

# Fostering a Spirit of Exploration in the Development of e-Learning at the University of Greenwich

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# Context

20,000+ f/t  
equivalent  
students

3  
Campuses

9 Schools

... to see what  
e-learning can  
do for the  
institution by  
funding a series  
of projects in  
order to  
facilitate a spirit  
of exploration.

How to facilitate  
experimentation with  
and embedding of  
effective e-learning  
practices into a  
large, traditional  
teaching  
organisation.





# The e-learning fan

Bringing together traditional resources with ILT-based opportunities to create a coherent approach across a whole programme or towards a given learning outcome. For example, designing a product might involve a written brief, role play, website research, face-to-face negotiation with client, CAD output, emailed agreement and changes, and physical product build. Blended learning may reach out to a more direct engagement with learner-support services than is customary with traditional approaches

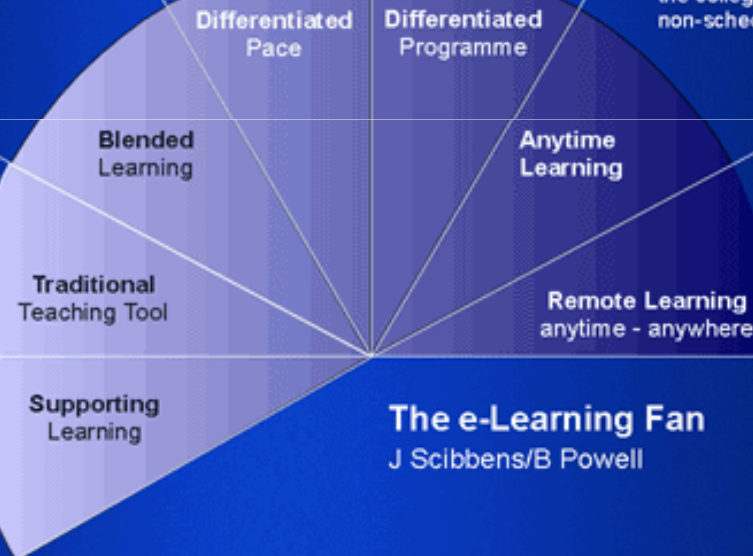
Using ILT to enable individuals to proceed at their own pace through the common programme, with ILT supporting the process of tracking the progress of each learner and facilitating individual tutor support

Using ILT to enable the planning and delivery of an agreed individualised programme for each learner, with ILT supporting the process of tracking individual progress and facilitating individual tutor support. Such a programme may benefit from the blended use of other resources, including access to taught sessions

Enabling learners to access some or all of their programme at any time that computers are available, ie any time the college is open, including non-scheduled times.

Supplementing and supporting traditional teaching, e.g. using PowerPoint as OHP, data projectors and whiteboards for simple display, spreadsheets or word-processed handouts.

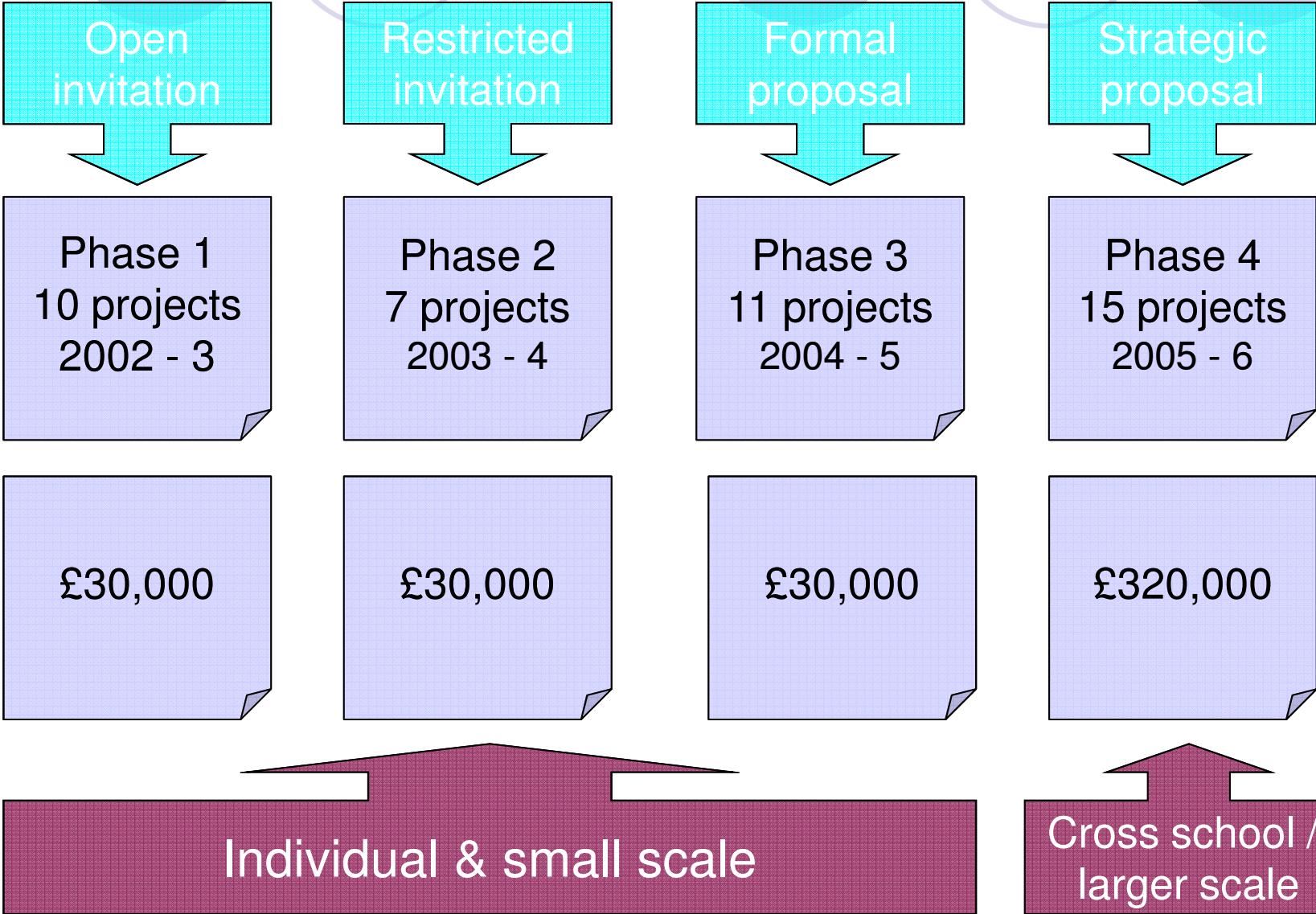
Activity outside scheduled learning that complements or supports the main programme, e.g. research on the web, reinforcement or revision excersises, additional practice, online peer and tutor support



