

# **Herding Cats: A Faculty e-learning initiative reviewed**

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Canterbury Christ Church  
University College

# SO WHAT'S THE CONTEXT?

- The University College?
- The Faculty?
- Herding cats?..... Academics (in England at any rate!) working with each other!!!



# CANTERBURY CHRIST CHURCH UNIVERSITY COLLEGE



- 13,405 students
- Income £58.4 million (roughly \$115million)
- Majority of departments rated good/excellent for teaching quality
- 85% of students in work after six months (compared with 68% nationally)



# THE FACULTY OF EDUCATION

- One of the largest in the country working to train and develop staff and organisations in all education sectors - early years, all school grades, college, adult, community and university and with business, public sector, communities, charities, local, regional and national government
- Around 6000 students and growing, on programmes from degree to Doctoral level
- Around 280 academic members of staff
- A UK government Category "A" Provider recognising the quality of Teaching, Research and Consultancy (remember English higher education regulation system)
- Over £7m (approx \$14m) additional research, development and consultancy revenue earned in the last two years
- Considerable off site provision serving the south east of England and London (e.g. Teach First) as well as national and international developments



# SO, e-LEARNING... WHY DO IT?

- Developing our pedagogies - the quality of learning and teaching for new and experienced education professionals and their organisations
- Thereby impacting on the quality of learning and teaching in our schools, colleges and universities

AND

- Not doing the same thing differently.....but using e-learning technologies to do things.... **better!!!**



# NEW FACULTY STRATEGIC PLAN

*The Faculty of Education vision is to be a Centre of Excellence for educational practice, research and consultancy and to engage locally, nationally and internationally in the development, brokerage and application of pedagogic knowledge.*

(Faculty Strategic Plan 2003-3006)



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# STRATEGIC PLANNING: *FACULTY*

- *To develop inclusive and developmental approaches to learning & teaching that are responsive to initiatives for widening participation, outreach and non traditional modes of study and that utilise new technologies as appropriate.*
- *To develop responses to existing and anticipated student cohorts that support more effective learning & teaching within academic and professional education.*

(Extracts from the Faculty Strategic Plan)



# STRATEGIC PLANNING: e-LEARNING COMMITTEE

*The role of the e-Learning Strategic Plan is to contribute to the attainment of the strategic goals identified by Departments, Faculty and College. In operational terms...*

*...it is at the levels of Department and Faculty that this Strategic Plan must work.*

(Extract from Faculty E-Learning Strategic Plan)

Meeting Strategic Objectives of Depts, Centres and Faculty



# SO...HOW TO DO THIS??

- Our approach has been that of academics... holding thoughtful and critically reviewed approaches to learning and teaching....and to change and managing change rooted in research
- So...here's what we are doing....
- And also here are four key theoretical frameworks that have informed our work....



# STRATEGIC PLANNING PROCESS: e-LEARNING

## OBJECTIVES

*To develop a Faculty E-Learning Strategic Plan (utilising a SMART approach) designed in the light of Department and Faculty Strategic Plans and intended to support the goals identified in these plans.*

## More specifically:

- *Working from the Faculty Strategic Plan, to identify for the Faculty, the E-Learning core values and purposes which will frame all E-Learning developments across the Faculty.*
- *Working from each Department/Centre Strategic Plan, to identify for each Department and Centre, in the light of the above, specific E-Learning aims, objectives and outcomes.*
- *Working through Faculty Management Team and Department Meetings, to ensure approval and added detail for these plans.*

(All Extracts from Faculty e-Learning Strategic Plan)



# TIMESCALE

## PHASE 1

**Analysis of Dept/Centre Strategic Plans**

**By end Dec 2002**

**Outcome** - A provisional E-Learning Strategic Plan.

## PHASE 2

**Departments/Centres revise/add detail to the provisional Strategic Plan**

**By mid Feb 2003**

**Outcome** - A full draft E-Learning Strategic Plan

## PHASE 3

**E-Learning Strategic Plan to Faculty for approval by End March 2003**

**Outcome** - A full E-Learning Strategic Plan, supported by the Faculty and CCCUC central services to be implemented from September 2003 until July 2006.



# PHASES 4, 5 AND 6: NOW!

## 2003/04, 2004/05, 2005/06

- E-Learning programme specific development work in each Department and Centre
- E-Learning research, development and dissemination activities
- The monitoring, management, maintenance and development of the Faculty's , E-Learning Resources

PLUS

- regular reviews and revisions of the Strategic Plan

3  
Dept/Centre support  
Strategic Areas  
Plans



# DETAILED STRATEGIC AND OPERATIONAL PLANNING

## EXAMPLES FROM...

- FACULTY e-LEARNING PLAN
- PRIMARY (AGES 3 – 11)
- CELSI – CONSULTANCY AND EDUCATION LEADERSHIP



# RESOURCING: *A CUNNING PLAN??*

Resources

- TTA (government) funding for capital expenditure
- CCCUC and Faculty funding for support... being enterprising
- Future government (TTA, HEFCE and OFS) and other funding...



