

# Technology Enhanced Learning

## Continuing Professional Development

SEDA Award in Supporting Technology Enhanced Learning (STEL)

Technology Enhanced Learning

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# 1 Why engage in this professional development?

There are many reasons both professional and personal why an individual may seek professional development with regards to learning technologies. With the pace of change in the field of technology being so rapid, it is vital that colleagues with an interest in the area of education are up to date and aware of the challenges and opportunities presented.

The use of technology to maximise the student learning experience is a vibrant area of interest across all tiers of global education. Technology Enhanced Learning (TEL) is often used as a synonym for e-learning but can also be used to refer to technology enhanced classrooms and learning with technology, rather than just through technology.

*“Effective use of digital technology by university and college staff is vital in providing a compelling student experience and in realising a good return on investment in digital technology.” (Jisc, 2015)*

Participation in the accredited award outlined in this handbook, provides the opportunity for anyone working within an educational setting to develop their understanding of how current, new and emerging technologies can be used to enhance the learning experience of students. It is relevant to all staff involved with learning technologies as part of their professional work, including those teaching or supporting student learning with technology, those supporting teachers or other staff, and those aspiring to using technology in these roles.

## Aims

- To support individuals in embedding learning technologies effectively into the curriculum or support for learning
- To recognise these professional achievements
- To advance professional practice by promoting scholarship and action research in e-learning, including evaluation and its reporting
- To enhancing the student learning experience, particularly by enabling greater flexibility and widening opportunities
- To encourage the development of learning communities sharing the SEDA professional values
- To facilitate the sharing of effective practice within and across institutions.

SEDA is the professional association for staff and educational developers in the UK, promoting innovation and good practice in higher education. SEDA offers a variety of professional development awards all aimed at enabling staff to develop both personally and professionally.

In addition, through engagement with TEL CPD and active consideration of what and how you use technology to facilitate learning and teaching, you will be aligning your practice to the UK Professional Standards Framework (UKPSF), in particular, but not limited to, 'The use and value of appropriate learning technologies' (K4). The UKPSF underpins a sector wide approach to ensuring the quality of teaching and learning support, and this includes the expectation that staff are committed to continuing professional development (CPD) and evaluation of their pedagogic practice. This is important as evidence of engagement in developing technology enhanced learning can help staff gain recognition as Fellows of the Higher Education Academy through the, [YSJ CPD Framework](#), 'Recognising Academic Practice', which is aligned to the UKPSF.

## 2 What are the entry requirements?

This award supports and credits the continuing professional development of any individual who is actively involved in the embedding of learning technologies in higher education including teachers, educational technologists, learning professionals, and educational technology developers. It promotes the innovative use of the new technologies to support learning, in a rigorous, scholarly way. Although the context for the application of these skills is the use of new technologies, the skills themselves are similar to those required in other teaching and development activities. The award does not directly accredit technical skills.

Although there are no formal entry requirements, the SEDA STEL award is designed around the use of technology to enhance learning. We therefore require that participants, as a minimum, have a basic level of proficiency in the use of ICT-based devices, applications, software and services.

## 3 What is the selection process?

Information about the SEDA STEL award is available on the TEL website at:

<https://www.yorks.ac.uk/add/tel/continuing-professional-development/>. When you express an interest in participating in the SEDA award, you will be invited to a brief informal discussion with the programme leaders. This process will enable you and the programme leaders to assess whether the programme is right for you, rather than whether you are right for the programme.

## 4 What professional development routes are available?

There is currently one professional development SEDA award available:

- Supporting Technology Enhanced Learning (STEL)

This is one of the named awards available through SEDA's Professional Development Framework, and it is a subset of the Embedding Learning Technologies (ELT) award. It is relevant to all staff involved with learning technologies as part of their professional work, including those teaching or supporting student learning with technology, those supporting teachers or other staff, and those aspiring to using technology in these roles.

There are two professional development routes:

- **Facilitated Development Route**
- **Experienced Practitioner Route**

## 5 What are the learning outcomes?

### Values

Award recipients will have shown how their work is informed by the SEDA Values:

1. Developing understanding of how people learn
2. Practicing in ways that are scholarly, professional and ethical
3. Working with and developing learning communities
4. Valuing diversity and promoting inclusivity
5. Continually reflecting on practice to develop ourselves, others and processes.

