

# The Blended Learning Unit University of Hertfordshire

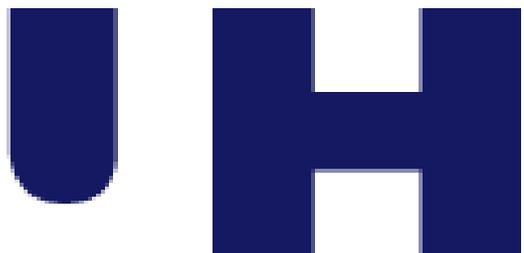
A Centre for Excellence in Teaching and Learning

Evaluation Report 2010

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University of  
Hertfordshire



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## Executive Summary

The University of Hertfordshire's Blended Learning Unit (BLU) was one of the 74 Centres for Excellence in Teaching and Learning (CETLs) funded by the Higher Education Funding Council for England (HEFCE) between 2005 and 2010. This evaluation report follows HEFCE's template. The first section provides statistical information about the BLU's activity. The second section is an evaluative reflection responding to 13 questions. As well as articulating some of our achievements and the challenges we have faced, it also sets out how the BLU's activity will continue and make a significant contribution to delivery of the University of Hertfordshire's 2010-2015 strategic plan and its aspirations for a more sustainable future.

At the University of Hertfordshire, we view Blended Learning as the use of Information and Communication Technology (ICT) to enhance the learning and teaching experience of our campus-based students. The University has an excellent learning technology infrastructure that includes its VLE, StudyNet. StudyNet gives students access to a range of tools, resources and support 24/7 from anywhere in the world and its robustness, flexibility and ease of use have been fundamental to the success of the Blended Learning agenda at Hertfordshire.

The BLU has comprised a management team, expert teachers seconded from around the University, professional support and a Student Consultant. The secondment staffing model was essential to the success of the BLU. As well as enabling the BLU to become fully staffed within the first five months of the CETL initiative, it has facilitated access to an invaluable spectrum of Blended Learning, research and Change Management expertise to inform pedagogically sound developments and enable change to be embedded across the institution.

The BLU used much of its capital funding to reduce barriers to the use of technology by, for example, providing laptop computers for all academic staff in the institution, enhancing classroom technology provision and wirelessly enabling all teaching accommodation. Its recurrent funding has supported development opportunities for its own staff and staff around the institution; supported evaluation activities relating to individual projects and of the BLU's own impact; and supported a wide range of communication and dissemination activities internally and externally.

The BLU has led the embedding of cultural change in relation to Blended Learning at the University of Hertfordshire and its impact will be sustained. The BLU has produced a rich legacy of resources for our own staff and for others in the sector. The University's increased capacity in Blended Learning benefits all our students and provides a learning experience that is expected by the new generation of learners in the 21<sup>st</sup> century. The BLU's staffing model and partnership ways of working have directly informed the structure and *modus operandi* of the University's Learning and Teaching Institute (LTI). Indeed a BLU team will continue to operate within the LTI and help to drive and support the implementation of the

University's 2010-2015 Strategic Plan. The plan includes ambitions in relation to Distance Learning and Flexible Learning and BLU will be working to enable greater engagement with students with less or no need to travel to the university. As well as opening new markets within the UK and overseas, even greater flexibility for students will also enable the University to reduce its carbon footprint and provide a multifaceted contribution to our sustainability agenda.

We conclude this executive summary with a short paragraph, written by Professor Eeva Leinonen, our former Deputy Vice-Chancellor, which reflects our aspiration to transform Learning and Teaching at the University of Hertfordshire and more widely in the sector.

*'As Deputy Vice Chancellor at Hertfordshire I had the privilege to experience closely the excellent work of the Blended Learning Unit, and was very proud of the enormous impact the CETL had not only across the University but also nationally and internationally. However, perhaps true impact is hard to judge at such close range, but now as Vice Principal (Education) at King's College London, I can unequivocally say that Hertfordshire is indeed considered as the leading Blended Learning university in the sector. My new colleagues at King's and other Russell Group Universities frequently seek my views on the 'Hertfordshire Blended Learning' experience and are keen to emulate the successes achieved at an institutional wide scale. The Hertfordshire CETL undoubtedly achieved not only what it set out to achieve, but much more in terms of scale and impact. All those involved in this success can be justifiably proud of their achievements.'*

**Professor Eeva Leinonen**, Vice Principal (Education), King's College, London

Jon Alltree	Director, Blended Learning Unit and Director of Learning and Teaching
Amanda Jefferies	Evaluation Coordinator, Blended Learning Unit
Mark Russell	Deputy Director, Blended Learning Unit

March 2010

## Glossary

ALT – Association for Learning Technology

ASEL – Audio Supported Enhanced Learning

ASKe – Assessment Standards Knowledge exchange (CETL at Oxford Brookes University)

BLiP– Blended Learning in Practice (e-journal)

BLU – Blended Learning Unit

BL – Blended Learning

CABLE - Change Academy for Blended Learning Enhancement

CETL – Centre for Excellence in Teaching and Learning

CIES – CETL (Northern Ireland): Institutional E-learning Services

COHERE – Canada's Collaboration for Online Higher Education and Research

ELESIG – Evaluation of Learners' Experiences of e-learning Special Interest Group

Illuminate™ – Commercial technology that encompasses web conferencing, teleconferencing, videoconferencing, and social networking products and services.

ELTI – Embedding Learning Technologies Institutionally

ESCAPE – Effecting Sustainable Change in Assessment Practice and Experience

ESTICT - Engaging Students Through In-Class Technologies

EVS – Electronic Voting System

FE – Further Education

FTE – Full Time Equivalent

HE – Higher Education

HEA – Higher Education Academy

HEFCE – Higher Education Funding Council for England

IBLC – International Blended Learning Conference

IPREN –Internal Pedagogic Research and Evaluation Network

JELT –Journal for the Enhancement of Learning and Teaching

JISC –Joint Information Systems Committee

LRC – Learning Resources Centre

LTI – Learning and Teaching Institute

NING – Social Networking website

NSS – National Student Survey

NTF – National Teaching Fellow

NTFS – National Teaching Fellowship Scheme

PPP – Podcasting for Pedagogic Purposes

QAQESIG – Quality Assurance and Quality Enhancement Special Interest Group

REAP – Re-Engineering Assessment Practices

RLO CETL – Reusable Learning Objects Centre for Excellence in Teaching and Learning

SIG – Special Interest Group

SLTN – Student Learning and Teaching Network (formerly Student CETL)

SMIRK – Simple Media-Integrating Resource Creator

SOLSTICE – Supported Online Learning for Students using Technology for Information and Communication in their Education (Edge Hill University, Liverpool)

STROLL – Student Reflections on Lifelong e-learning

StudyNet – University of Hertfordshire’s VLE

THES – Times Higher Education Supplement

UK – United Kingdom

VC – Vice Chancellor

VLE – Virtual Learning Environment

WATS – Weekly Assessed Tutorial Sheets, online individual test system at the University of Hertfordshire, marked automatically

## Section One – Statistical information

Name of CETL	The Blended Learning Unit (BLU)
Name of Institution	University of Hertfordshire
Contact name	Dr Jon Alltree
Name of person submitting the self-evaluation	Dr Jon Alltree
Start date of CETL	April 1 <sup>st</sup> 2005
Anticipated end date of CETL	July 31 <sup>st</sup> 2010
Lead Director(s) and dates associated with CETL	Prof. Peter Bullen 2005-2009 Dr Jon Alltree 2008-2010 (Co-Director with Prof Bullen from 2008-2009)
Total amount of award: capital and running	£2.35M capital and £2.5M recurrent funding (includes the supplementary allocation following the closure of the UK-E Universities project)
Briefly describe what the capital was used for	<p>The capital funding was used for supporting the introduction of technology to enhance and embed blended learning at the University of Hertfordshire. Specifically, the capital funding was used to reduce barriers to the use of technology by :</p> <ul style="list-style-type: none"> <li>• Extending the wireless network to the 300 teaching rooms across all the University campuses</li> <li>• Developing specialised teaching rooms</li> <li>• Redesigning office space in order to accommodate the BLU office and a technology focussed learning and meeting space</li> <li>• The provision of laptop computers (including hybrid laptop/tablet PCs) for all academic schools in addition to other specialised classroom equipment including interactive whiteboards.</li> </ul>
What will these facilities be used for in academic year 2010-11?	<p>The specialised classrooms will continue to be used for supporting teaching, engagement with Blended Learning and staff development.</p> <p>Part of the BLU office space will be used for ongoing BLU Activity. The remainder of the BLU office space will be used by students as a social learning space.</p>

<p>Average number over lifetime of the CETL of persons employed at any one time, in FTEs and by type: academic, admin, other.</p>	<p>Over the lifetime of the CETL, the BLU has employed:</p> <ul style="list-style-type: none"> <li>• 2 academics FTE (Director and Deputy Director)</li> <li>• 1.5 administration and marketing professionals FTE</li> <li>• 1 student advisor/consultant FTE</li> <li>• 12 part time seconded Blended Learning academics equivalent to 4.8 FTEs per annum</li> </ul>
<p>What are staff employed by the CETL towards the end of its HEFCE funded life going to do when this funding ends?</p>	<p>Prof. Peter Bullen has retired from a full time academic appointment. Dr Jon Alltree continues his role as Director of Learning and Teaching. Mark Russell, Deputy Director is currently on secondment from his academic School.</p> <p>The professional and academic staff are all seconded from permanent posts elsewhere in the University and return to previous Departments/Schools and roles.</p> <p>The Student Consultant is on a fixed term contract.</p>
<p>Number of 'spin out' projects funded: List projects by title and amount awarded, and name institution if other than host.</p>	<p>The BLU has funded a number of 'spin out' projects <b>in addition</b> to the main body of work :</p> <ul style="list-style-type: none"> <li>• The Change Academy for Blended Learning Enhancement (CABLE) projects from 2006 -2010 benefited from start-up funding from the HEA (£170,000) and were then funded by BLU with a further £100,000. CABLE projects are detailed in Appendix 6.</li> <li>• BLUSky Funding for local spin-out projects from 2005 to 2009 has awarded an average of £80,000 per annum, contributing to 102 local spin-out projects – see Appendix 8 for full details, including: <ul style="list-style-type: none"> <li>○ The University's Student Mentoring project run annually from 2007 supported with additional grants totalling £20,000</li> <li>○ Podcasting promotional campaign £30,000</li> <li>○ i-TunesU support of £10,000 to March 2010</li> <li>○ The online Weekly Assessed Tutorial Sheets (WATS) data gatherer - £15,000 to internal academic Schools</li> </ul> </li> <li>• Various small-scale UH projects totalling £40,000</li> </ul>
<p>Number of peer reviewed outputs published that relate to CETL work. If you wish, list up to 5 other outputs that have not been peer reviewed</p>	<p>There are 332 peer reviewed outputs published that relate to the work of the BLU. See the full list in Appendix 2.</p> <p>In order to engage with different communities and use a wide range of media, examples of non-peer reviewed outputs include:</p> <ul style="list-style-type: none"> <li>• Article for JISC Inform 14 (July 2006): 'What is Blended Learning' by Mark Russell</li> <li>• JISC research presentation in The Guardian, December 2008 which included work on peer mentoring (Jenny Evans) and the student learning experience (Amanda Jefferies)</li> <li>• JISC 'Effective Practice in a Digital Age' video interviews (Jon Alltree, Alan Hilliard, Jenny Lorimer, Mark Russell) <a href="http://www.jisc.ac.uk/practice">http://www.jisc.ac.uk/practice</a>.</li> <li>• Invited keynote presentations include those given by Prof. Peter Bullen</li> </ul>

	(in Canada, Finland and Australia), Amanda Jefferies (COHERE) and Mark Russell (IBLC).
Number of events held to develop or disseminate work beyond the CETL in the last three years internally; externally. Please also draw attention by means of a short paragraph each to 3-5 events that have been especially important or noteworthy, e.g. title, date, size, type of attendees, purpose, why it was important.	<p>Since July 2007 we have held in excess of 160 events to develop and disseminate work internally and disseminated our work on over 220 occasions at external events (e.g. workshops, seminars and presentations) beyond the CETL. The following events demonstrate the value attributed to the work of the BLU and its teachers by external bodies and individuals.</p> <ol style="list-style-type: none"> <li>1. Our <b>International Blended Learning Conferences</b> have run since June 2006 with an annual attendance in excess of 200 delegates. The keynote and invited speakers represent some of the key international figures in the area of e-learning and blended-learning. They include:- <ul style="list-style-type: none"> <li>• Prof. Betty Collis</li> <li>• Prof. Grainne Conole</li> <li>• Prof. Randy Garrison</li> <li>• Prof. Peter Goodyear</li> <li>• Prof. Gregor Kennedy</li> <li>• Prof. David Nicol</li> <li>• Prof. Gilly Salmon</li> <li>• Dr. Norm Vaughan</li> </ul> </li> <li>2. Our <b>Change Academy for Blended Learning Enhancement (CABLE) project</b> was short listed for The Times Higher Contribution to Leadership Development Award 2007 (November 2007)</li> <li>3. <b>Amanda Jefferies</b> (BLU Evaluation Coordinator) was invited to speak at a session at the HEFCE Vice Chancellors' Conference (April 2008) (the overall attendance was in excess of 200 Vice-Chancellors and policy advisers) on 'Unlocking the full potential of technology in student learning'- the student voice' at the invitation of the Joint Information Systems Committee (JISC).</li> <li>4. <b>Prof. Peter Bullen</b> (Director of the BLU) has presented widely as an invited keynote speaker at academic events on blended learning in Canada (Sept 2007) and Finland (Nov 2007) and Australia (April 2008) to around 300 delegates in total.</li> </ol>
Appropriately experienced member of your CETL team wishing to participate in a peer review scheme of CETL self-evaluations.	<p>Amanda Jefferies <a href="mailto:a.l.jefferies@herts.ac.uk">a.l.jefferies@herts.ac.uk</a></p> <p>Jon Alltree <a href="mailto:j.r.alltree@herts.ac.uk">j.r.alltree@herts.ac.uk</a></p>

## Section Two – Evaluative Reflection

### Question 1

**Please reflect on how effective your CETL has been in contributing to the objectives set out for the CETL initiative when it started.**

In the reflection below we identify many examples of correlation between the aims of the CETL initiative and the achievements of the Blended Learning Unit (BLU).