# e-WORKING: *FOR QUALITY MANAGEMENT AND ENHANCEMENT*

- A mature approach to Quality means we have moved beyond seeing it as externally imposed and measured and only narrowly focused on teaching and research
- Collectively, we need to actively manage the work of the Faculty
- We have a need for data handling tools to be used by most/all of us, not a few!



- **Faculty Student Data Project - QLS, QLE and ProClarity**
- **Faculty Remote and Mobile Working Project**
- **Faculty Information Strategy and Web Presence**

e-Working



# WORKING TOGETHER

## As a Faculty

- Interpreting and moving forward from the bottom lines provided by the TTA/OFS/ED framework and the QAA Precepts and Descriptors....with Learning and Teaching and Staff Development Committees

## As a University College

- Computing Services, LTEU, Library services and MIS are critical players in determining our success....

Working Collegially Using  
(not bound by) Regulation



# SO WHAT'S HAPPENING??

## AVAILABLE TO VIEW ONLINE TODAY

Learning Communities #1: Staff

e-Learning

remote and mobile working

Learning Communities #2: Student Teachers

Religious Education

Science

Professional Studies

'Progress'

An e-tool for Evidencing Progress, and Tutor involvement & Feedback

## ALSO ONGOING BUT MAY NOT BE AVAILABLE ONLINE

Digital Video

Physical Education

Student Data Handling Tool

ProClarity

Real Developments



# ADDITIONAL DEVELOPMENTS

- Staff Induction & Development Needs Analysis
- Student Computing Induction & Registration
- Faculty-wide staff development activities in place



# THE FACULTY PERSPECTIVE:

- Students of all ages are already engaged in using learning and communication technologies in ways unimagined by either educationists or technology providers.
- E-learning is a catalyst for critical curriculum evaluation and development, not simply as a more “efficient” means of doing the same things as before.



# FINDING OUR VOICE!

*References to pedagogy are peppered over these (e-learning) documents in a similar manner to an anxious waiter in a bad restaurant trying to make up for the short comings of the meal that has just been served.*

- *In both cases some important ingredient is missing and we are left disappointed and unsatisfied.* (Blamires M 2003)
- The Faculty is making it's voice heard and needs to do so increasingly....conferences, papers, articles and books...
- TTA approaching the Faculty....



