

# Emerging hybrid staff roles in the new e-learning environment



**Clive Young, E-Learning Environments  
University College London**

# An e-learning journey



The Open University



## Context: UCL - London's Global University

- London's first university - established 1826
- Very strong research focus
- One of top 10 global universities
- Traditional campus-based teaching
- 24,000 students (40% postgrads)
- 4000 academic and research staff
- 80+ departments
- Multidisciplinary
- e-Learning 'strategic'

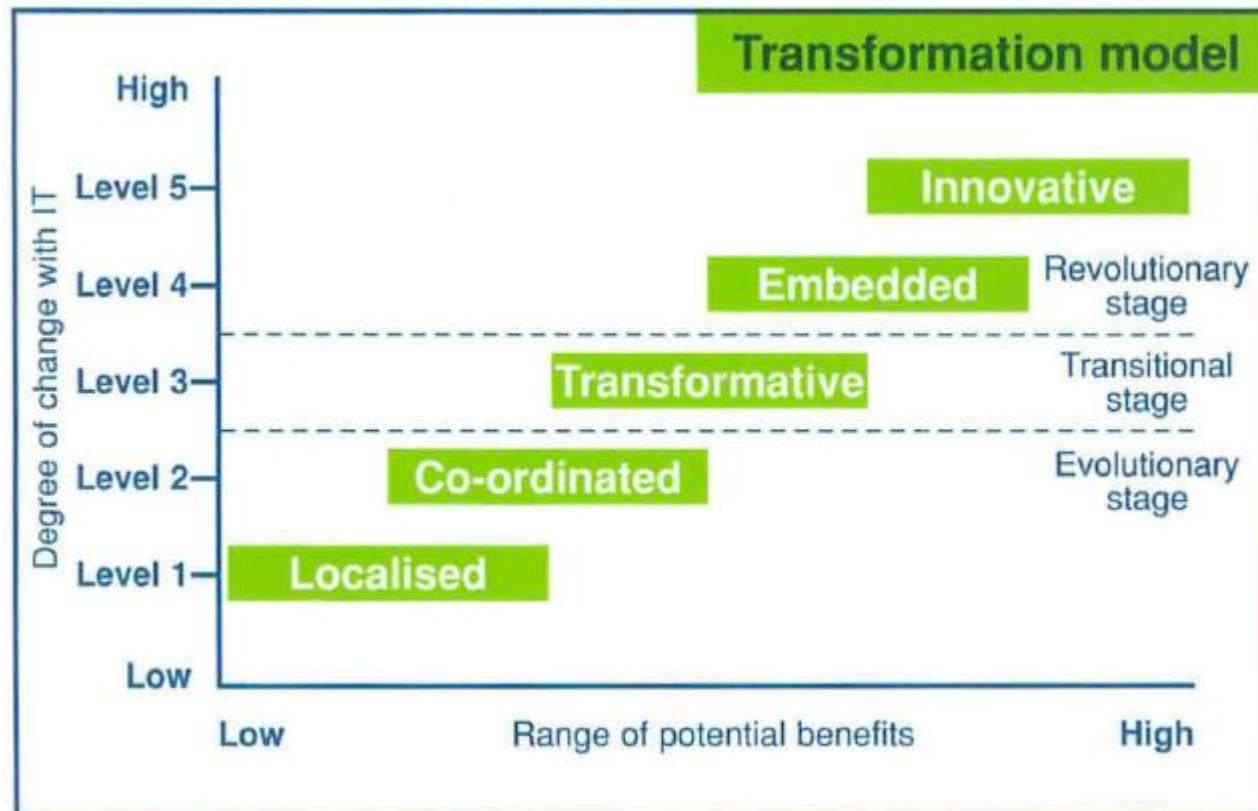


# Institutional Learning and Teaching Strategy

- “in the context of a global, information-driven society, e-learning and the use of online technologies is an essential component of the way in which students access and engage with the curriculum at UCL. Departments are strongly encouraged to consider the potential of technology to promote knowledge building and reflective, student-centred, creative and collaborative learning”. [Paragraph 86]
- “a fundamental commitment to working with and developing new technologies, methodologies and approaches to teaching and learning” [22]
- “be flexible, innovative and at the forefront of developments in the use of new technologies to support and enhance teaching and learning” [23].



# What does 'change' mean?



**MIT 90s transformational model**

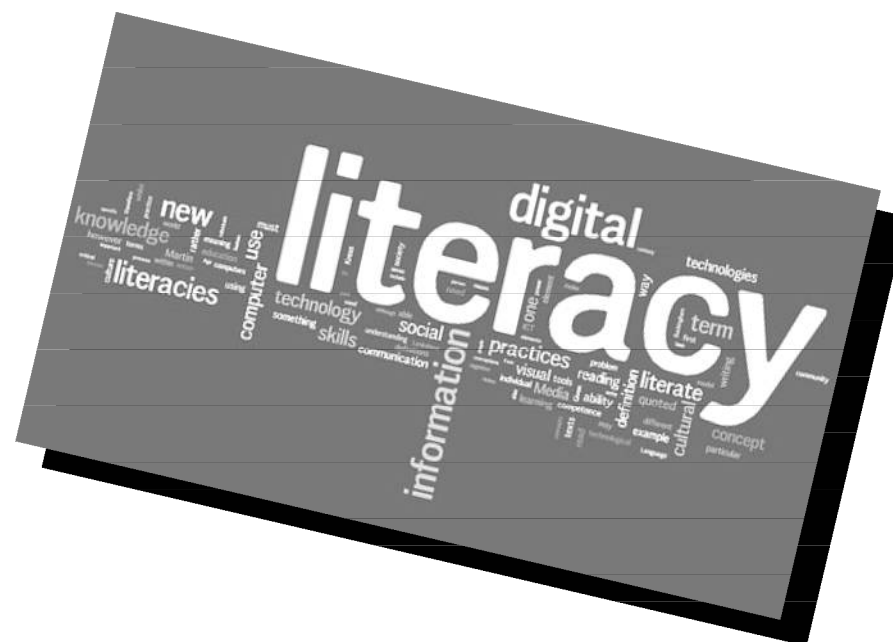
[http://iltinfe.files.wordpress.com/2011/04/000897\\_managing\\_it-a\\_planning\\_tool\\_for\\_senior\\_managers.pdf](http://iltinfe.files.wordpress.com/2011/04/000897_managing_it-a_planning_tool_for_senior_managers.pdf)