#### **1.1 Rewarding practice that demonstrates excellent learning outcomes for students**

The Blended Learning Unit (BLU) rewarded excellent practice by providing secondment opportunities to academic staff who had demonstrated an outstanding learning experience to their students. This opportunity to enhance and develop their practice and influence others through specific projects proved very successful. Over the past five years, 25 academic staff have been seconded as BLU teachers (typically for 40% of their time and for between one and five years) (see Appendix 1 for staffing details). Eight of the BLU teachers have been awarded University Teaching Fellowships in recognition of their contribution to the University. Two BLU teachers have been awarded Learning and Teaching related Readerships and another is awaiting the outcome of her Readership application. Two of the BLU team have recently completed Learning and Teaching related Doctorates and another is awaiting his viva. Several others are undertaking Educational Doctorates.

The BLU secondment opportunities paved the way for national recognition too. Since 2005 four of the BLU teachers have been awarded National Teaching Fellowships.

#### **1.2 Enabling practitioners to lead and embed change**

Each BLU teacher has run their own project to develop and evaluate innovative practice. There is an expectation that all BLU teachers disseminate the outcomes across and beyond the institution. Our annual BLUSky awards have offered to those staff not seconded to the BLU the opportunity to develop innovative blended learning within their own curricula.

Emerging learning technologies (podcasting, wikis, blogs, *inter alia*) have been assessed for their pedagogical appropriateness and showcased through BLU seminars and workshops across the university. BLU provided pedagogically informed advice and support to staff to choose media appropriate for their learners' needs.

Employers' needs figure highly in our curricula (often developed with the involvement of the professional bodies) and work continues on developing a Curriculum Design Toolkit to support the reviewing and embedding of technology to enhance learning. Building on the

BLU's HEA benchmarking pilot project in 2006, a BLU team developed the Change Academy for Blended Learning Enhancement (CABLE) project. The CABLE project has involved 21 teams from 17 Schools to embed change into curricula (these teams have involved about 120 staff and student members). From 2007, the CABLE process has been used with several external institutions.

### **1.3 Enabling institutions to support and develop practice to address students' learning effectively**

In order to inform the support and development of effective student learning, BLU researched further the diversity of our own learners' experiences with technology<sup>1</sup>, subsequently building the outcomes from this into our Curriculum Design Toolkit.

BLU teachers researched their own practice, experimenting with different learning technologies to enhance practice and then promoting these through our internal and external workshop and seminar programmes. Our annual series of internal workshops and seminars provided practical support and guidance in designing effective student learning. Many of these sessions focussed on our own staff development but since 2008 Elluminate™ software has been used to provide external access to our seminar programme.

BLU teachers have undertaken specialist JISC funded national projects including:

- STROLL (learner experience project)<sup>2</sup>
- SMIRK board (multimedia development)<sup>3</sup>
- ESCAPE (assessment and technology)<sup>4</sup>
- ASEL (audio supported learning, led by the University of Bradford)<sup>5</sup>

### **1.4 Recognising and giving greater prominence to clusters of excellence and raising the profile of teaching excellence**

BLU teachers have collaborated widely with the national CETL network, demonstrated through our involvement as BLU teachers in the following activities:

- Membership of other CETL Steering groups (ASke, RLO, SOLSTICE)
- Attendance at CETL annual conferences
- Support for the CETL Evaluation network (IPREN,SLTN)

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<sup>1</sup> Jefferies, A., Quadri, N., Bullen, P.R. and Kornbrot, D. (2007) 'Investigating university students' prior experiences of technology and their expectations of using technology in their studies' Published in the Research Proceedings (eds N. Whitton and S. Wheeler ) for ALT-C 2007, Nottingham.

<sup>2</sup> <http://www.jisc.ac.uk/whatwedo/programmes/elearningpedagogy/lxpstroll>

<sup>3</sup> <http://www.elframework.org/projects/smirkboard>

<sup>4</sup> <http://www.jisc.ac.uk/whatwedo/programmes/elearning/curriculumdelivery/escape.aspx>

<sup>5</sup> <http://www.jisc.ac.uk/whatwedo/programmes/usersandinnovation/asel.aspx>

Our involvement in HEA supported Special Interest Groups (SIG) as members of the management teams/steering groups include:

- Podcasting for Pedagogic Purposes SIG (PPP-SIG)
- Evaluating Learner Experiences SIG (ELESIG)
- Engaging Students Through In-Class Technology SIG (ESTICT- SIG)
- Quality Assurance and Quality Enhancement SIG (QAQE-SIG)

We maintain regular dialogue and support with the e-learning consortium of CETLs (RLO, SOLSTICE and CIES), hosting our joint meeting at Hertfordshire in 2007.

Reflecting on the overall outcome, there has been an enthusiastic synergy through sharing project outcomes across the e-learning group of CETLS, leading to formal and informal support for each other's areas of interest.

### **1.5 Demonstrating collaboration and sharing of good practice**

Our annual International Blended Learning Conference has been very successful, hosting a regular attendance at Hertfordshire of over 200 delegates each year since 2006. Each conference has been a multi-centre event linked internationally. For example, in 2009 the conference engaged with over 600 delegates globally. In June 2010 we host our 5<sup>th</sup> International Blended Learning Conference. We encouraged conference networking, using Elluminate™ software to broadcast to delegates attending remotely and using NING social networking software to encourage pre and post-conference discussion and engagement.

Collaboration with our local partners through the Hertfordshire Consortium means that the BLU has been able to generously support our FE colleges, promoting blended learning use and subsidising places at the International Blended Learning conference.

BLU teachers' practice is promoted in our own peer-reviewed in-house journals: the Journal for the Enhancement of Learning and Teaching (JELT) and our e-journal Blended Learning in Practice (BLiP)<sup>6</sup> BLU staff regularly offer national and international workshops sharing their practice. Four BLU teachers have been invited to join the JISC Learning and Teaching Experts group, supporting in an advisory capacity JISC funded projects.

### **1.6 Raising student awareness of effectiveness in teaching and learning**

While our core engagement is with staff our Student Consultants have been invaluable members of the BLU through researching learners' views, supporting the Student CETL work and disseminating our research into the student learning experience. S/he liaised closely with our Students' Union executive, including participation in a joint video-diary project sponsored by the BLU: 'Seven days in the Life of a Student', and engaging with various

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<sup>6</sup> [http://www.herts.ac.uk/about-us/learning-and-teaching/learning-teaching-institute/scholarship-research-evaluation/blended\\_learning\\_in\\_practice.cfm](http://www.herts.ac.uk/about-us/learning-and-teaching/learning-teaching-institute/scholarship-research-evaluation/blended_learning_in_practice.cfm)

Student Voice projects. Our regular new student surveys for the BLU inform our own practice and identify areas where further support for using technology may be needed. The Student Union newspaper has regularly published articles written by students and our Student Consultant on using learning technologies.

## Question 2

**Please set out the aims and objectives specific to your CETL at the start; and for each one reflect how well these have been achieved.**

The BLU had five primary goals: development, evaluation, internal communication and dissemination, external communication and dissemination and continuation. During the BLU lifetime, maturing learning technologies have become widely used in HE and we have developed as a unit from championing innovation to transforming practice and embedding change. We have noted the increased momentum of using technology to enhance learning so that blended learning practices are further embedded in practice across all our academic schools.

### **2.1 Our Development goal**

The initial aim for our development goal was supporting the continued scholarly development of innovative Blended Learning initiatives within our curricula to enhance learning choices for students.

We have achieved this in multiple ways, for example:

- A benchmarking approach was used to identify sections of excellence and other areas of practice in need of enhancement.
- The BLU's 'revolving door' policy for staffing with short term secondments allowed staff to benefit from extra time to develop their own practice further and to support their academic colleagues' practice through project outcomes.
- Results from our BLU teachers' practice-based research were used in the academic schools to support and embed blended learning activities.
- We funded 102 projects through our BLUSky/ Enhancement awards programme (see Appendix 8 for details of the awards)

### **2.2 Our Evaluation Goal**

The aim of our evaluation goal was to work in partnership with our students, to increase understanding of the impact of BLU initiatives upon learning and choice; and to determine the methods by which this can be evaluated. Our evaluation work has included evaluating BL initiatives at the University of Hertfordshire (see Appendices 2, 3 and 4 for outputs) and assessing the wider impact of BLU work.

We joined the HEA benchmarking programme early in 2006, using the ELTI framework to investigate how far e-learning was embedded into institutional practice. We were encouraged at finding large pockets of engagement with e-learning and have since offered to work with all Schools through our CABLE project (see Section 1.2). We reviewed our benchmarking outcomes in 2008-09 with the purpose of evaluating how far the views of

academics and key stakeholders had changed. Results showed a significant progress across the Schools in the extent to which embedded technologies were used to support student learning experiences<sup>7</sup>. From the staff questionnaire we know that:

- 82% of participating staff had benefited by attending one or more of the BLU's staff development workshops in the previous 3 years.
- 91% of participants agreed that use of learning technologies had led to beneficial changes in teaching styles and culture.
- 85% agreed that they were more confident in using technology than they were three years before.

### **2.3 Our Internal communication and dissemination goal**

Our aim for this goal was to enable our students to benefit from the effective use of Blended Learning by providing dissemination and support mechanisms that encourage and facilitate staff to develop their pedagogy in order to further embed Blended Learning.

- Each seconded BLU teacher shared the outcome of their individual enhancement projects at internal and external conferences and workshops
- We developed our own online journal, Blended Learning in Practice,<sup>8</sup> (see Section 4.3)
- Workshops and seminars delivered by BLU teachers for academics across the institution and our Associate Colleges are given in Appendix 4B and 4C

In assessing the extent to which technology has become embedded in the everyday experience of supporting student learning, we recorded that in 2008-09 staff and student log-ins to StudyNet exceeded 9.3 million compared with 4.8 million log-ins in 2004-05 (see Appendix 7 for details of VLE usage). Heads of School reporting on the key changes to the campus-based learning experience for students in the past three years asserted the main change was: *'the idea that the StudyNet portal is their (staff and students') way into accessing their learning and teaching resources.'*

### **2.4 Our External communication and dissemination goal**

The aim of this goal was to engage with the wider academic community (with particular reference to the Higher Education Academy) in order to share and facilitate the embedding of our experiences and understandings of BL and, in turn, inform our own developments. Our primary external dissemination event has been the BLU's highly successful annual

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<sup>7</sup> Internal report to BLU Steering Group July 2009

<sup>8</sup> [http://www.herts.ac.uk/about-us/learning-and-teaching/learning-teaching-institute/scholarship-research-evaluation/blended\\_learning\\_in\\_practice.cfm](http://www.herts.ac.uk/about-us/learning-and-teaching/learning-teaching-institute/scholarship-research-evaluation/blended_learning_in_practice.cfm), see Section 4.1

International Blended Learning Conference (IBLC)<sup>9</sup> . Feedback from the 2008 and 2009 conference delegates included:

- *'This was an exceptionally well-organised and stimulating event.'*
- *'Gave me lots of inspiration and reignited the passion'*
- *The virtual classroom was fantastic, very engaging and innovative.'*
- *I left feeling enthused and inspired*
- *This has been the best e-learning related conference I have been to for many years.'*

BLU teachers have disseminated their own project findings, case study research and action research externally in the UK and internationally. A total of 332 peer reviewed conference presentations have been given by BLU teachers. BLU teachers are actively engaged with the special interest groups supported by the HEA including working on the management teams of PPP, QAQE, ESTICT and ELESIG (see Appendix 3E).

Dissemination has continued by engaging with other CETLs and their conferences. In particular our links with the e-learning CETLs (CIES, RLO, SOLSTICE) have led to sharing good practice.

## **2.5 Our Continuation Goal**

The aim of this goal was to develop appropriate infrastructure, policies, procedures and resource arrangements to ensure effective development, evaluation and dissemination activities continue beyond the five year funding period so that theoretical understanding and practical engagement with BL continues to flourish at the University of Hertfordshire and across the sector.

We have met this goal through the University's development of its Learning and Teaching Institute which shares many of the goals and ways of working of the BLU and is strongly focused on taking forward the work on curriculum development and the student learning experience, (documented below). BLU teachers support meetings of each Faculty's Learning and Teaching Group and have planned a series of ongoing seminars relating to assessment and feedback for 2010.

Feedback from academics (see 2.2 above) indicates our success in embedding blended learning throughout the curriculum, with students' expectations that their learning is firmly supported by online access from whenever and wherever they are, through StudyNet. Further details of our continuation strategy are given in Section 11.

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<sup>9</sup> <http://www.herts.ac.uk/about-us/learning-and-teaching/learning-teaching-institute/conferences/blended-learning-conference-2010/home.cfm>

### Question 3

**Please add any objectives that emerged as the CETL developed, and reflect on these as for Question 2.**

The BLU has not developed new objectives, as such, during the past five years. It would be more accurate to say that developments within the Institution and in the sector have, however, sharpened our focus and helped us refine our ways of working.

Since the start of the CETL programme, various developments have impacted upon the sector and brought about change. Two of particular note are the student voice agenda (e.g. National Student Survey) and the rise of Web 2.0 technologies.

#### **3.1 Listening and responding to students**

The Student Voice agenda (including the National Student Survey) has focussed attention upon listening and responding to students.

From a student engagement perspective the BLU has undertaken a number of surveys and student consultations. It has also developed expertise in the use of video for capturing students' views. Student video-diary work in the first two years of the BLU provided a springboard to secure JISC funding for our Student Reflections On Lifelong e-Learning (STROLL) project. This engagement with students (over and above what was previously undertaken at Hertfordshire) has developed our understanding of the ways in which students incorporate technology into their daily lives and learning. It has also challenged some of the preconceptions about, for example, age-related difference in the use of technology to support studies.

From a pedagogic perspective, the NSS has highlighted how Assessment and Feedback are in particular need of enhancement. Accordingly, the BLU has supported several projects in relation to Assessment and Feedback, including working with our Learning Technology Development Unit on improved mechanisms for handling online submissions. We have also provided Assessment and Feedback related staff development opportunities. Between 2005 and 2010 the number of items of assessment submitted through StudyNet has more than doubled to 80,000 per year, representing a significant culture change by staff and students in handling assessments. Coursework turnaround can now be faster, for example in our Postgraduate Certificate in Learning and Teaching where manually handling scripts is no longer undertaken and teachers mark in an e-environment. This has led to a reduction in the amount of paper and printing needed to support the assessment process. Many teachers now use (BLU funded) tablet laptops to download, annotate and upload assessments. The use of Web 2.0 technologies that underpin innovative assessment is developed in the next section.

