

May 2017

LCETB FET

Technology  
Enhanced  
Learning Action  
Plan



2017-2020



**lcetb**

Bord Oideachais agus Oiliúna  
Luimnigh agus an Chláir  
*Limerick and Clare  
Education and Training Board*

**Further Education & Training Division**

# INTRODUCTION



This LCETB Further Education and Training Technology Enhanced Learning (TEL) Action Plan (2017 – 2020) has been informed by a number of key European, National and LCETB strategies. At EU Policy level, the Digital Agenda for Europe proposes to ‘better exploit the potential of Information and Communication Technologies (ICTs) in order to foster innovation, economic growth and progress’ with pillar six of the agenda focused on ‘promoting digital literacy, skills and inclusion’. The Irish Governments’ Action Plan for Education sets out an ambition that Ireland will be best in Europe at ‘equipping learners of all ages and capacities to participate and succeed in a changing world’.

The recently published national Strategy for Technology Enhanced Learning in Further Education and Training (SOLAS) defines TEL as ‘using technology to facilitate and support innovative teaching and learning practices’ and sets out a vision where ‘by 2019 Technology enhanced teaching and learning is providing greater access to Further Education and Training and is achieving positive outcomes for learners, enterprise, and our wider society and economy’. It sets out eighteen actions under three themes including the development of ‘action plans within each ETB’ (Action 1.3).

The LCETB FET Service Strategic Framework (2015 – 2020) defines our core purpose as the provision of ‘relevant and innovative further education and training opportunities that address the needs and aspirations of our learners, local communities and employers’. We are currently living in an age of globalisation and whilst this brings many benefits, the OECD in a recent publication emphasised how it also ‘contributes to economic inequality and social division’ and have highlighted a need for ‘curricula to be comprehensive, interdisciplinary

and responsive to an explosion of scientific and technological knowledge'. It is therefore essential that we strategically develop our provision to enable our learners to thrive in the digital age.

This Action Plan therefore sets out to ensure that LCETB FET programmes and services are enabled and supported to effectively use existing, new and emerging technologies to deliver the highest quality learning opportunities to all our learners. The Plan details 27 Actions under 4 Themes namely:

1. Staff and Learners' digital capacity
2. TEL Infrastructure
3. Internal resource sharing and collaboration
4. External partnerships

We would like to thank all those involved in the development of this Action Plan, particularly the members of the TEL planning Group (see appendix 1.) and Maud Baritaud, LCETB FET Planning and Evaluation Development Officer who facilitated the planning process. Whilst predicting the future is very difficult at this time, we are confident that this plan provides us with a roadmap to developing our education and training programmes and services so that they are truly fit-for-purpose, as we approach the end of the second decade of the 21st Century.



**Paul Patton**  
**Director of Further**  
**Education and Training**



**Brendan Ryan**  
**Learning Technology**  
**Development Officer**




# THE PLANNING PROCESS

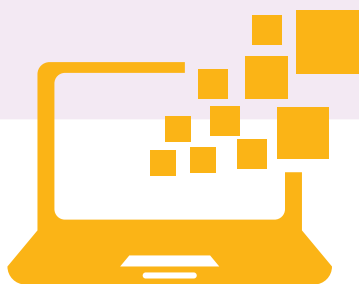
In order to develop this plan, a Technology Enhanced Learning Planning Group was formed in May 2016. The group consisted of eighteen members (see appendix 1) selected to ensure representation of management, learning practitioners, development and support staff across part-time and full-time programmes in Limerick and Clare ETB. The group was tasked with contributing to the development of the Action Plan whilst also providing feedback at programme/service level throughout the planning process. The stated objective of the group was to develop 'a simple action plan with maximum stakeholder ownership'.

The planning process was facilitated by the LCETB FET Planning and Evaluation Development Officer and involved four facilitated meetings with draft documents produced and follow-up feedback, comment and exploration via a discussion group on Yammer. In the first two meetings, the group explored the global and national context, values and principles underpinning our use of technology, and 'pictures of success', whilst the last two meetings worked on defining key themes, actions and indicators as well as identifying common themes and gaps with other relevant national Strategies and LCETB Action Plans, Strategies and Frameworks.