# Change is enabled by digital literacy

***digital literacy*** defines those capabilities  
which fit an individual for living, learning and  
working in a digital society

- ICT/computer literacy
- information literacy
- media literacy
- communication
- collaboration
- digital scholarship
- learning skills
- life planning

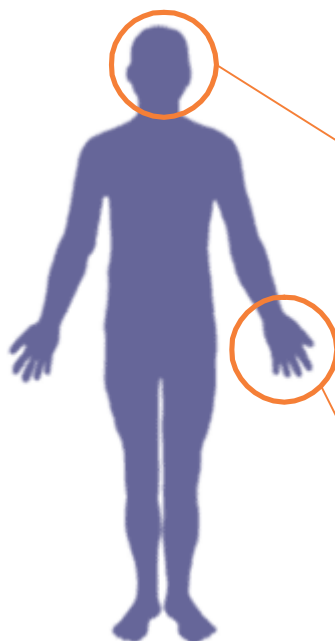


# Digital Literacy – new ways of thinking



## Social awareness

(understand your identity, collaborate, adapt communication to context/audience)



## Critical thinking

(evaluating, contextualising – information literacy?)

## Knowledge of digital tools

(hard/software awareness/competence – ICT literacy?)

## Two types of digital literacy

- **Professional/academic literacies and identities**

- specialist tools like SPSS, CAD/CAM, LaTeX, GIS tools and academic tools – VLE, lecture capture
- steep learning curve
- literacies are usually well integrated into modules and ‘owned’ by the department and/or the institution.



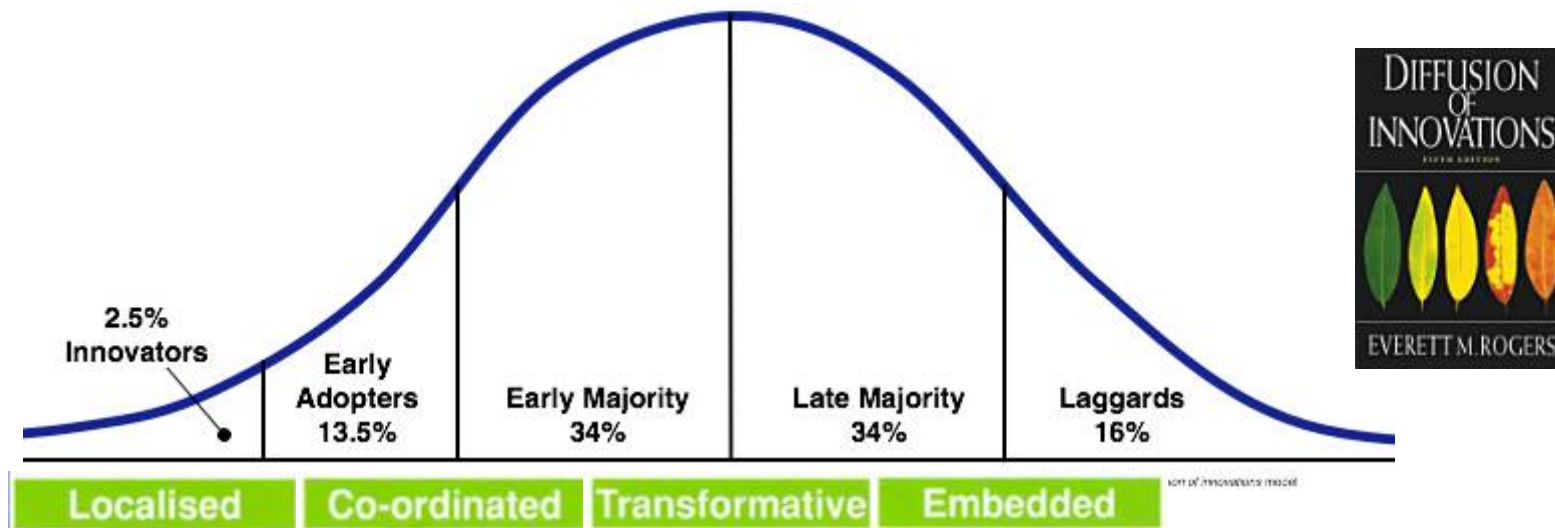
- **Personal/social literacies/identities**

- characterised by cloud-based web services such as blogs, Facebook, Twitter, LinkedIn, Flickr, YouTube
- designed/promoted as ‘easy to use’
- not usually integrated unless part of the academic subject itself (investigating digital technologies etc) and therefore not ‘owned’ by anyone (...should they be?).