### **3.2 Web 2.0 and user generated content**

The change in emphasis from the web as a read-only tool to a read-write tool, in essence the shift from Web1.0 to Web2.0, has opened up new opportunities for learning and for assessing that learning. Online discussions, blogs, wikis and the uploading of user generated multimedia content are far more prevalent now than five years ago. BLU has run staff development campaigns encompassing all these facets of technology and learning, championing the value of reflection and collaboration in online environments. The StudyNet interface has also developed effective Web 2.0 capability to match developments in social media.

## Question 4

**Irrespective of your answers to questions 2 and 3 above, please reflect on, and draw out the achievements and benefits of the CETL**

The BLU has been very successful in transforming practice and embedding blended learning through:

- promoting national excellence in blended learning
- transforming the institutional culture
- developing the individual teacher
- transforming the student experience

This transformation of practice at various levels has resulted in national and international recognition for the BLU.

### **4.1 Promoting national excellence in blended learning**

The reputation of our annual International Blended learning conferences has attracted international keynote speakers who are world research leaders in their field. We host up to 250 international delegates at the conference with many more registering for online access across the globe. We organise a regular live link-up with the Universities of Calgary and Queensland to share international expertise and research findings in blended learning. In 2008 and 2009 this included the delivery of keynote speeches by Prof. Peter Goodyear and Prof. Gregor Kennedy from Australia to delegates at the University of Hertfordshire. Online participation in our conference was supported through the NING social networking site.

We have developed expertise in using online conferencing for BLU. This was pioneered by Prof. Peter Bullen, now recognised as an 'Elluminate™ Hero' and is used on a regular basis to support geographically dispersed meetings. Our regular programme of seminars has been broadcast to participants based across the UK and internationally.

Key personnel in the BLU team (Prof. Peter Bullen, Amanda Jefferies and Mark Russell) have been invited to deliver keynote conference speeches in national and international conferences in the UK, Australia, Canada and Finland.

In 2009 we developed a twice-yearly multi-media online and print based journal (see Section 1.5) to showcase excellent examples of blended learning and teaching in the University. A feature of this journal is its invitation to students to participate by reflecting on their own uses of personal and institutionally based technologies to support their learning.

### **4.2 Transforming the institutional culture**

The local impact of our work has been very significant. Capital funding contributed to an upgrading of facilities across all 300 teaching rooms and the purchase of laptops and hybrid tablet PCs for staff use.

Reports from our Heads of School highly praised the change that the capital funding offered, commenting on: *'...a sea change in the culture of teaching and learning and how we deliver material and support our students'*.

The promotion by the BLU of accessible learning technology through our Virtual Learning Environment (VLE), StudyNet has transformed student opportunities for online discussion, tutoring, support and access to resources. The recording of lectures using podcasts, which are archived on StudyNet, is commonplace in several Schools and StudyNet has been used to actively engage with future students through e.g. the showcasing of exhibition work in the School of Creative Arts.

The CABLE project has offered opportunities for over 100 staff in 20 teams (see Section 1.2) across the university to collaborate on reviewing their practice and to transform their own teaching.

#### **4.3 Supporting the individual teacher**

BLU teachers have been actively researching their own practice and developing nationally recognised expertise in using technology to support learning, teaching and assessment. Since 2005 four BLU teachers have been awarded National Teaching Fellowships, receiving recognition for their work supporting student experience through teaching Engineering, Law and Computer Science. The opportunities afforded by BLU contributed to these successes.

*'It has been very much a privilege to work with a unit which has had such an evident impact across the university.... and to bring the results and practices back into my unit.... On a professional level my own self development has gone through the roof... Furthering my skills within this area has positively contributed towards my future career.'*

**Dr Andy Oliver**, BLU teacher

*'My secondment had an enormous impact on both my personal development and on my capacity to influence learning and teaching strategy within my School and beyond.'*

**Penny Wiggins**, BLU teacher and NTF 2009

Further opportunities for staff to engage have been offered through our 10 week Continuing Professional Academic Development module: 'Blended Learning in Higher Education'. The positive feedback has included this review of practice: *'Thank you, this module has changed the way I teach.'*

#### **4.4 Transforming the student experience**

Demonstrating an improving student experience through the use of Blended Learning initiatives and researching this experience has been central to the work of the BLU from the start. With the appointment of our Student Consultant, we have worked closely with the

Students' Union on researching the changing learner experience. The results of our Learners' Experience research (see Appendix 3) indicate that our campus-based students highly value the opportunity to access their study materials online through StudyNet wherever they are located but they also value the campus based 'face to face' teaching experience that we provide. A major longitudinal study into student reflections on their use of technology to support learning was directed by a BLU teacher<sup>10</sup> and the outcomes from this research were showcased at the BECTA World Learning Technology Forum in January 2010.

#### **4.5 National recognition**

Our contribution as an outstanding example of a CETL engaging with the sector was commended by Sir Ron Cooke in the report submitted to the Rt. Hon John Denham MP on On-line Innovation in HE. His remarks indicate the important external reputation that the BLU has achieved:

*'Further research and development needs to be promoted and requires an explicit commitment both at the national and international level, which requires focus and integration to build on existing centres of excellence, such as the OU, the HE Academy and the CETLs such as the **Blended Learning Unit at the University of Hertfordshire**'<sup>11</sup>.*

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<sup>10</sup>The STROLL project <http://www.herts.ac.uk/about-us/learning-and-teaching/learning-teaching-institute/projects/lti-national-projects/stroll---student-reflections-on-lifelong-e-learning.cfm>

<sup>11</sup> Professor Sir Ron Cooke, Chair of JISC Board. Submission to the Rt Hon John Denham MP (2008) '**On-line Innovation** in. **Higher Education**' Section 3.27

## Question 5

### **Have there been any disappointments in how the CETL has developed/what it has achieved. What are they, why did they happen?**

The BLU was encouraged by the enthusiastic engagement of academic staff from across the institution and the high numbers of these who applied for a secondment opportunity. It was unfortunate that it was not always possible for these talented applicants to be released from their Academic Schools to join the BLU. This was sometimes due to the difficulty of arranging suitable cover and sometimes due to the reluctance of Heads of School to release a particular teacher who was invariably amongst their best practitioners. Of course the upside of this was that these teachers did remain fully engaged with their own students.

Competition for the secondments was intense and some unsuccessful applicants were naturally disappointed. The BLU has continued to encourage these talented individuals to enhance practice in their own School and to apply for BLUSky awards.

Although all Schools engaged with BLU, the level of engagement was not evenly distributed. The competitive selection process meant that BLU teachers were not appointed from all of the Schools. In addition a small number of Schools sought a relatively low level of engagement with BLU dissemination activities.

The potential for BLU involvement in a range of initiatives was very wide and some opportunities which presented themselves have not been taken up over the past five years. For example, we developed neither an online version of our successful staff development module 'Blended Learning in Higher Education' nor an online MSc in blended learning technologies. These are developments that we hope to undertake in the future.

The benefit of a small central unit like the BLU has been that it was able to adapt quickly to changing circumstances. It is however in the nature of an HE institution with more than 24,500 students that the sheer size of the institution can slow down the pace of introducing institutional change. Some small scale initiatives cannot readily be scaled up without significant support from the other service providers. Although the willingness to provide support was generally there, the timing with which it could be provided was subject to competing demands and Schools' planning cycles.

## Question 6

### Please reflect on the difficult and easier aspects of getting the CETL going and of getting your messages across.

The BLU was designed as a specialist unit with a small permanent core staff team whose initial focus was on transforming teaching and learning across the institution. The size and consequent nimbleness of the unit contributed to the early success and foundation of the BLU and the building of a 'blended learning community'. There was no need for a new building as space was made available in the university's existing flagship Learning Resources Centre. From this premise it was particularly straightforward to get the BLU going and functioning within the space of a few months. We highlight below (Sections 6.1, 6.2 and 6.3) how this succeeded in practice and the relative ease of getting our message across and then where some difficulties did subsequently occur (included under Section 6.4).

#### **6.1 Starting up the BLU – pointers for success**

The size of the core group was important in the swift set up and start up for BLU. The staffing model funded a core of key full time permanent staff comprising the Director, Deputy Director, an Administrator and Student Consultant. These were supported by 12 academic staff (BLU teachers) seconded part time for a year or two from academic schools across the University. Within six months the first group of secondees had designed and started work on their projects, each being involved in a strategic area of BLU activity. The BLU's own 'revolving door' secondment model is described in Section 1.1.

A further advantage that we have reflected on in the intervening years is that BLU teachers at the end of their secondment retain their association with BLU and are known as BLU Associates. Additionally, the BLU Associates now bring to the wider academic community additional knowledge and expertise for teaching and supporting students and colleagues. Their influence thus extended beyond BLU and throughout the institution supporting the cultural change of blended learning and further embedding use of technologies in the academic schools.

This 'BLU community' of teachers has developed over the last five years through shared interests in using technology to enhance learning and teaching. Regular meetings fostered this community within a co-operative and collaborative environment.

#### **6.2 Capital funding – extending the BL provision**

The capital funding was distributed across the university and included the purchase of laptop and tablet PCs. This contributed to the general goodwill of staff not directly associated with the BLU. They benefitted from the new opportunities for using laptops and tablet PCs and the greatly improved classroom setup across all campuses which rapidly

included wireless access in all teaching spaces. The laptop usage was evaluated in a separate report in 2007<sup>12</sup>. The current portability of the technology has encouraged academics to reflect on other ways in which their own practice might develop, for example with the use of electronic voting systems, flip cameras or podcasting.

The BLU office suite was centrally located within the University's Learning Resources Centre. The advantages of the location of the office were many, especially as it supported the initial focus on internal dissemination of the work of BLU, sharing blended learning technologies with colleagues and research into the student experience.

Within the first year the BLU had commissioned, furnished and completed the high specification teaching rooms ready for use by the university's academics. These teaching rooms have proved very valuable for the variety of technologies that were used and have received a steady stream of users wanting to use collaborative technologies with their students. Photo poster boards using quotations from our students on their use of technology to support their learning have been one of the many media used to promote the BLU internally.

### **6.3 Institutional support for BLU**

From an institutional point of view the strong support for the BLU and the ownership of the ongoing success of the project by the Vice Chancellor (VC), was key to the promotion of the BLU and its work within the university and beyond. The Deputy Vice Chancellor with responsibility for Learning and Teaching was also key to maintaining the high profile of the BLU within the university and externally; she chaired the BLU Steering Committee and actively engaged in supporting the work through regular liaison with the HEA. Successes of the BLU were frequently mentioned through our VC's regular blog to all staff heightening the impact of the BLU across the University.

### **6.4 Blended Learning – getting the message across**

From the point of view of getting the message across to the wider community we have reflected above on the BLU's funding and set up. Locally, it was easy to engage with those Schools who were most pro-active and willing to explore emerging technology use. Occasionally difficulties arose where Schools were less keen to engage or to encourage staff to take time to research blended learning.

The BLU fractional part time secondment model was both a success and a challenge. Our wish to bring in fresh ideas and new staff (to build capacity) through the 'revolving door' policy inevitably led to the return of experienced and valued colleagues to their Schools full time but this was of obvious wider benefit to the Schools in the longer term. Achieving a balance between new and existing staff in BLU was a challenge due to finite resources.

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<sup>12</sup> Available from: <http://www.herts.ac.uk/about-us/learning-and-teaching/learning-teaching-institute/resources/evaluation-report-of-laptops-purchased-with-blu-cetl-funding.cfm>

We have also 'got the message across' through our annual conference. In terms of developing the process for designing and supporting our highly successful International Blended Learning conference, the BLU team were able to draw on the research expertise of its seconded teachers and on the university's prior success of running the annual in-house learning and teaching conference. The feedback from all of the conferences was reviewed annually and has been overwhelmingly positive about the academic content and style and appreciative about the use of technology to enhance the blended learning message (see Section 2.4).

Our consortium of FE colleges within Hertfordshire have been supported by the BLU funding and encouraged through the availability of StudyNet for all college students registered with the University, to engage with blended learning approaches.

## Question 7

**Has your CETL adopted/used/been based around any specific theories, e.g. of change, or of student learning? If so, what, how have these underpinned your work, have they been useful?**

Our CETL was based around and has developed over the past five years a greater understanding with regard to specific theories for both the management and support of organisational culture change and the pedagogy of blended learning and teaching.

### **7.1 Change Management**

Introducing change to any environment has been widely documented as an activity with many potential challenges for staff (e.g. Burnes, 2006)<sup>13</sup>. When this change includes the widespread introduction of technology there is the potential for some staff to feel more threatened by a perceived challenge to their traditional sphere of competency. BLU staff with prior change management experience developed our own approach from the HEA Change Academy process model which was then named Change Academy for Blended Learning Enhancement (CABLE) (see Section 1.1) and designed so that Academic Schools could engage at a local level in managing small areas of change. CABLE was introduced with senior management support in September 2006 and encouraged Schools and Departments to bid for funding for their own change projects. This represented a significant step forward for many Schools to focus on the development of the delivery of their curriculum within a blended learning environment. CABLE projects have now run annually within the University and the process is in its fourth year. The CABLE project was shortlisted for the THES Contribution to Leadership Development Award in 2007.

A key part of the success of the CABLE process has been the hands-on engagement by a small multi-skilled core team working with dedicated team members for each project to introduce change in small ways which can then lead onto greater engagement by academics not previously working with BLU projects. The success of the CABLE project as a spin off from the initial BLU funding to encourage local change is indicated in the way that it has now been offered to four other institutions as 'CABLE Transfer', with BLU staff providing consultancy to direct the process (see Appendix 6 for CABLE dissemination details).

### **7.2 Teaching and Learning Theories**

The past six years since we wrote our original bid to establish the BLU have been a period of considerable growth in the development of research into e-pedagogy and learning theories. With regard to learning and teaching principles we have developed over the period of the HEFCE funding congruence with the use and promotion of principles of learning and

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<sup>13</sup> Burnes, R. (2006) *Managing Change* Prentice Hall

teaching which are relevant to a 21<sup>st</sup> century outlook where blended learning has become the expectation for our students rather than an added extra.

We have engaged with pedagogies and theories of good practice that are accessible to the practitioner, have face-validity and are not obscure in their presentation. We are mindful of the work relating to 'approaches to learning' and also specific taxonomies relating to learning. Specifically we have grounded much of our work on the Seven Principles of Good Practice for Undergraduate Education (Chickering and Gamson, 1987)<sup>14</sup> and the 'How People Learn Framework' (Bransford et al.,1996)<sup>15</sup>. Guidance from the *principles* and the *framework* are research informed and have relevance across disciplinary boundaries.

