

## ASSOCIATION FOR LEARNING TECHNOLOGY NEWSLETTER

FEATURE 1-2

NEWS 3

CASE STUDIES 4-7

OBITUARY 6

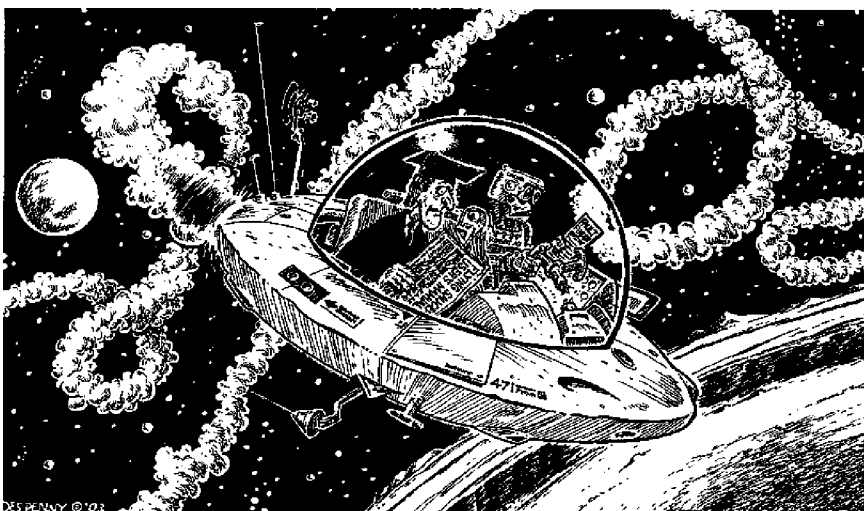
EVENTS 8

### When worlds collide...

GILL FERRELL

The 'When Worlds Collide' Conference in February 2004 was organised by JISC infoNet, sponsored by HEFCE and in collaboration with UCISA and ALT. JISC infoNet is the JISC's Centre of Expertise in the Planning and Implementation of Information Systems. The Service provides resources to help senior managers and practitioners in the field of systems, processes and e-learning to improve the support for, and quality of, learning and teaching. JISC infoNet is currently delivering a programme of activities to assist institutions which are developing Managed Learning Environments (MLEs). The 'When Worlds Collide' Conference set out to explore the cultural differences between the learning, teaching and systems communities and the issues this raises for MLE development.

The event marked the formal launch of a key resource: the 'Creating an MLE' infoKit. The infoKit is a set of on-line resources and takes the reader through the process of considering what an MLE is and why an institution might want one. It also reviews the planning and implementation of an MLE as well as addressing the need for embedding the associated change



\*'Mr Chips realised that his failure to grasp the new technology meant it was now time to say goodbye'

into the normal working of an organisation. It has a range of supporting materials including reports and case studies. Two of the authors, Grainne Conole and Mark Stiles, were at 'When Worlds Collide' to present aspects of their work. The Creating an MLE infoKit is available at: [www.jiscinfonet.ac.uk/InfoKits](http://www.jiscinfonet.ac.uk/InfoKits).

125 delegates from a wide range of backgrounds including teaching, management information systems, library/learning resources and senior management attended the event. The keynote speakers at 'When Worlds Collide' embraced the science fiction theme: Professor Tony Dickson of Northumbria University in his opening address provided a vision of 'Things to Come' at his institution and some hints for successful deployment of MLEs. In 'The Empire Strikes Back', Professor Grainne Conole of Southampton University considered

organisational culture with regard to e-learning and its impact on MLE development. Peter Tinson of City University provided a series of case study examples on MLE development showing how, for some users, 'It Came from Outer Space' In comparison, in 'Return of The Jedi' Graham Moore from the University of Nottingham demonstrated how his institution's portal

project aims to put the student back at the centre of the learning experience.

Professor Mark Stiles of Staffordshire University discussed the limited extent to which MLEs and e-learning are embedded in institutions and effecting real change in practice. He also presented an amusing if nihilistic picture of where we may end up when all institutions have fully implemented their MLE/e-learning plans: his session entitled 'Attack of the Clones' was punctuated by images of Dolly the Sheep.

JISC infoNet's contribution to the event was a video, 'Close(d) Encounters of the Third Kind', which explored the problems of the fictitious New North University. The video emphasised that

continued on page 2

# FEATURE

continued from page 1

integration and interoperability are more often due to communication and business processes within an institution rather than technical issues. The pictures in this article are snapshots from the film.