The process was designed to ensure that the plan was not an isolated document but was integrated with key documents including the National TEL Strategy, the LCETB ICT Strategy, the LCETB FET Integrated Guidance Strategic Framework and the Framework for the integration of Language, Literacy and Numeracy. The Plan also addresses Goal 2 of the SOLAS Further Education and Training Professional Development Strategy to increase 'FET sector capability through relevant, targeted professional development' in strategic priority areas including Technology Enhanced Learning (P. 5)



# WHAT IS TECHNOLOGY ENHANCED LEARNING?

## OUR DEFINITION

Technology Enhanced Learning is the use of Technology to enhance the teaching and learning experience



## AGREED APPROACH TO TEL

- For learners, the use of TEL encompasses the entirety of the learning journey including pre-entry engagement, induction, engagement on learning programmes and progression.
- As a learning organisation, we understand TEL as relevant to all staff and not solely to those working as learning practitioners. A successful approach to TEL involves management providing leadership in relation to TEL and those working in support roles (guidance, administration, ancillary, development etc.) effectively using technology for their own learning and to enhance their work practices.
- An emphasis on reflective practice and contextualised evaluation of technologies rather than an assumption that technology in and of itself automatically enhances learning.
- A focus on using practical examples of TEL and sharing of best practice in the use of educational technology using approaches which are accessible to all and avoid the unnecessary use of jargon.

This is about building the confidence and capacity of FET practitioners and learners in the use of technology to enhance (1) their teaching and learning experience and (2) their daily work practices.

### Actions:

1. Provide CPD opportunities for all staff on Key formal LCETB supported technology resources and tools including:
  - Office 365 Suite & StaffConnect (Sharepoint),
  - Moodle (Instructional design & collaborative curriculum/ programme planning),
  - Other nationally or regionally supported platforms/resources (Mahara, Urkund, Netsupport School etc.),
  - Use of assistive technology.
2. Provide CPD opportunities for all staff based on needs identified in the SOLAS digital skills survey and other ongoing assessments of skill gaps.
3. Promote access to appropriate external (including online) opportunities for digital skills development for staff and learners.
4. Promote and support the use of technology where appropriate to deliver CPD opportunities (e.g. – online, flexible and blended CPD).
5. Explore the use of a theoretical framework to underpin the design and delivery of future CPD inputs.
6. Promote the use of technology for self-directed learning by staff and learners.
7. Promote best practice by showcasing the effective use of technology in daily work practices.

## THEME 2

### TEL INFRASTRUCTURE

This is about providing fit-for-purpose TEL infrastructure in all FET centres, in order to enhance access, and maximise outcomes for FET learners.

#### **Actions:**

1. Work with the LCETB ICT Department in the design and rollout of the LCETB Infrastructure Audit to include hardware, software, cabling and electrical infrastructure in line with the national TEL Strategy benchmarking exercise.
2. Use findings from the audit:
  - to identify key investment requirements,
  - to feedback key procurement requirements (e.g. – WiFi, BYOD etc.) in FET and work with the Procurement and the ICT departments to address same,
  - to inform the FET Service Plan and highlight TEL specific funding requirements.
3. Develop effective communication mechanisms with the LCETB ICT Department by:
  - Clarifying roles and responsibilities around infrastructure and maintenance,
  - Giving regular updates/feedback on TEL priorities and issues within the FET Division.
4. Put in place a fit-for-purpose hosted and supported FET TEL infrastructure, processes, procedures and helpdesk support systems as appropriate for key resources including:
  - Moodle VLE, • Mahara for eportfolios,
  - URKUND for plagiarism, • Badge Platform,
  - Classroom Management Software (e.g. – NetSupportSchool),
  - Assistive Technology.
5. Increase the use of ICT-based tools to support access to and availability of information and guidance services.





This is about ensuring TEL is integrated into the planning, development, management and delivery of the LCETB FET provision, by promoting the sharing of resources and best practice in TEL.

### **Actions:**

1. Adopt approaches to curriculum and programme development which ensure that technology is effectively and appropriately integrated across FET provision
2. Promote the use of appropriate technology tools to support learners throughout the learning process including the effective use of LCETB VLEs, ePortfolios and Open Badges to enhance learning, assessment and progression opportunities.
3. Pilot the use of Open Badges for Staff CPD.
4. Keep and share a centralised record of TEL resources (including all LCETB licensed products and software) usable by all FET centres and promote the sharing of available resources.
5. Develop and promote eLearning content creation and sharing across the region.



