

Title: **Developing an online collaborative PG Cert TLHE**

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Abstract:

Session Learning Outcomes

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

- Critically reflect on a range of innovative e-learning approaches to increase online collaboration and which could be adapted for use within their own PG Cert TLHE.

Session Outline

Key issues to be addressed are:

This workshop will provide an overview of a recently validated online Post Graduate Certificate in Teaching and Learning in Higher Education. The online programme was launched in September 2011. A blended learning option has been offered since 2001.

The programme has been integrated into a single collaborative Blackboard site for programme members and mentors engaged with the programme. This means blended and online participants are part of one community of practice. A wide range of teaching, learning and assessment approaches are used: wikis, blogs, Nefsis, VoiceThread, Wimba Create, recording of teaching with online feedback and use of e-portfolios. We will explore some of these during the workshop.

The development of the Online PG Cert TLHE has been mapped against the QAA Code of Practice: Section 2, 2010) and has incorporated good practice from JISC, Effective Practice in a Digital Age (2009). These have guided the design of the programme to facilitate learning that involves the use of technology and the creation of more innovative opportunities for online collaboration.

The session will be informative to those currently engaged in developing technology-enhanced programmes and those considering this for the future. The key message and content of the workshop will be to evaluate the new approaches integrated into the programme and how these have shaped more creative approaches to teaching, learning and assessment for all engaged with the programme.

This paper relates closely with several of the themes of this conference and in particular with

- Creating and using learning communities online with staff or with students

- Redesigning modules and programmes for use in online and blended learning provision
- Effective use of technology to enhance teaching and strategies to engage staff in their use
- Assessing and/or providing feedback online
- Using e-technologies for educational development

Session Activities and Approximate Timings

Presentation with brief examples of technology-enhanced aspects of the programme (15-20 minutes)

Discussion (20-25 minutes)

Evaluation Questionnaire (5 minutes)

References

QAA (2010) Code of practice for the assurance of academic quality and standards in higher education: Collaborative provision and flexible and distributed learning (including e-learning), <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section2/collab2010.pdf> Accessed 22/03/10.

JISC (2009) Effective Practice in a Digital Age. HEFCE. [Online] <http://www.jisc.ac.uk/media/documents/publications/effectivepracticedigitalage.pdf>