



Canterbury Christ Church  
University College

**FACULTY OF EDUCATION**

**E-LEARNING SUB-COMMITTEE**

# **STRATEGIC PLAN**

**2002/2005**

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## **1 INTRODUCTION AND CONTEXT**

- 1.1 The Faculty of Education has developed into a highly successful and well-regarded provider of initial and post-qualification teacher education for schools, colleges and higher education, innovative and rigorous programmes in the area of childhood studies and a growing force in educational research and consultancy.
- 1.2 Two sets of drivers are now providing the impetus for development work on E-Learning to become more strategic and systematic.
- 1.3 First, the Faculty is seeking to expand its activities in Teaching, Research and Consultancy over the next three years in response to rapidly changing external conditions – work-based and more flexible routes to professional status and CPD are being demanded by potential students and supported by funders; research opportunities are requiring increased degrees of networking and dissemination as well as innovative methodologies to frame the research activity; consultancy clients are requiring more interactive and collaborative approaches to be used as well as increased networking and dissemination.
- 1.4 Second, members of the Faculty are becoming increasingly expert in aspects of e-learning and CCCUC is investing in additional specialist personnel, hardware and software to support these developments leading to a keen desire inside the Faculty to use e-learning technologies to enhance all aspects of its provision of teaching, research and consultancy.
- 1.5 Accordingly, and as part of the reorganisation of the Faculty due to be implemented from February 2003, an E-Learning Sub-Committee of the Faculty Learning and Teaching Committee has been established charged with leading in this key area.
- 1.6 The Sub-Committee is made up of representatives from across the Faculty as well as key CCCUC personnel from the Library, Learning and Teaching, Computing Services and MIS supported by co-opted members.
- 1.7 This document presents the E-Learning Sub-Committee's Strategic Plan for the period 2003-2005 which will be subjected to termly reporting and annual review.

## **2 ROLES AND RESPONSIBILITIES**

- 2.1 The responsibility for attaining Faculty, Department and Centre strategic objectives lies explicitly with those charged with such responsibilities in the Faculty, Departments and Centres.
- 2.2 The core responsibility of the E-Learning Committee is to support the Faculty, Departments and Centres in attaining their strategic objectives and to work closely with the Learning and Teaching Committee, and other Faculty Committees as appropriate, to these ends.
- 2.3 The Committee has identified three ways in which this work will be carried out.
- 2.4 First, working closely with the Faculty Learning Technologist (Simon Starr), the Committee will map all Faculty, Department and Centre Strategic Objectives (as

contained in respective Strategic plans) to identify elements of E-Learning. These E-Learning elements will be grouped to form coherent areas of work for the Committee and then set into a development planning format to enable the Committee to manage, monitor and report on this work.

- 2.5 Second, and particularly important given the rapidly changing nature of E-Learning, the Committee will work with relevant CCCUC personnel including the Director of Learning and Teaching, and the Education librarian, to undertake Research, Development and Dissemination activities to inform the Faculty, its future thinking and planning, on issues to do with E-Learning.
- 2.6 Third, the Committee will work closely with the Faculty Support Specialist (Bob Gibbs) and Computing Services to manage the Faculty's baseline equipment and training needs and the annual resourcing cycle.

### **3 AIMS AND OBJECTIVES**

#### **Aims**

- 3.1 To establish, manage, monitor and report on the processes by which E-Learning technologies will be investigated, developed, utilised and evaluated to support the strategic aims and objectives of the Faculty;
- 3.2 To adopt a strategic development planning approach to this work so that progress and effectiveness can be identified and reported.

#### **Objectives**

*To support the Faculty Learning Technologist by:*

- 3.3 Mapping and grouping Faculty, Department and Centre strategic objectives against E-Learning;
- 3.4 Setting the outcomes of the mapping activity into a strategic development planning format and agreeing responsibilities for aspects of this work;

*To engage in research, development and dissemination work by:*

- 3.5 Developing and disseminating across the Faculty an approach to pedagogy in relation to E-Learning that places issues of learning and teaching at the centre of the thinking about e-learning technologies;
- 3.6 Carrying out termly reviews of key literature in the E-Learning area and disseminating this to the Committee and Faculty
- 3.7 Engaging in evaluations of E-Learning technologies as necessary and reporting on these to the Committee and Faculty;

*To support the Faculty Support Specialist by:*

- 3.8 Working to audit, review and report termly on the status of E-Learning hardware, software and capacity and its use across the Faculty;
- 3.9 Coordinating the annual resourcing cycle to link it to the above (the strategic E-Learning needs of the Faculty);

- 3.10 Liaising with Computing Services and the Faculty to improve both the baseline specification of Faculty hardware and software and capacity.

#### **4 OUTCOMES**

- 4.1 Since this is the inaugural phase of the E-Learning Committee, an initial outcome is for this strategic plan to be accepted and for Committee members to assume responsibility for carrying forward its various elements;
- 4.2 A Faculty position on pedagogy in relation to E-Learning Technologies to be developed, debated and agreed as a basis for future E-Learning related work;
- 4.3 Faculty programme design to include elements of E-Learning technologies as appropriate;
- 4.4 Programme approaches to Learning, Teaching and Assessment to include elements of E-Learning technologies as appropriate;
- 4.5 Faculty approach to Programme Monitoring and Review to include elements of E-Learning technologies as appropriate;
- 4.6 Marketing of Faculty Programmes and Research and Consultancy activities to include elements of E-Learning technologies;
- 4.7 Networking activities inside and outside the Faculty to utilise elements of E-Learning technologies as appropriate;
- 4.8 Staff Development in E-Learning technologies to be provided as appropriate include utilising these same technologies;
- 4.9 Student Entitlement and Needs to be specified in terms of E-Learning technologies;
- 4.10 Research and Consultancy to include elements of E-Learning technologies as appropriate;
- 4.11 Research and Development and Dissemination to be undertaken to inform future Faculty developments;
- 4.12 E-Learning technology resources to be monitored, managed, reported and enhanced.