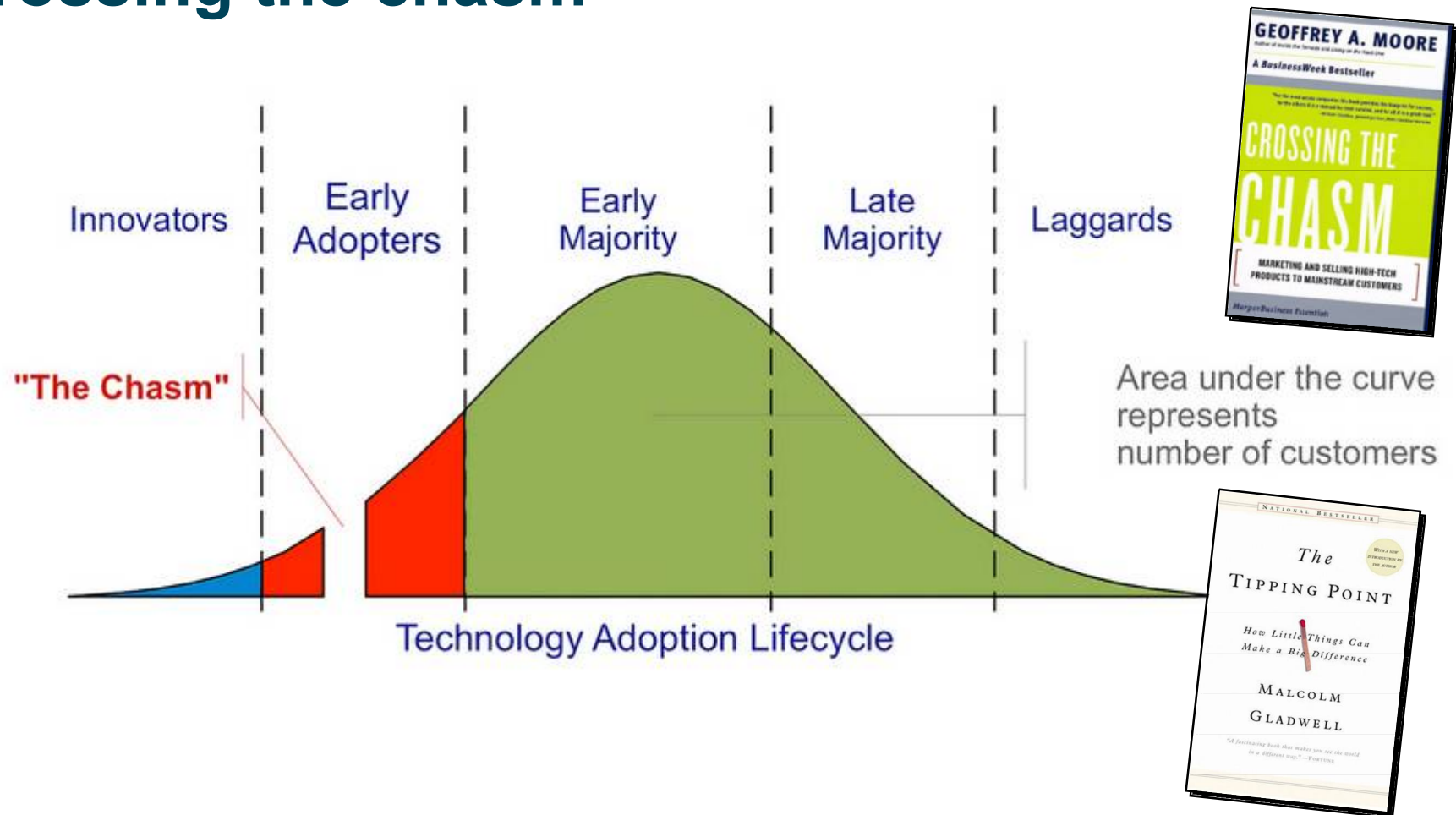




# The human side of change - Rogers



# Crossing the chasm



<http://www.flickr.com/photos/marketingfacts/4615037800/>

## This is about digital literacy (and identity)



- “The characteristics of late adopters are profoundly different from those of early adopters” (McKenzie 1999)
- **What works for pioneers does not work for the later groups.**

## UCL's 'tipping point'?

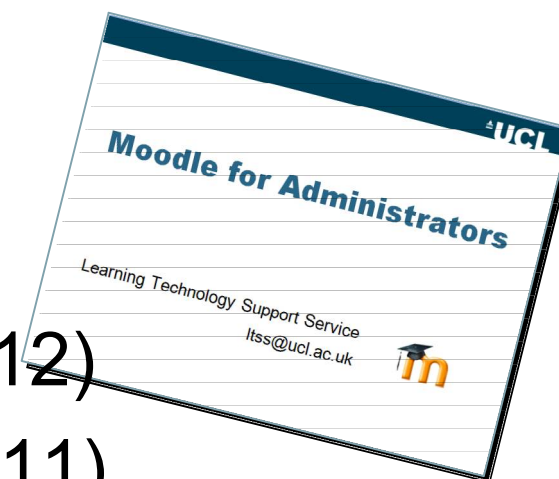
2010 Total Moodle campaign

**“The dog that didn’t bark”**



## Why did the dog not bark?

1. The unexpected guests (2009)
2. Moodle for Administrators (2009-12)
3. The Administrators Forum (2009-11)
4. Total Moodle (2011)



Which led to

1. The Digital Department
2. Moodle 2 (2012)

THE Digital  
Department



## Aims of The Digital Department project

- Professional profile and expertise of UCL teaching administrators (TAs)
- Training programme
- External accreditation via



Semi funded by **JISC** Aug 2011 to July 2013

Under their **Digital Literacies programme**

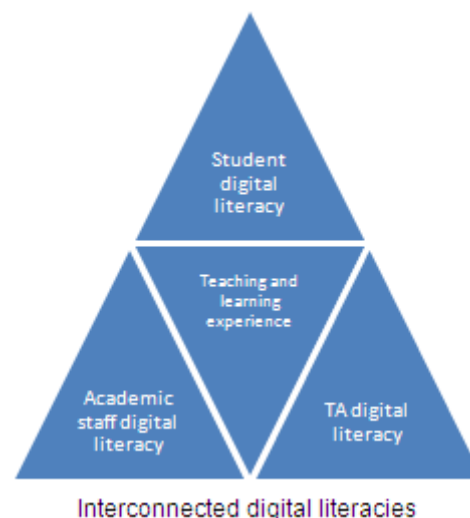




# Digital literacies and the learner experience

**Students** - must become skilled at identifying and integrating learning opportunities to meet their personal needs.

**Academics** - support and feedback to students seeking a range of learning outcomes, maintaining contact and support progression.



**Administrators** - complex enrolments and timetables, new modes of study, courses delivered in different settings.

**Key: Enhancing student experience and meeting new expectations**

## What do we want to do?

1. **Review current processes and practices**
2. **What are future needs?**
3. **Build a knowledge wiki**
4. **Train and develop**
5. **Certify** with ALT & AUA portfolios
6. **Evaluate** – do we enhance the student experience?
7. **Adapt the model** - for students, other staff and other institutions.



## Reviewing current practices

200+ 'teaching administrators at UCL  
Workshops, focus groups, surveys

- What tools do you use?
- What do you use most often?
- What would you like to learn about?