6. Develop a virtual space for online LCETB careers information and resources to enable learners to be more self-directed in their information search (See Action 3.4 LCETB FET Integrated Guidance Strategic Framework).
7. Ensure TEL is strategically integrated as appropriate into:
  - QA Policies and Procedures (to guarantee minimum standards across all FET locations in terms of infrastructure, tools and platforms),
  - LCETB FET Frameworks/Implementation plans.
8. Support strategic sharing of best practice to include:
  - Organising and holding a key TEL promotional event (in partnership with other key stakeholders),
  - Developing Communities of Practice/Networks across the organisation,
  - Increasing the use of Online tools and resources (Social Media, StaffConnect, Websites),
  - Using the LCETB FET Best Practice Series Toolkit strategically to share TEL experiences (by having a targeted period for TEL Case Studies).
9. Support an evidence-based approach to the use of technology for teaching and learning by:
  - Developing guidelines for staff to review existing, and test and evaluate new & emerging technologies,
  - Developing processes for sharing of learning (using internal videos, webinars, StaffConnect etc.).

This is about creating relevant local, national and international connections with key external partners in order to enhance FET learners' progression opportunities, learn from best practice and raise the profile of LCETB Further Education and Training.

### Actions:

1. Put in place formal links with community-based structures (e.g. Community Education Networks) to promote TEL, including procedures for sharing of LCETB FET resources in community-based settings (e.g. Licences, technical support, etc.).
2. Advocate for & contribute to the development of national initiatives (promotional campaigns/websites etc.) promoting TEL in Further Education and Training.
3. Build up strong links with HE/FE/SOLAS/other ETBs and key TEL partners to:
  - Raise the profile of the FET sector,
  - Advocate for collaboration and coordinated approaches at national level,
  - Develop evidence-based TEL research within FET,
  - Better prepare FET learners for use of TEL in Higher Education.
4. Promote the achievements and work done by LCETB around TEL by:
  - Monitoring and evaluating the implementation of the TEL Action Plan,
  - Organising and holding a key TEL promotional event (in partnership with other key stakeholders),
  - The strategic use of social media (e.g. #limerickhour, Websites, etc.),
  - Submitting case studies and articles for local, national and European publications and websites etc.
5. Support FET involvement in innovative partnership projects (e.g. European projects, etc.) and strategically disseminate project outcomes and key learning.
6. Work with employers and employees to develop models of delivery suited to work-based learning (e.g. -blended/online learning/ virtual classrooms, etc.).

# IMPLEMENTATION, MONITORING & EVALUATION OF PLAN

This Action Plan is a living document guiding the implementation and use of technology for teaching, learning and collaboration in LCETB FET programmes and services throughout the region. It is intended to review and update the plan as required.

A TEL Implementation Group will be set up and meet regularly in order to:

- Finalise annual implementation plan and gather baseline data,
- Organise specific TEL events,
- Monitor update on progress of implementation of TEL Action Plan, based on agreed indicators of success identified in this Action Plan.

Progress on the integration of TEL into LCETB FET provision and impact on teaching and learning will be reported to monthly FET Chief Executive reports, as well as into the LCETB FET Division Annual Report.

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# APPENDIX 1

## TECHNOLOGY ENHANCED LEARNING PLANNING GROUP

The TEL Planning Group consisted of twenty one members, representative of the broad range of ETB Further Education and Training provision and support across Limerick and Clare. It included managers, learning practitioners and staff in development and support roles from full-time and part-time education and training programmes and services in Clare and Limerick City and County.

### MEMBERSHIP

Maud Baritaud (Group Facilitator)

Aine Lyne

Eimear Brophy

James Maher

Colin Cummins

Sheila McDonald

Breda Flynn

Tom McElhinney

Therese Griffin

Marie O'Callaghan

Aobhan Haverty

Brendan O'Sullivan

Michael Hayes

Paul Patton

Kathleen Hennessy

Tara Robinson

Alan Hogan

Brendan Ryan (Group Chair)

Eoin Kearney

Margot Walsh

Elaine Keppel





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*Limerick and Clare  
Education and Training Board*

Further Education & Training Division



**SOLAS**

An tSeirbhís Oideachais Léainneigh agus Soléama  
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