Day two of the event took the form of a Think Tank, limited to 60 participants, which explored the main issues raised in the Conference. Surprisingly, there was remarkable unanimity between the different communities about the key issues and, most importantly, about what they want to achieve. Most participants believed that MLEs were more than just about 'joining up' within institutions but reaching out to external communities through regional networks and developing links between the sectors as well as supporting Lifelong Learning. The need for effective leadership was also frequently raised and this linked to Pramod Phillip's presentation in day one about HEFCE's work to promote leadership, governance and management in the sector. Further information is available at: [www.leadership-he.com](http://www.leadership-he.com).

The outcomes of the conference will form the basis of a JISC infoNet publication due in early summer 2004. JISC infoNet is also organising a series of regional MLE workshops in conjunction with the JISC Regional Support Centres. The workshops are open to participants from further and higher education and are aimed at anyone involved in joining up their organisation's systems and reviewing administrative processes. The focus is on people and process issues rather than technology. Details of the events can be found at: [www.jiscinfonet.ac.uk/Events/mle-workshop-events](http://www.jiscinfonet.ac.uk/Events/mle-workshop-events).



New North's admin and technical staff didn't always put the customer first.



Professor Eccles had his own distinctive teaching style that often left the learner quite bewildered.

**Dr Gill Ferrell**  
Assistant Director & Programme Manager  
JISC infoNet  
[gill.ferrell@northumbria.ac.uk](mailto:gill.ferrell@northumbria.ac.uk)

\*Delegates were asked to provide a caption for the cartoon (see page 1) advertising the conference. Colin Atkinson from the University of Leicester provided the winning caption.



## FE Advisory Committee inaugural meeting

ALT's newly formed Further Education Advisory Committee met for the first time on 20th January 2004. Its main purpose is to advise ALT on how to strengthen its work with the Further Education Sector. The Committee is made up of ALT Staff and representatives from the Further Education Sector.

Picture (from left to right), Stephen Brown - ALT Chair and Head of Learning, De Montfort University; Marion O'Dea - ALT Operations; Manager; Seb Schmöller - ALT Executive Secretary; Christine McAllister - Head of Learning Resources and ILT at Blackpool and The Fylde College; Kevin Palmer - Chair of the Meeting and Salford City Learning Centre Manager, Salford LEA; Cathy Ellis - Director of Learning Technology Services at Guildford College; Iain Howie - ICLT Development Manager, Stow College Glasgow.

## Seb's Review

SEB SCHMOLLER

Here is an "end of March 2004 snapshot" from my work for ALT over the last few months.

**2004 ALT Policy Board** - finalising arrangements for the 7/7/2004 annual ALT Policy Board, at which Robin Mason (ALT), Rama Thirunamachandran (HEFCE), Sivasegaram Manimaaran (EPSRC), and Donald Clark (Epic plc) will each speak on different aspects of learning technology research policy, and at which ALT will launch its learning technology research "roadmap".

**DfES "Towards a Unified e-Learning Strategy" consultation** - finalised ALT's response to the consultation, with much help from members of ALT's Research and Policy Committee. A copy of the response can be viewed here: [www.alt.ac.uk/documents.html/](http://www.alt.ac.uk/documents.html/).

**FE Advisory Committee** - with Marion O'Dea and Stephen Brown, got the new ALT FE Advisory Committee established, comprising Cathy Ellis from Guildford College, Kevin Palmer (Chair), from Stockport City Learning Centre, Iain Howie from Stow College in Glasgow, and Christine from Blackpool and the Fylde College.

**ALT-C Paper Submission and Reviewing System** - worked with Rhonda Riachi, Hayley Willis, John Cook, Steve Ryan and many others on the development and implementation of the ALT-C paper submission and reviewing system. Our thanks go to Jonathan Grove and colleagues at Futurate Ltd whom we commissioned to build the system for us, and to Positive Internet Ltd who are hosting the system. Both companies have worked well beyond the call of duty to get the system and its various components released on time. Members should note that the system has been created very quickly, and that we intend to sort out its inevitable "rough edges" well prior to ALT-C 2005.

**Accreditation for Learning Technologists** - worked with Jay Dempster, who chairs the Accreditation Project Steering Group, on the UCL consortium's development of ALT's accreditation scheme, which is likely to be being piloted by the time this issue of ALT-N is published. See [www.ucl.ac.uk/epd/alt-accreditation/](http://www.ucl.ac.uk/epd/alt-accreditation/).

