



Commissioned and funded by
**The
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LEARNING FUTURES PROGRAMME FINAL REPORT

DEVELOPING STAFF WITH TECHNOLOGY ENABLED LEARNING

A Collaborative Project between:

NEW COLLEGE SWINDON, SKILLS LADDER Ltd. and
FE DEVELOPMENT & CONSULTING Ltd.



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Project Title

Developing Staff with Technology Enabled Learning

Name of lead organisation

New College Swindon

Project Summary

The aim of our project was to build on previous work done by New College Swindon, FE Development & Consulting Ltd. and Skills Ladder Ltd. to produce a series of eLearning modules to educate and enlighten staff and students about the effectiveness of technology enabled learning in FE College and Training Provider organisations.

In total, three eLearning modules were produced. Module 1 is a basic introduction to technology enabled learning aimed at the novice user and those without specialist ICT knowledge whose roles may nevertheless require them to have an understanding of technology enabled learning within the organisation, such as teachers, trainers, managers and governors. Module 2 is all about differentiation, both in the classroom and in an eLearning format and is primarily aimed at teachers and trainers but is suitable for staff at all levels. Module 3 is about the skill of project management. It focusses on how colleges have gone about successfully introducing technology enabled learning to both staff and students, as well as covering the generic management skills required to lead teams of staff through beneficial changes in practice and procedure – this is aimed at managers, senior leaders and governors.

Please see page 32 for a summary of the project outcomes and key findings.

Who should read this Report and Why

This report will be of interest to:

- Senior Leaders - who have a strategic remit to increase both the use of technology enabled learning and student achievement;
- Governors - who are required to understand and oversee the work of an educational establishment whilst simultaneously setting and achieving the strategic goals of the organisation;
- Heads of Department, Directors and Middle Managers - who have an operational remit to increase the use of technology enabled learning in their organisations;

- Teachers & Trainers – who wish to develop and increase their knowledge of technology enabled learning and demystify the specialist terminology and skills required to create and use eLearning in their day to day teaching;
- Teachers & Trainers – who want to experience first-hand what technology enabled learning feels like whilst simultaneously improving their knowledge of technology enabled learning generally;
- Managers and Leaders – who wish to develop their project management skills;
- Quality Managers and Lesson Observation teams – who may thereafter choose to refer staff who have been identified as needing help to develop their differentiation skills in the classroom towards this resource;
- Training Managers – seeking to identify cheap but effective training resources for staff at all levels;
- eLearning Teams – wishing to level the playing field of understanding of eLearning amongst teaching/training staff, as well as winning over the hearts and minds of technophobic staff or those who want to develop their understanding of eLearning, differentiation or project management in their own time;
- Education Consultants – exploring ways of developing effective training resources for staff in the education sector;
- Anyone with an interest in technology enabled learning, differentiation or management development.

CPD resources developed

1. Project outline.
2. Module 1 (Final URL: www.itm2.com/lf1)
3. Module 2 (Final URL: www.itm2.com/lf2)
4. Module 3 (Final URL: www.itm2.com/lf3)
5. Module 1 – Articulate file.
6. Module 2 – Articulate file.
7. Module 3 – Articulate file.
8. Template of an ICT usage survey.
9. Text version of Module 1.
10. Text version of Module 2.
11. Text version of Module 3.
12. Theoretical criteria for assessing the use of technology enabled learning in lesson observation.
13. Pre- and Post-Module activity recommendations for all three modules.



14. Differentiation training materials to accompany Module 2.
15. Final Project Report.

Project Lead Contact Details

Project Lead: Susanne Davies LLB, LLM, PGCE.

Susanne is a Director of FE Development & Consulting Ltd. - a training and consultancy firm specialising in all aspects of Further Education in the UK. At the time the project work was undertaken she was the Interim senior leader for Quality at New College Swindon. Please see www.fedconsulting.co.uk for details of the services offered by FEDC Ltd. and for additional contact details.

Members of Partnership

1. New College Swindon.

A medium-sized general College of Further Education, New College Swindon offers provision to approximately 12,500 learners across levels 1-5 and in 15 of 17 (Ofsted) subject sector areas, including GCSEs, A levels, vocational courses, foundation degrees, HNDs and professional qualifications, adult learner responsive (ALR), Work Place Learning (WPL), and Apprenticeship learners.

2. FE Development & Consulting Ltd.

FEDC Ltd. is an independent provider of training, consultancy and senior interim management support to the FE sector in the UK. For more information please go to www.fedconsulting.co.uk

3. Skills Ladder Ltd.

Skills Ladder Ltd. is a training provider that specialises in I.T. The firm delivers to both businesses and individuals through apprenticeships and traineeships. Their IT centric background has enabled them to be at the forefront of E-learning and Blended Learning. www.skillsladder.co.uk



What the Project set out to do and Why

The aim of our project was to improve the quality of eLearning materials produced by educational establishments, leading to improved outcomes for both learners and employers. This will be achieved by creating, delivering and assessing three e-learning developmental modules.

The project hypothesis is: "As a result of undertaking the project modules staff at all levels will increase their understanding of technology enabled learning (TEL) and be better equipped to make operational and strategic decisions to promote TEL in the future and thereby increase the quality of learning across their organisations."

Module 1 is an introduction to the potential impact on learning provided by technology enabled learning and is aimed at all staff, including governors. Module 2 focusses on differentiated learning techniques in both the classroom and in eLearning and is therefore aimed at primarily at teachers, trainers and assessors but is suitable to be viewed by other more senior staff. Module 3 is all about the skill of project management and how to bring about worthwhile change in an organisation, such as the introduction of eLearning across the curriculum. It is anticipated that it will be watched by governors, managers and leaders.

With regard to Module 1 and 2, the need to develop these skills were highlighted in the FELTAG report which states that "research and conversations consistently referred to the under-exploitation of learners' skills, devices and technical knowledge when it came to the use of learning technology." It is not enough to simply transfer existing learning resources into a 'one-size-fits-all' e-learning format. Additionally, discussions with teaching staff and the lesson observation team at New College Swindon revealed that generally, within each curriculum team there existed an self-appointed eLearning 'specialist', identified by themselves and their colleagues as 'the one' in charge of eLearning on behalf of the team. This seemed to work well regarding the production of subject based eLearning materials suitable for the majority of the curriculum team to use, but did not serve to narrow the gap in skill nor understanding of technology enabled learning as a teaching tool between 'the one' and other self-confessed 'technophobic' colleagues. It is hoped that module 1 will try to de-mystify the language of eLearning and level the playing field in relation to each member of a curriculum team's understanding of this teaching resource.

By enabling teachers, managers and governors to experience first-hand what it feels like to receive information via eLearning the teacher/manager temporarily becomes a student and, as a result, better understands what works well and what can be improved when creating future eLearning resources.



This project is not aimed at any specific curriculum subject, rather at teaching and e-learning in general - it is intended to empower all staff, regardless of their curriculum specialism or role within the organisation, to produce or facilitate high quality e-learning resources and to ensure that both operational managers and strategic leaders have a solid understanding of the potential for technology enabled learning in their organisations and their own self-development.

In order for e-Learning to be successful across an organisation, it must be led from the top. Individual members of staff may create useful resources for their students, however to have content produced and/or contributed to by all staff, across all curriculum areas, as set out in the FELTAG report, requires governors and seniors management to relentlessly lead this change. This project set out to inspire and animate that momentum by making practical suggestions as to how this may be achieved (especially in Module 3).