### Core Development Outcomes

Award recipients will be able to:

1. Identify their own professional development goals, directions or priorities
2. Plan for the initial and/or continuing professional development
3. Undertake appropriate development activities
4. Review their development and their practice, and the relations between them

### Specialist Outcomes

Additionally award recipients will be able to:

5. Justify the selection of a technology to support learning within a particular specified context
6. Review the opportunities and constraints of using this technology within the learning context
7. Develop within their context the use of the selected technology to support learning
8. Evaluate or reflect upon the impact on their practice of engaging with the selected technology

## 6 Route A: Facilitated Development Route

Route A is appropriate for professionals who:

- Want facilitated learning around the learning technology options available to them
- Are involved with learning technologies as part of their professional work, including those teaching or supporting student learning with technology.

### 6.1 What will I learn, how and when?

The STEL award will adopt a blended learning approach, consisting 8 face-to-face workshop sessions, approximately 2-3 hours in duration, as well as relevant online activities. Over the course of the award, you will be expected to invest approximately 40 hours (5 hours per session) of time. This will include a combination of time spent in online activities, reading, personal research, face-to-face workshops, reflections and completing assessment work.

Participants will also have access to a personal tutor, who will be one of the course facilitators, and will have a minimum of 2x60min tutorials throughout the course.

The SEDA STEL programme will allow you to explore the current themes in technology enhanced learning in Higher Education, by combining pedagogic theory and accounts in the literature of successful uses of learning technology, while addressing the complex, multifaceted and situated nature of teacher knowledge.

The award will also identify and describe emerging technologies likely to have an impact on learning, teaching, assessment and creative inquiry in higher education, based on the interrelationships amongst at least three areas: technology, theories of learning and issues of educational practice.

### 6.1.1 Indicative content

#### Online social

- Introduction to SEDA and the SEDA STEL Award [Video]
- Introduction to the STEL Assessment [Video]
- STEL Handbook [PDF]

Session/Topic	Dates 18/19
<p><b>Session 1 – The Digital Practitioner</b> In this session, participants will explore the concept of digital capability, map their own online engagement, and identify their own TEL-related professional development goals, directions or priorities.</p>	<p><b>02/10/18</b> <b>2pm-4pm</b></p>
<p><b>Session 2 – Inclusivity &amp; Accessibility</b> In this session, participants will be introduced to issues related to accessibility and inclusivity, and explore how and why the use of technology to enhance learning, teaching and assessment should be considered and appropriate.</p>	<p><b>25/10/18</b> <b>2pm-4pm</b></p>
<p><b>Session 3 – ePedagogy &amp; Educational Practice</b> Here, participants will explore how combining traditional learning theories, such as constructivism, cognitivism &amp; behaviourism, with contemporary theories such as connectivism, gives us the foundation on which to develop successful models for online &amp; blended learning.</p>	<p><b>16/11/18</b> <b>10am-12pm</b></p>
<p><b>Session 4 – Creating Online Content</b> In this session, participants will learn how to meaningfully incorporate technology into learning, teaching and assessment through careful planning and creation of online learning resources and activities.</p>	<p><b>11/12/18</b> <b>10am-12pm</b></p>
<p><b>Session 5 – Audio &amp; Video for Teaching, Learning &amp; Assessment</b> In this session, participants will explore how and why the use of video, audio &amp; multimedia has become more mainstream in HE in recent times, the pedagogic benefits of video content, and ways you could use video for your teaching, learning and assessment.</p>	<p><b>21/01/19</b> <b>2pm-4pm</b></p>
<p><b>Session 6 – Collaborative &amp; Social Media</b> This session considers ways in which participants might use range of internet-based applications to create, co-create, share and interact with information, as well as how the effective use of social media can deliver considerable benefits across all aspects of learning, teaching and assessment activities.</p>	<p><b>19/02/19</b> <b>10am-12pm</b></p>
<p><b>Session 7 - Electronic Management of Assessment</b> Participants will explore the issues related to using technology to support the assessment lifecycle, from the electronic submission of assignments to marking and feedback.</p>	<p><b>14/03/19</b> <b>2pm-4pm</b></p>
<p><b>Session 8 - Contemporary Issues in TEL</b> In this final session we will identify and describe trends, challenges, developments, innovations and emerging technologies likely to have an impact on learning, teaching, assessment and creative inquiry in higher education, and in particular at YSJ.</p>	<p><b>03/04/19</b> <b>10am-12pm</b></p>

## 6.2 How will I be assessed?

The assessment strategy is designed to ensure responsiveness to the needs of the workplace, by adopting a reflective practice approach. ePortfolios will be used as both the formative and summative element of the process, as a space to think about, reflect on and bring together evidence appropriate to the Outcomes and Values prior to submission. Participants will be guided to consider presenting their portfolio by grouping evidence in 'themes' which reflect the Outcomes and Values, such as 'Student Engagement', 'Assessment' or 'Inclusivity', while addressing the complex, multifaceted and situated nature of their role.