If you need to contact me, my email address is [sschmoller@brookes.ac.uk](mailto:sschmoller@brookes.ac.uk).

## Director's corner

### Spring conference and research seminar

As we go to press we are fully booked for our spring conference and research seminar on e-portfolios and digital repositories, organised jointly with SURF and hosted by Moray House, University of Edinburgh. The LTSN GC e-tutor of the year award for 2003 will be presented and the 2004 award launched there. More details on the e-tutor award will be circulated in my fortnightly digest, which is distributed on the alt-announce JISMAIL list. If you are not on this list, contact [alt@brookes.ac.uk](mailto:alt@brookes.ac.uk)

### ALT-C 2004 looms large

The deadline for proposals has now passed. Over 270 proposals were received, including 42 research papers, via our new paper submission system. Registration details, including options for social activities, will be on the web site in May. En suite campus accommodation with Internet access and telephones will be on offer, and a range of nearby hotels are offering discounts for ALT-C delegates. Remember the earlybird discount expires on 30 June. See the back page for more details or go to [www.alt.ac.uk/altc2004](http://www.alt.ac.uk/altc2004)

### AGM reminder

Our eleventh Annual General Meeting will take place at Exeter University during ALT-C 2004. There will be two vacancies for trustees on the Central Executive Commit-

tee. If you are an individual member and are interested in standing, contact me for more information.

### ALT-C 2005 plans afoot

Next year's conference will take place 5-8 September 2005 (put this in your diary now!). We have chosen Manchester

Conference Centre as the venue, which last played host to ALT-C in 2000. Its city centre campus is convenient for public transport, with lots of en suite campus accommodation and many hotels nearby. We are now seeking an experienced Chair for the Programme Committee. If you are interested in taking on this pivotal role for ALT-C 2005, contact me **by 30 April**.

### Members on the move

Congratulations to Sal Cooke, who will take up the post of Head of TechDis ([www.techdis.ac.uk](http://www.techdis.ac.uk)) on 4 May.

**Rhonda Riachi** [alt@brookes.ac.uk](mailto:alt@brookes.ac.uk)



# CASE STUDY

## The use of narrative research to explore technological and pedagogical responses to crisis (SARS in Hong Kong)

CARMEL McNAUGHT

This article describes a research project aimed at gaining some understanding about how teachers in higher education in Hong Kong coped during the SARS (Severe Acute Respiratory Syndrome) crisis of March to June 2003. SARS struck with frightening speed. There was no time to form an elegant multi-faceted evaluation plan in order to examine the changes in teaching strategies that teachers adopted. My University, The Chinese University of Hong Kong (CUHK), moved from being essentially a face-to-face university to being an almost totally distance university overnight. Clearly technology was an important component in this change. It was a time of fear and a time of action. It is the nature of the action that I want to explore. The 'data' for this investigation were seven narratives written by nine colleagues at CUHK. There were three narratives with a focus on institutional or departmental level concerns, and four narratives written by teachers focusing on their experiences in trying out new (to them) strategies to support the students they taught in specific courses.

Narrative has always been an undercurrent in educational research, often in situations where students are immersed in schools as trainee or beginning teachers, or in clinics as trainee medical or para-medical staff. However, in recent years there seems to have been a resurgence of interest in this form of qualitative research. Language (spoken and written) is an integral part of our experience and narratives are an important tool for understanding the complexity of reality. Our explanations are expressions of our own 'personal logic'. Language can then be used to mediate between several different personal explanations in order to seek a more global understanding. The juxtaposition of accounts from nine colleagues, all working within the same university, provides several personal expressions of teaching during the time of SARS. What I attempted in this piece of research was to look for common themes in the accounts of the experiences of my colleagues.

A summary of the context of these stories is in table 1. It is important to note that the use of technology was not elaborate. It was new for the teachers and innovative in that sense.

The authors wrote narratives as a response to a series of questions provided by me. Each set of questions was tailored according to what I knew about the context of the author's work. For example, questions for teachers covered the nature of the course being taught, where the idea for the teaching innovation came from, the logistics of getting technology operational, the design of any online teaching, personal reactions to doing something new, what worked well, what didn't, feedback from students about the process, and general reflections.