Identified both

- **Professional/academic literacies**
- **Personal/social literacies**





# Some of the tools UCL TAs use

## UCL admin and financial systems

- Portico – student information service
- Financial Information System (FIS) - financial data and management
- Timetabling/CMIS - room bookings and timetabling
- Service in Partnership (SiP) – HR forms
- Rome - online recruitment
- Web content management (silva)
- Scanners – being piloted as attendance checks for Points-Based Immigration System (PBIS)

## UCL teaching and learning systems

- Moodle - e-learning environment
- Turnitin – plagiarism detection
- Lecturecast – automated lecture recording
- Opinio - web-based surveys
- My Portfolio – staff and student e-portfolio
- Electronic Voting Systems (EVS) – audience response 'clickers'
- Wiki – collaborative web pages
- Blackboard Collaborate – virtual classroom

**“It is almost impossible for busy academic staff to stay up to date” (SLiDA)**

## Communication and networking tools

- Email – inefficient way of contacting students?
- Facebook– seen mainly as a communication tool
- Phone Text messaging – no UCL service but a strong demand
- Messenger - text messaging
- Skype – video conferencing
- LinkedIn – professional networking
- Blogs – UCLWordpress service
- Twitter –how to use in HE?
- YouTube – online videos

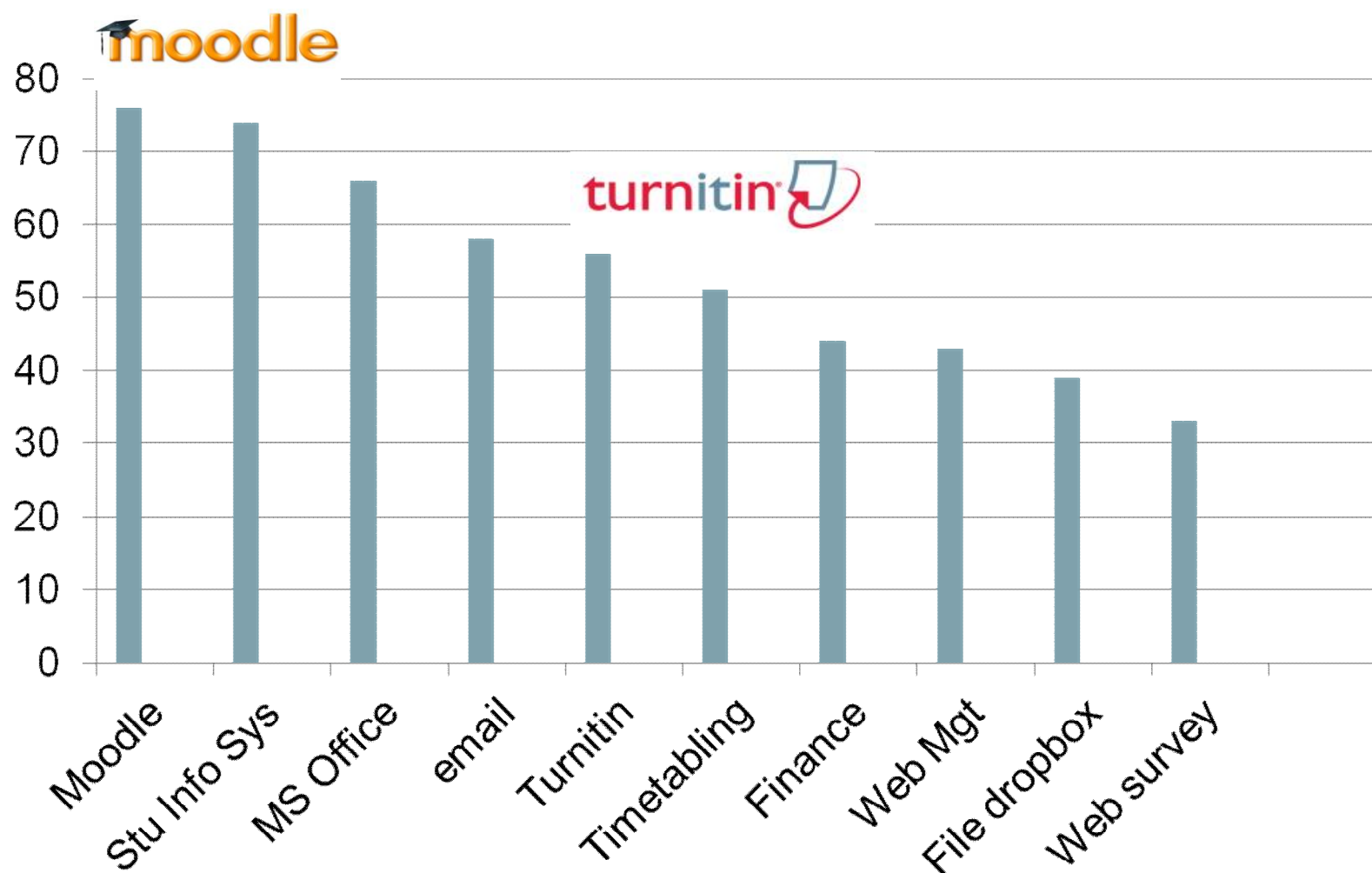
## Productivity tools

- MS Office – Word, Excel, PP, Acrobat
- Dreamweaver – web page development
- Etherpad – collaborative note taking
- Evernote – stores notes, photos
- Google docs – share web documents
- Google analytics – web usage
- UCL Dropbox – exchange large files
- Dropbox – web-based online storage

## Marketing and events management

- Eventbrite – events management
- Find a Masters – marketing
- Oxboffice – ticketing service
- Google Adwords – online advertising

