakeholders to suggest a replacement if they cannot attend.
- Remember to explain why you are doing the audit, what the benefit will be to the participants, and why they should be involved. Include a statement about how the information will (and will not) be used.
- Make sure the location, style of publicity and people involved give the message that this is an important event.
- It can help to attach a focus group to some other event at which key stakeholders will be present, such as a committee meeting or learning technologies event. Providing lunch, or at least tea and cakes, will also give an incentive!
- Send participants a copy of the audit tool beforehand – some will fill it in, and everyone will have had a chance to reflect on the issues involved.
- On the day, make sure you have available plenty of flip chart pages and pens. You may also want to consider other means of recording outcomes such as pro-formas filled in by participants, or audio recording.
- Begin with group introductions and perhaps some background on the current situation at your institution.
- Introduce the audit tool and your reasons for wanting to carry it out (refer back to your Audit Aims exercise).
- Invite participants to form three groups to consider culture, infrastructure and expertise.
- Be explicit about how long they should spend on each question and what form of feedback you want (written, verbal, on a transparency, on a flip chart)
- Allow time for feedback on the process as well as the outcomes.
- Either during the workshop, or afterwards if time is short, allow participants to comment on and add to the outcomes from other groups.
- Always thank participants after the event, share with them any outcomes such as transcripts or action points, and tell them what will happen next.
- Plan to keep them involved over time, e.g. by organising a second event to plan further actions based on the audit outcomes.

7.2 Carrying out a survey

- Decide who your target audience is for the survey. It is likely not to be the total list of stakeholders but a group of representative people, e.g. departmental learning and teaching representatives, or heads of relevant services, with the information you need.
- Explain why you are doing the audit, why their participation matters, and how the information will be used.
- Electronic distribution is generally easier, but paper copies can encourage staff who are uncomfortable with email attachments or web forms.
- Always include the same information as when making initial contact.
- Give a deadline by which responses should be returned. Ideally this should be no more than two weeks from distribution.
- Always thank participants after the event, share with them any outcomes that don't compromise confidentiality, and tell them what will happen next.

8. Analysis and forward planning

It is important you leave enough time to make sense of the information you have collected. The Audit Notes for each tool provide guidance on carrying out different kinds of analysis depending on your aims and context. In each case, the analysis is directed towards reaching useful conclusions that you can carry forward into action.

When analysing your data it will be helpful to have in front of you the outcomes of the various planning activities you undertook earlier in the Facilitators' Guidelines. The institutional agendas activity will help you to identify the most significant outcomes and to priorities action points. The stakeholders activity will help you to ensure that everyone involved has had a say about the meaning of the information gathered, and about appropriate ways forward. And the audit aims activity will help you to decide for yourself if the process has been worthwhile, and which aspects might be taken forward – perhaps at a local level.

8.1 Action planning and review

It is also important that you follow up on the audit with positive steps to make a difference at your institution. In the first instance this means disseminating your outcomes, which might take the form of:

- A public report e.g. in an institutional publication or web page
- Recommendations to relevant managers or committees
- A staff development event or events
- Circulating a summary to all the identified stakeholders

You will need to think about how best to disseminate the findings, based on your original aims, but also how best to translate the outcomes into action that can be taken forward. A good way to do this is to call a 'working seminar' of your original focus group or survey participants, perhaps with additional managers or stakeholders invited to attend. This will allow you to report on your findings. You can follow up by facilitating a discussion along the following lines:

- What are the most interesting/surprising outcomes?
- Where are there strengths we can build on?
- What are the weaknesses we need most urgently need to address?
- How should we prioritise learning technology development over the coming year?

Following through on these discussions will mean finding people who can champion the audit outcomes on relevant committees, with senior managers, and within their own departments and services, as illustrated in the following two examples:

Example C:

University C had made considerable investment in learning technology infrastructure, but the audit revealed that staff had several disincentives to actually use these facilities in their teaching. One was a lack of time to develop the new skills and to work on web-based learning materials. Another was a lack of recognition for efforts made in this area. The audit also threw up problems with the way teaching staff were consulted (or, rather, not consulted) about infrastructure developments. Through action planning, recommendations were made to Heads of Department concerning buy-out of staff time for teaching development, and a new User Group was formed to liaise between departments and computing services on development decisions.