All of the seven narratives were examined in terms of how the crisis nature of SARS stimulated an innovative response that

continued on page 5

CUHK staff	Context and pedagogical focus of change	Choice of technology
Jack	Pro-Vice-Chancellor and Chair of the CUHK SARS Force. Use of technology to support health, community and educational needs	Dedicated SARS website at <a href="http://www.cuhk.edu.hk/sars">www.cuhk.edu.hk/sars</a> This is now <a href="http://www.cuhk.edu.hk/sars_and_flu/">www.cuhk.edu.hk/sars_and_flu/</a> to incorporate avian flu.
Philip and Chris	Management of the vastly increased use of the Web. Planning for IT personnel in the event of quarantine time technology	Focus on pull rather than push email (short messages with hyperlinks to detail). Focus on real-
Leo	Learning support for students in a large department forums and email	Online self-learning plans and materials. Use of
Irene	Interactive real-time lecturing, including visiting speakers, to part-time students (who are also full-time nurses) in a post-graduate midwifery diploma	A video-streaming system for the teachers; text-chat in WebCT for the students
Andrew and Enders	Interactive real-time tutorials to final year medical students	Students access the intranet site of images in one window and an MSN chat room in another
Derek	Feedback on written drafts of assignments to undergraduate students in a range of courses	'Track Changes' and 'New Comment' facilities of Word for students' drafts; email for communication
Lixian	Final assessment in a course on introductory discourse analysis changed from formal examination to take-home examination	Electronic submission (WebCT or email) of the take-home exam answers

Table 1: A summary of the context of the stories

## A comparative study of the use of Virtual Learning Environments in higher education in the United Kingdom: 2001-2003

TOM BROWNE AND  
MARTIN JENKINS

By the late 1990's it was apparent that Virtual Learning Environments (VLEs) were having a significant impact on the sector especially for Information Services. For example, staff in such areas were experiencing a significant change in their roles with an increasing need to support effective pedagogical integration of technology for learning and teaching. However, we knew little about an institution's decision-making process regarding the purchase of a VLE and provision for training and support. Therefore, in March 2001, UCISA undertook a survey for the higher education sector; the full report is available at: [www.ucisa.ac.uk/groups/tlig/vle/VLEsurvey.pdf](http://www.ucisa.ac.uk/groups/tlig/vle/VLEsurvey.pdf).

In March 2003 a second survey was undertaken as part of a JISC/UCISA survey into MLE usage within higher and further education in the UK; the full report is available at: [www.jisc.ac.uk/project\\_mle\\_activity.html](http://www.jisc.ac.uk/project_mle_activity.html). The following provides an overview of some of the main findings of the longitudinal analysis that UCISA was able to undertake between the two VLE surveys. A more detailed analysis is available at: [www.ucisa.ac.uk/groups/tlig/vle/vle2003.pdf](http://www.ucisa.ac.uk/groups/tlig/vle/vle2003.pdf). A return rate of over 50% was obtained for both surveys.

### Overview of VLE use

The number of institutions not using a VLE has declined from 19% to 14% whilst those consolidating to just one VLE has increased from 30% to 36%. Usage has also increased dramatically but this may be somewhat ambiguous since many institu-

tions have registered their whole student cohort even though not all students are using the VLE. Furthermore, a new question asked in the 2003 survey indicated that usage was overwhelmingly supplementary to face to face delivery rather than being substantially integrated into course delivery.

### Drivers

Enhanced learning and teaching, was shown to be the primary driver, increasing from 43% in 2001 to 66% in 2003. Efficiency, the second most cited driver, declined from 31% to 16%. This may reflect the increasing recognition that online learning is not a cost saver, which it was seen to be in the early stages of web-based developments. Remarkably, distance learning did not figure as a driver in 2003, yet in 2001 it had been given in 25% of cases.

continued on page 6

### continued from page 4

clearly related to key themes that can be viewed as principles for effective pedagogy. As I read and reread these stories, I jotted down the words or phrases, which came to my mind. Eventually, a pattern began to emerge. The themes or principles are 'making connections', 'developing confidence', and 'maintaining focus'. It is suggested that these principles may provide an effective framework for examining other contexts of educational change. More detail of this analysis is published together with the seven narratives in a forthcoming issue of the Education Research Journal, 18(2), a journal of the Hong Kong Educational Research Association. Abstracts will be available online at [www.fed.cuhk.edu.hk/ceric/erj/](http://www.fed.cuhk.edu.hk/ceric/erj/).