Participants will be expected to meet the Core Development Outcomes and Specialist Outcomes, in a way which is underpinned and informed by the SEDA Values, through a style of writing which is one of a reflective and analytical nature and not solely descriptive, accompanied by appropriate evidence.

**Description** - Participants will describe and reflect on their development against the Core and Specialist Outcomes, underpinned by the SEDA Values (max 200 words per theme).

**Evidence** - Through active participation in blended learning activities, participants will have the opportunity to develop artefacts and collate evidence to support the criteria (as appropriate).

**Reflection** - Each Outcome will also have a reflective and analytical component, rather than being merely descriptive, through which participants will consider how their work is informed by the SEDA Values (max 300 words per theme).

## 7 Route B: Experienced Practitioner Route

Route B is appropriate for professionals who:

- Have been involved with learning technologies as part of their professional work, including those teaching or supporting student learning with technology
- Have explored a number of options and can demonstrate their learning from that process
- Have designed, developed and evaluated an implemented learning technology and can demonstrate their learning from that process
- Feel they can meet the assessment criteria (section 8), and
- Want professional recognition for the above learning.

### 7.1 How will I be assessed?

Participants will be expected to meet the Core Development Outcomes and Specialist Outcomes, in a way which is underpinned and informed by the SEDA Values, through a style of writing which is one of a reflective and analytical nature and not solely descriptive, accompanied by appropriate evidence.

**Description** - Participants will describe and reflect on their development against the Core and Specialist Outcomes, underpinned by the SEDA Values (max 200 words per theme).

**Evidence** - Through active participation in blended learning activities, participants will have the opportunity to develop artefacts and collate evidence to support the criteria (as appropriate).

**Reflection** - Each Outcome will also have a reflective and analytical component, rather than being merely descriptive, through which participants will consider how their work is informed by the SEDA Values (max 300 words per theme).

As an experienced practitioner, you may already meet the assessment criteria (section 8). You are invited to submit an eportfolio evidencing your professional practice and how it meets the assessment criteria. In the Experienced Practitioner Route, you will discuss and agree with a Facilitator:

- **Tutorial 1 (60-90mins):** what experience and evidence you have that can be submitted, and which areas you may need to develop additional learning and/or evidence. Items might include:
  - Project and evaluation documentation
  - Reflective blog or journal
  - Participation in online communities
  - Appraisals and CPD plans
  - Learning materials produced
  - Professional qualifications
  - Options appraisals or policy/strategy documents
  - Conference presentations
  - Staff development plans and materials
  
- **Tutorial 2 (60-90mins):** developmental feedback to work towards SEDA outcomes and values.

A schedule will be agreed with you at the start of the process.

## 8 What are the assessment criteria?

Participants will be expected to meet the Core Development Outcomes and Specialist Outcomes, in a way which is underpinned and informed by the SEDA Values:

### Values

Award recipients will have shown how their work is informed by the SEDA Values:

1. Developing understanding of how people learn
2. Practicing in ways that are scholarly, professional and ethical
3. Working with and developing learning communities
4. Valuing diversity and promoting inclusivity
5. Continually reflecting on practice to develop ourselves, others and processes.

### Core Development Outcomes

Award recipients will be able to:

1. Identify their own professional development goals, directions or priorities
2. Plan for the initial and/or continuing professional development
3. Undertake appropriate development activities
4. Review their development and their practice, and the relations between them

### Specialist Outcomes

Additionally, award recipients will be able to:

5. Justify the selection of a technology to support learning within a particular specified context
6. Review the opportunities and constraints of using this technology within the learning context
7. Develop within their context the use of the selected technology to support learning
8. Evaluate or reflect upon the impact on their practice of engaging with the selected technology

Please see the Assessment & Feedback Form (Appendix A) at the end of the document.