Training staff is a costly, time-consuming, on-going need for all employment and educational establishments. The one-off cost of producing good quality staff development resources in a technology enabled learning format would allow this economical (and updatable) training to be offered to all FE staff for the same cost as sending a solitary member of staff to a conference-style training event in a city centre. Technology enabled staff development eliminates the time wasted travelling to training events away from the workplace and allows learning to take place at a time that is convenient to the delegates. Furthermore, this training format enables delegates to focus directly on their individual training needs and is easily trackable via electronic monitoring systems. It is hoped that this project resource will assist HR departments in colleges and training providers to see the potential benefits of offering future staff training in this format.

Over the past three years New College Swindon has worked in partnership with FEDC Ltd. to use a training resource created by FEDC called 'Learning Teachers' (contact www.fedconsulting.co.uk for details). The project has given both FEDC Ltd. and New College Swindon (supported by the technical and training expertise of Skills Ladder Ltd.) the opportunity to update this resource and offer it in an eLearning format for the future.

The FELTAG report recommends that a 10% content of all publicly funded courses be put in place by 2014/15-year end and 50% by the end of 2016/17. Data returns made to the SFA by colleges now require them to specify what percentage of each course is in an eLearning format. Bespoke staff development is required to achieve this goal. It is intended that this project will not only help institutions to produce high quality technology enabled learning content, it will also be an example of best practice in the e-Learning environment and has recently been included in a JISC guide 'Enhancing the student digital



experience: a strategic approach' as an example of effective and innovative practice in Further Education. One of the best ways to learn how to create exemplar content is to experience it.

The project ethos can be summed up by the FELTAG Recommendation (2014): '*Learners must be empowered to fully exploit their own understanding of, and familiarity with, digital technology for their own learning; and, the entire workforce has to be brought up to speed to fully understand the potential of learning technology.*'

The Process

1. BUILD ON A PROVEN ASSET, RATHER THAN START FROM SCRATCH.

From the outset, the project application criteria made it clear that the Education and Training Foundation's ambition was to support staff right across the sector to unlock innovation in teaching and learning through the optimal use of learning technologies and digital pedagogies. There was a particular focus on the development of leaders and governors to ensure that they can lead their organisations towards this goal. The project team met the requirement that the project built on existing innovative practice by developing the 'Learning Teachers[®]' and 'Teaching Managers[®]' training resources (already created by FEDC Ltd. and used by New College and Skills Ladder Ltd.) into an eLearning format. The project team set out to ensure that this resource would ultimately support the professional development of the sector workforce.

The Institute for Learning 3rd annual review research shows that the preferred strategy for continuing professional development (CPD) includes reflective practice and involving learners in CPD. The 'Driving Value into Learning Technology Support Programmes Report 2014' outlines the vast quantity of research into the varying standards of teaching (and therefore learning) in the UK. William's (2013) concludes that the best teachers are 4x more productive than the least. This research prompted us to consider how we might go about aiding colleges to better improve their e-learning resources. As well as addressing a training need, by making the teachers become learners the staff will experience what works well in an e-learning format hopefully leading to professional dialogue about the creation of future e-learning curriculum resource.

Throughout the last two years the learning coaches at New College Swindon have used the FEDC Ltd. commercial training resource 'Learning Teachers' to develop and improve the standard of learning and teaching. The DVDs include clips of excellent teachers 'in-

action' in the classroom, reference to research, links to Ofsted inspection criteria and staff talking direct to camera about teaching techniques – all of which promote dialogue and illustrate excellent practice. Staff feedback on these sessions has been very positive and re-observation grades have subsequently improved. Building on this proven asset, as opposed to starting from scratch, seemed like the sensible way to go.

2. INCLUDE A CAPACITY TO UP-DATE THE CONTENT.

Although the FEDC Ltd. 'Learning Teachers[®]' and 'Teaching Managers[®]' training resources had only been created four years previously, they were already out of date. Not so much in terms of content, but in terms of how they looked. The project team noticed that DVD, as a training format of choice in 2012, now looks old-fashioned and has been replaced by eLearning in 2015. Unless training resources look up-to-date and inspirational staff are disinclined to use them, so there is a clear advantage to investing in resources that can be amended and updated in the future, such as technology enabled learning modules.

3. RESEARCH.

In the first month of the project work the project team spent time talking to staff at all levels about training they had received and what they felt had worked well and had made a sufficiently memorable impact on them. The majority (7 out of 10) said that although they often enjoyed conference style training events organised by AoC, Pearson, Protocol etc. they struggled to pinpoint the impact of the training in the following months, or on reflection they could name one solitary point about the days training that resonated with them, but nothing else came to mind (9 out of 10). When asked how they might go about memorising a new skill (such as playing golf, learning a foreign language, playing a musical instrument, touch typing etc.), answers included reading about it; watching relevant material on YouTube; getting specialist tuition; studying it (meaning, to read about it and then precis the information by writing it out in one's own words); and finally, once a basic understanding of the skill has been gained, practicing the skill in real time situations. Everyone we spoke to had accessed information about a topic on YouTube and/or the internet and everyone had previously undertaken some sort of eLearning based training – most commonly the compulsory 'Equality & Diversity' e-training necessitated by their employer organisations, but only 3 out of the 10 persons we spoke with expressed praise for a technology enabled training course they had undertaken within the past year (a MOOC), recalling it as 'brilliant' and 'it worked well, I really learnt it' as opposed to comments about conference style training which were described as 'I liked the trainer, but I

can't remember too much about it now' and 'I felt impressed by it at the time, but I haven't really had a chance to use what X (*the trainer*) said since I got back to work' or, the comment made most often - 'the lunch was great'. The point is, it doesn't matter what format the training is in, for it to work it has to be of a high standard – just like classroom learning.

Obviously there is a huge overlap between outstanding trainers (or training) and outstanding teachers (or teaching) but so far only a limited number of the staff we spoke with would choose to refer to eLearning as a high quality training medium. In terms of this particular challenge, the project team feel that technology enabled learning is still in its infancy and that over the coming decade it will become the training medium of choice for the following reasons: the initial production costs provide a training resource that is easy for delegates to access; it can be made available to an unlimited number of delegates both on and off site (provided they have ICT/internet access); it is easy for HR teams to track who has and has not 'done' the training; it is updatable and enables delegates understanding of the training to be tested both during the training itself and at a specified future point (via an emailed invitation); it can be differentiated to suit learners ability, style and pace of learning.

4. KEEP THE PROJECT ON TRACK VIA A SERIES OF REGULAR REVIEWS & MONTHLY REPORTS.

Throughout the project the project work was reviewed on a weekly basis by the project team itself, on a monthly basis by the Project Champion (appointed by Learning Futures) and on a termly basis by the Project Steering Group.

The Project Lead was required to upload a monthly report (written in collaboration with the rest of the team) to a dedicated project space on the Learning Futures website. Although the Project Lead sometimes struggled to meet this monthly requirement (due to time pressure and other work commitments), with the benefit of hindsight, the team all agree that the monthly reports served a necessary purpose in keeping a complicated project involving people from three organisations on task and ensuring all project members were crystal clear about what work had been completed and what was yet to be done.

5. PROJECT STAGES

In order to keep the project on track the Project Champion, Rob Martin, advised the project team to rigidly stick to the pre-determined project stages e.g. consultation stage, research stage, production stage etc. Good advice – but as it turns out, remarkably hard to follow.

Being a perfectionist and wanting to do a great job is all well and good but it can hinder the project progress. Today is the penultimate day before the final report has to be submitted on-line to the Learning Futures team and it is becoming a struggle to let it go in its current state, which is perfectly satisfactory. The Project Lead wants to keep working on it so as to make it better. Just a little bit more time is needed . . .

6. (On that point) HOWEVER MUCH TIME YOU ARE THINKING OF ALLOWING FOR THE PROJECT WORK – MULTIPLY IT BY FIVE.

The team tried to follow the initial project plan from the outset and mainly succeeded in doing so, but amendments were required (see notes below under ‘Challenges overcome’ ahead).