My colleagues naturally turned to technology as an educational response to the closure of our University but rather than considering the use of technology per se, it is more interesting to consider what lingering impacts the experience of dealing with SARS might have had on the educational practices of university teachers and the administrative and technical support staff who assist them.

My impression is that the impact on the University's administration is profound. An elaborate SARS alert system has been devised with clear tasks for all sections of the University [www.cuhk.edu.hk/sars\\_and\\_flu/alert\\_action/all\\_alert\\_plan/all\\_alert\\_plan.htm](http://www.cuhk.edu.hk/sars_and_flu/alert_action/all_alert_plan/all_alert_plan.htm). Also the contingency planning for the IT infrastructure is clearly in place.

Changes to teachers and teaching? The pedagogical changes have remained to some extent. Many departments have maintained the self-learning websites that make explicit the study demands of their courses. The need for students to be supported in developing the skills needed for independent learning and adaptability has been a topic of discussion in several consultations during the last few months. This has probably been the most significant lesson that CUHK teachers have learnt from the SARS crisis.

How has the use of technology changed? Those teachers who used asynchronous technology successfully have continued its use; this includes the use of forums and online assignment submissions. However, real-time teaching has not increased significantly. As one teacher commented recently: "Well, we know it can be done if we need it now. It won't be a stress."

Overall, in our context, technology was able to come naturally and appropriately to the fore in our time of crisis. For me, it is a message that technology now provides a set of mainstream tools that can be rapidly mobilized. This experience is very satisfying indeed.

**Carmel McNaught, Professor of Learning Enhancement  
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[www.cuhk.edu.hk/clear/staff/staff7.htm](http://www.cuhk.edu.hk/clear/staff/staff7.htm)**

# CASE STUDY

continued from page 5

## Developing a skills cohort

The 2003 survey revealed an increase in the use of project funding, from 27% of institutions in 2001 to 69% in 2003. Project funding is often used to initiate new developments and develop good practice and may be a step towards institutional implementation. There was a corresponding, albeit smaller increase in the number of institutions allowing academic staff development time. Whilst this small overall increase in the sector reflected a positive change, as did the increase in support staff development time, only 9% of institutions supported VLE developments through career enhancement. The data showed there was an increase in the use of dedicated staff to support VLEs, rising in total from 61% to 77% of institutions.

VLE characteristic within institutions	(%)	
	Pre-91	Post-91
Used by all Subjects	5.3	23.7
Used by all Departments	18.4	31.6
More than 10,000 students registered	5.3	36.8
Used by more than 200 staff	31.6	44.7
Used by between 500-999 modules	10.5	23.7
Used by over 1000 modules	-	13.2
VLE-student records automatic linkage	15.8	44.7
Stated targets of VLE usage specified	13.2	52.7
Efficiency cited as an important driver	13.2	23.7
Usage promoted using Project Funding	78.9	57.9

Table 1: Selected differences between pre-91 and post-91 HE

## Who provides support?

Central IT units overwhelmingly provided technical support for VLEs including installation and maintenance. Such units also dominated in terms of providing system administration support but other learning support units were beginning to take more of this responsibility. Support for students with special needs remained stable and for distance/off-campus learners decreased slightly.

## Relationship to student records systems

The integration of VLEs with student records systems increased. However manual transfer of students' accounts was more common than automatic transfer.

## Conclusion

The overall picture is one of evolutionary consolidation. Centralisation is increasing for matters which are considered strategic but devolvement is occurring for a range of support activities. However, this summary masks the marked difference between pre-91 and post-91 universities on a number of criteria. Post-91 universities are providing noticeably greater institutional and centralised direction with the explicit setting of targets, greater integration with business systems and with efficiency regarded as a strong driver. A few selected examples are provided in Table 1.

## What next?

Following encouraging response from the user community, UCISA and JISC have provisionally agreed to repeat the survey for spring 2005. Whilst we wish to retain the integrity of a longitudinal study, if you have any views about the questions that ought to be asked in the next survey, we would be delighted to hear from you.

**Tom Browne, Academic IT Support Manager, University of Sussex** *T.J.Browne@sussex.ac.uk*  
**Martin Jenkins, Team Leader, Learning Technology & Skills Support, University of Gloucestershire** *mjenkins@glos.ac.uk*

## Obituary: Emma Candy, 1968-2004

I first met Emma Candy when she took on the role of ALT-N editor in April 1994 as the first ALT member to hold this position. She had lots of ideas for the newsletter and quickly built up contacts to supply articles on the various projects of the time, especially TLTP.