Adopting accessible research informed principles to help guide our activity has been important for two reasons. First, we are able to demonstrate that pedagogic research can be practically applied and have relevance to the practitioner, thus encouraging practitioners to engage further with the literature and their own pedagogic research. Second, by repeatedly using a consistent set of principles we are able to revisit what we understand supports student learning and encourage colleagues to locate their own practice against a common collection of ideas. We have been able to show principles-in-practice, through the shareable case studies collected on our website.

Chickering and Gamson developed their principles for excellent learning and teaching before blended learning was envisaged. Chickering and Ehrman (1996)<sup>16</sup> have considered the use of technology to respond to these principles. Encouraging staff to review their own teaching in the light of this original work has been a very useful exercise. We have developed our own research and curriculum development support and promoted an institution wide engagement with the principles. A major instrument for achieving this has been our blended learning curriculum design toolkits which have a practitioner-focus and support alignment with current institutional priorities.

Each strand of the toolkit responds to one institutional priority and uses research informed principles to help users locate their current curriculum against good practice. Diagnostic and developmental suggestions are offered to support staff in adopting one of the toolkits which respond to:

- Core values (what constitutes good practice in undergraduate education)
- Employability
- Research Informed Teaching
- Entrepreneurship

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<sup>14</sup> Chickering, A., & Gamson, Z. (1987). Seven principles for good practice in undergraduate education. *American Association of Higher Education Bulletin*, 3-7

<sup>15</sup> Bransford, J., Brown, A., & Cocking, R. (2000). *How People Learn: Brain, Mind, Experience, and School*. Washington: National Academy Press.

<sup>16</sup> Chickering, A., & Ehrmann, S. (1996). Implementing the Seven Principles: Technology as Lever. *AAHE Bulletin*, 3-6.

- Assessment for Learning

The toolkits now underpin our own Continuing Professional Academic Development Programme to support academic staff in developing their own excellent practice.

As we identified in our introduction to this section there has been significant growth in research into pedagogy and supporting student learning through blended learning since 2004. As a research active group we have also appreciated the impact of many other theorists and researchers such as Wenger's<sup>17</sup> community of practice ideals, the work of the Oblingers<sup>18</sup> and others into understanding the impact of a student body which largely comprises those classified as 'Net generation learners'. Building on the theories discussed above and their particular influence on BLU and on the general research interest in blended learning, many of the BLU teachers have contributed personally to the growing research literature for blended learning technology (see Appendix 2).

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<sup>17</sup> Wenger, E. (1998). 'Communities of Practice: Learning, Meaning, and Identity' Cambridge, Cambridge University Press.

<sup>18</sup> see <http://www.educause.edu/>

## Question 8

**Reflecting on the last five years what other important messages are there that you want to convey about your CETL - its successes, difficulties, impact etc.**

In this section we have first included opinions from across the sector to represent the BLU's impact on higher education through the past five years. We then include comments from colleagues on the BLU impact on their teaching and comments from students who have benefitted from learning in a blended learning environment

Their opinions indicate how the BLU has transformed practice and our achievements in terms of important local successes in changing the culture of the university and embedding the use of appropriate technology to support student learning. They indicate the very important impact that the BLU has brought to the sector, the institution, the academic Schools, individual lecturers and their students.

### **8.1 Quotations from the sector:**

*'JISC has recognised the exemplary work of the Blended Learning Unit and has promoted the work of the unit through invitations to speak at numerous e-Learning Programme meetings and the Learning and Teaching Experts Meetings. This has offered opportunities to showcase the inspiring practice to a national audience from further and higher education institutions. In addition, a case study from BLU was included in the recently published JISC publication, Effective Practice in a Digital Age which has had a wide circulation both nationally and internationally. The BLU team are congratulated on the impact BLU has made not only on the University of Hertfordshire, but in sharing the outcomes of their work with the wider community this has encouraged others to take forward the valuable lessons learnt on how to effectively blend technology enhanced learning with traditional practices.'*

**Sarah Knight**, JISC E-learning Programme Manager

*'I have had the pleasure of working closely with the BLU CETL at the University of Hertfordshire through my institutional liaison role, as well as through membership of the CETL Steering Group and the International Blended Learning Conference planning group. It has been clear from the outset that the institution has made a very strong commitment to blended learning enhancement across the university and key to this has been the enthusiasm and professionalism of the CETL team. They have ensured the sustainability of the processes and developments put in place, which have fostered an institution-wide sense of ownership of blended learning. These in turn have been influential in changing practice to enhance teaching and learning.'*

**Eddie Gulc**, Senior Advisor, Higher Education Academy

The strength and commitment of the team has enabled the University to secure further

funding to take the blended learning model in new directions, for example the Higher Education Academy led, HEFCE funded Pathfinder project went on to support the development of new models of change management through structured CPD – Change Academy.

The change model developed by the team has been adopted and used elsewhere, for example the Change Academy for Blended Learning Enhancement project has been further refined by the Higher Education Academy and has influenced the development of the Enhancement Academy. A hybrid model is now also being employed at a discipline level in partnership with the HEA's 24 Subject Centres.

Dissemination of CETL outputs has been a major driver for the team and this has been achieved in a variety of ways through sector engagement. Not least of these have been the International Blended Learning Conferences, which have been an enormous success and have been supported by a wide range of HEIs and HE organisations across the UK and indeed further afield. The models developed at the University of Hertfordshire have been adopted by a number of institutions and the members of the BLU team have presented at a wide variety of local and national events (see Appendix 5 for details of the International Blended Learning Conferences).

## **8.2 Colleagues' Reflections**

*'Blended learning is about supporting specific students needs with the "right" mix of face to face and technology...BLU's revolving door practice (new teachers coming in every year) is an important way for disseminating BL through the university and motivating teachers to engage with BL.'*

**Marija Cubric**, Business School, BLU Teacher and Reader in E-Learning

*'The BLU experience was great for me since it gave me the time to do my first BLU project (convert my recorded lectures into a succession of 60 plus mini lectures)...those audio/visual lectures have been used in a subsequent 8 or so iterations of the course (in both on campus and distance learning modes) - but also contributed to an evolution of my practice, where virtually all learning material I develop is video or slideshow based.'*

**Steve Bennett**, School of Computer Science, BLU teacher

*'I was able to use a tablet PC, which really changed my marking (I now mark everything online) and my use of PowerPoint in teaching – I enhance my class interaction through digital writing. I've also used podcasting and video clips within my teaching which were a result of workshops I attended ran by BLU. Overall... blended learning is embedded within my own practice and I ensure that blended learning activities are embedded within the modules and programme that I coordinate.'*

**Helen Barefoot**, Deputy Head of the Learning and Teaching Institute

### **8.3 Student reflections about blended learning at the University of Hertfordshire**

*'Podcast continues to be a great inspiration to the way I learn, I find it so helpful to listen to again and again.'*

**Philosophy student**

*'...the ability to access the [university] network is what I've found most useful....It means at home, whatever time of day or night I could grab my files and start working.'*

**Psychology and Artificial Intelligence student**

*'... StudyNet has electronic journals and things like that so without the Internet...because I live in London I would have to travel all the way up to Uni (sic) every day or every time I want to take out the books or journals'*

**Humanities student**

## Question 9

**Reflecting on the last five years what important messages are there that you want to convey about the experience of being part of a wider 'movement'/experience of other CETLs.**

The awarding of the HEFCE funding in 2005 was a major landmark for the University of Hertfordshire as it recognised and publicly rewarded the excellent high quality blended learning work already taking place here. Being a member of a national initiative of centres for excellence has been an exciting and exhilarating experience. The raising of the profile of Teaching and Learning in HE within national academic life has been an important output of the CETL experience and a host of benefits have been witnessed and these are reflected upon below. We categorise them as benefits for our own institution, the benefits to others and mutual support and development.

### **9.1 The CETL benefits brought to the University of Hertfordshire**

We have already mentioned the intrinsic reward of our recognition and the unique opportunity for developing and building on our national reputation in teaching and learning. The benefit of this to us has been the raised profile of the valuable work being undertaken in using technology to enhance practice. As a result of the growing importance internationally of Blended Learning research this has led to greater opportunities for our own research informed practice in blended learning to be shared. Being part of the national initiative has brought greater status within our institution, where external funding is highly prized by those whose work primarily has a research focus and this allowed for a voice in support of teaching and learning excellence to be heard, appreciated and respected.

### **9.2 The benefits we brought to other CETLs**

One of the great strengths of the whole CETL vision and undertaking has been the opportunity to build relationships with peers in other academic institutions nationally and across international borders. We have experienced this within the BLU through our own International Blended Learning Conferences. However, this has been an inclusive experience too and those who do not have their own CETL have been quick to benefit from the opportunities offered to disseminate their own practice. Within the wider CETL network the annual conferences offered by other institutions have provided a growing opportunity to share and develop research expertise in a variety of teaching and learning fields.

### **9.3 Mutual Support for the e-learning CETLs**

Our own experience within the e-learning group of CETLs (CIES, RLO and SOLSTICE) has led to a synergy through our separate research areas, with a raft of possibilities for collaboration including participation in each other's conferences as invited speakers and reviewers and support through membership of each others' Steering groups. We worked

closely with the RLO CETL providing some funding for the joint development of an RLO in mental health.

#### **9.4 Wider CETL developments**

As well as a synergy within our immediate group of CETLs we have benefitted from meeting with both specific subject groups (Engineering at Loughborough) and functional groupings such as the CETL Evaluation Network (IPREN), where different practitioners could share their expertise in workshops. In our work with other partners such as the JISC and Association for Learning Technology (ALT) it was clear how much the CETL funding was appreciated for the way it supported a renewed interest in researching teaching and learning more widely across the sector.

## Question 10

**Please reflect on work emerging from your CETL that has been ‘transferable’, i.e. useable beyond the home audience for which it was originally developed.**

The CETL funding came at a pivotal point for teaching and learning in Higher Education and our understanding of the future learner experience will be much richer for it. The use of technology to enhance learning in HE has developed nationally to the point where it has become a general expectation among students that they will be able to access their learning anywhere or at any time, whether they are located on or off campus. Therefore, in terms of the transferable work which has emerged from the BLU we will not choose to focus on the technological advances but on the advances in learning and teaching practice which we have researched and developed and our body of expertise in change management.

BLU outputs include book chapters and other scholarly publications (see Appendix 2) in addition to the following print-based and online outputs.<sup>19</sup>

- A series of online case studies from BLU teachers’ practical experiences of Blended Learning
- The Curriculum Design Toolkit developed to draw together key insights from research and practice
- The peer-reviewed proceedings from the International Blended Learning Conference (2005-2010)
- The case studies and associated outputs from the CABLE project
- A series of recordings from our conference keynote presentations and our regular seminar series available online through Elluminate™
- Other research outputs, particularly relating to the student experience of learning in a technology rich environment

Permeating throughout our work is a strong ‘practitioner focus’ - the wish to engage with academic colleagues in ways that are relevant to them and that are sensitive to the context in which they are working – we anticipate this should have wide applicability in the sector. In practice many of our conversations with colleagues are informed by principles of good practice (usually, but not always, Chickering and Gamson’s research-informed principles – see Question 7). Our case studies and other resources are typically analysed in relation to

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<sup>19</sup> Available from the University of Hertfordshire’s BLU website at: [www.herts.ac.uk/blu](http://www.herts.ac.uk/blu)

these principles and feedback from our staff on this approach has been extremely positive. These outputs are of potential value to those interested in the following areas:

- Developing and advancing Blended Learning practice
- Change management expertise
- Engaging with today's learners

### **10.1 Developing and Advancing BL practice**

BLU has a legacy of work in relation to developing and advancing blended learning practice. This is especially in relation to curriculum design, collaborative learning and the use of Web2.0 technologies to support, teaching, learning, assessment and feedback. The range of outputs mentioned above indicates that there are multiple ways to engage with our knowledge and ideas. The Curriculum Design Toolkit is specifically designed to facilitate well-informed development of practice by posing questions to help teachers analyse their practice and consider the practical consequences of different curriculum related decisions.

### **10.2 Change Management Expertise**

We have developed expertise and associated resources in change management. We have articulated general messages about the importance of working in partnership, understanding the perspective of those you are working with and achieving buy-in. More particularly, our own change process has been adapted from the Leadership Foundation and HEA's national Change Academy. The CABLE process is geared to the needs of an individual institution and capitalises on the benefits that cross institutional sharing and support can bring. The process itself is sensitive to the constraints that academic and professional staff are frequently working under and recognises the importance of ongoing support as change management projects progress. We have already conducted a series of 'train the trainer' activities to enable other institutions to run their own CABLE style processes.

### **10.3 Engaging with today's learners**

Our engagement with learners throughout the life of the BLU has helped us develop greater understanding of student perspectives on learning in technology rich environments. This understanding can inform strategic decisions about capital investment (e.g. classroom design and equipment, computing infrastructure, portal development); it can inform practitioner decisions about curriculum design and it can facilitate more empathetic engagement with students.

The other 'resources' that will continue to support developments within the sector are the academic staff who have engaged with the BLU throughout the past five years. The BLU has

developed considerable capacity in relation to its business – Blended Learning and implementing change. The expertise of the BLU continues to thrive within the University and the BLU continue to engage with colleagues inside the University and elsewhere in the sector. The ongoing enquiring, learning and sharing of all teachers enthused and energised by the BLU initiative is an invaluable mechanism for transferring messages and developing them further.

There is the opportunity for the lessons learnt in transforming learning from being static and classroom based into a dynamically designed and blended experience to be transferred beyond HE and throughout the global education sectors.

## Question 11

**How will the work and achievements of your CETL continue after HEFCE funding ends?**

**Please reflect on how far you think CETL work has become embedded in your institution or discipline and indicate if any structures have been put in place to ensure its legacy is not lost.**

The achievements of the Blended Learning will be sustained through a number of ways:

- A transformed and embedded culture using technology to support learning
- Capacity development
- A legacy of resources
- Continuation within the Learning and Teaching Institute

### **11.1 A transformed and embedded culture**

The past five years have seen major changes in teaching practice that are now embedded across the Institution. The use of StudyNet has more than doubled (from a possibly sector-leading start point) and the use of more interactive Web 2.0 methods of engagement is widespread, if not yet ubiquitous. High quality Blended Learning practice is prevalent and student satisfaction with StudyNet is high. Excluding small specialist institutions, in 2009 our NSS satisfaction with resource provision was ranked 8<sup>th</sup> in the sector and a more detailed internal student survey put StudyNet 1<sup>st</sup> and 3<sup>rd</sup> out of nine factors relating to resource provision. Our student readiness to engage with technology as a normal way of working is also reflected by the fact that in 2008 IPSOS Mori asked us to share our good practice as we had one of the highest e-response rates to the NSS in the Sector.