## Top 10 systems used by UCL TAs



# What do TAs want to learn about?



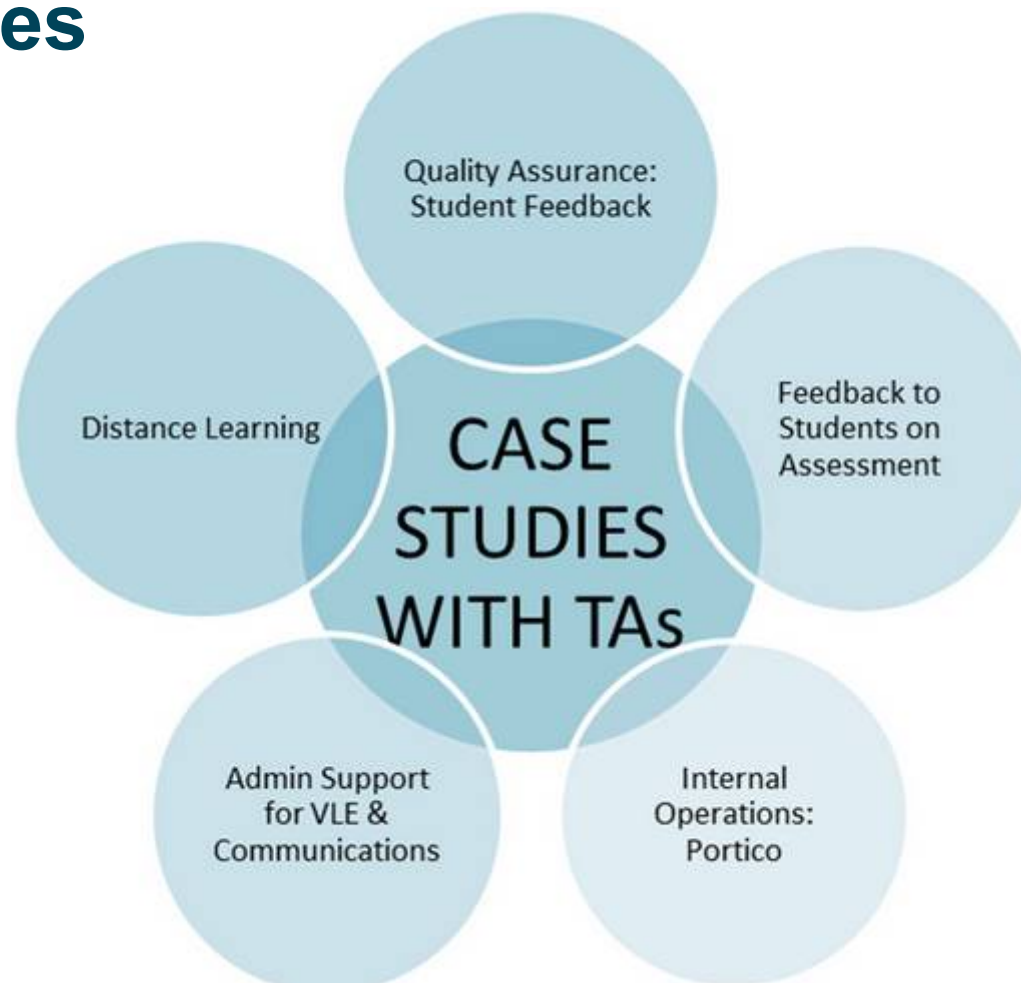


- ☐ ABOUT THIS WIKI
- ☒ CONTEXT
- ☒ CENTRAL DIVISIONS & FACULTIES
- ☒ SERVICES & FACILITIES
- ☒ THE TEACHING ADMINISTRATOR AT UCL
  - ☐ Annual Calendar
  - ☐ Responsibilities of Academic & Administrative Staff
  - ☒ TA Role
    - ☐ UCL User I.D.
    - ☐ Unique Personal Identifier (UPI)
- ☒ MARKETING & RECRUITMENT
- ☐ SCHOLARSHIPS
- ☒ ADMISSIONS
- ☒ STUDENT INDUCTIONS
- ☒ CURRENT STUDENT SUPPORT
- ☒ SUPPORT FOR TEACHING STAFF
- ☒ ASSESSMENT & EXAMINATIONS
- ☐ CAREERS
- ☐ ALUMNI
- ☐ PLACEMENTS
- ☐ SHORT COURSES
- ☐ DISTANCE LEARNING
- ☒ SYSTEMS AT UCL
  - ☐ GENERIC TOOLS AND SYSTEMS
- ☒ DATA & DATA STORAGE
- ☒ TEACHING ADMINISTRATOR TEAM MANAGERS