The first stage of the project work involved drafting a script/storyboard that divided the modules into chapters, followed by research to identify pre-existing content for the chapters and that which needed to be created from scratch. Colleges and training organisations were approached and expressed interest in helping out with the module content or as receivers of the finished product, or not.

But all this takes time, lots of time. For instance, you would expect that emailing some colleges to invite them to participate in the project would take no more than an hour. All you have to do is draft an email suitable for multiple senior managers to receive; pick a college you want to approach (you could choose on a geographical basis or only try to hook up with Grade 1 colleges?; identify a relevant senior manager in that organisation (how do you do that? Google them? LinkedIn? Ask colleagues to name someone?); then you need to get their email (how? by telephoning the college in question? so you Google the college name to get the telephone number, then you phone the college and listen to a ridiculously long message asking you to press 1 if you are a student reporting an absence, 2 if you are an employer etc. eventually you get the email address); then you send the email. Now do it ten more times. It’s a couple of hours work right there, never mind the big time-taking issues such as researching module content, filming people, creating Articulate files, writing out text blocks for the modules, designing surveys etc. Our recommendation would be to ensure you generously over-estimate the time the project will take to build, and then multiply that number by ten.

The Results

This section starts with a summary of the ‘Challenges overcome’ (or not, as the case may be) during the project and then goes on to list the ways in which the qualitative and quantitative evidence has been gathered and used to prove the original hypothesis.

Challenges overcome

1. TIME PRESSURE

As mentioned above, without doubt the singular thing that was most erroneous about the original project plan was the time allocated to complete the tasks required. The project team all have full time jobs to do, so fitting the project work in on top of those commitments was always going to require the team to work long hours over and above their day-jobs. Although the team have maintained enthusiasm and momentum for the project throughout the past year, it has been hard to fit the work in and disappointing that colleagues who were initially very supportive of the idea simply let the team down in the end, because when push came to shove, they simply did not have or did not give the time to contribute to the project work.

The project application was made in the autumn term 2014/15. After submitting the application we were invited to clarify how we would include governors in the research and this necessitated a re-write of the original application, which was submitted in late November and happened to coincide with an Ofsted inspection at New College Swindon. In effect all three of the project team organisations were immensely distracted by other priorities at this point in time - New College were being inspected, FEDC Ltd. was providing them with an interim senior manager who also happened to be the Ofsted nominee on behalf of the college as well as the Project Lead and as a neighbouring partner provider of New College, Skills Ladder Ltd. were in scope to be inspected too. We received final confirmation of a successful project application at the end of the Ofsted inspection week – the first week in December. For the two weeks left between then and the Christmas holidays the college was in a state of flux, recovering from Ofsted and finalising its Self-Assessment Report, so the project work did not actually begin in earnest until January 2015. The result of this series of events is that the project was completed between January 2015 and September 2015, that is three months short of the original plan (October 2014 to September 2015). Admittedly, these circumstances were unusual, so our recommendation to future project teams would be to factor in time to allow every stage of a project to flex, including the application/planning stage.

2. A SUCCESSFUL PROJECT TEAM NEEDS TO BE ABLE TO WORK WELL TOGETHER AND ADOPT COMPATIBLE ROLES



Initially the Learning Futures organisation aligned a designated Project Champion to work with us. Unfortunately, for various reasons, this individual was not compatible with the team and following discussions with Learning Futures was replaced by Rob Martin as the new Project Champion. Rob is a fist in a velvet glove – he kept the work on track whilst gently but forcibly nudging the team along and ensuring we complied with the project requirements each step of the way. He is that rare thing – an encouraging, supportive, communicative, entertaining, knowledgeable manager who gets the team to get the work done.

The Project Team consisted of people with curriculum, quality and technical experience – all vital to the project success. The Project Lead had the job of consulting with members of three different organisations and delegating the work to the team, in accordance with their skills set. The Project Champion in contrast, needed to keep checking that the team haven't wandered off course and all understand what the next priority is and which milestone they are headed towards. By breaking the project up into step by step sections, the task became more easily achievable as the sum of its parts.

3. RECEIVE AND ACCEPT FEEDBACK

The project plan included time for each module to be created, produced and then tried out on willing volunteers, who were asked to give feedback on what was working well and what could be improved. This was gathered in a variety of ways at the half way stage and including pre- and post-module surveys, email, telephone discussions and face-to-face feedback meetings. The team are especially grateful to Burton & South Derbyshire College for its feedback.

Feedback included:

- Majority of the content is video based and this can be off putting as it's more a collection of clips rather than bespoke content.
- Some of the videos are long and repetitive.
- Some of the content is referenced rather than showcased which means staff are clicking around looking for content.
- It mentions costs, savings and benefits to managers which is of no interest to teachers.
- Goes above and beyond the detail required. The site allows you to pick your role but as of yet doesn't seem to tailor the content to the role you selected.

- Had issues accessing the content on a number of occasions whilst using the college network – this could be an issue at our end but worth noting as possible down time is going to discourage staff from relying on TEL (technology enabled learning) that doesn't work in the classroom.
- Some of the interactive challenges didn't work at all – like the sorting task.
- Simple, clear and concise breakdowns of complicated learning styles and tools e.g. blended learning and learning management systems.
- Summary sections make it easy to follow.
- Short, quick challenges that are simple (e.g. what does FELTAG stand for – arrange the words) so you feel daft if you can't do it and that makes you concentrate more.
- Some really useful resources e.g. Survey template for B.Y.O.D.
- Really good examples of how you can make things more interactive through T.E.L. e.g. *“how to use a VLE effectively”*.
- Excellent practical management tips telling you how to do it, not just the theory – e.g. how to communicate with different personality types.
- Clear explanation of transactional analysis and how we, as managers, should try to use this skill at work.

4. REQUEST SPECIALIST SUPPORT

Learning futures kindly arranged for the project team to receive specialist support from an experienced film maker who had produced programmes for 'Teachers TV' in the past.

He advised that when getting staff to talk to camera, if you present them as pinnacles of excellence their colleagues will often identify one thing they say or do that is slightly less than perfect and use that as a justification to write-off the rest of their advice. What works better is to have staff present what has worked for them in a reflective manner – as opposed to a definitive 'this-is-the-only-way-to-do-it' manner. We followed this advice.

Learning Futures also arranged for the Project Lead to visit the Virtual College in Yorkshire for an interesting day looking at how they go about building commercial eLearning packages.

5. INCORPORATE THE FEEDBACK INTO THE MODULES

The temptation is to feedback on the project modules, read it and then think 'hmm ... I don't agree, therefore I won't include these changes'. There's no point asking for feedback if you don't act on it. Plus, just because the person giving feedback seems to have

misunderstood something doesn't mean the point they are making is invalid. Actually it means the module didn't explain it clearly enough in the first place. There are probably always going to be more negative comments than positive ones because being critical is so easy – it takes no effort, no preparation and once you get going, it's hard to stop. Project teams therefore need to brace themselves for this stage of the project and ensure that they use the feedback to improve the work done so far.

Impact identified

The anticipated impact of the project was clearly set out in the original application and included:

Enabling governors, leaders, employers and management to:

- Increase their awareness of the FELTAG report recommendations.
- Understand E-learning and the different models of blended learning.
- Appreciate the limitations of e-learning.
- Understand what recourses are required to deploy effective e-learning.
- Work with implementation teams to understand relevant processes.
- Communicate effectively about e-learning.

Enabling teachers and trainers to:

- Learn about tools that create outstanding e-learning packages.
- Be able to visualise the possibilities for presenting electronic information to learners whilst simultaneously addressing aspects of learner differentiation.
- Facilitate participation in professional dialogue with ICT technicians and collaborate on future curriculum development needs.
- Inspire the creation of differentiated eLearning content that will help to move learners towards excellent outcomes.
- Inspire confidence to improve and update future and existing learning materials;
- Increase teachers understanding of the need to differentiate information and test learning both in the classroom and in an e-learning environment.



