

Title: **An institutional LTA resource bank: underpinning strategy with practice**

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Abstract:

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Reflect on Edinburgh Napier’s innovative approach to the development and implementation of our new Strategy and to facilitating the sharing of LTA practice
- Consider the merits of using an open education resource bank to showcase and share academic practice case studies.
- Identify local and sector wide open educational resource banks.
- Develop ideas from their own practice into case studies for a resource bank.

Session Outline

Key issues to be addressed are:

Universities are increasingly adopting innovative approaches to the development and implementation of their LTA Strategies (Healey and O’Connor 2008). Edinburgh Napier’s approach has been to develop a strategy that is iterative enabling ownership across the institution and currency throughout its 5 year life and to underpin it with an open education resource bank featuring case studies of LTA practice from across the institution. Open educational resources have been increasing gaining popularity within the higher education sector (Yuan, MacNeill & Kraan, 2008) with some being institution based and others such as EvidenceNet and JORUM being sector wide. All have value in sharing resources. Edinburgh Napier’s interactive Resource Bank hosts a wealth of learning, teaching and assessment resources, case studies, exemplars, guidance etc. There are links to academic regulations as well as guidance notes for staff engaged in academic practice and an area for discussion and sharing of experiences. Thus a one-stop-shop has been created providing a wealth of resources and an online community.

The Resource Bank has been designed to support staff, wherever they are in terms of engagement with a particular theme or area of LTA practice – be it internationalising the curriculum or technology-enhanced learning. That is, it will not only support staff in their academic performance but it will also enhance the networking and sharing of ideas and resources thus enabling staff to work smarter in harsher financial times.

Participants will be invited to consider the value of our approach, how they might develop a similar Resource Bank and contribute case studies of their own LTA practice to open educational resource banks.

In this session the facilitators will present the context of the development of the Resource Bank followed by an opportunity for participants to share their own practice with each other. Opportunities for dissemination of ideas through local and sector-wide resource banks will be explored as participants will be encouraged to develop their ideas into case studies.

Session Activities and Approximate Timings

10min	Short introduction and icebreaker activity related to sharing academic practice.
15min	Overview of development of Strategy and Resource Bank at Edinburgh Napier University <ul style="list-style-type: none"> • Discussion on value of our approach and applicability to other contexts. • Opportunity to view and comment on Edinburgh Napier's Resource Bank
30min	Exchange – groupwork to explore individual ideas of good practice which might be useful in a resource bank. Using key questions (see below) to focus the discussion, participants will initially work in pairs to discuss their ideas then pair up again as a four to discuss the ideas more widely. Exchange of ideas is the key feature here with an emphasis on wider applicability / transferability of the examples being discussed. Key questions will focus on encouraging participants to explore examples of their own academic practice and how these might be used by colleagues in other disciplines/institutions etc
15min	Discussion on value of institutional v sectoral open resources? Opportunity for participants to discuss the relative value of 'local' resource banks versus generic, subject-based or sectoral resources such as evidence net.
20min	How to contribute your case studies... exploring local and sector wide open educational resources. The facilitators will use an example case study sheet which reflects the common elements required for submission to open educational resource sites.

References

Healey, M., O'Connor, K.M., Broadfoot, P. (2010) Reflections on engaging students in the process and product of strategy development for learning, teaching, and assessment: an institutional case study. *International Journal for Academic Development*. 15: 1, 19 – 32. Available at: <http://dx.doi.org/10.1080/13601440903529877> [date accessed 01/11/10]

JORUM (2010) JORUM Learning to Share. Available at <http://www.jorum.ac.uk/> [date accessed 21/12/10]

The Higher Education Academy (2010) EvidenceNet Available at <http://www.heacademy.ac.uk/evidencenet> [date accessed 21/12/10]

Yuan, L., MacNeill, S. & Kraan, W. (2008) *Open Educational Resources - Opportunities and Challenges for Higher Education*. JISC. Available at: <http://search3.openobjects.com/kb5/hea/evidencenet/resource.page?record=FWyrXRDsA9l> [date accessed 21/12/10]