## Wiki – shared knowledge



## TA-led case studies



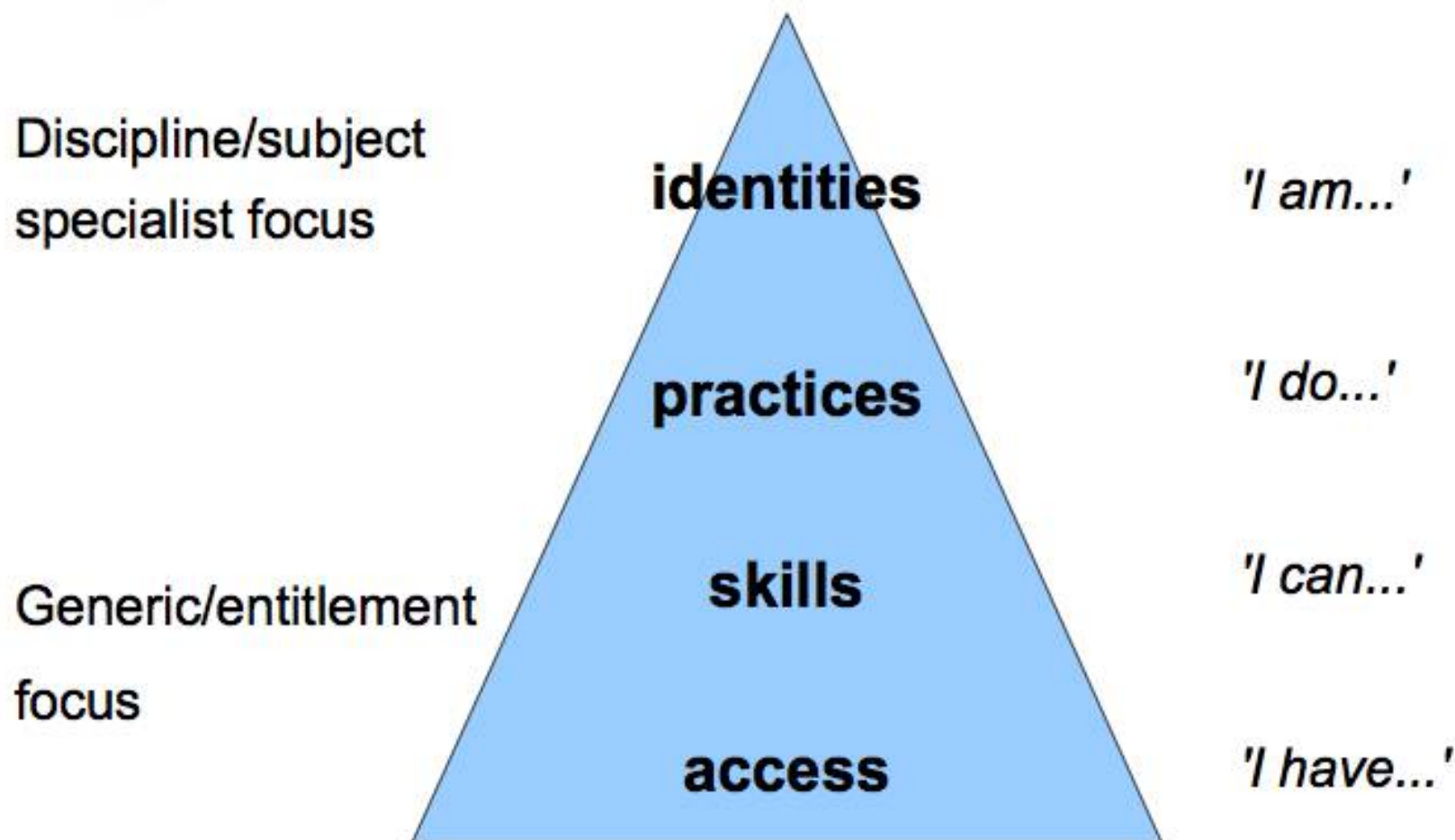
## 10% developing e-learning portfolios

1. Operational Issues and Technical Knowledge
2. Teaching, Learning and Assessment Processes
3. The Wider Context - Legislation
4. Communication & Working with Others
5. Specialist Topics

- **Portfolio Submissions - 20 July!**



## Its all really about identity



(Beetham and Sharpe 2009)

## As our funders (JISC) note...

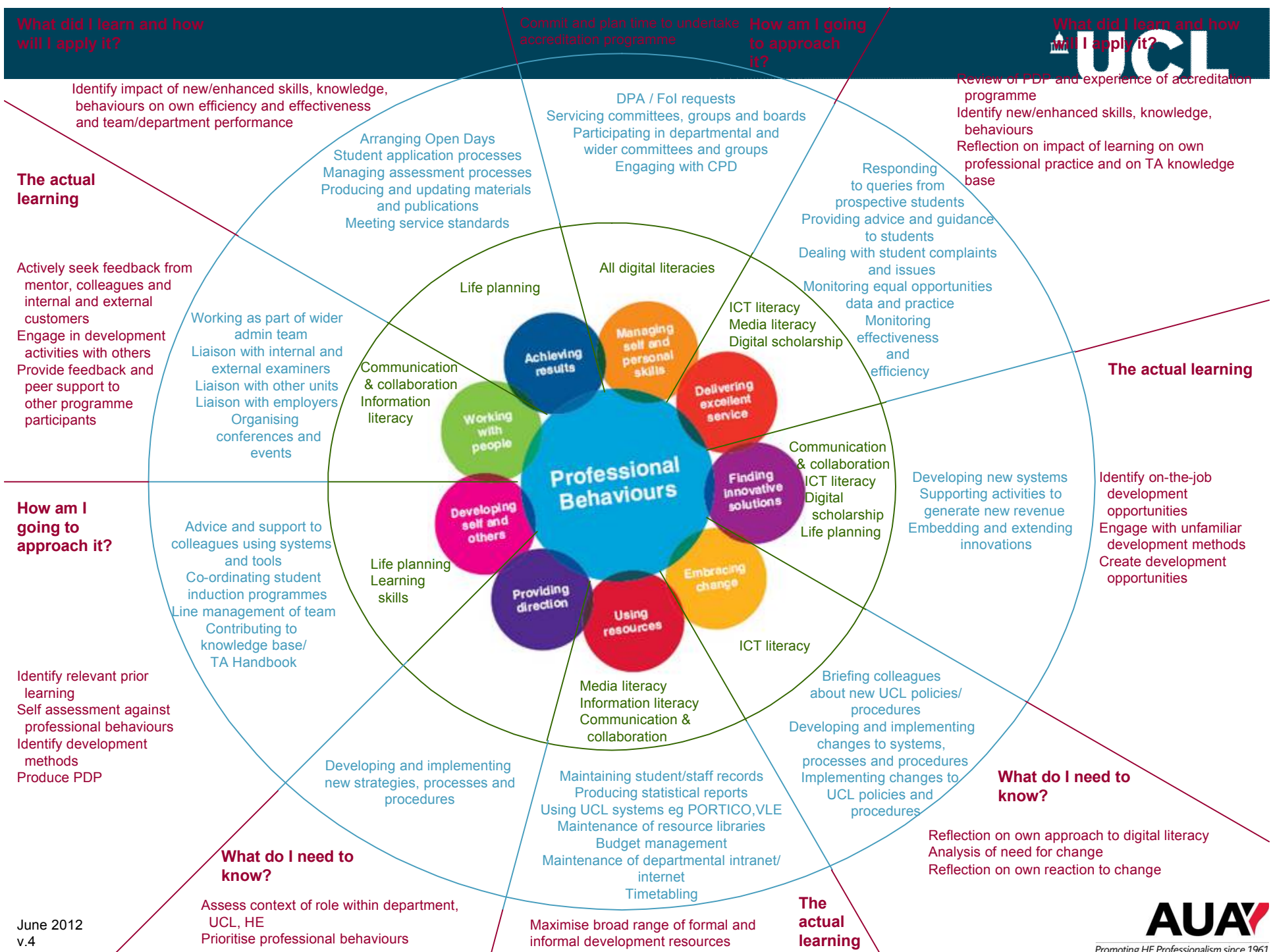
1. Digital literacy must concern **personal** practices and capabilities, and their development through personal experiences
2. Digital literacy must consider how those are situated in historical, social, cultural, **organisational** contexts
3. Digital literacy must recognise the materiality of **digital technology** and the specificity of its uses and effects