- By making the teacher become the learner, they will better understand how best to create user friendly e-learning materials for their own curriculum specialism in the future.
- To make staff development more efficient, accessible and fun.
- To enable access to current information about a common staff development topic 24/7.
- Provide an updatable, reference-based module about technology enabled learning, differentiation and management development.

These hypothetical goals arose from the original project hypothesis: "As a result of undertaking the project modules staff at all levels will increase their understanding of technology enabled learning (TEL) and be better equipped to make operational and strategic decisions to promote TEL in the future and thereby increase the quality of learning across their organisations."

The goals are achieved based on the fact that the data and comments generated by the pre- and post-module surveys (containing key-questions about the delegate's confidence in and understanding of the module content measured against the results of a post-module survey) and the results of subsequent discussion groups prove the hypothesis.

The modules (and surveys) were distributed to the following organisations:

- i. New College Swindon
- ii. All of New College Swindon's partner providers (27 organisations in total)
- iii. Blackpool & The Fylde College
- iv. Abingdon & Witney College
- v. Walsall College
- vi. Kirklees College
- vii. Hugh Baird College
- viii. Burton & South Derbyshire College
- ix. Cadbury College
- x. Oldham College

The impact of modules 2 & 3 were discussed in various focus groups and 1:1 meetings with staff at all levels throughout April, May and June, after they had been given a chance to use the modules. See 'Receive and accept feedback' section on page 13/14. This, together with data about staff confidence in eLearning technology and plans for the

future collected through a semi-structured group interview process moderated by a group leader along with a written summary of outcomes have led to the following conclusions (please see comments section in data sheets ahead):

Data Sheets

MODULE 1 – PRE- & POST-MODULE SURVEY for Intro. to Technology Enabled Learning: TEACHERS/TRAINERS ANSWERS

MODULE 1 – TECHNOLOGY ENABLED LEARNING - TEACHERS				
Total number of users: 137	Sub-questions	Pre-survey module	Post-survey module	COMMENTS
1. How do you feel about the technology you use from day to day e.g. phones, tablets, laptops, sat nav's etc.?	I need help	0%	0%	Although the majority of staff are opting for 'competent' 41% would like to know more about technology.
	I just about get by	6%	6%	
	I wish I knew more	35%	36%	
	I am competent	53%	53%	
	I am an expert	0%	0%	
2. On a scale of 1 to 10, where 1 = nothing and 10 = everything, how much do you know about technology enabled learning?	1	0%	0%	There is a wide cross section of answers here. Delegates said: within the work place there is a 'specialist' whose job is to look after technology related issues for their curriculum area, so there is little incentive for them to know more; they would rather focus on teaching in the present than developing resources for the future; TEL is a valuable resource to assist learning; there is no time to learn new skills.
	2	0%	0%	
	3	24%	18%	
	4	6%	6%	
	5	12%	12%	
	6	29%	31%	
	7	18%	18%	
	8	6%	6%	
	9	6%	7%	
	10	0%	2%	

3. Which of the following come within the definition of technology enabled learning?	eLearning	53%	53%	The point of this question was partly to see if there was a parity of understanding across the delegates and partly to highlight TEL resources that delegates may be unaware of. The most significant point is the difference between the pre-module answer for 'All of the above' and the post-module answer. Undoubtedly the module has highlighted TEL resources to some people that they were previously unaware of.
	Gamification	24%	24%	
	YouTube	41%	41%	
	A Blog	39%	39%	
	Google Classrooms	29%	29%	
	An App	29%	29%	
	Any electronic teaching resource	47%	47%	
	A power-point presentation	29%	29%	
	Prezzi	29%	29%	
	A Handout	12%	12%	
	Facebook	18%	18%	
	Skype	35%	35%	
	iTunes U	24%	36%	
	Explain Everything	6%	18%	
	eModo	18%	19%	
	Nearpod	12%	21%	
Socrative	18%	21%		
MOOC	12%	57%		
All of the above	53%	88%		
4. Have you ever completed an eLearning module before?	Yes	93%	93%	We regret not having a follow up question asking delegates to rate their learning experience. Delegates have mainly completed E&D or H&S training in this format in their organisations.
	No	7%	7%	
5. Have you ever loaded anything onto a VLE (or Moodle or Intranet) for your learners?	Yes	71%	71%	Good to see that most staff are able to load content on to a VLE. When speaking with delegates after completing the module, none admitted to answering 'no' to this question so exploring the reasons why 29% said 'no' is impossible.
	No	29%	29%	

6. Do you feel able to organise VLE (or Moodle or Intranet) resources for your learners?	Yes	59%	69%	There is an encouraging positive shift here between pre- and post-module answers.
	No	41%	31%	
7. If you answered no, do you want to find out how to do this in the future?	Yes	35%	65%	Answers indicate a unanimous desire to know more in the future.
	No	0%	0%	
	N/A	59%	35%	
8. Do you feel able to write content for a future eLearning module?	Yes	59%	68%	There is a 10% positive shift between pre- and post-module answers.
	No	41%	32%	
9. Do you feel able to build the technology components of a future eLearning module?	Yes	24%	35%	Although the shift between pre- and post-module answers is positive, it is clearly not positive enough. More work is required.
	No	77%	65%	
10. If you answered no, what would need to happen before you feel you could create technology enabled learning resources?	I'd need more training	75%	71%	Good to see the 'don't know' answers decreased by about 50% having completed the module. Time seems to be the biggest barrier to change. Followed by 'specialist software'.
	I'd need more access to specialist software	38%	41%	
	I'd need a better computer	6%	6%	
	I'd need time to allocate to tackle the task	75%	81%	
	I don't know	13%	6%	
	I don't want to develop or create technology enabled learning for my learners	6%	6%	
11. Do you know what FELTAG is?	Yes	81%	91%	Good.
	No	19%	9%	

MODULE 1 – PRE- & POST-MODULE SURVEY for Intro. to Technology Enabled Learning:

MANAGERS ANSWERS

MODULE 1 – TECHNOLOGY ENABLED LEARNING - MANAGERS				
Total number of users: 28	Sub-questions:	Pre-survey module	Post-survey module	COMMENTS
1. How do you feel about the technology you use from day to day e.g. phones, tablets, laptops, sat nav's etc.?	I need help	0%	0%	81% of managers think they are 'competent' or 'expert' but 6% of them reassess that confidence after completing the module.
	I just about get by	5%	5%	
	I wish I knew more	14%	18%	
	I am competent	70%	74%	
	I am an expert	11%	4%	
2. On a scale of 1 to 10, where 1 = nothing and 10 = everything, how much do you know about technology enabled learning?	1	0%	0%	60% rate themselves above middle ground on a scale of 1-10 in terms of TEL knowledge. So presumably 40% need more knowledge.
	2	1%	1%	
	3	9%	7%	
	4	12%	14%	
	5	8%	11%	
	6	19%	13%	
	7	21%	24%	
	8	18%	17%	
	9	11%	11%	
	10	0%	2%	
3. Which of the following come within the definition of technology enabled learning?	eLearning	71%	72%	The point of this question was partly to see if there was a parity of understanding across the delegates and partly to highlight TEL resources that delegates may be unaware of. The most significant point is the difference between the pre-module answer for 'All of the
	Gamification	25%	26%	
	YouTube	80%	84%	
	A Blog	36%	47%	
	Google Classrooms	67%	69%	
	An App	26%	37%	
	Any electronic teaching resource	65%	69%	
	A power-point presentation	78%	81%	
	Prezzi	60%	63%	
	A Handout	26%	21%	
	Facebook	36%	45%	
Skype	51%	67%		