The impact upon institutional culture is also reflected in the form and use of our learning spaces. The classroom technology configurations that BLU developed in conjunction with the Learning and Information Services are now the norm across all our campuses. Academic staff and students are also served by the BLU funded wireless network that extends to all teaching accommodation. A 2009/10 BLU project is working with our Learning and Information Services to embed virtual classroom software within StudyNet. This will transform the ease of real-time virtual interaction between staff and students.

A member of staff who is not connected to BLU commented:

*'BLU has been transformational for the university. The combination of accumulated experience and expertise on which all staff can call, and the equipment budget which has funded, amongst other things, tablet PCs, voice and video recorders and crucially has been able to provide time and space to develop new skills for staff and new ways of empowering student learning, have resulted in an institution transformed from that of five years ago.'*

A final legacy for our students is a project to reconfigure part of the Learning Resources Centre that has been home to the BLU for the past five years. The reconfigured space will provide a business-like environment for social learning.

### **11.2 Capacity development**

The significant capacity developed by the staff employed by the BLU and by those that have engaged with its development and dissemination activity will continue to support learning and teaching here and elsewhere in the sector. The revolving-door secondment system has enabled 20 academic staff to be directly employed by BLU at some point and many others (six Faculty Champions, approximately 120 CABLE project participants, more than 100 BLUSky/Enhancement award winners) have networked, developed and innovated as a result of BLU. The projects undertaken will have substantial long term effects. One CABLE project led to one School's entire post-graduate multi-profession provision being integrated and the technology support for these work based students transformed. The project leader then led a similar review of the undergraduate provision. The School of Computer Sciences CABLE project focused on staff development in relation to Distance Learning. As well as now leading the University in terms of quantity of distance learning provision, all the School's new curricula are now developed to run as both distance and campus-based options, with common resources supporting both modes of learning. The project was crucial to this paradigm shift – one that we now intend to replicate across the university. The capacity development does not stop at this direct involvement due to the cascade effects of our networking and dissemination activities.

### **11.3 A legacy of resources**

The BLU leaves a legacy of resources that will continue to support staff at the Institution and elsewhere in the sector. The Curriculum Design Toolkit draws together many of the messages that we have learned and refined over the past five years. The toolkit and our case studies are valuable resources for our Postgraduate Certificate in Learning and Teaching in Higher Education which all our new academics undertake. A range of seminars and development events have been recorded to enable their reuse. These and other resources will support a range of other development activities that the Learning and Teaching Institute (LTI) will continue to lead.

### **11.4 Continuation within the Learning and Teaching Institute (LTI)**

The BLU name and culture will continue within the LTI and it will continue to enable some of our best practitioners to support colleagues and take forward our Learning and Teaching Strategy. The LTI staffing model is now based on the revolving-door secondment model, with its teachers working for both the LTI (incorporating BLU) and their host Schools (typically 0.4FTE and 0.6FTE). This ensures that the staff development activities provided by the LTI are informed by current practice as well as research and that links between the LTI

and the Schools are strong, a pre-requisite to effective partnership working. As well as contributing to the development of their colleagues across the University, the secondees take the new knowledge and skills that they develop during the secondment back to their School.

Two valuable BLU dissemination activities will continue in the LTI. Our electronic journal, *Blended Learning in Practice*, will be produced twice a year and share good practice across the sector, providing a local medium to stimulate research informed teaching. The International Blended Learning Conference has been a successful means for developing a community of staff across the sector. We anticipate it will continue as an annual event, maintaining important links with our international conference partners, the Universities of Queensland and Calgary.

A designated BLU team will take responsibility for curriculum development and innovation activities. Immediate priorities include a substantial project to promote effective and resource efficient assessment practice over the next year, with the intention of developing widespread expertise and good practice in Assessment for Learning. A larger project will support the University's planned developments in relation to Distance learning. This latter work is likely to be active for at least five years.

## Question 12

### **Do you think there are any emerging aspects of your CETL activity that will have greater importance in the future?**

The lessons learnt in relation to flexible study will be invaluable in the future. The BLU experience has undoubtedly influenced our 2010-2015 Strategic Plan which sets out ambitious aspirations in relation to Distance Learning. This agenda will enable the University to reach new markets and students, but also drive another step change in relation to flexible learning for our campus-based students. Currently many of our students experience the benefits of podcasts, videos, narrated presentations, online discussions etc. to develop and reinforce their learning, but most of these still come to the campus for lectures and seminars. BLU has developed considerable expertise in the use of Virtual Classroom technology (Elluminate™) which enables students to 'attend' lectures virtually. In a recent 20 month period, 24 'serious' users (i.e. staff who had used Elluminate™ more than 10 times during the period) ran a total of 3481 Elluminate™ sessions - a mean of approximately 145 sessions per user. This significant level of use meant that many students did not have to travel to the University to engage with academic staff. Our forthcoming Distance Learning work will draw together the student choice, workforce development and environmental sustainability agendas to bring about another transformation in our HE provision. The increased confidence of teachers in relation to the use of technology will also be a useful ingredient in taking our Distance Learning aspirations forward.

The second area of expertise and understanding that will be invaluable for the future relates to scalability and Change Management. Vision alone is not enough – to take good ideas from a small scale project and apply them to a large scale initiative needs involvement at many levels. Policies and enabling services need to be in place as do support and development. In complex environments like universities that are working with people rather than deterministic systems, Change Management approaches that enable staff to support strategy in locally meaningful ways are critical. We have learned much about strategic approaches, partnership working, team development, and techniques for developing and implementing a shared vision and project management.

Implicit in the above references to partnership and teams is the importance of fully involving students in change. BLU has employed a Student Consultant from the outset and various initiatives have included students as core players and key informants for our activity. For example, all CABLE teams have a student as a full member of the team and our Student Technology Mentor scheme (a BLUSky project included in Appendix 8 and mentioned in Section One) employed digitally literate students to guide and mentor staff to use technology to support learning.

## Question 13

### Final comments

This closing section reiterates that the BLU has brought about substantial change at the University of Hertfordshire and that the BLU is critical to the University's aspirations for the next five years.

#### **13.1 Substantial change has taken place at the University of Hertfordshire**

At the start of the CETL, the University had a superb infrastructure (StudyNet) that underpinned its Blended Learning activity. There was a high level of use of StudyNet, but the sorts of use that really changed the learning experience were more typically found in local pockets of excellence. The ways in which more meaningful use has spread much more widely is best illustrated by the words of one of our BLU associates (i.e. she was not employed by BLU, but worked closely with the team):

*'I have seen my faculty... grow and develop in its commitment to providing our students with a truly blended approach to their learning. Colleagues have learnt new skills and used new technologies to such an extent that looking back five years is like looking back at another time, when all students were expected to learn only by attending lectures and seminars, reading and working on assessments. Now materials to enable students to work at their own pace is the norm. Many staff provide quizzes, extensive links not only to library materials but to the wider world of business, podcasts and videos of useful materials often including lectures, tips on assessed work, summaries of key points. These resources enable students who are not best served by a one off chance to learn in the classroom, and who may not have a significant educational history of extensive and in depth reading.'*

#### **13.2 The BLU's role in the University of Hertfordshire's future strategy**

The BLU has embedded a cultural change at the University of Hertfordshire and the enhanced capacity and expertise that supports the new ways of working will continue to develop and evolve. The BLU has played a key part in keeping momentum and drive in the University's Blended Learning agenda and it has helped position it for the next stage in its Learning and Teaching strategy. The need to support more work based learning, to provide more sustainable ways of engaging with all our learners and to service new markets all underpin the University's 2010-2015 strategic plan. We have considerable ambition in relation to Distance Learning and Flexible learning and the next five year will see another step change in our provision. As with all BLU activity, achieving this will rely upon effective engagement with staff and students in order to provide an excellent and pedagogically sound student experience.

### **13.3 And finally...**

The concluding remarks of this report are left for Prof. Tim Wilson, Vice-Chancellor of the University of Hertfordshire who initiated the development of StudyNet in the late 1990s and has supported the University's Blended Learning agenda wholeheartedly for over a decade.

*'The first five years of the last decade saw our University adapt to the technological opportunities offered by Virtual Learning Environments (VLE). The second five years saw an acceleration of the use of our VLE and the rapid emergence and adoption of the concepts and methodologies of Blended Learning. The impact of blended learning upon students' experiences has been profound, enabling students to engage with their learning in a manner that is sophisticated, flexible and relevant. The funding by HEFCE has enabled this University to advance the Learning agenda on our own campuses, in our distributed learning network, and through dissemination to other institutions. Five years of investment, development and learning enhancement, all focussed upon the students' needs. Transformative? Yes!'*

# Blended Learning Unit Evaluation Report

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## Appendices

**March 2010**

**Appendix 1 - The BLU Team and their roles**

<b><u>Core BLU Staff</u></b>	<b><u>Role</u></b>
Alltree, Jon	Director, formerly Deputy Director
Professor Bullen, Peter	Director
Goossens, Yoeri	Student Consultant
Mellor, Liz	BLU Administrator
Miller, Helen	Marketing Executive
Quadri, Nuz	Student Consultant
Russell, Mark	Deputy Director, formerly BLU Teacher

<b><u>BLU team members</u></b>	<b><u>School</u></b>	<b><u>Roles</u></b>			
		BLU/LTI Teacher	BLU faculty champion	National Teaching fellow	University Teaching fellow
Anderson, Irene	Nursing and Midwifery	*			
Anderson, Lauren (Placement Student - Technology Mentor)					
Banks, Maria	Marketing and Enterprise	*			
Barker, Trevor	Computer Science	*		*	*
Bennett, Steve	Computer Science	*			*
Bracq, Alex (Placement Student - Marketing Assistant)					
Professor Chatterton, Peter	Visiting Professor	*			
Cubric, Marija	Management, Leadership & Organisation	*			
Dell, Eric	Education	*			
Doolan, Martina	Computer Science	*		*	
Evans, Jenny	Marketing & Enterprise		*		
Foulsham, Russell	Pharmacy		*		
Fang, Lou	Life Sciences	*	*		

<b><u>BLU team members</u></b>	<b><u>School</u></b>	<b><u>Roles</u></b>			
		<b>BLU/LTI Teacher</b>	<b>BLU faculty champion</b>	<b>National Teaching fellow</b>	<b>University Teaching fellow</b>
Graham, Sally	Education	*			
Hammond, Angela	Continuing Education	*			
Hilliard, Alan	Health and Emergency Professions	*			*
Hyde, Ruth	Research Assistant				
Jefferies, Amanda (Evaluation Co-ordinator)	Computer Science	*	*		*
Professor Kornbrot, Diana (Evaluation Co-ordinator)	Psychology	*			
Kraithman, David	Accounting, Finance & Economics	*			*
Larvor, Brendan	Philosophy		*		
Lorimer, Jenny	Health and Emergency Professions	*			
Oliver, Andy	Learning Technology Development Unit	*			
Peterson, Dale	Health and Emergency Professions	*			*
Pinn, Ashley	Creative and Cultural Industries	*	*		*
Porter, Phil	Life Sciences	*			
Relph, Amanda	Marketing and Enterprise	*			
Saward, Guy	Computer Science	*			
Siau, Johann	Engineering and Technology		*		
Teague, Joanna	Education	*			
Terry, Elizabeth (Placement Student - Marketing Assistant)					
Thornton, Heather	Health and Emergency Professions	*			*
Wiggins, Penny	Humanities, Law and Education	*	*	*	

## Appendix 2 BLU Publications

### **Appendix 2A List of published books and book chapters**

Anderson I., and Bullen P.R. (2009) 'The Change Academy and Institutional Transformation'. In Transforming Higher Education Through Technology-enhanced learning. York. Higher Education Academy Ch. 11: pp149-163.

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Jefferies, A. & Hardy, J., (2010). 'How Learners Change: Critical Moments, Changing Minds', forthcoming chapter in Sharpe, R., Beetham, H., De Freitas, S. Rethinking Learning for a Digital Age.

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Mayes T., Morrison D., Mellar H., Bullen P., and Oliver M. (2009). Transforming Higher Education Through Technology-enhanced learning. York. Higher Education Academy.

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Gillett, A. and Hammond, A. (2008). Preparing for assessment in foundation programmes. *Inform: A journal for international foundation programme professionals*. 2. pp.304

Graham, S. (2009). Student Voice: Where do I learn best? *Blended Learning in Practice*. (1) 1.

Hilliard, A. (2006). Outline and Evaluation of a Joint European/Canadian "Virtual Mobility" (e-learning) Project. In *Electronic Journal of E-Learning* ISSN 1479-4403 available online at <http://www.ejel.org/volume-4/v4-i1/hillard-alan.pdf>.

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Porter, P. (2009). Getting the best from PowerPoint: 2 and 3 dimensional animations. *Blended Learning in Practice*. pp.20-27. June 2009.

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## Appendix 2 BLU Publications

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Hyde, R. and Jefferies, A. (2008). 'Listening to the Learners' Voices in HE- How do Students Reflect on their use of Technology for Learning?,' in Remenyi, D. (ed.) Proceedings of ECEL 2008, The 7<sup>th</sup> European Conference on e-Learning, November 2008. Held at the Grecian Bay Hotel, Agia Napa, Cyprus.

Jefferies, A. and Hyde, R. (2009). 'Lessons Learnt from Listening to the Learners' Voices in HE- how do students reflect on their use of technology for learning?' in Proceedings of 4<sup>th</sup> International Blended Learning Conference, June 2009. pp.210-218.

Jefferies, A. and Hyde, R. (2009). 'Building the future student's blended learning experience from current research findings' in Proceedings of the 8<sup>th</sup> European Conference on E-Learning (ECEL 2009) Bari. pp.282-286.

Jefferies, A., Goossens, Y. and Evans, J. (2009) 'The Student-Staff Mentoring Project at the University of Hertfordshire,' in Proceedings of the HEA conference, University of Manchester, 2009.

Jefferies, A., Hyde, R.S. and Bullen, P.R. (2008). 'How it was for me...' First steps on our Learners' Journeys through HE,' in Proceedings of the 6<sup>th</sup> International Networked Learning Conference, Sani Resort Halkidiki, Greece.