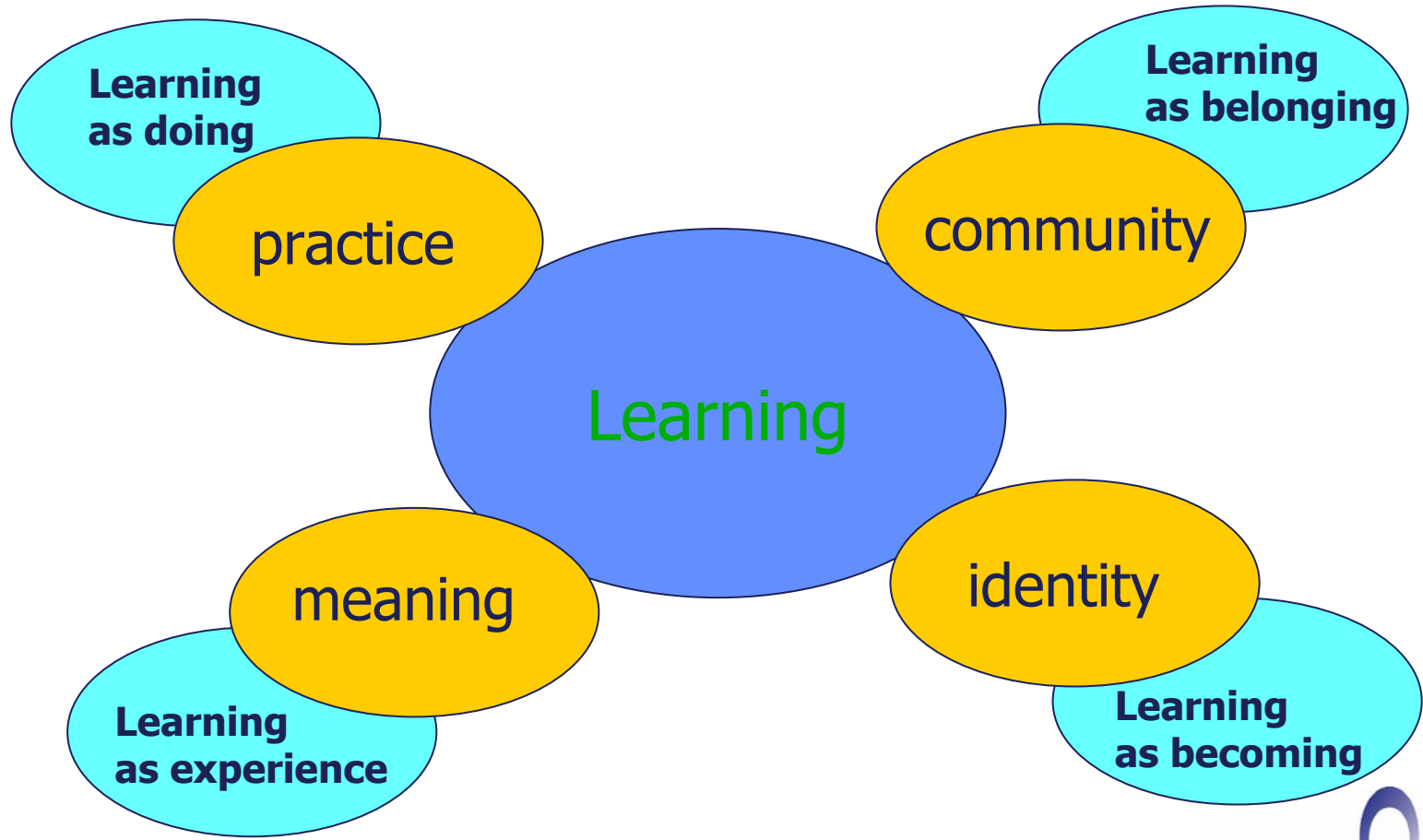
# FOUR KEY THEORETICAL FRAMEWORKS

- Learning
- Managing Change
- Teacher Leadership
- Networked Learning

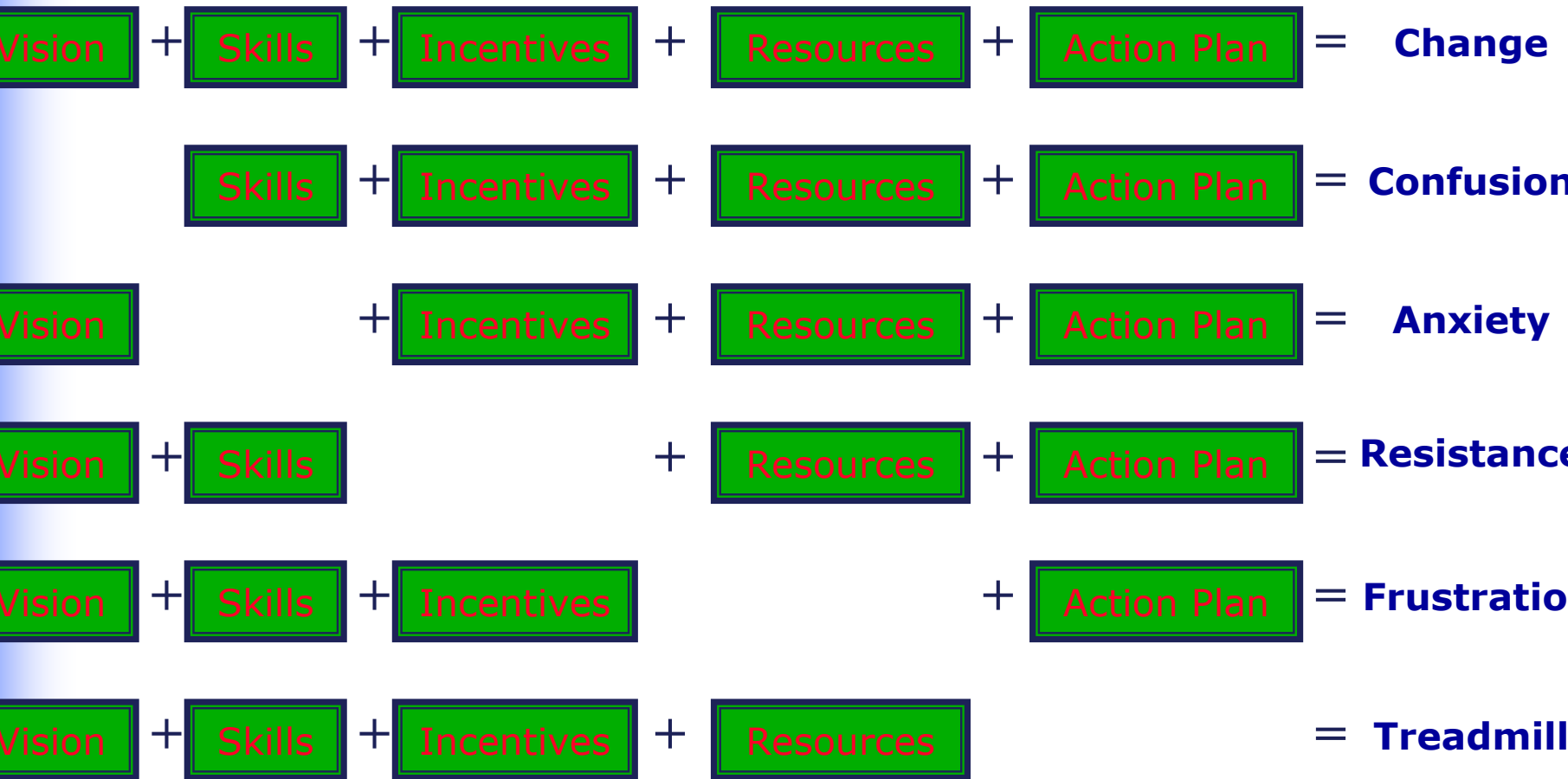


# A SOCIAL MODEL OF LEARNING

(Etienne Wenger 1997)



# MANAGING COMPLEX CHANGE



Thousand (2000) adapted from Knoster, T. (1991)



# TEACHER LEADERSHIP: IN UNIVERSITIES AS WELL AS SCHOOLS

We need to work with one another as we are asking teachers to work... based on research findings.

- *teachers are at the 'sharp edge' of school change (Bascia and Hargreaves, 2000)...*
- *...this must focus on improving pupils' learning (Stoll, Fink and Earl, 2003)...*
- *...This means that teachers need to be involved in leading learning, not only that of their pupils but also their own and colleagues' professional learning and organisational learning...*

Source: Durrant, J. 2004



# NETWORKED LEARNING

Derived from the work of Castells (2000)

- **WE DON'T KNOW IT ALL #1** The projected demise of the expert-teacher as the sole arbiter of truth and the consequential death of the teacher-pupil paradigm of instruction
- **WE DON'T KNOW IT ALL #2** A non-hierarchical and de-centred rhizomic network which can cope with the death of a node and its re-birth in a different 'space' but which can also create, produce and host 'new' information that has hitherto been unseen by certain communities or groups
- **WE DON'T KNOW IT ALL #3** - The need for a new understanding of 'content development, instructional design and mechanisms of assessment'



# AND SO...

- We have just won the contract, as lead partners with the University of London Institute of Education, to develop an electronic resource base for initial teacher education in England
- We have just won, as partners with several other universities, a \$500,000 contract to create on-line video narratives to support learning and teaching and of educational research methodologies at Masters and Doctoral levels