	iTunes U	48%	49%	above' and the post-module answer. Undoubtedly the module has highlighted TEL resources to some managers that they were previously unaware of.
	Explain Everything	23%	37%	
	eModo	37%	54%	
	Nearpod	38%	40%	
	Socrative	48%	56%	
	MOOC	51%	66%	
	All of the above	68%	85%	
4. Have you ever completed an eLearning module before?	Yes	62%	72%	Significantly less managers have completed on-line training than teachers/trainers.
	No	38%	28%	
5. Do you feel able to discuss technology enabled learning with a curriculum team in a constructive way?	Yes	71%	82%	Discussions revealed that most managers would delegate this task to the Head of ICT despite a majority feeling competent to discuss TEL themselves.
	No	29%	18%	
6. If you answered no, what would need to happen before you feel you could discuss technology enabled learning with confidence?	More Training	29%	27%	Most managers feel that some training and a better computer would help them increase their knowledge of TEL.
	Access to Specialist software	22%	19%	
	A Better Computer	24%	27%	
	I don't know	8%	6%	
	I don't want to lead discussions about technology enabled learning with my staff teams	17%	21%	
7. Do you agree or disagree with the statement 'Focusing on the continued	I Agree	100%	100%	No comment.
	I Disagree	0%	0%	

development of technology enabled learning is a high priority for the FE education sector in the UK?	I don't know	0%	0%	
8. Do you agree or disagree with the statement 'Technology enabled learning will help some learners learn better'?	I Agree	98%	98%	One manager stated that although the majority of learners would benefit, elderly adult learners might be put off.
	I Disagree	0%	0%	
	I don't know	3%	3%	
9. Do you know what FELTAG is?	Yes	100%	100%	No comment
	No			

MODULE 1 – PRE- & POST-MODULE SURVEY for Intro. to Technology Enabled Learning:

LEADERS & GOVERNORS ANSWERS

MODULE 1 – TECHNOLOGY ENABLED LEARNING – LEADERS/GOVERNORS				
Total number of users: 10		Pre-survey module	Post-survey module	COMMENTS
1. How do you feel about the technology you use from day to day e.g. phones, tablets, laptops, sat nav's etc.?	I need help	0%	0%	80% are confident and 20% want to know more.
	I just about get by	0%	0%	
	I wish I knew more	20%	20%	
	I am competent	70%	70%	
	I am an expert	10%	10%	
2. On a scale of 1 to 10, where 1 = nothing and 10 = everything, how much do you know about technology enabled learning?	1	0%	0%	Good to see a 20% shift to the positive in the results between pre- and post-survey answers.
	2	10%	0%	
	3	0%	10%	
	4	0%	0%	
	5	20%	10%	
	6	0%	0%	
	7	50%	60%	
	8	20%	20%	
	9	0%	0%	
3. Which of the following come within the definition of technology enabled learning?	eLearning	70%	70%	Good to note a 20% shift to the positive in the
	Gamification	20%	30%	
	YouTube	40%	40%	

	A Blog	20%	50%	'All of the above' answer after completing the module.
	Google Classrooms	60%	70%	
	An App	40%	60%	
	Any electronic teaching resource	50%	60%	
	A power-point presentation	70%	70%	
	Prezzi	40%	40%	
	A Handout	30%	60%	
	Facebook	40%	60%	
	Skype	60%	60%	
	iTunes U	70%	70%	
	Explain Everything	50%	50%	
	eModo	60%	60%	
	Nearpod	50%	50%	
	Socrative	40%	40%	
	MOOC	20%	60%	
	All of the above	70%	90%	
4. Have you ever completed an eLearning module before?	Yes	60%	80%	Interesting that the pre-module answer is lower for this category of delegates than any of the others.
	No		100%	
5. Do you feel equipped to make competent contributions to a management discussion about technology enabled learning within an educational setting?	Yes	70%	70%	No change.
	No	30%	30%	
6. If you answered no, what would need to happen before you feel you could discuss technology enabled learning with confidence?	More Training	50%	40%	Completing the module seems to have satisfied the training needs of 10% of the delegates, but increased the need to understand specialist software by the identical number.
	A Better understanding of Specialist software	20%	30%	
	Increased knowledge of computer hardware	10%	10%	
	I don't know	20%	20%	

7. Do you know what FELTAG is?	Yes	80%	100%	No comment.
	No	20%	0	

MODULE 2 – PRE-MODULE SURVEY for Differentiation:

MODULE 2 – DIFFERENTIATION – PRE- MODULE SURVEY			
Total number of users: 143	Sub-questions	Pre-survey module	
1. Please state (briefly) what you understand by the term 'differentiation'	The most common answers were: <ul style="list-style-type: none"> • Varying learning & assignment by task/level to suit the individual needs of the learners. • Providing different activities to suit different learning styles. • Teaching in different ways to suit different learners. • Because of student diversity you need to teach in a variety of ways. • Providing separate activities for student's so they learn better. • Tailoring activities to student's needs. • Making sure the high achievers are challenged and low achievers aren't left behind. • Giving individual feedback 		
2. On a scale of 1 to 10, where 1 = nothing and 10 = everything, how much do you know about differentiation in a teaching/learning context?	1	0	Staff seem remarkably confident in their understanding of 'differentiation'. Of course, the question does not seek to determine if they are correct.
	2	0	
	3	0	
	4	0	
	5	1%	
	6	4%	
	7	24%	
	8	65%	
	9	6%	
	10	0	
3. Please list some ways in which you differentiate learning in your sessions? (please list as many differentiation techniques as you can)	The most common answers were: <ul style="list-style-type: none"> • Extension activities/ additional questions • Using a variety of resources to teach • Deploying learner support mechanisms Additional answers, albeit in far less quantity, included: <ul style="list-style-type: none"> • Worksheets • Individual assignments tasks • Matching work to exam board assignment criteria by level 		

4. Do you show/record differentiation in your session planning documents?	Yes	65%	Staff who replied 'no' said that they always recorded the different teaching and learning techniques in their lesson plans, but did not label it as 'differentiation' and therefore felt that they couldn't answer 'yes' to the question.
	No	21%	
	N/A		
5. Do you currently use technology enabled learning with your learners? (please select)	Never		Good to see the vast majority are stating 'often' or 'sometimes' as an answer. The 10% NA turned out to be managers who don't teach.
	Sometimes	14%	
	Often	72%	
	N/A	10%	
6. If you answered yes to question 5, please list the ways	The most common answers were: <ul style="list-style-type: none"> • On-line treasure hunts • On-line assessment • Creating eLearning 		
7. If you answered no to question 5, do you think that you will you try to use it in future?	Yes	86%	No comment
	No	4%	
	Don't Know/NA	11%	
8. Do you think technology can help you (and/or other teachers and trainers) to differentiate the learning in future sessions?	Yes	76%	Comments included: <ul style="list-style-type: none"> • Yes, but only if I am given additional time in which to develop the technology resources
	No	6%	
	Don't Know/NA	18%	
10. In terms of developing your eLearning skills, what sort of training would you prefer?	Off site training event - conference style	23%	The results show a remarkable even sweep of preferences. In subsequent discussions some staff stated that for technology skills to increase they felt they would need 1:1 tuition, rather than a 'group' training format. Some of the staff who ticked 'self-development' as an option gave high praise for free, specialist MOOCS they had
	On site training event - conference style	17%	
	One to one specialist support	19%	
	Self-development (scholarly activity)	16%	

	eLearning format	22%	undertaken via iTunes U and other on-line course providers.
	Other	0	

MODULE 2 – POST-MODULE SURVEY for Differentiation:

MODULE 2 – DIFFERENTIATION – POST- MODULE SURVEY			
Total number of users: 143	Post-survey module		COMMENTS
1. Please state (briefly) what you understand by the term 'differentiation' now	<p>The most common answers were:</p> <ul style="list-style-type: none"> • Modifying a lesson, or part of it for one, some or all learners so that they have that penny dropping moment each time they come to class. • Teachers need to differentiate (or enable learning) so as to maximise the learning of the group and all individuals within it. • Providing interrelated activities to ensure all students get to the same place in the end. <p>The difference between the pre- and post-module answers is subtle, but it is reassuring to note the post-module answers were less variable and more focussed on defining 'how' rather than just 'what'.</p>		
2. On a scale of 1 to 10, where 1 = nothing and 10 = everything, how much do you know about differentiation in a teaching/learning context?	1	0	Although confidence in an understanding of differentiation was remarkable high to being with, the post-module results nevertheless show a positive trend overall.
	2	0	
	3	0	
	4	0	
	5	0	
	6	2	
	7	25%	
	8	56%	
	9	16%	
	10	1%	
3. Please list some ways in which you differentiate learning in your sessions? (please list as many differentiation techniques as you can)	<p>The most common answers were:</p> <ul style="list-style-type: none"> • Differentiation by task • Differentiation by outcome • Differentiation by method of teaching • Differentiation by technique • Differentiation by resource • Differentiation by individual or group learning • Differentiation by recapping on previous learning <p>NOTE: The vast majority of answers were so word perfect to the module script, we think most delegates copied them from the training materials that accompanied the module.</p>		
4. Will you show/record	Yes	73%	The post-module question

differentiation in your session planning documents?	No	15%	asked if the delegate would record it in the future.
	N/A	12%	
5. With regard to using technology enabled learning with your learners in future:	I will never use technology enabled learning in my sessions	2%	The vast majority 'try' to or 'often' already use TEL in their teaching sessions. All of the 10% N/A are managers. The 2% who never use it turned out to be mainly construction based learning courses.
	I will sometimes use technology enabled learning in my sessions	2%	
	I will try to use technology enabled learning more in the future than I do at the moment	31%	
	I will often use technology enabled learning in my sessions	55%	
	N/A	10%	
6. What would you like to learn more about?	Creating eLearning packages	98%	The most frequent comment made against 'other' was 'all of the above'
	Powerpoint within an eLearning context	88%	
	Blogs	90%	
	On-line assessment	96%	
	On-line treasure hunts	98%	
	You-tube clips	27%	
	Skype	12%	
	Gamification	98%	

	Other	58%	
7. If you answered 'never' in response to question 5, would you please try to briefly explain why you think you will never use technology enabled learning in your sessions?	Comments included: <ul style="list-style-type: none"> • The ICT is unreliable and sometimes doesn't work, so if you reply on it in a lesson it can let you down. • I prefer paper based handouts etc. • It is not suitable for me to use (written by an assessor who says that the internet is not always accessible when visiting care homes etc.) 		
8. Having just watched the eLearning module, do you think technology can help you (and/or other teachers and trainers) to differentiate the learning in future sessions?	Yes	16%	In the 'other' box many staff either criticised or praised the module in equal measure, or used this box as an opportunity to comment on unrelated issues, such as the lack of access to ICT resources in their organisations hindering their use of ICT in the classroom etc.
	No	0	
	Don't Know	84%	
	Other	See comments	
9. In terms of developing your eLearning skills, what sort of training would you prefer?	Off site training event - conference style	21%	The majority of staff opted for more training via eLearning, by a majority of 6%. The rest of the training formats had quite an even sweep of votes. Some staff stated that they prefer the off-site training because it gets them away from the day-to-day pressure of the job and gives them 'thinking' time.
	On site training event - conference style	17%	
	One to one specialist support	16%	
	Self-development (scholarly activity)	16%	
	eLearning format	27%	
	Other	0	

**MODULE 3 – PRE-MODULE SURVEY for Project Management:
MANAGERS, LEADERS & GOVERNORS ANSWERS**

Total number of users: 10	Sub-questions	Pre-survey module	COMMENTS
1 What is your job?	Teacher	0	The answers were mainly given by managers/ leaders in Training Provider organisations, rather than senior college
	Trainer	0	
	Manager	7	
	Governor	2	

	Other	1	leaders and governors, which is disappointing.
2. How do you feel about the technology you use from day to day e.g. phones, tablets, laptops, sat nav's etc.?	I need help		The majority of answers are positive. When delegates were asked to expand on their answers all of them, including the 'expert', said that they felt they would benefit from learning more about technology. One delegate was concerned about how she would cope in the future with some sort of Star Trek type food replicator in her kitchen but then commented that she anticipated that Amazon will be selling robots to work the technology by then.
	I just about get by		
	I wish I knew more	20%	
	I am competent	70%	
	I am an expert	10%	
3. On a scale of 1 to 10, where 1 = nothing and 10 = everything, how much do you know about technology enabled learning?	1		There's a wide sweep of answers here showing a lot of variation in skillset. We don't all need to be experts, but we do need to try and level the playing field a bit and raise the confidence and understanding of senior and strategic managers about technology enabled learning if they are to lead technological changes in the sector sooner rather than later.
	2		
	3	10%	
	4	10%	
	5	50%	
	6	10%	
	7	10%	
	8		
	9	10%	
	10		
4. Have you ever completed an eLearning module before?	Yes	100%	
	No		
5. Do you feel able to discuss technology enabled learning with a curriculum team in a constructive way?	Yes	60%	Discussions took place with 3 out of the 4 managers who answered 'no'. Their reticence included concern about curriculum team members knowing more about technology than they did. Other points included the perception this is a specialist area best left to specialists and so it was someone else's job to lead on this topic.
	No	40%	
6. If you answered no, what would need to happen before you feel you could discuss technology enabled learning	I'd need more training	100%	This is a clear indicator of a desire (if not a need) for more training about technology enabled learning for senior
	I'd need more access to		

with confidence?	specialist software		managers, leaders and governors.
	I'd need a better computer		
	I'd need time to allocate to tackle the task		
	I don't know		
	I don't want to lead discussions about technology enabled learning with my staff		
7. Do you know what FELTAG is?	Yes	100%	Good.
	No		
8. Do you think your employer organisation is doing a good job of implementing technology enabled learning systems?	Yes	80%	Delegates who provided both 'yes' and 'no' answers said that they felt their employer organisations were good at implementing tech enabled learning, but also that there was room for improvement but this might incur costs for the organisation that were probably unsustainable at the moment.
	No	20%	
	Don't Know		
9. If you answered 'no' to question 8, please state what you think could be done to improve the implementation of technology enabled learning across your organisation.	Staff need training and time to be trained. In these economically challenging times, that is hard to provide.		The answer given speaks for itself.
10. Do you think the managers in your organisation need management training?	Yes	90%	The majority think further training is required.
	No	10%	
11. If you answered 'yes' to question 10, please elaborate on what training you think is required and why.	<p>The managers here are very good, but everyone benefits from on-going skills development.</p> <p>You only know what you know and some managers are inconsistent because they are good at some things and not other things so a bit of training might help. I don't think we have ever offered any training to our managers, we just expect them to develop themselves.</p>		The answers speak for themselves.