In understanding **how these three interact**, we need to get **beyond 'adoption'** to practices and identities, motivations and meanings

## What's next for us - professional 'behaviours'









**Why is important to UCL?**

<http://www.flickr.com/photos/stevecadman/246302724>

# Creating (recognising?) new / hybrid staff identities

Discipline/subject  
specialist focus

**identities**

*'I am...'*

**practices**

*'I do...'*

**skills**

*'I can...'*

Generic/entitlement  
focus

**access**

*'I have...'*

(Beetham and Sharpe 2009)



## Network of ‘change agents’



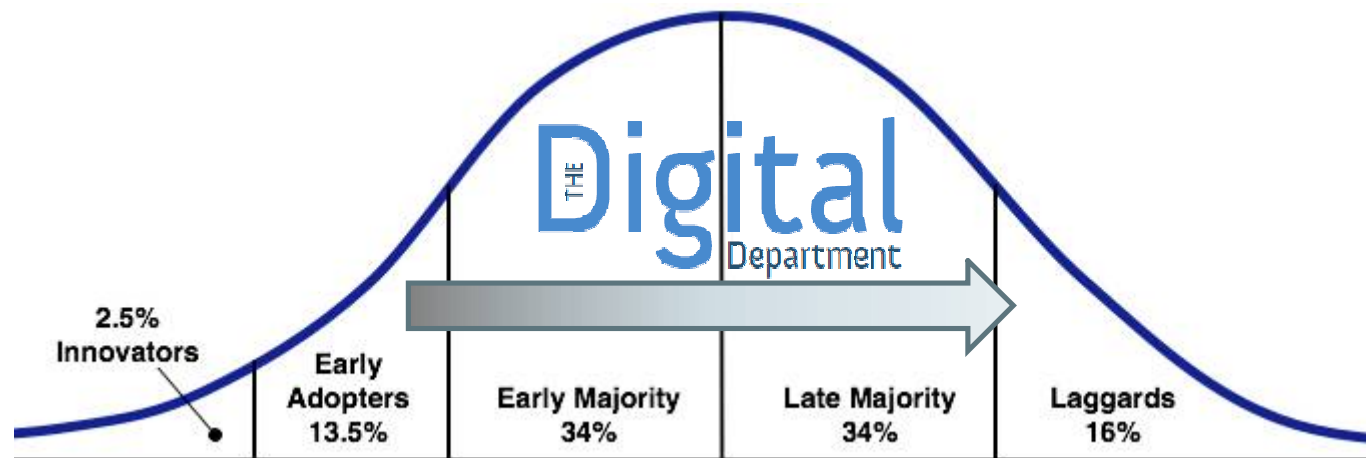
- Self- identified group
- 200+ individuals across the whole campus
- Community of practice
- Close support for our academics
- Support change e.g. Moodle 2
- Committed to improvement
- Information source

# Identifying literacies needed for change



Developing a support environment to help them develop

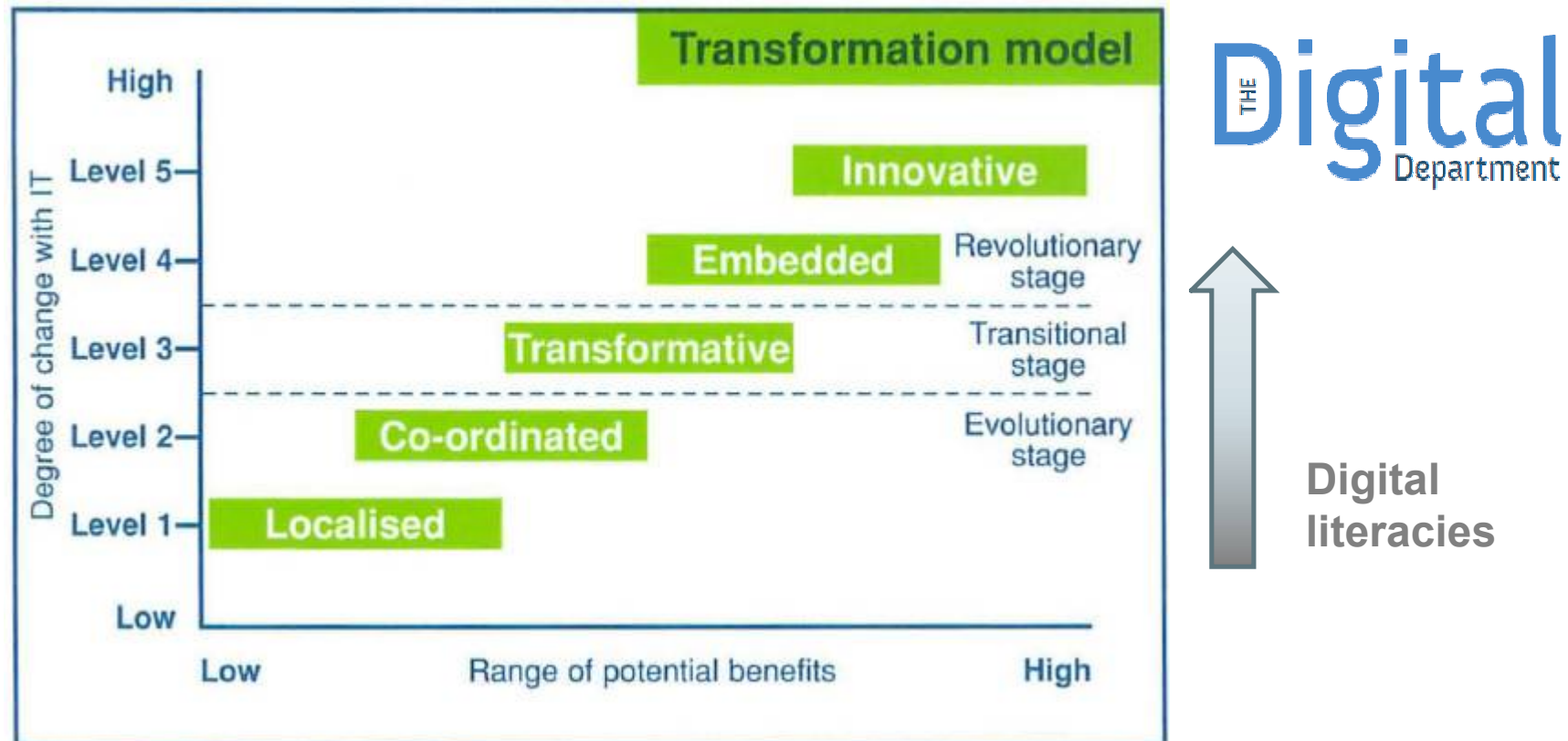
# Helping to bridge the chasm by support