- We have secured additional TTA funding for more experimental/developmental work and to support planned developments
- We have evidence of rhizomic progress
- We have committed additional Faculty resource to support the work – funding and 2-3 staff
- BUT.... we're all too aware of how much we still have to learn!



# WHAT IS YOUR ADVICE?

1. **STRATEGIC PLANNING** How is e-learning being developed in your organisation? What lessons have you learned?
2. **LEARNING/TEACHING/PEDAGOGY** Is e-learning just about doing the same (learning and teaching stuff) as before but more slickly/"efficiently" ....or is it about doing more than that.... Do you have a perspective on learning and pedagogy?
3. **CHANGE** How are you managing the changes involved as e-learning become mainstreamed? How do you view the role of your colleagues in these changes?



# UNIVERSITY COLLEGE LINKS

## e-LEARNING GUIDES

<http://education-resources.cant.ac.uk/faculty/e-learning/guides/>

## SHARING PRACTICE

<http://education-resources.cant.ac.uk/faculty/e-learning/sharing-practice/>

## RESOURCES

<http://education-resources.cant.ac.uk/faculty/e-learning/resources/>

## FACULTY, DEPARTMENT & CENTRE E-LEARNING DEVELOPMENT PLANS

(Some on CD, others by application)

## UNIVERSITY COLLEGE LEARNING & TEACHING STRATEGY

<http://www.canterbury.ac.uk/college/strategy/>

## UNIVERSITY COLLEGE LEARNING & TEACHING ENHANCEMENT UNIT

<http://lteu.canterbury.ac.uk/>



# OTHER USEFUL UK LINKS

LTSN Generic Centre

<http://www.ltsn.ac.uk/genericcentre/>

ESCALATE (Education and Continuing Education LTSN)

<http://www.escalate.ac.uk/>

TALENT Project

<http://www.le.ac.uk/TALENT/>



# MANY THANKS!

Do please contact us if you feel it would be useful!

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