

**Title:**                    **Addressing Pedagogical Issues in a Staff Development Programme for e-Learning**

**Presenters:**       **Catherine Gerrard, Hazel Knox and David McVey**  
University of Paisley

## **Abstract:**

### **Session Learning Outcomes**

Attendees will:

- Discuss in an informed way issues relating to the pedagogical and technological aspects of elearning staff development,
- Usefully relate these issues to the situation in their own institutions,
- Have an informed understanding of the issues involved in carrying out a robust evaluation of an elearning staff development programme.

### **Session Outline**

There has been a huge recent growth in the adoption of virtual learning environments (VLEs) within UK universities. Often, VLEs are introduced into traditional face-to-face teaching in an *ad hoc* rather than strategic manner and little of the staff development made available focuses on the *pedagogical* processes of teaching and learning within the online environment. As a result, VLE adoption can amount to presenting existing lectures and resources through the technology without transforming them to harness the potential of the new medium. Staff have been developed in the use of technology rather than in using technology to enhance learning and teaching.

This paper outlines one university's attempt to address the issue of staff development in e-learning and offers a rationale for the creation of a staff development programme which seeks to realise the full potential of e-learning whilst responding to the needs of the staff in their use of a VLE. It examines key generic issues and factors related to the pedagogical, practical and strategic use of a VLE that will be familiar to participants across the HE sector and should provoke involved discussion. The paper also outlines the evaluation programme undertaken to establish the effectiveness of the programme in enhancing and transforming teaching and learning.

### **Session Activities and Approximate Timings**

Illustrated presentation (20 minutes) followed by discussion (20 minutes). Depending on numbers, small group discussions will be encouraged on each of the following elements of the paper:

- Pedagogy v technology in elearning staff development
- Aligning elearning staff development with university strategy
- Evaluation elearning staff development.

There will be a concluding 5 minutes for feedback and summary

## References

The paper, as outlined below, uses concepts developed in, and is informed by:

Stiles, M. and Yorke, J. (2004), Embedding staff development in elearning in the production process and using policy to reinforce its effectiveness: <http://www.staffs.ac.uk/COSE/coseneu/embedding.pdf>

De Freitas and Mayes (2004), Review of e-learning theories, frameworks and models; commissioned review report as part of the JISC-funded e-pedagogy desk study on e-learning models.

Salmon, G. (2004), eModerating: the Key to Teaching and Learning Online, 2<sup>nd</sup> Edition, RoulledgeFalmer, Abingdon.