Jefferies, A., Kornbrot, D.E. and Quadri, N. (2006). 'Ubiquitous technology- does the e-learning environment match student expectations?' in Proceedings of the 1<sup>st</sup> International Conference for E-Learning (ICEL), UQAM, Montreal.

Jefferies, A., Quadri, N., Bullen, P.R. and Kornbrot, D.E. (2007). 'Investigating university students' prior experiences of technology and their expectations of using technology in their studies,' in Research Proceedings for ALT-C 2007, Nottingham.

Kornbrot, D.E. (2008). 'How was it for you? Psychophysics and the evaluation of student experience of e-learning,' in Schneider, B. (ed.) Proceedings of the 24th Annual Meeting of the International Society for Psychophysics, Fechner Day 2008. Toronto: International Society for Psychophysics.

Lilley, M. and Barker, T. (2006). 'Computerised adaptive testing: extending the range of assessment formats in a Computer Science course,' in Proceedings of Conference ICL2006, Villach, Austria.

Lilley, M. and Barker, T. (2006). 'Student attitude to adaptive testing,' in Proceedings of HCI 2006 Conference, Queen Mary, University of London.

Lilley, M. and Barker, T. (2006). 'Students' perceived usefulness of formative feedback for a computer-adaptive test,' in Proceedings of ECEL 2006: The European Conference on e-Learning, University of Winchester.

Lorimer, J. and Hilliard, A. (2009). 'Use of an electronic voting system (EVS) to facilitate teaching and assessment of decision making skills in undergraduate radiography education,' in Proceedings of 8<sup>th</sup> European Conference on E-learning, October 2009, University of Bari, Italy.

Lorimer, J. and Hilliard, A. (2008). 'What is your response? It's time to get personal,' in Proceedings of the 7th European Conference on e-Learning, Aiyia Napa, Cyprus.

Quadri, N., Jefferies, A., Bullen, P., Kornbrot, D. and Alltree, J.R. (2007). 'Using 'e-Diaries' to evaluate HE students' Personal Experiences of their learning environments,' in Proceedings of the 2<sup>nd</sup> International Conference on E-Learning, Columbia University, New York, USA.

Russell, M.B. (2005). 'Assessing to learn: enriching the assessment process,' in Proceedings of the International Conference of Engineering Education, Gliwice, Poland. Vol.2 pp.273-278. ISSN 15562-3580

Russell, M.B. (2007). 'Blended Learning: Enriching the class activity with technology,' in Proceedings of the American Society of Engineering Education, Hawaii.

## Appendix 2 BLU Publications

Russell, M.B. (2006). 'Intelligence-led teaching: Using the students' conceptions to drive the learning-conversation,' in Proceedings of the International Conference of Engineering Education, Puerto Rico. ISSN 1750-0044.

Russell, M.B. (2007). 'Using technology to support engineering laboratory studies,' in Proceedings of the American Society of Engineering Education, Hawaii.

Thornton, H.A. (2009). 'How do students choose and use technology for collaborative learning?,' in Proceedings of 4<sup>th</sup> International Blended Learning Conference, June 2009. pp.169-180. ISBN 978-1-905313-66-2.

**Appendix 2D Other publications**

<b><u>Author/s</u></b>	<b><u>Date</u></b>	<b><u>Title of work</u></b>	<b><u>Details of Publication</u></b>
Alltree, J.R.	2007	A practical introduction to podcasting	The HE Academy/Hospitality, Leisure, Sport and Tourism Network Link Number 17, pp.2-3.
Anderson, I	2007	The CABLE Project	Staff Development Matters. 9(3).
Anderson, I	2007	Change academy for blended learning enhancement: The CABLE project	Staff Development Matters. 8(1).
Bennett, S.J.	2007	MCQFM: Towards a Web 2.0 Approach to Objective Testing	JISC e-Learning Focus available online at: <a href="http://www.elearning.ac.uk/features/mcqfm">http://www.elearning.ac.uk/features/mcqfm</a>
Bennett, S.J.	2006	Using Enterprise WS to Connect Smirkboard to Perception	JISC E-Learning Focus 18 Dec, 2006.
Cubric, M.	2007	Analysis of the use of Wiki-based collaborations in enhancing students' learning	University of Hertfordshire Business School Working Paper (UHBS 2007:1).
Cubric, M.	2007	Good practice in using wikis to enhance learning, student support and retention for business students	BMAF Magazine, Higher Education Academy, Issue 1.
Cubric, M.	2007	Wiki-supported blended learning	UH LTDU Magazine.
Doolan, M.A.	2006	Bridging the Gap between	In "IT Now" and on BCS website; British Computer Society.

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		Academia and IT Professional Practice	
Doolan, M.A.	2007	Practitioner Experiences: Guidelines for Using a Wiki to Build Online Collaborative Learning Environments for Undergraduates	Innovations in Education and Teaching International, SEDDA.
Doolan, M.A.	2007	Setting up online collaborative learning groups using <i>Wiki</i> technology – a tutors' guide. Educational Developments	The magazine of the Staff and Educational Development Association Ltd (SEDA) 8 (2). pp.12-14.
Doolan, M.A.	2007	Take a risk with wiki work	The Times Higher Education Supplement (THES). December 7 <sup>th</sup> , 2007.
Doolan, M.A.	2007	Web 2.0: Social Software for Educational Use	Journal of the Learning Development Technology Unit (LTDU) Magazine.
Doolan, M.A., Stewart, W. and Rotheram, B.	2008	Hear, hear: using audio to enhance the student learning experience through feedback, self-reflection and collaborative learning.	JISC publication, available at: <a href="http://www.jisc.ac.uk/media/documents/publications/brochnextgenerationconf2008.pdf">http://www.jisc.ac.uk/media/documents/publications/brochnextgenerationconf2008.pdf</a>
Graham, S.	2009	Why use a Digital Camera in Higher Education and 'Shoot and Share' making the most of your Digital Camera.	<a href="http://www.youtube.com/user/UHSchoolofEducation#play/uploads/4/1tFkMwoMNuw">http://www.youtube.com/user/UHSchoolofEducation#play/uploads/4/1tFkMwoMNuw</a>

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Hilliard, A.	2006	Evaluation of different methods of online collaboration/group work supported within a virtual learning environment (MLE)	In Mendez Vilas, A., Solano Martin, A., Mesa Gonzalez, J., Mesa Gonzalez, J. A. (Eds), Current developments in technology-assisted education (2006) vol. 2. (pp 1442-1447). Badajoz (Spain): FORMATEX.
Jefferies, A.	2009	Researching Learners' Journeys STROLL: a JISC funded project	Report from the JISC funded STROLL project, available online at: <a href="http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy/strollanalysis.pdf">http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy/strollanalysis.pdf</a>
Jefferies, A.	2009	Researching Learners' Journeys STROLL: methodology report	Methodology Report from the JISC funded STROLL project <a href="http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy/strollmethodologypaper.pdf">http://www.jisc.ac.uk/media/documents/programmes/elearningpedagogy/strollmethodologypaper.pdf</a>
Jefferies, A. and Porter, P.	2009	Editorial	Issue 1 Blended Learning in Practice at <a href="http://www.herts.ac.uk/blip">http://www.herts.ac.uk/blip</a> ISSN 2041-1758.
Jefferies, A.	2008	STROLL review feature	<a href="http://www.guardian.co.uk/digitalstudent/good-news">http://www.guardian.co.uk/digitalstudent/good-news</a>
Porter, P. with Jefferies, A. and Bracq, A.	2010	Editorial	BLiP February 2010 Issue 2 Blended Learning in Practice at <a href="http://www.herts.ac.uk/blip">http://www.herts.ac.uk/blip</a>
Russell, M.B.	2006	Blended Learning - thoughts for the chalk / pc face.	JISC Inform 14, Summer 2006.
Russell, M.B.	2009	Well, what do you know?	Contribution to the Times Higher Education article. 29 <sup>th</sup> January, 2009.

## Appendix 3 External BLU Engagement

### Appendix 3A Conference Presentations

<u>Author/s</u>	<u>Date</u>	<u>Title of work</u>	<u>Event</u>	<u>Organisation/Location</u>
Adisen, A. and Barker, T.	10/07	Supporting the diversity of the E-learning 2.0 learners: The development of a psychological student model	E-Learn Conference.	Quebec City, Canada.
Adisen, A., Barker, T. and Britton, C.	08/07	Improving the user experience of complex applications: Adapting to the user's mental model	European Conference - 'Cognitive Ergonomics (ECCE)'	Covent Garden, London.
Alltree, J.R.	05/05	All change please! Individual and Institutional perspectives on blending e-learning and traditional learning activities effectively.	Embedding E-Learning – 'Getting the blend right'.	Higher Education Academy. De Montfort University.
Alltree, J.R.	07/06	Blue skies or blue haze?- the Blended Learning Unit one year on	UCISA TLIG-SDG user support event.	Cambridge University.
Alltree, J.R.	10/05	Sharing Blended Learning Activities.	The Blended Learning Unit at 'Sharing Blended Learning Activities. Supporting Sustainable eLearning Forum of the Higher Education Academy.	London Metropolitan University.
Alltree, J.R.	07/06	The Blended Learning Suite	National JISC/HEA Conference - 'Technology rich learning spaces'.	University of Hertfordshire.

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Alltree, J.R.	07/05	Understanding Blended Learning at 'e-learning in Staff Development'	E-learning in Staff Development Conference. - 'Understanding Blended Learning'.	Southern Universities Regional Administrative Training Consortium (SURATC), University of Hertfordshire.
Alltree, J.R.	01/06	Using e-technologies to support learning.	ESCALATE CETL event.	Stranmillis University College, Belfast.
Anders, A. and Thornton, H.A.	09/08	The use of wikis and podcasting to promote the learning of a pathology and to develop verbal communication skills	Faculty of Health and Human Sciences Teaching and Learning Conference.	University of Hertfordshire.
Anders, A. and Thornton, H.A.	06/08	Using Podcasting to develop oral skills required for physiotherapy practice	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.	University of Hertfordshire.
Anderson, I.	07/06	Blended learning and StudyNet	1 <sup>st</sup> Annual Conference for Independent Healthcare Managers.	University of Hertfordshire.
Barker, T.	12/08	Assessing the affordances of a virtual learning environment	Social Media Tools for Student Engagement Conference.	University of the West of England.
Barker, T.	04/09	Assessing the benefits of studying in a virtual world	Learning in Virtual Worlds Conference.	University of Sunderland.
Barker, T.	07/08	Computer Adaptive Testing in Higher Education: The Validity and Reliability of the approach	12 <sup>th</sup> Computer Assisted Assessment Conference.	Loughborough University.
Barker, T.	05/08	E-Learning 2.0 and Kolb's Learning Styles Inventory	SOLSTICE Conference.	Edge Hill University.

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Barker, T.	07/09	Extending an Automated Feedback System based on Computer Adaptive Assessment	Assessment in Higher Education Conference.	University of Cumbria.
Barker, T.	07/09	Group working in 3D virtual worlds: pedagogy, usability and affordances	E-Learning 2.0 Conference.	Brunel University.
Barker, T.	10/07	How podcasts can be used to support constructive learning	ECEL Conference.	Copenhagen, Denmark.
Barker, T.	11/08	Research in Virtual Environments (provisional title) paper accepted	ReLIVE.	Open University.
Barker, T.	06/08	Supporting Individual Learners Using Blended Learning	13 <sup>th</sup> European Learning Styles Conference (ELSIN).	Vlerick Leuven Gent Management School, Belgium.
Barker, T.	03/09	The Affordances of studying in a virtual world.	Teach and Play in 3D Virtual Worlds Conference.	City University.
Barker, T.	04/08	The design, testing and evaluation of a student model for Blended Learning with web 2.0	Shock of the Old Conference.	Oxford University.
Barker, T.	06/08	The development and testing of an empirically based skills inventory for Blended Learning with web 2.0	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.	University of Hertfordshire.
Barker, T.	03/07	Using podcasts to support constructive learning	Shock of the Old Conference.	Oxford University.
Barker, T.	07/07	Individualising Learning on the Large Scale: Research into student profiling approaches	HEA Conference.	Harrogate International Centre.
Barker, T. and Barker,	06/07	Learning Style and Preference in WorkPlace	European Learning	University of Dublin.

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J.		Training	Styles Information Network Conference.	
Barker, T. and Barker, J.	09/08	Supporting Effective Group Working on a Computer Science Project: An Empirical Study	11 <sup>th</sup> International Conference - 'Computer Aided Learning (ICL)'. Villach, Austria.	
Barker, T. and Bennett, S.	05/08	Factors that hinder and assist learning and working in virtual environments: An empirical study	ALT-C Conference.	University of Hertfordshire.
Barker, T. and Bennett, S.	10/09	Learning in a virtual world: Recording the perceptions of learners	ALT-C Conference.	University of Manchester.
Barker, T. and Lee, S.Y.	09/07	The use of video and chat in the verification of user identity during online assessment	ALT-C Conference.	University of Nottingham.
Barker, T., Lilley, M and Britton, C.	09/06	A student model based on computer adaptive testing to provide automated feedback: The calibration of questions	ALT-C Conference.	Heriot-Watt University.
Barker, T., Lilley, M. and Britton, C.	06/06	Computer Adaptive Assessment and its use in the development of a student model for blended learning.	1 <sup>st</sup> International Blended Learning Conference- 'Promoting Dialogue in Innovation and Practice'.	University of Hertfordshire.
Barker, T., Lilley, M. and Werry, I.P.	30/6/09-2/07/09	An automated feedback system based on adaptive testing: a case study	HEA Conference.	University of Manchester.
Barrett, R. and Jefferies, A.	11/05	The best of all possible worlds – developing blended learning from lessons learnt in on-line and face-to-face	5 <sup>th</sup> European Conference for E-Learning (ECEL).	Amsterdam, The Netherlands.

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		teaching		
Bennett, S.	07/07	Critical Success factors for Automated Speech Recognition in the Classroom	HCI- International Conference.	Beijing, China.
Bullen, P.R. and Foley, P.	06/09	Elluminate Presentation	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Bullen, P.R.	03/07	What is the learning Environment?	Presentation to the Southern Universities Management Seminar - 'Managing the learning Environment'	Kings College, London.
Bullen, P.R.	03/08	Blended Learning- What is it and How to use it	Engineering Education Futures Forum.	Twin Waters, Queensland, Australia.
Bullen, P.R.	09/06	Embedding Blended Learning at UH	Presentation to Learning and Teaching Committee.	Simon Fraser University, Vancouver, Canada.
Bullen, P.R.	09/06	Embedding Blended Learning at UH	University of Calgary: Teaching and learning centre (and webcast) - 'seminar series'.	Calgary, Canada.
Bullen, P.R.	07/08	Experiences of using Elluminate with first year Engineering Degree students	Open University Mathematics ON-Line conference - 'Teaching mathematics	Open University, Milton Keynes.