**MODULE 3 – POST-MODULE SURVEY for Project Management:
MANAGERS, LEADERS & GOVERNORS ANSWERS**

Total number of users: 10	Sub-questions	Post-survey module	COMMENTS
1 What is your job?	Teacher	0	The answers were mainly given by managers/ leaders in Training Provider organisations, rather than senior college leaders and governors, which is disappointing.
	Trainer	0	
	Manager	7	
	Governor	2	
	Other	1	
2. Having completed this module, on a scale of 1 - 10, where 10 = highly competent and 1 = not confident at all, how confident do you feel about leading a project to implement an additional 10% in eLearning resources (over and above the existing offer) in your curriculum teams during the current academic year?	1 not confident at all		With the benefit of hindsight, the question should have been better phrased to apply to TP leaders and governors, but nevertheless it is reassuring to see such confidence in the delegates answers.
	2 - quite doubtful		
	3 - doubtful		
	4 - a little bit doubtful		
	5 - neither confident nor doubtful		
	6 - more confident than doubtful		
	7 - somewhat confident		
	8 - fairly confident	70%	
	9 - confident	20%	
	10 - highly confident	10%	
3. If you selected a number between 1 and 8 in answer to question 2, please state what additional training you would need in order to move closer to being 'confident' to run a project of this sort.			No one selected an answer between 1 – 8 in the previous question, so there were no answers here.
4. Do you like to receive training via eLearning?	Yes	90%	That's a definite 'yes'.
	No		
5. If you answered 'no' to question 4, what sort of training delivery do you prefer and why?			There were no negative responses to question 4.
6. Would you like to participate in future eLearning management skill training sessions?	Yes	90%	That's a definite 'yes'.
	No		

The Outcome of the Research

Although not monumental, the data sheets above do show a positive increase in knowledge about technology enabled learning, differentiation and management as a direct result of undertaking the modules as a delegate.

In the case of Module 1 although the majority of staff at all levels seem confident in their understanding and use of technology enabled learning (TEL), there is nevertheless a significant decrease (13% to 6%) in the number of ‘teachers and trainers’ answering ‘don’t know’ when asked what they think they need to focus on in order to be able to create future technology enabled learning resources and a 10% increase in the number of staff who state they now feel able to organise a virtual learning environment and write content for future TEL resources. The managers’ survey for the same module showed that despite initial supreme confidence in their knowledge of eLearning resources, in question 3, 17% of managers increased their vote to include ‘all of the above’ within the definition of ‘technology enabled learning’. Plus, despite their confidence in using technology, post module discussions revealed that most managers (23 out of 28) would delegate discussions with curriculum teams about ICT to the Head of ICT rather than undertake them personally. The governors and leaders survey results for Module 1 reveal a 20% positive shift in understanding about technology enabled learning as a result of completing the module.

The Module 2 data revealed a lot of self confidence amongst staff about their understanding of differentiation – whether or not this confidence is founded or unfounded is another matter. Discussions after completion of the module revealed quite contrasting views about the module. Some stated that “I feel the checks on learning within the module should be more rigorous” and “there isn’t enough opportunity to state what I want to say in the module as I am restricted to selecting from a limited choice of answers”, although conversely, other delegates stated that the module was “highly informative” and “nice and clear to follow” and that the “tasks were appropriate to test learning and keep me motivated to carry on”. Many delegates commented on how much they preferred having learners stating what they like their teachers to do, rather than having a BBC newsreader-type trainer staring off the screen at them. The final question asked delegates to state what sort of training style they preferred. The project team were surprised to see an almost even spread when it came to selecting a style of staff development learning, between eLearning, self-directed learning, conference style learning both on and off site – although eLearning did get the most votes, just about. Interestingly, discussions revealed that the self-directed learning method of choice was a MOOC, which is a type of eLearning.

Although the uptake of the management training module was very small (10 Governors and Leaders in total at the time of writing) caused by the lateness of sending the completed module out in to the workforce (August 2015), those that did undertake the module were very positive about it and keen to learn more. The results continue to come in and although the project team understand that the end of September is the final deadline for including data in this report, we know that the module is being presented to various Governors meetings over the coming months, which will undoubtedly increase delegate numbers and that it would have had even more participants if its release had not coincided with the government's announcement for all colleges to contribute to area reviews in the early part of the Autumn term 2015/16. The project team is hopeful that the module will continue to have an impact long after this report is submitted.

On a positive note, one of the twenty seven training providers who were given access to the modules contacted the project team to ask permission to send the link to other organisations because they felt it was so good and Graham Taylor, Principal of New College commented that he 'hopes the CPD modules are well-used in the FE sector, they deserve to be'.

In the longer term it is hoped that the impact of the project might include:

- Improvements in the learner journey in the future.
- Measurable overall results: improved success, retention & achievement rates leading to an improved learning experience for all FE learners.
- A measurable impact in end of year success, achievement and retention rates for individual teachers, along with improved strategies to improve teacher and manager skills following a lesson observation, learner voice feedback or annual review.
- Reduced staff development costs. E-learning is cheaper than sending individual staff to bespoke external training courses (course costs, travel expenses, staff-cover on day of training etc.). There is little by way of 'off-the-shelf' resources in the sector to help colleges address these on-going training needs. Development of future e-learning staff development programmes addressing commonly occurring training needs could include topics such as questioning skills, curriculum planning, pace and structure of learning, eLearning classroom management etc. These training needs are relevant to all colleges and education training providers regardless of level of learner or staff experience. In a time when financial and time constraints are at a premium in the sector this solution may lead to a whole new way of up-skilling staff in the future.

Personalised training programmes could be developed for all staff. These would be made up of a series of mini-modules merged together to address areas for improvement identified through lesson observation feedback, learner voice comments and peer review.

Key Learning Points

1. HIGH QUALITY TEACHING/TRAINING LEADS TO HIGH QUALITY LEARNING

We know that the modular design of the e-learning project will enable users to select the training content that suits them best, as what is meaningful to one person isn't necessarily meaningful to another. The entire project team are experienced teachers and know that a group of people can individually receive the same information and yet understand it all in different ways (just like an average college classroom full of learners) so the need to differentiate the way information is presented and to test the learning along the way is paramount. Despite deploying these teaching strategies in the modules, the team feel that we should have done more. Breaking the learning up into small chunks, with different routes through the information with tests to check learning has taken place before allowing the delegate onto the next stage are vital to high quality learning. Ironically the team feel that the module on differentiation does not include enough differentiation – proof enough that implementing these techniques into learning delivery is not as easy as it should be.

Some learners get bored easily, especially if they don't understand the topic being taught so as soon as the technology enabled learning loses their attention or requires them to deploy self-discipline and remain focussed, that is exactly the time the module should grab their attention and re-engage them in the learning. Experience (and feedback from delegates) has shown that the greatest impact is made through a variety of media and imagery to help learners retain what they have learned. As with all learning, learners need time to practice these skills so the learning needs to be spaced between sufficient breaks for practice sessions that are long enough for new skills to endure. Maybe colleges should develop a series of motivational eLearning modules on 'how to study'. According to Michael Allen [2011] 'all successful e-Learning designs must address the 3 M's: meaningful, memorable and motivational learning experiences. These 3 M's produce the 4th M: measurable results'.

2. GET BUY-IN FROM COLLEAGUES AND OTHER ORGANISATIONS

Unless the project you are running is designed purely as an in-house system it is necessary to invite other organisations to participate in the project work, if only as users of the final product. In our case we initially emailed five colleges to ask them if they would be willing to distribute the completed module links to their staff. We assumed they would be delighted to do this. It's a free high quality resource that will help staff develop their knowledge of technology enabled learning, differentiation and management skills. What's not to like? The fact is, we only had replies (that is, any reply, not just positive replies) from two of the five colleges we approached. So we approached five more. Same thing happened. In the end, the majority of colleges that engaged with the project did so because of a former professional link with a member of the project team or the Principal of New College. Face to face approaches were more successful than email, but very time consuming. At the end of the day several of the senior managers in colleges who were sent the module links to disseminate to their staff did not do so. All they had to do was send the links out in an all-staff email. They missed the opportunity.