## 9 What resources are available?

A combination of physical, electronic/virtual, and personnel resources will be available throughout the programme. Indicative examples include:

- IT Labs (Learning Centre)
- Flexible Learning Classroom (Learning Spaces Project)
- Moodle VLE
- Mahara ePortfolio
- Media Library
- WordPress, Twitter, Facebook, YouTube etc.
- Specialist Software (Camtasia, Articulate, Xerte, Screencast-o-Matic, VideoScribe, Audacity)
- Hardware (Laptops, iPads, Cameras etc.)
- Books, eBooks & Journals
- Guest Tutors/Specialist Practitioners

## 10 Who will be facilitating the course?

**Phil Vincent**, MSc, SFHEA, CMALT

Phil's focus is to work across Schools to support the implementation of the Academic Strategy, and in particular contribute to the effective development and implementation of technology enhanced learning. Working to the Academic Development Directorate annual objectives and the [TEL Quality Framework](#), he pro-actively supports and develops staff in their use of technology to enhance the student learning experience. Phil is interested in TEL Strategy, Digital Capabilities, Flexible & Online Learning, Learning Analytics, Learning Spaces, Electronic Management of Assessment (EMA), and the perception & potential of Lecture Capture at York St John. Phil has an MSc in Technology Enhanced Learning, Innovation and Change, is a Senior Fellow of the Higher Education Academy (SFHEA), and Certified Member of the Association for Learning Technology (CMALT). He is active across the UK HE sector and is vice-chair of the UCISA Academic Support Group (ASG), and represents YSJ on the UK Heads of e-Learning Forum (HeLF), where he is also a member of the Steering Group.

**Joanna Delgado Rueda**

Working to the Directorate's annual objectives and the TEL Quality Framework, Joanna's role as a TEL Advisor is to proactively support and develop staff in using technology to enhance the student learning experience. Her main focus is to advise academic staff on effective use of learning technologies to develop innovative learning resources, processes and practices. Before joining YSJ Joanna was an Instructional Design Support Officer at Leeds Beckett University. Joanna is interested in using technology to improve student engagement and in online and blended learning design.

**Suzy Mills**

Working to the Directorate's annual objectives and the TEL Quality Framework, Suzy's role as TEL Assistant is to proactively support and develop staff in using technology to enhance the students learning experience. Her main focus will be the day to day management and administration of the VLE and other learning technologies. Suzy joins the TEL team from the School Administration Unit, where she worked as a School Administrator for five years. Suzy is interested in developing her knowledge of how learning technologies can be used in Higher Education and exploring the use of Open Badges.

**Other practitioners**

The course will also make use of a range of guest tutors. All guest tutors will have experience of using technology for working within HE and many will come from academic backgrounds.

# 11 How will quality be assured and enhanced?

## 11.1 Course quality and enhancement

This programme has been fully scrutinised by SEDA to achieve SEDA accreditation, but the team also takes an ongoing evaluative approach to this professional development. During your programme, you will be involved in various evaluative activities, including workshop evaluation, online activity evaluation and summative evaluation, at the end of your Award(s). We welcome feedback outside of these activities, using the feedback facilities in Moodle (we can arrange face-to-face time if required).

## 11.2 Assessment quality assurance

The SEDA outcomes and values determine the assessment criteria the team is assessing against. In order to maintain consistency and fairness, we adhere to the following process:

Each portfolio will have two assessors: at least one of whom will be a holder of the SEDA STEL award, and referred to as the 'Lead Assessor'.

1. Lead Assessor assesses work, gives feedback against assessment criteria and makes a decision of 'pass' or 'referral'.
2. A second Assessor verifies the first Assessor's decision.
3. The Moderator (who is not involved in the delivery of the Awards) samples the assessment decisions and advises accordingly.

If the portfolio is being assessed for the first time, there are two possible outcomes of the assessment:

- **Pass:** Both assessors should agree that the portfolio adequately meets the criteria for all the outcomes and values
- **Referral:** This would arise if at least one assessor judges one or more sections of the portfolio to be inadequate. In this case the lead assessor will write a feedback statement to be sent to the candidate. This should identify the areas which need revising and outline, in a constructive, supportive manner, what needs to be done for the portfolio to pass.

If the portfolio is being assessed after a referral, there are two possible outcomes of the assessment:

- **Pass:** Both assessors should agree that the portfolio now adequately meets the criteria for all the outcomes and values
- **Fail:** This would arise if both assessor judge one or more sections of the portfolio to be inadequate. In this case to the lead assessor will write a feedback statement to be sent to the candidate.

### **11.3 Appeals procedure**

In addition to formal assessment outcomes (i.e. pass or referral), participants will receive specific feedback around the SEDA Outcomes and Values. If a participant disagrees with an assessment outcome (i.e. referral), they can appeal against this decision. The process of appeal will be to write to the Moderator, clearly stating:

- Which specific part(s) of the assessment feedback they disagree with
- Why they disagree with the specific assessment feedback
- Their desired outcome.