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			with On-Line tutorials'.	
Bullen, P.R.	06/06	Introduction to the First International blended learning conference	1 <sup>st</sup> International Blended Learning Conference- Promoting Dialogue in Innovation and Practice.	University of Hertfordshire.
Bullen, P.R.	07/06	Learning Spaces- the UH approach.	National JISC/HEA Conference - 'Technology rich learning spaces'.	University of Hertfordshire.
Bullen, P.R. and Alltree, J.R.	03/08	Blended Learning Strategy and Benefits	Blended Learning Seminar.	University of Helsinki, Finland.
Bullen, P.R. and Alltree, J.R.	07/07	Innovation in teaching- Blended learning Approaches	Lifelong Learning in Pharmacy.	University of Hertfordshire.
Bullen, P.R.	01/06	Blended Learning at UH.	Education Faculty Conference.	Liverpool Hope University.
Bullen, P.R. and Piper, D.	12/05	StudyNet - Not an open source but locally developed.	HEA/JISC national conference - 'Open Source MLEs: The Next Generation'.	St. John College, York.
Bullen, P.R. and Piper, D.	06/06	StudyNet - Not an open source but locally developed.	HEA/JISC National Conference - 'Open Source MLEs, The Next Generation'.	Cambridge University.
Bullen, P.R. and Stiles, M.	11/08	Achieving transformational change - making it happen?	JISC Innovating e-Learning online conference.	online at: <a href="http://www.jisc.ac.uk/whatwedo/programmes/elearningpedagogy/elpconference08/presentations.aspx">www.jisc.ac.uk/whatwedo/programmes/elearningpedagogy/elpconference08/presentations.aspx</a>

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Bullen, P.R., Quadri, N. and Jefferies, A.	05/07	Exploring Students Views Using Video Diaries	Solstice Conference.	Edge Hill University.
Bullen, P.R., Quadri, N. and Jefferies, A.	06/07	Video Diaries	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the net generation learner'.	University of Hertfordshire.
Bullen, P.R., Quadri, N., Jefferies, A., and Kornbrot, D.E.	06/07	Using e-Diaries to evaluate HE students' personal experiences of their learning environments	2 <sup>nd</sup> International Conference on 'E- learning' (ICEL).	Teachers College, Columbia University, New York.
Cubric, M.	09/08	Agile Learning and teaching with wikis: building a pattern	WikiSym University of Portugal (2008).	University of Porto, Portugal.
Cubric, M.	05/07	Using wikis for summative and formative assessment	REAP International Online Conference - 'Assessment design for learner responsibility'	Online.
Cubric, M.	10/07	Wiki-based framework for blended learning	The International Symposium on Wikis.	Montreal, Canada.
Cubric, M. and Luz, S.	06/09	How to teach and assess collaborative writing	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Cubric, M., Banks, M., Bond, A.,	07/08	Scaling up wiki-based blended learning environment.	ICIE Conference.	Paris, France.

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Fletcher, A., Hobson, J., Luz, S. and Robins, K.				
Doolan, M.A.	03/07	Developing an Online Community and Web 2.0 Social Software: Wiki	School of Education Events Programme.	University of Hertfordshire.
Doolan, M.A.	09/06	Empowering Students: Using Wiki to create and structure collaborative learning environments in Higher Education	ALT-C Conference	Edinburgh.
Doolan, M.A.	11/07	Web 2.0: Personalised learning in a dynamic multi-mode learning environment to support group based assessment	Online Educa.	Berlin, Germany.
Doolan, M.A.	09/08	Instead of merely tweaking content try a 21st century makeover which shifts the emphasis from the tutor to learners	ALT-C Conference.	University of Leeds.
Doolan, M.A., Stewart, W., Hartley, P. and Simpson, M.	09/08	Web 2.0: The Digital Divide between the Net Generation Learner, Institution and Practice.	ALT-C Conference.	University of Leeds.
Doolan, M.A.	08/09	Bridging the Gap: Adapting curriculum design and teaching practice to engage the net generation learner in an online learning community.	3 <sup>rd</sup> International Blended Learning Conference- 'Engaging students in the curriculum'.	University of Hertfordshire.
Doolan, M.A.	07/07	Collaborative Student learning and the Role of the Tutor: Using online Web 2.0 technologies (Wiki) to enhance traditional face-to-face	HEA Conference.	Harrogate.

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		teaching and to improve the HE student learning experience.		
Doolan, M.A.	12/09	Does Your Computer Answer Back?	Online Educa	Berlin, Germany.
Doolan, M.A.	11/09	Making the tacit explicit: Developing a pedagogy using WEB 2.0 to engage the net generation learner.	International Conference of Education, Research and Innovation (ICERI).	Madrid, Spain.
Doolan, M.A. and Barker, T.	06/05	Online Versus Offline Group Work: Experiences to Develop Blended Learning	HEA Conference.	Heriot-Watt University, Edinburgh.
Doolan, M.A. and Russell, M.B.	06/06	Experiences of using a wiki to support a conference	1 <sup>st</sup> International Blended Learning Conference- "Blended Learning - Promoting Dialogue in Innovation and Practice".	University of Hertfordshire.
Doolan, M.A. and Stewart W.	07/08	Listen to this: enhancing the learner experience through the use of audio within next generation technologies.	HEA Conference.	Harrogate International, Harrogate.
Doolan, M.A. and Stewart, W.	06/08	Audio Supported Enhanced Learning (ASEL)	Podcasting for Pedagogical Purposes (PPP) Special Interest Group (SIG).	University of Chester.
Doolan, M.A. and Stewart, W.	04/08	Skilled With Audio Tools (SWAT)	JISC Emerge	Online Dragons Den.
Egan, C. and Jefferies, A.	11/05	Providing Fine-grained feedback within an On-line Learning system – Identifying the Workers from the Lurkers and the Shirkers.	4 <sup>th</sup> European Conference for E-Learning (ECEL).	Amsterdam, The Netherlands.

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Evans, J.	06/06	Blended Learning Techniques to Improve Student Participation	1 <sup>st</sup> International Blended Learning Conference- "Blended Learning - Promoting Dialogue in Innovation and Practice".	University of Hertfordshire.
Flynn, S.	09/08	Increasing accredited work experience - meeting a strategic target	ASET the Placement & Employability Professionals Annual Conference.	University of Plymouth.
Flynn, S. and Culliford, S.	07/08	Who sets the agenda? A case study of developing a working relationship with a local SME to provide in-company education programmes	HEA Conference.	Harrogate International Centre, Harrogate.
Flynn, S., Griffiths, S. and Copland, G.	12/08	Work Integrated Learning in the UK	WACE 7 <sup>th</sup> Annual International Symposium - 'Work Integrated Learning with the Compostela Group of Universities'.	Complutensa University of Madrid, Madrid, Spain.
Goossens, Y. and Jefferies, A.	12/08	Identifying the Gaps in Use of Technology for Academic Purposes Between New and Graduating Students	Online Educa	Berlin, Germany.
Goossens, Y., Evans, J. and Jefferies, A.	06/09	The Student-Staff Mentoring Project at the University of Hertfordshire	21 <sup>st</sup> Annual ED-Media Conference.	Hawaii, USA.
Goossens, Y., Evans, J. and Jefferies, A.	07/09	The Student-Staff Mentoring Project at the University of Hertfordshire	HEA Conference.	Manchester.

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Groefsema, M. and Thornton, H.A.	07/06	Students' perceptions on the use of an Electronic Voting System: Two case studies.	HEA Conference.	
Gulc, E., Bullen, P.R. and Anderson, I.	12/09	Supporting an Institutional Blended learning Mission Through a Structured Change Management Programme	ASCILITE	University of Auckland, New Zealand.
Hilliard, A.	11/06	Evaluation of different methods of on-line collaboration/group work supported within a virtual learning environment (MLE).	4 <sup>th</sup> International Conference - 'Multimedia and Information and Communication Technologies in Education (m-ICTE)'.	
Hilliard, A.	11/05	Outline and Evaluation of a Joint European/Canadian "Virtual Mobility" (e-learning) Project.	4 <sup>th</sup> European Conference for E Learning (ECEL).	Amsterdam, The Netherlands.
Hilliard, A.	02/08	Podcasting at the University of Hertfordshire	Podcasting for Pedagogic Purposes - Building a practitioners' Specialist Interest Group.	Chester.
Hyde, R. and Jefferies, A.	06/09	Lessons Learnt from Listening to the Learners' Voices in HE- how do students reflect on their use of technology for learning?	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Hyde, R. and Jefferies, A.	11/08	Listening to the Learners' Voices in HE- How do Students Reflect	7 <sup>th</sup> ECEL.	Agia Napa, Cyprus.

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		on their use of Technology for Learning?		
Hyde, R. and Jefferies, A.	11/08	STROLL cluster diagrams for the Showcase discussion	JISC Innovating e-Learning online conference.	online at: <a href="http://www.jisc.ac.uk/whatwedo/programmes/elearningpedagogy/elpconference08/presentations.aspx">www.jisc.ac.uk/whatwedo/programmes/elearningpedagogy/elpconference08/presentations.aspx</a>
Jefferies, A.	01/08	'Embedding e-learning – investigating the student experience of using technology to support learning'	Annual Learning and Teaching Conference.	University of Ulster.
Jefferies, A.	04/08	'Listening to the voice of the digital native: students' use of Web 2.0 technologies at a UK University'	Shock of the Old Conference.	University of Oxford Computing Services.
Jefferies, A.	01/09	'Researching the Learners' Journeys: Students' diary reflections on using e-learning'	JISC National Workshop - 'Invited speaker'.	JISC at Goodenough College, London.
Jefferies, A.	04/08	'Unlocking the full potential of technology in student learning – the student voice'	HEFCE Vice Chancellors Conference.	University of Warwick.
Jefferies, A.	05/09	'Using video diaries to research the undergraduate student learning experience'	Researching Student Learning Conference.	Open University, Milton Keynes.
Jefferies, A.	06/06	How is the growing use of mobile devices affecting the design of on-line learning?	International Conference for E-Learning (ICEL) - 'Panel Member for conference discussion'.	UQAM, Montreal, Canada.

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Jefferies, A.	09/06	The e-Learning Benchmarking Expeditionary Force-symposium speaker for the pilot benchmarking team from Hertfordshire BLU	ALT-C Conference	Heriot Watt University.
Jefferies, A.	06/09	Listening to Learners' Voices	ELESIG symposium.	University of Glamorgan.
Jefferies, A. and Goossens, Y.	06/08	Technology at University: New Students' Expectations for Social and Academic Uses	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.	University of Hertfordshire.
Jefferies, A., Quadri, N., Kornbrot, D.E. and Bullen, P.R.	08/07	7 days in the life of a Net generation student – eLearning opportunities and social networking	ALT-C Conference.	University of Nottingham.
Jefferies, A. Warren, V. and Bullen, P.R.	10/07	Engaging with Blogs to Develop an Online Staff and Student learning Community	6 <sup>th</sup> European Conference - 'E-learning (ECEL)'.	Copenhagen, Denmark.
Jefferies, A., Goossens, Y. and Evans, J.	06/09	The Student-Staff Mentoring Project at the University of Hertfordshire	ED-MEDIA 2009 World Conference - 'Educational Multimedia'.	Hawaii, USA.
Jefferies, A., Kornbot, D. and Quadri, N.	06/06	Ubiquitous technology- does the e-learning environment match student expectations?	1 <sup>st</sup> International Conference on e-learning.	UQAM, Montreal, Canada.
Jefferies, A., Kornbrot, D.E. and Quadri, N.	06/06	New generation learners - does the e-learning environment match student expectations?	1 <sup>st</sup> International Blended Learning Conference- Blended Learning - Promoting	University of Hertfordshire.

Appendix 3 External BLU Engagement

			Dialogue in Innovation and Practice.	
Jefferies, A., Quadri, N. and Kornbrot, D.E.	09/06	Designing learning for the iPod generation - investigating university students' prior experiences of technology and their studies	European Educational Research Association Annual Conference.	Geneva, Switzerland.
Jefferies, A.	10/08	Keynote speaker: 'Researching the Learners' Journeys'	2 <sup>nd</sup> Annual COHERE Conference - 'Blended Learning'.	York University, Toronto, Canada.
Jefferies, A. and Hyde, R.	10/09	Building the future student's blended learning experience from current research findings	8 <sup>th</sup> ECEL Conference	University of Bari, Italy
Kornbrot, D.E.	2006	Psychology experience and the benchmarking of e-learning in Higher Education.	Paper presented at the European Mathematical Psychology Group.	
Kornbrot, D.E.	2007	'Quality'? indicators from combining Likert items and other measures from surveys.	Paper presented at the Radical Statistics Conference.	
Kornbrot, D.E.	06/09	Student use of E-Learning Resources: the effect of discipline and level; and the association with performance and satisfaction.	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Kornbrot, D.E.	06/08	How was it for you? Comparing the relation between assessment practice, student satisfaction and grades for a full range of subjects	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.	University of Hertfordshire.

Appendix 3 External BLU Engagement

Lilley, M. and Barker, T.	05/07	Adaptive Testing in Higher Education: a case study	Solstice Conference.	Edge Hill University.
Lilley, M. and Barker, T.	09/06	Students' perceived usefulness of formative feedback for a computer-adaptive test.	5 <sup>th</sup> European Conference of e-Learning (ECEL).	University of Winchester.
Lorimer, J. and Hilliard, A.	10/07	Net gen or not gen? Student and Staff Evaluations of the use of Podcasts/Audio Files and an Electronic Voting System (EVS) in a Blended Learning Module	6 <sup>th</sup> European Conference - 'E-learning (ECEL)'.	Copenhagen, Denmark.
Lorimer, J. and Hilliard, A.	09/09	Redesigning a curriculum to enhance the student learning experience	Faculty of Health and Human Sciences Annual Learning and Teaching conference	University of Hertfordshire.
Lorimer, J. and Hilliard, A.	06/08	Teaching pathology to student radiographers – a new approach using learning technologies.	UKRC.	NIA, Birmingham.
Lorimer, J. and Hilliard, A.	10/09	Use of an EVS to facilitate the teaching and assessment of clinical decision making skills in undergraduate radiography education	8 <sup>th</sup> European Conference on E-learning.	University of Bari, Italy.
Lorimer, J. and Hilliard, A.	06/07	Using podcasts/audio downloads and an electronic voting system to transform a traditionally delivered module into a blended learning module	2 <sup>nd</sup> International conference - 'E-learning (ICEL)'.	Teachers College, Columbia University New York.
Lorimer, J. and Hilliard, A.	11/08	What is your response? It's time to get personal	7th European Conference of E-Learning.	Agia Napa, Cyprus.
Mayer, T., Morrison, D., Adamson,	09/07	The Pathfinder symposium: Just where are institutions going with e-learning?	ALT-C Conference.	Nottingham.