The only way to guarantee learning at any and all times is to enable access when college premises are closed. This demands remote access from any location and would typically be supported by online peer and tutor communication

**The e-Learning Fan**  
J Scibbens/B Powell

# Four phases



# Individual & small scale

*Understanding Assessment*

*Promoting Continence*

*Retro-Fitting WebCT*

*DMS - Marketing*

*Virtual workbench*



# **Cross school & larger scale**

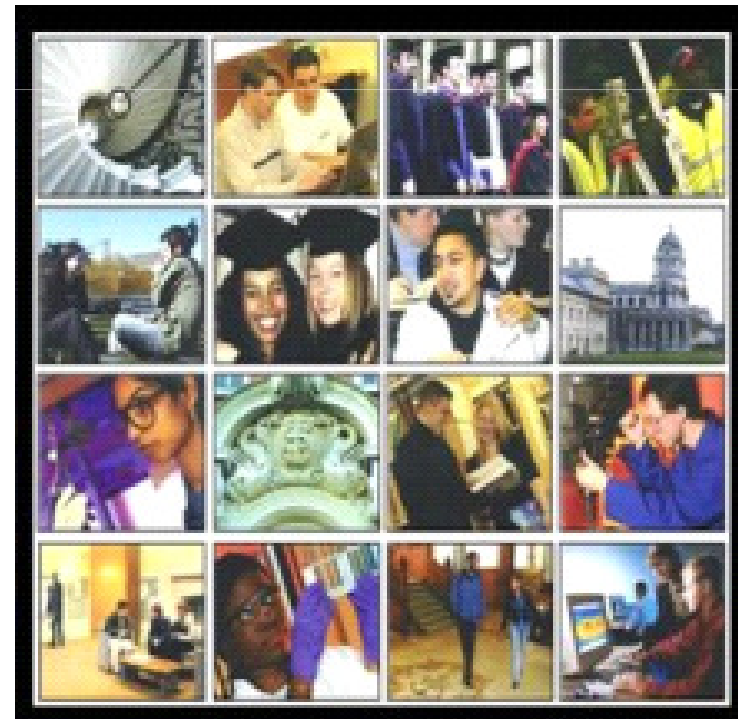
***Podcasting service***

***e-Portfolio - RACHEL***

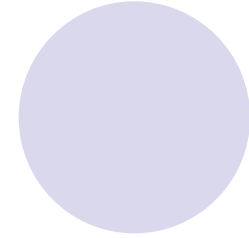
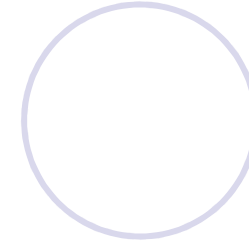
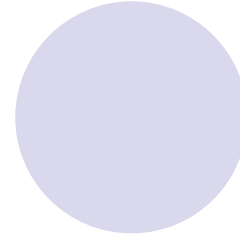
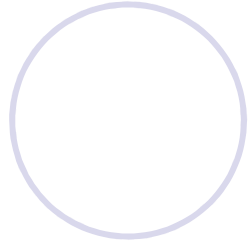
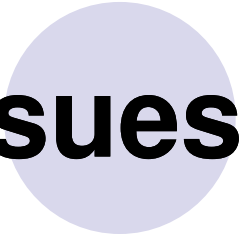
***Plagiarism service***

***e-Portal development***

***Evaluation of the  
student experience***



**Issues**



**Time**

**Infrastructure**

**Sustainability**



# E-benchmarking ...(HEA/JISC)

Staff perceive that e-learning enhances the student experience but that face-to-face teaching is better

However, there is little systematic evaluation of the student experience nor of the real cost or impact of e-learning



# Questions?