The Moderator will respond to their request within 15 working days, which either confirms the decision of the Assessors or requests a re-assessment.

## **12 Who do I contact if I have any queries?**

If you have any queries about the Award, or any other aspect of TEL CPD, please contact the TEL team on [tel@yorks.ac.uk](mailto:tel@yorks.ac.uk) or 01904 876782.

## Appendix A

# SEDA Supporting Technology Enhanced Learning

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### Assessment & Feedback Form

**Participant:**

**Portfolio URL:**

**Tutor:**

**Assessors:**

Summary feedback (please include guidance which helps the candidate think about their future development and progression):

### Assessment outcome:

Final decision (jointly taken, noted by Lead Assessor):

**1<sup>st</sup> submission:**

**Pass or Referral (delete as appropriate)**

**2<sup>nd</sup> submission (after referral):**

**Pass or Fail (delete as appropriate)**

**Lead Assessor signed:**

\_\_\_\_\_

**Dated:**

\_\_\_\_\_

**Second Assessor signed:**

\_\_\_\_\_

**Dated:**

\_\_\_\_\_

## VALUES

	<b>Award recipients will have shown how their work is informed by the SEDA Values:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1	Developing understanding of how people learn					
2	Practicing in ways that are scholarly, professional and ethical					
3	Working with and developing learning communities					
4	Valuing diversity and promoting inclusivity					
5	Continually reflecting on practice to develop ourselves, others and processes.					

## CORE DEVELOPMENT OUTCOMES

	<b>Award recipients will be able to:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
1	Identify their own professional development goals, directions or priorities					
2	Plan for the initial and/or continuing professional development					
3	Undertake appropriate development activities					
4	Review their development and their practice, and the relations between them					

## SPECIALIST OUTCOMES

	<b>Additionally award recipients will be able to:</b>	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
5	Justify the selection of educational technologies, or technology-enhanced approaches, to support learning within a specific context or for a particular educational purpose					
6	Review the opportunities and constraints of the chosen technologies or technology-enabled approaches within the specified context					
7	Implement the selected technologies or technology-enhanced approaches within the specified context					
8	Evaluate or reflect upon the effectiveness, and draw implications for our own professional practice					

## Key

As and Bs should predominate (80%) across the criteria in order to pass the assessment. Some C areas are accepted.

Ds and Es should have been addressed through the tutoring process, and feedback acted upon before submitting the final portfolio for assessment.

<b>A</b>	You have thought carefully about this and have various experiences of doing it. You have produced a range of examples that demonstrates you have achieved this outcome/value and that you have actively engaged with it.
<b>B</b>	You have thought carefully about this and you can produce some examples that demonstrate you have engaged with, and achieved this criterion.
<b>C</b>	You have thought about this and you have experience of doing it. Your evidence is limited however and you need to reflect on and develop this further.
<b>D</b>	You have started to think about this but there is only limited experience to draw upon. You have little or no evidence to demonstrate that you have achieved this. Your active engagement does not emerge clearly in the evidence or dialogue.
<b>E</b>	You have not really considered how to do this nor do you have any direct experience to reflect on. There is no evidence of achieving this outcome/value. You need to consider your development in this area and how you can more actively engage with the criteria.

## Notes for Assessors

The SEDA outcomes and values determine the assessment criteria the team is assessing against. In order to maintain consistency and fairness, we adhere to the following process:

Each portfolio will have two assessors: at least one of whom will be a holder of the SEDA SLT award, and referred to as the 'Lead Assessor'.

1. Lead Assessor assesses work, gives feedback against assessment criteria and makes a decision of 'pass' or 'referral'.
2. A second Assessor verifies the first Assessor's decision.
3. The Moderator (who is not involved in the delivery of the Awards) samples the assessment decisions and advises accordingly.

If the portfolio is being assessed for the first time, there are two possible outcomes of the assessment:

- **Pass:** Both assessors should agree that the portfolio adequately meets the criteria for all the outcomes and values
- **Referral:** This would arise if at least one assessor judges one or more sections of the portfolio to be inadequate. In this case the lead assessor will write a feedback statement to be sent to the candidate. This should identify the areas which need revising and outline, in a constructive, supportive manner, what needs

to be done for the portfolio to pass.

If the portfolio is being assessed after a referral, there are two possible outcomes of the assessment:

- **Pass:** Both assessors should agree that the portfolio now adequately meets the criteria for all the outcomes and values
- **Fail:** This would arise if both assessors judge one or more sections of the portfolio to be inadequate. In this case the lead assessor will write a feedback statement to be sent to the candidate.