Without doubt, getting Principal's to commit the support of their organisation and their governors was generally more effective than approaching Vice-, Deputy- or Assistant-Principal's, if only because in the first instance the Principal would delegate the task to someone on their management team and thereafter any email communication from the project team could be directed to that person and cc'd in to the Principal, which meant the request tended to get dealt with more speedily.

Similarly, colleagues who were initially asked to support the project nearly all responded positively, but come the final hour, they nearly all withdrew that support because some other work deadline took priority. Senior managers need to work out how they are going to realistically give staff time to undertake project work as it is detrimental to project success to expect staff to absorb additional work into their current work load and still produce excellent outcomes.

At several points in the project we attempted to link up to other project teams who were doing complimentary work on their own projects. Despite being in total agreement about linking up the work, it just didn't happen. The project team are at a loss as to explain why this is the case, other than to comment that with all the hurly burly of the project work and the relentless time pressure, it just never made it to the top of the to-do list for either project team.

3. PRE- AND POST-MODULE SURVEY QUESTION DESIGN

Writing the pre- and post-module survey questions requires special skills. The data generated by the questions is only as strong as the questions themselves and we regret that some of the questions in our surveys are just not quite capturing the information they were designed to do e.g. in the pre-module 1 survey, question four asks ‘Have you ever completed an eLearning module before?’ The point of the question is obvious, but what we should have done was had a follow up question asking if the person liked learning in this way, or if they felt eLearning was effective. Just knowing that they have ‘done’ eLearning does not tell us if it worked or if they liked it.

For the most part, we tried to keep the possible answers limited to our own pre-determined responses e.g. yes or no, or rating something on a scale of 1 – 10 where 1 = novice and 10 = expert etc. because this makes analysing the results so much easier. We did include a few questions with an open answer format e.g. question 1 in module 2 post-module questionnaire asks delegates to explain what they understand by the term ‘differentiation’, but because the answers are so varied it is hard to reach a definitive conclusion that can be used to prove or disprove the original research hypothesis.

Our recommendation to future project teams would be to seek out specialist help compiling the survey questions and test out the questions (and analyse the hypothetical results) on at least a dozen different people before settling on the final version.

4. PROJECT STEERING GROUP

The project benefitted from being managed by a steering group led by the Principal of New College Swindon, Graham Taylor. The steering group also consisted of other senior managers from New College Swindon, FEDC Ltd. and Skills Ladder Ltd. along with the Head of ICT and members of the eLearning team at New College and occasionally, the Project Champion. The steering group’s primary focus was accountability for the projects expenditure; to monitor the progress of the project against its objectives and maintain its KPIs. All members of the steering group were invited to contribute to the project content and production, thereby providing them with information to feedback to wider audiences.

Despite all the effort that went into it, completing the project is not enough in and of itself to make a difference. You need people outside of the project team to promote the project work to the rest of the staff. The project team felt that if they were left to do this on their own, the staff would not value the project work as much because of an abhorrence at the team promoting themselves. Similarly, the senior team and governors merely patting the project team on the back and saying “well done” only benefits the project team and that is not the point of the project. For the project to have an impact on the organisation it is

essential that the senior team actually 'do' the project modules themselves. This will enable them to talk to other staff about the modules and in so doing promote the project aims across the organisation. This applies as much to governors as senior leaders and managers.

5. BE PREPARED TO EMBRACE FAILURE

Half way through the project the Project Champion, Rob Martin, advised the project team to be prepared to embrace failure. Initially we recoiled from this advice and took umbrage but actually, when you think about it, it is good advice. Successful project teams need to accept that not everything they set out to achieve will be achieved and even if it is achieved it will almost surely be different to what was expected. In the case of this project team, the fact that the project was research based requiring a hypothesis to be proved or disproved means that the result was not predetermined nor visible from the outset. It would have saved a lot of time if we had been in possession of a working crystal ball, but without one there is no way of knowing in advance if the project will be successful or not. Future project teams need to be aware of this from the outset and, like us, once they accept the premise that they might fail, the project journey becomes more comfortable.

Resources

No.	Title of CPD resource (E.g. Module 1: Blending in)	Brief description (E.g. 6 hour online course broken down into 6 units that support staff to develop the skills to design, deliver and track blended learning opportunities)	Size of file (E.g. 6 MB)	File format, including any specialist hardware or software needed to access the resource (E.g. Moodle based. Link and password provided to access in draft format)
1.	Project outline	A two page document describing the Learning Futures project and an outline of the modules.	250 KB	PDF document x 1
2.	Module 1: A Brief Introduction to Technology enabled Learning	1 hour on-line course in 10 chapters introducing FE staff, at all levels, to the concept and potential of technology enabled learning. Each of the chapters	4MB	ZIP of Created Content. Ready to upload to the WEB. Final URL: itm2.com/lf1

	in Further Education (2015)	shows increasingly complex eLearning resources and includes self-tests along the way.		
3.	Module 1: A Brief Introduction to Technology enabled Learning in Further Education (2015)	1 hour on-line course in 10 chapters introducing FE staff, at all levels, to the concept and potential of technology enabled learning. Each of the chapters shows increasingly complex eLearning resources and includes self-tests along the way.	2MB	Storyline Articulate Files. This allows for users in the future to adjust and change the project.
4.	Module 2: Differentiation in Classroom Based Learning and Technology Based Learning	45 minute on-line course broken into 10 chapters to support FE teachers and trainers to develop differentiation techniques so as to maximise student learning both within the classroom and within technology enabled learning.	4MB	ZIP of Created Content. Ready to upload to the WEB Final URL: itm2.com/lf2
5.	Module 2: Differentiation in Classroom Based Learning and Technology Based Learning	45 minute on-line course broken into 10 chapters to support FE teachers and trainers to develop differentiation techniques so as to maximise student learning both within the classroom and within technology enabled learning.	2MB	Storyline Articulate Files. This allows for users in the future to adjust and change the project.
6.	Module 3: FE Management – a Guide to Project Management	45 minute on-line course in five chapters aimed at FE managers and senior leaders setting out project management strategies and techniques, with a specific emphasis on the implementation of technology enabled learning.	4MB	ZIP of Created Content. Ready to upload to the WEB Final URL: itm2.com/lf3
7.	Module 3: FE Management – a Guide to Project Management	45 minute on-line course in five chapters aimed at FE managers and senior leaders setting out project management strategies and techniques, with a specific emphasis on the implementation of technology enabled learning.	2MB	Storyline Articulate Files. This allows for users in the future to adjust and change the project.
8.	Template of an ICT usage survey	A survey that can be used by colleges to determine ICT skill and access to kit amongst both staff	1000 KB	PDF document x 1

		and students.		
9.	Text version of module content – Module 1	A text version of the words spoken in each of the modules.	1100 KB	PDF document x 3
10.	Text version of module content – Module 2	A text version of the words spoken in each of the modules.	1100 KB	PDF document x 3
11.	Text version of module content – Module 3	A text version of the words spoken in each of the modules.	1100 KB	PDF document x 3
12.	Criteria for assessing the use of technology enabled learning	Criteria for use by either the lesson observation team or team leaders to determine the standard of technology enabled learning and usage by a curriculum team.	950 KB	PDF document x 1
13.	Pre- and post-module activity recommendations for all three modules	Suggestions about pre-and post-module activities to embellish and support understanding of the module content.	500 KB per doc.	PDF documents x 3
14.	Differentiation Training Materials (Module 2)	Six training material hand-outs (including explanations and checks on learning) to be used alongside 'Module 2: Differentiation – one size does not fit all'.	250 - 550 KB	PDF documents x 6 (various)
15.	Final project report	A summary of the project outcome and the journey along the way.	900 KB	PDF document x 1

FINALLY:

The project team would sincerely like to acknowledge and praise the assistance given by Learning Futures, Sue Owen-Evans, Rob Martin and Graham Taylor for their help and support with the work that was done.

Thank you.