Emma's skills as a designer were obvious: she learned to use PageMaker to typeset the newsletter and would send a nearly finished version of each issue down to me for final checking. ALT-N was redesigned by her and doubled in size under her two-year editorship. It must have been frustrating for her that we could not use all her ideas (owing to our tight printing budget), but she was always

cheerful and resourceful, and would often work late to get the job done. In our third anniversary issue in April 1996 Emma wrote that ALT had made her feel that "there is a community [of learning technologists], ever expanding out there".

Many members will remember Emma from her work on the CLIVE TLTP veterinary courseware project. You can read more about her work there at [www.clive.ed.ac.uk/news/emma.htm](http://www.clive.ed.ac.uk/news/emma.htm) and her moving weblog at <http://mayibefrank.typepad.com>. Her untimely death to cancer is a great loss to the learning technology community.

**Rhonda Riachi**

## Using Virtual Learning Environments to support students with dyslexia

ROB WOODFORD AND  
SALLY BRADLEY

There is considerable interest in Virtual Learning Environments (VLE) in higher and further education. A great deal has been written about the virtues of VLEs and their flexible delivery of courses (Selwyn, Gorard & Williams 2001). However, there are few published papers on the impact of this technology on dyslexic students. This is significant in the light of the Disability Discrimination Act Part IV in relation to e-learning since the national working party (HEFCE 1999) estimates that 1.5% of any student population may be dyslexic.

We investigated the use of VLEs as a way of supporting students and considered some of the accessibility issues surrounding this text-based media. Dyslexic students often find themselves isolated within their academic areas with no contact with other similarly disabled students. The dyslexia support tutor's role becomes a focus of support; however, one to one support becomes increasingly difficult with the increasing number of students being identified as dyslexic. Peer support is made practicable through the VLE.

### The pilot study

Seven students were selected to participate in a seven-week trial of an online support conference, during the period prior to the end of year examinations. New discussion topics were introduced on a regular basis. The topics included:

- Dyslexia and education
- Issues regarding Blackboard
- Libraries and the Learning Centre
- Colour and online viewing
- Content and usefulness of the course

There was no assessment attached to the course and contribution to the discussion was voluntary. Named support staff, from the Learning Centre and the Corporate Information Systems E-Learning Adviser, also made contributions in response to issues raised in the discussions.

In addition to the discussion contact details for support staff and others involved with the project were provided. There was also a course resource area, which included documents and links relating to support services and information relating to dyslexia. There was a separate area for books relating to study skills, with links to the Learning Centre catalogue. More than one student commented how useful it was to have as a central resource area.

### Evaluation methodology

In order to evaluate the success of the support conference, face-to-face semi-structured interviews were held with five of the selected group. One member did not contribute at all to the discussion and was unavailable for interview. The other was on work placement at the time of the interviews. Contributions to the conference discussions have also been used to support findings from individual interviews.

### Results

The participants were invited to an introductory, face-to-face meeting where they met the support staff and the group members. The E-Learning Adviser gave an overview to the VLE with the focus on accessibility rather than course content. Those who attended found this particularly useful especially if they were using Blackboard for modules on their course. They were also able to ask questions relating specifically to dyslexia, which they may not have been comfortable doing in front of their academic course peers.

Although there was apprehension at using the text based medium, once the students posted their initial messages confidence grew. The students knew they were not being judged on the quality of their messages and those reading the messages understood the nature of dyslexia. Being able to share experiences allowed for peer support in the form of emotional discharge. Thus the feeling of isolation was reduced even though they were unlikely to meet or recognise other contributors.

The support staff were able to address issues raised in the conference. It became clear that the Learning Centre remained intimidating to many dyslexic students and the Learning Centre Disabilities Co-ordinator was able to follow up concerns in a focus group. The E-Learning Adviser was able to offer practical advice on accessibility issues such as changing background colour and font size, where it may have been difficult for academic staff to offer support on these functions. Many of the students felt that the course had given them a "voice" and that someone was listening to their needs.