Source: Everett Rogers (Diffusion of innovations model)



# A driver for transformative change



**MIT 90s transformational model**

[http://iltinfe.files.wordpress.com/2011/04/000897\\_managing\\_it-a\\_planning\\_tool\\_for\\_senior\\_managers.pdf](http://iltinfe.files.wordpress.com/2011/04/000897_managing_it-a_planning_tool_for_senior_managers.pdf)

## Beyond UCL

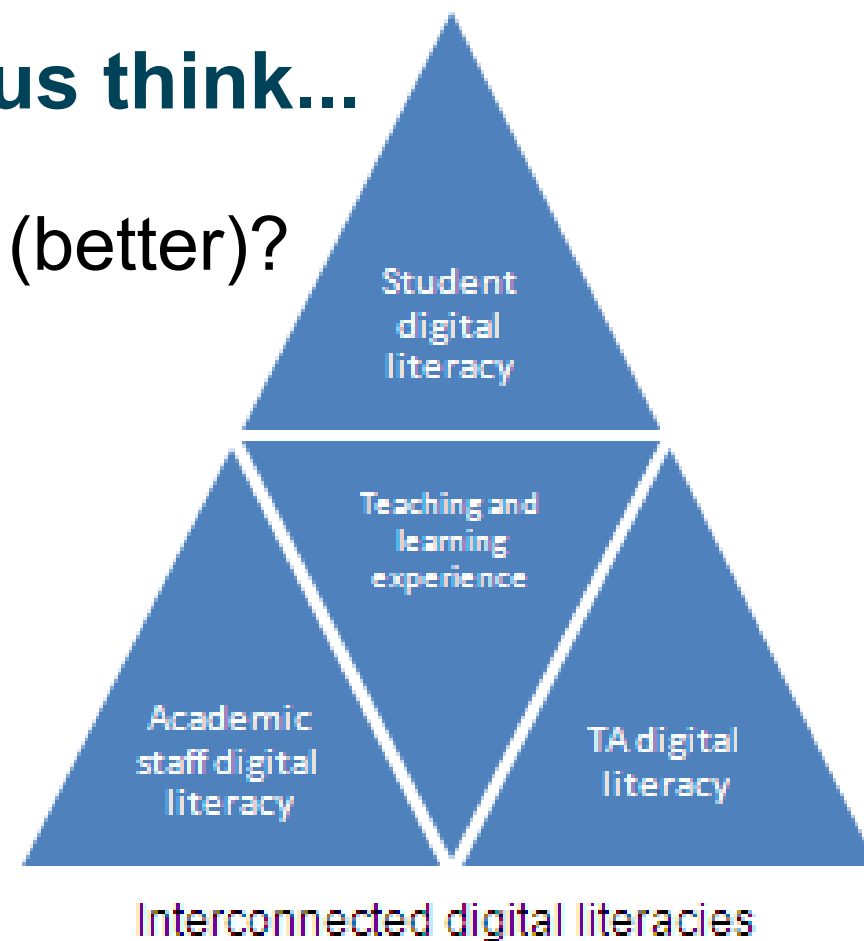
- Not really about ‘teaching administrators’
- What digital literacies needed for strategic change?
- Roles usually hybrid
- May be academics / teaching assistants / postgraduate students etc
- What training / support?
- Link to academic / student literacy



**The project is making us think...**

How do we support these (better)?

**THE Digital**  
Department



**c.p.l.young@ucl.ac.uk**



The Digital Department



The Digital Department poster  
(PDF, Sept 11)

Latest Posts:

Two types of digital literacies?

A better name than 21st Century Skills?

Workshop at AUA Conference

Digital Department poster at AUA

## Two types of digital literacies?

By Clive Young, on 16 May 2012

As part of TDD Alison and I attended an interesting JISC workshop on 'digital literacies' yesterday. There was much emphasis on how skills and practices contributed to both **academic and personal online identities**. However the literacies supporting each might be different. A distinction emerged from discussions with programme 'synthesis consultant' Helen Beetham.



**Professional/academic literacies and identities**, characterised by specialist tools like SPSS, CAD/CAM, LaTeX, GIS tools and the academic tools Moodle/Lecturecast/Turnitin. They tend to have a steep learning curve but the literacies are usually quite well integrated into modules and 'owned' by the department and/or the institution.

**Personal/social literacies/identities** – characterised by cloud-based web services such as blogs, Facebook, Twitter, LinkedIn, Flickr, YouTube – designed/promoted as 'easy to use' and not usually integrated unless part of the academic subject itself (investigating digital technologies etc) and therefore not 'owned' by anyone (...should they be?).

There is significant possible **overlap**, however, where cloud-based services could be used directly in to support academic study (blogs media etc) to engage in discipline-based

Supported by



JISC Developing digital literacies programme.

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Clive Young (UCL) and Alison Robinson Canham (AUA) at JISC Digital Literacies Kick-off meeting, October 2011.