

The Learning, Teaching and Support Unit Offer

It is an aspiration that the inclusion of 'digital'¹ within all appropriate learning experiences becomes normalised within the School of Arts and Humanities, positively contributing to an inclusive and flexible curriculum.

LTSU will provide effective and efficient support for staff and students, actively collaborate and advise on digital learning and teaching approaches whilst providing a research base for technology innovations designed for learning.

The underpinning ideology of the LTSU framework is to enhance the learning and teaching experience and build resilience² in staff and students, and give AAH students the tools for future work or study in the digital age.

Working towards a digital curriculum

The LTSU framework has been developed to support the sea change into flipped, blended and online learning and the challenges and benefits they bring. The effective integration of a digitally enriched curriculum should provide space for inspirational teaching and supporting lifewide learning.

Whilst technology is not a solution by itself, it can be highly effective as an element of the learning and teaching 'toolkit' and should be an integral part of every course design (HEA, n.d.) from content to assessment and approached from a critical pedagogy perspective to evaluate the impact of digital on learning (Hybrid Pedagogy, 2014). This will ensure effective use with highest impact and should form part of a routine professional dialogue between LTSU and academic colleagues.

The benefits for learners and learning are well documented and summarised below:

- Equivalence - for distance, mixed mode & campus based learning
- Extending the scope and reach of students' learning beyond the physical campus
- Access
- Scalability
- Added value for all
- Flexibility, diversity, engagement
- Integration
- Personalisation and differentiation
- Normalisation of using technology for employability skills
- Developing digital skills to support our students to become productive and entrepreneurial

Questions surrounding new and existing technological practice within AAH should be viewed through the lens of the 4E's framework:

- What can technology "enable" us to do?
- How can technology "enhance" what we already do?
- How can technology "enrich" our learning experiences?
- How can technology "empower" learners and teachers? (Thompson, 2014)

¹ The terminology 'digital' here is used to describe either the use of technology, a way of engaging with students or a new way of approaching existing practices.

² By building competence in engaging with learning technology with instructions and training, giving space for failure and for learning from failure, and where possible contextualizing digital learning resources to make them personally relevant.

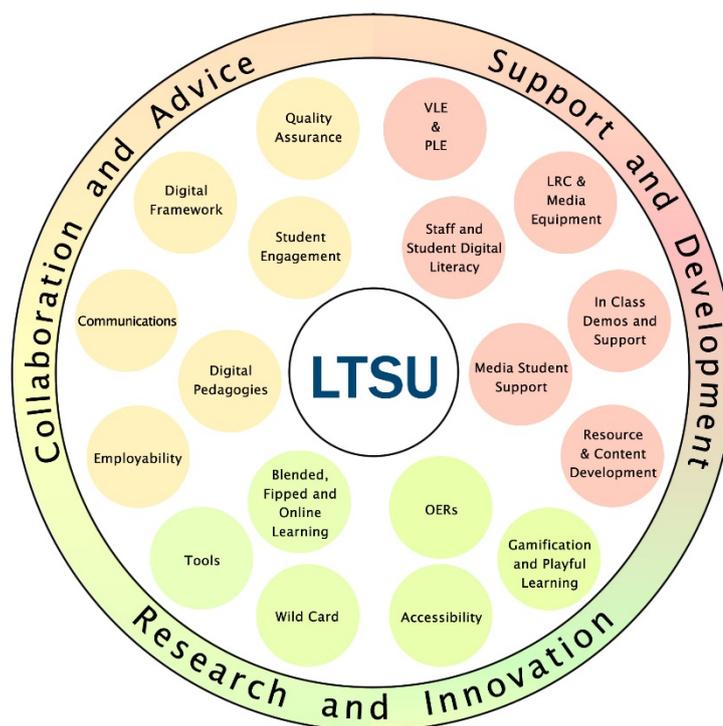
Using this approach will reduce the number of ‘replacement’ practices which add no extra value to the learner and increase the number of ‘transformational’ practices which will add an extra dimension to the learning or learning experience. The liminal space that this opportunity creates is a key area and the LTSU framework below shows the myriad of ways that will be utilized to support transition through this.

Expectations of leadership within Arts and Humanities

To move the use of learning technology from innovation to normalised, a top down approach is necessary to complement the bottom up approach. Leadership expectations to support the LTSU offer include:

- To create the operational conditions to promote a culture of innovation and resilience
- To provide an opportunity for teachers to reflect on their practice and identify professional learning opportunities
- To embed digital learning objectives within current and future AAH PCR initiatives
- To provide proactive and clear leadership within AAH to oversee and regularly review the LTSU offer
- Model the responsible and ethical use of the internet and digital related technologies to promote to all users

LTSU Framework



References

- HEA (n.d.) Inclusive curriculum design in higher education: generic considerations of inclusive curriculum design. The Higher Education Academy. Available from <https://www.heacademy.ac.uk/system/files/resources/generic_considerations_of_inclusive_curriculum_design.pdf> Accessed 23rd February 2017.
- Hybrid Pedagogy (2014). Digital Pedagogy Lab. Available from <<http://www.hybridpedagogy.com/digitalpedagogy/>> Accessed 23rd February 2017
- Thompson, S, (2014). The 4e Framework. Available from <<https://www.leedsbeckett.ac.uk/partners/files/4EFrameworkIntroduction.pdf>> Accessed 23rd February