### Conclusions

The pilot was successful but only involved a small number of students. The course will be run again with a different group of students and the results will be evaluated in line with the findings of this first project. The intention is to set up a system that assigns students to small groups which allows them to gain confidence in the knowledge that their contributions are being valued and honest views are being exchanged.

**Rob Woodford, Dyslexia Support Tutor**  
**Sally Bradley, Research Assistant, Learning and Teaching Institute**

**Sheffield Hallam University**

*R. Woodford@shu.ac.uk s.a.bradley@shu.ac.uk*

### References

- HEFCE (1999) Dyslexia in Higher Education: policy, provision and practice Report of the National Working Party on Dyslexia in Higher Education. University of Hull.
- Selwyn N, Gorard S & Williams S (2001) The Role of the "Technical Fix" in UK Lifelong Education Policy. *International Journal of Lifelong Education* 20, 4:255-271

# EVENTS

## ALT WORKSHOPS

### e-Learning Innovation Strategy

Oxford

26 May 2004 (tbc)

£85 (ALT members) £140 (non-members)

The introduction of new technologies to traditional modes of learning numbers among the more significant decisions facing academic managers. This workshop will use a traditional management typology to identify and analyse issues that arise through contemporary discourses around e-learning. The workshop takes the perspective of the "critical friend" of new learning technologies but does not argue for or against their adoption.

Participants will develop and articulate their own responses to pedagogical, institutional, national and technical trends in order to help plan and introduce educational innovations into the programmes for which they are responsible.

Who should attend: Department heads, course team leaders, managers and administrators with responsibility for leading the development and introduction of new approaches to learning and teaching.

**Presenter:** George Roberts, Oxford Brookes University

**Booking deadline:** 18 May 2004.

## HALF-DAY WORKSHOPS

A series of half-day workshops from the Sheffield College in association with ALT

### 1. Making online groupworking work

Monday 24 May

Explore how online groupworking can enhance online learning; practice the skills of leading online group working, using the WebBoard conferencing tool; consider the best way to ensure constructive participation from learners; explore appropriate tutor interventions if difficult situations arise.

### 2. Starting on the right foot:

Getting precourse advice and communications right

Wednesday 9 June 2004

Explore issues regarding: marketing online courses; providing relevant pre-course information; guiding online learners onto an appropriate course; the online induction process. A heady mix of presentation, discussion, brain-storming, group work and hands-on online sessions will result in the production of (i) a checklist for the provider and (ii) a checklist of points which could be made to a prospective online learner.

### 3. Supporting individuals online:

Motivating learners, marking online, ensuring accessibility for all online learners

Wednesday 30 June 2004

Details to be confirmed shortly.

### 4. Creating interactive activities using Hot Potatoes and Quia

Tuesday 13 July 2004

'Hot Potatoes' is a simple program for creating your own interactive exercises for learners. Quia is a web-based program to create web-based interactive exercises (matching, ordering, quizzes etc) of a slightly different format. The workshop will show examples of exercises, demonstrate how to create them and give you an opportunity to create your own. To make the most of this last element, please bring worksheets involving multiple choice, cloze, matching, quiz or crosswords to convert into your own interactive exercises.

For booking forms and more information please visit [www.alt.ac.uk/workshops.php](http://www.alt.ac.uk/workshops.php) or email [alt@brookes.ac.uk](mailto:alt@brookes.ac.uk)

## ALT-C 2004: Blue skies and pragmatism

### Eleventh international ALT conference

14-16 September 2004 Exeter, Devon, UK

#### Keynote speakers

Wendy Hall, University of Southampton  
Vijay Kumar, Massachusetts Institute of Technology

Ron Oliver, Edith Cowan University

#### Online registration

will be available in May

#### Conference fees:

	Before 1/7/2004	On or after 1/7/2004
<b>Full conference:</b>		
ALT Members	£295	£350
Non-members	£350	£400
<b>Single day rate:</b>		
ALT Members	n/a	£125
Non-members	n/a	£185

[www.alt.ac.uk/altc2004](http://www.alt.ac.uk/altc2004)

ASSOCIATION  
FOR LEARNING  
TECHNOLOGY



## ALT-N

Articles, comment, reviews and previews are welcomed for the next issue. Please contact the Editor for further details and a style guide.

Please note that any articles submitted for the newsletter may be published in parallel on the ALT web site.

#### Advertising rates

£300 for quarter page advert or to insert a one-page flyer (no VAT)

Deadline: 12 June

Contributions and advertising enquiries to:

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