ELearning SDF Questionnaire: Summary of responses

## 50 responses received in period 16 - 30 January 2018

# Q1



# Q2



# Q3



# Q4 If yes, please outline any key benefits or challenges to your experience with using your VLE for staff development

**Benefits:**

All staff already have access so there is not yet another system

Can scaffold workshop based learning with additional resources (and in some cases reduce workshop time as a consequence)

Role models what is possible in student learning “opportunity to demonstrate the art of the possible”

Enables just in time learning

Can engage with staff wherever and whenever

**Challenges:**

Systems generally aren’t designed for staff learning and can therefore be limited in functionality and reporting, and be “clunky”

People still don’t engage – perception remains that workshop is best and other resources can be overlooked

Support is an issue – either through lack of capability or capacity within the SD teams, or because support isn’t forthcoming from elsewhere in the University (as it’s not student related it’s not seen as a priority)

# Q5 If you have a separate Learning Management System to host e-learning packages or any other learning content, please say which supplier/product, and whether you would recommend

# Q6 If you have a separate supplier(s) of e-learning content/packages please indicate who, and whether you would recommend

**Responses from these two questions were integrated**

Marshalls, with LearnUpon, most frequently mentioned. Largely positive feedback, although not exclusively as some feedback was definitely less positive.

Others also mentioned a handful of times:

Cylix for compliance

Good practice toolkit

Litmos Learning Heroes

Safety Media

Lynda.com

A few others with a single mention – iflourish, Epigeum, Video Arts, Ashridge, Skill Boosters, LFHE, Jenison, Mind Click/Learning Pool, Trainers Library, People Alchemy

# Q7 Do you create e-learning or similar content in-house using internal staff expertise and software/systems? If so, please say a little more

33 responded to say that they or others in their teams, or colleagues in other departments, have created online content for staff development, to varying degrees of sophistication. Some have team members whose role is solely to do this (eg e-learning developer).

Most frequently this is using Articulate. Occasionally Captivate, Moodle functionality, Office Mix, Collaborate or Panopto.

# Q8 What other blended learning approaches do you use for enabling staff development, if any

Really broad variety including technological and non-technological approaches.

Non tech included: coaching, mentoring, action learning sets, checklists, pre-reading (eg as part of flipped learning approaches), projects, shadowing opportunities, networking.

Tech included: webinars and similar using webex, skype, collaborate, google hangout. Talking head or other short locally made videos, curated online resources often tailored to specific topics/workshops, e-portfolios (eg PebblePad), voting tools eg Mentimeter and PollEverywhere

# Q9 What benefits and outcomes have you identified as a result of any blended or e-learning activity

Time saving and time appropriate – both for learners and facilitators – as learning is available when they need it and time on any workshops can be more practical and focussed, rather than just on transfer of knowledge.

Increased rates of compliance with mandatory courses; provide evidence

More flexibility for staff

Reduction in resources – paper, rooms, time

Potential for broader reach across all staff groups

Instigated a shift in culture to digitally capable learners who take responsibility for their own development at a time and in a way that suits them.

Many indicate more evaluation was needed though to appreciate any impact.

# Q10



# Q11 – contact details shared by 31 people

# Q12 If there is anything else you would like to share please add it here

Many keen to collaborate and would see this as a potential solution to their stated desire to move into this space – as many have stated they are currently without the skills or knowledge to do this independently. This would need to be coupled with an understanding of what is required to keep material up to date, as currency was identified as a barrier to making technology enhanced learning a success.