Example D:

The Learning Technology Team at the University of D were not surprised when the audit showed a lack of co-ordination among individuals and groups responsible for learning technology decision making at the University. A pattern emerged of very patchy development, with some centres of real learning technology excellence in departments that happened to have enthusiastic champions, and others failing to make any progress at all. Internal discussions among the team led to a change of emphasis, with much stronger focus on faculty and department level, where the budgets for learning and teaching development had been devolved. A new alliance was formed with the Teaching Development team to ensure more co-ordinated support and central funding was provided to learning technology development projects.

9. Further sources of help and support

The audit developers and authors of this pack may be contacted at:
Institute for Learning and Research Technology
University of Bristol
8-10 Berkeley Square
Bristol BS8 1HH
0117 928 7193
or by email: sue.timmis@bristol.ac.uk

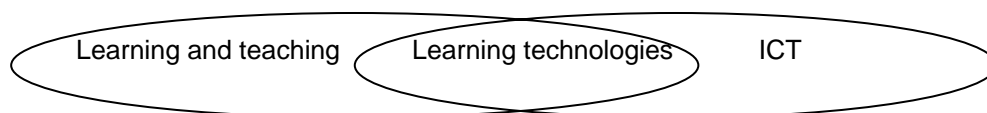
Under some circumstances it may be possible to arrange institutional support visits from members of the project team.

Appendix A Definitions and abbreviations

Communications and information technologies = ICT. All computer-based systems, applications, networks and equipment and audio-visual technologies, regardless of whether they have a specific educational purpose.

Learning and teaching = L&T. All activities/interactions engaged in by students with the intention of learning, and all activities/interactions engaged in by academic teaching staff and learning support staff (see below) with the intention of supporting student learning.

Learning technology/ies = LT. All ICT applications which have a specific learning content or are used for specific learning and teaching activities and purposes.

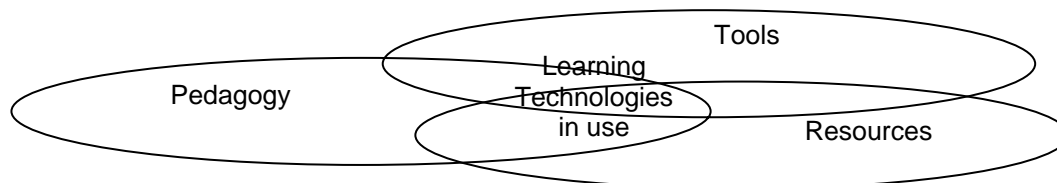


Pedagogy (despite the difficulties associated with this term). The methods, approaches, values and theories-in-use underlying learning and teaching practices in a specific educational context (e.g. institutional or disciplinary)

Resources. Artefacts and technologies with a specific learning *content*.

Digital/multimedia resources. CD-ROMs, web sites, CAL packages, digital libraries, digital images and sound files, computer-based models, question banks, virtual field courses and practicals, databases and datasets: also audiovisual resources.

Tools. Technologies used to support specific learning *activities*.



Academic teaching staff. Staff on any academic contract of employment for whom learning and teaching activities form a significant part of their role.

Support staff. Staff not employed on an academic contract who have a role in supporting student learning (learning support), or in supporting student access to learning materials (resources support), or in supporting the student learning environment (technical support).

Learning support. The support of learning in ways which involve direct contact with students as learners, e.g. developing learning skills or ICT skills.

Resources support. Librarianship, management of and facilitating access to resources, as well as support for materials development (see below).

Technical support. The support of the ICT environment in ways which do not involve direct support of students as learners.

Staff development. The provision of training and personal development opportunities with the intention of enhancing the personal/professional skills of individual staff.

Academic/educational development. The provision of advice, consultancy and targeted support to staff involved in the learning process, with the intention of enhancing the learning process for students.

Technical development. The development of computer-based systems, architectures, environments, networks or tools (see above) designed to support student learning.

Materials development. The development of digital/multimedia materials or resources with specific learning content.

Learning and teaching innovation. The development of new learning *activities* or learning and teaching *practices* or their introduction to a new learning context.

Curriculum development. The development of learning and teaching sessions, modules and programmes to incorporate learning and teaching innovations (as above – for example the use of learning technologies).