Appendix 3 External BLU Engagement

V., Salmon, G., Anderson, I. and Trigg, R.				
Middleton, A. and Hilliard, A.	04/08	Themed examples of Podcasting and Discussion	Podcasting for Pedagogic Purposes - Building a practitioners' Specialist Interest Group.	University of Hertfordshire.
Oliver, A., Dyer, M., Graham, S. and Teague, J.	06/08	Developing Student Identity, Values and Employability Skills Through the Use of Video Logs.	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.	University of Hertfordshire.
Pinn, A.	09/06	Blended learning in Art and Design. A perspective from the University of Hertfordshire	Designs on e-Learning - 'Teaching and Learning with Technology in Art and Design and Communication'.	University of the Arts, London.
Porter, P.	09/08	Using graphical animations in PowerPoint.	Faculty of Health and Human Sciences Teaching and Learning Conference.	University of Hertfordshire.
Quadri, N.	03/07	Student involvement in the Blended Learning Unit	CETL conference.	University of Warwick.
Russell, M.B.	06/09	Assessment: the Heart of Blended Learning	4 <sup>th</sup> International Blended Learning Conference- 'Engaging students in the	University of Hertfordshire.

Appendix 3 External BLU Engagement

			curriculum'.	
Russell, M.B.	10/08	Engaging students via student-unique weekly assessed tutorial sheets: A four year review	Frontiers of Education Conference.	New York, USA.
Russell, M.B.	07/06	Intelligence-led teaching: Using the Students' conceptions to drive the learning-conversation.	International Conference of Engineering Education.	Puerto Rico.
Russell, M.B.	06/06	Technology to support assessment and feedback	HEA Conference on Assessment and Feedback.	London.
Russell, M.B.	07/08	Using an electronic voting system to enhance learning and teaching	Engineering Education International conference - 'Innovation, good practice and research in engineering education'.	Loughborough University.
Russell, M.B.	06/08	Blended Learning: Enhancing and Extending the classroom	Presentation to the HEA Languages, Linguistics and Area Studies Subject Centre.	Bristol University.
Russell, M.B.	06/08	Blended Learning: The student voice	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.	University of Hertfordshire.
Russell, M.B.	06/07	Using an Electronic Voting System to engage students	2 <sup>nd</sup> International Blended Learning	University of Hertfordshire.

Appendix 3 External BLU Engagement

			Conference- 'Supporting the net generation learner'.	
Saward, G. and Pye, L.	11/08	Tagging Electronic Resources for Modules - A case study in Web 2.0 People and Technology	7 <sup>th</sup> European Conference of E-Learning (ECEL).	Agia Napa, Cyprus.
Teague, J., Dickerson, C. and Levy, R.	11/07	Enhancing the support for students' reading at Master's level	International Professional Development Association (IPDA) Conference.	Belfast, Northern Ireland.
Teague, J.	06/09	Reusable Learning Objects: students and staff perceptions from the CABLE 3 School of Education project	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Thornton, H.A.	06/09	How do students' choose and use technology for collaborative learning?	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Thornton, H.A.	05/06	Students' Perceptions Of Using An Electronic Voting System To Support Debates: Case Study.	SOLSTICE Conference.	Edge Hill University.
Thornton, H.A. and Alltree, J.R.	03/08	A Case Study of Technology supported collaborative learning	3 <sup>rd</sup> Symposium on Social Learning Space - 'Redesigning Universities'.	Oxford Brookes.

Appendix 3 External BLU Engagement

Wiggins, P.	06/09	Blended learning: what works for you? The student voice: A case study comparing the experience of campus based and distance learning students	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Wiggins, P.	01/08	EVS and its role in academic law classes; E-learning seminar series 2 - e-assessment	UKCLE Conference.	HEA, Bristol.

**Appendix 3B Conference poster presentations**

<b><u>Author/s</u></b>	<b><u>Date</u></b>	<b><u>Title of work</u></b>	<b><u>Event</u></b>
Anderson, A. and Oliver, A.	06/08	We don't know what we don't know' A resource to support staff use of learning technologies	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.
Anderson, I. and Hilliard, A.	07/06	A support structure for staff use of a managed learning environment (MLE) within the Faculty of Health and Human Sciences	HEA Conference.
Anderson, I., Alltree, J.R., Thornton, H.A. and Bullen, P.R.	06/07	CABLE: An HEA Pathfinder project involving 6 Schools at the University of Hertfordshire	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.
Anderson, I., Alltree, J.R., Bullen, P.R. and Thornton, H.A.	05/07	The CABLE Project at the University of Hertfordshire	ALT-C Conference.
Anderson, I., Bullen, P.R., Thornton, H.A. and Alltree, J.R.	06/08	Changing Blended Learning Practice in > 15 Academic Schools	HEA Pathfinder: Final Event.
Barker, T.	05/06	Intelligent Blended Learning Objects: Developing Student Models	BLU Launch Event.
Barker, T.	06/06	Intelligent Blended Learning Objects: Developing Student Models	1 <sup>st</sup> International Blended Learning Conference- 'Blended Learning - Promoting Dialogue in Innovation and Practice'.
Bennett, S.	05/06	A Quick Recipe for Making Online Learning Materials	BLU Launch Event.

Appendix 3 External BLU Engagement

Bennett, S.	06/06	A Quick Recipe for Making Online Learning Materials	1 <sup>st</sup> International Blended Learning Conference-'Blended Learning - Promoting Dialogue in Innovation and Practice'.
Bullen, P.R., Russell, M.B. and Jefferies, A.	07/09	Harnessing technology, transforming higher education for the Future	Poster HEA Conference, University of Manchester.
Cubric, M. and Oliver, A.	09/08	Wiki platform for presentations and workshops	WikiSym.
Cubric, M. and Tripathi, V.	07/07	Simple E-learning Semantic Tool	10 <sup>th</sup> International Protégé Conference.
Cubric, M., Banks, M., Bond, A., Fletcher, J., Hobson, J., Luz, S. and Robins, K.	09/08	A cross school pilot project to establish good practices for collaborative learning through the use of wikis.	3 <sup>rd</sup> International Blended Learning Conference-'Enhancing the Student Experience'.
Doolan, M. A.	06/06	Using Wiki as an Online Collaborative Space: The Student Experience.	1 <sup>st</sup> International Blended Learning Conference-'Blended Learning - Promoting Dialogue in Innovation and Practice'.
Doolan, M.A.	06/07	'Group Work' Scenario' using Wiki for group work in the context of learning groups and grouping for assessment	2 <sup>nd</sup> International Blended Learning Conference-'Supporting the Net Generation Learner'.
Doolan, M.A.	03/08	Social Networking technologies impact on the learner.	Science and Technology Research Institute (STRI) Showcase Launch - 'Research in Motion Stand'.

Appendix 3 External BLU Engagement

Doolan, M.A.	05/08	Using Blogs and Paper Based learning journals to develop students' ability to reflect on their learning.	ALT-C Conference.
Doolan, M.A.	06/07	Using Web 2.0 Social Software: Multi-Mode Assessment Choice	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.
Doolan, M.A.	07/07	Using Web 2.0 Social Software: Multi-Mode Assessment Choice	HEA Conference.
Doolan, M.A.	06/07	Using Web 2.0 Social Software: Wiki Technology to support Group based Assessment	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.
Doolan, M.A.	05/06	Using Wiki as an Online Collaborative Space: The student experience.	BLU Launch Event.
Doolan, M.A.	06/06	Using Wiki as an Online Collaborative Space: The Student Experience.	School of Computer Science at 40 years, External Event.
Doolan, M.A.	07/07	Building a Learning Community Online to Complement Traditional Face-to-Face Practice in Higher Education	HEA Conference.
Doolan, M.A.	05/08	Listen to this: enhancing the learner experience through the use of audio within next generation technologies	ALT-C Conference.
Doolan, M.A. and Barker, T.	06/06	A Comparative Study: Student Learning using Online and Offline Group Work	1 <sup>st</sup> International Blended Learning Conference- 'Blended Learning - Promoting Dialogue in Innovation

Appendix 3 External BLU Engagement

			and Practice'.
Doolan, M.A. and Barker, T.	06/06	A Comparative Study: Student Learning using Online and Offline Group Work.	School of Computer Science at 40 years, External Event.
Doolan, M.A. and Stewart, W.	07/08	Audio Supported Enhanced Learning	JISC Innovation Forum.
Doolan, M.A. and Stewart, W.	07/08	Audio Supported Enhanced Learning.	HEA Conference.
Doolan, M.A. Stewart, W.	06/08	Audio Supported Enhanced Learning.	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.
Garnier, T. & Russell M.B.	07/07	Pharmaceutical Weekly Assessed Tutorial Sheets (PWATS)	Lifelong learning in pharmacy education.
Goossens, Y. and Evans, J.	06/09	Win-Win-Win - The Student-Staff Mentoring Project at the University of Hertfordshire	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.
Hilliard, A., Herbland, A. and Beeton, K.	06/08	Development of a PG framework for a blended approach to educational provision in the School of Health and Emergency Professions	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.
Hilliard, A.	06/06	Evaluation of different methods of online collaboration/group work – A project overview	1 <sup>st</sup> International Blended Learning Conference- 'Blended Learning - Promoting Dialogue in Innovation and Practice'.
Hilliard, A.	05/06	Evaluation of different methods of online	BLU Launch Event.

Appendix 3 External BLU Engagement

		collaboration/group work – A project overview.	
Hilliard, A. and Lorimer, J.	06/09	Integrating Podcasts/Audio Downloads and an Electronic Voting System (EVS) into module design – A Student Evaluation	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.
Jefferies, A.	04/06	Designing for the i-POD generation - Investigating students' prior expectations and experiences of technology	Blended learning Conference - 'Combined Universities in Cornwall'.
Jefferies, A.	06/07	First Steps – Introducing the STROLL project	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.
Jefferies, A. and Goossens, Y.	09/08	Did the university MLE benefit exiting students' studies?	ALT-C Conference.
Jefferies, A. and Goossens, Y.	06/08	Technology at University: New Students' Expectations for Social and Academic Uses	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.
Jefferies, A. and Hyde, R.	07/09	Great Expectations for technology supported learning: building a future student experience	HEA Conference.
Jefferies, A., Quadri, N. and Kornbrot, D.E.	09/06	Plotting the landscape of the digital native	ALT-C Conference.
Kornbrot, D.E.	05/06	ASAIL – Assessment Support for Advancing Integrated Learning.	BLU Launch Event.
Kornbrot, D.E.	06/06	ASAIL – Assessment Support for Advancing Integrated Learning	1 <sup>st</sup> International Blended Learning Conference-'Blended

Appendix 3 External BLU Engagement

			Learning - Promoting Dialogue in Innovation and Practice'.
Lorimer, J. and Hilliard, A.	06/07	Using podcasts/audio downloads and an electronic voting system to transform a traditionally delivered module into a blended learning module – A work in progress	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.
Peterson, D.	06/06	Science Experience for Health Professionals	1 <sup>st</sup> International Blended Learning Conference-'Blended Learning - Promoting Dialogue in Innovation and Practice'.
Pinn, A.	05/06	Poster on “Textiles Techniques”.	BLU Launch Event.
Pinn, A.	06/06	Poster on “Textiles Techniques”.	1 <sup>st</sup> International Blended Learning Conference-'Blended Learning - Promoting Dialogue in Innovation and Practice'.
Quadri, N.	05/06	What do students really think?	BLU Launch Event.
Quadri, N.	06/06	What do students really think?	1 <sup>st</sup> International Blended Learning Conference-'Blended Learning - Promoting Dialogue in Innovation and Practice'.
Russell, M.B.	05/06	Just-in-Time-Teaching	BLU Launch Event.
Russell, M.B.	06/06	Just-in-Time-Teaching	1 <sup>st</sup> International Blended Learning Conference-'Blended Learning - Promoting Dialogue in Innovation

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			and Practice'
Russell, M.B.	06/07	Using an Electronic Voting System to engage students	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.
Saward, G. and Pye, L.	06/08	On-line resource discovery and sharing - can it work?	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.
Siau, J.	06/09	The Future of 3D Stereoscopic in Higher Education	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.
Teague, J.	06/09	Reusable Learning Objects: students and staff perceptions from the CABLE 3 School of Education project	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.
Teague, J. and Oliver, A.	06/08	Evolution of a blog: a five step model	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.
Thornton, H.A.	10/09	How do undergraduate students use online and classroom technology to support their collaborative learning for seminar presentations?	Chartered Society of Physiotherapy Congress.
Thornton, H.A.	07/09	Students' beliefs on collaborative learning impact on their choice and use of technology	The Future of the Student Learning experience.

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Thornton, H.A.	05/06	Students' Perceptions of Student Produced Materials in Collaborative Blended Learning: A Case Study	BLU Launch Event.
Thornton, H.A.	05/06	Students' Perceptions of Student Produced Materials in Collaborative Blended Learning: A Case Study	SOLSTICE Conference.
Thornton, H.A., Simmonds, J. and Wyer, S.	06/07	Don't just podcast your lectures: Two different used of podcasts to support learning.	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.
Vuolo, J., Fletcher, J., Anderson, I., Price, J., Charles, M. and Alltree, J.R.	06/07	The Tissue Viability CABLE Project	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.
Wiggins, P.	06/07	A model of blended learning	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.
Wiggins, P.	05/06	Some Approaches to Blended Learning from the School of Law	BLU Launch Event.
Wiggins, P.	06/06	Some Approaches to Blended Learning from the School of Law	1 <sup>st</sup> International Blended Learning Conference- 'Blended Learning - Promoting Dialogue in Innovation and Practice'.

**Appendix 3C List of Conference Workshops**

<b><u>Author/s</u></b>	<b><u>Date</u></b>	<b><u>Title of work</u></b>	<b><u>Event</u></b>	<b><u>Organisation/Location</u></b>
Anderson, I.	06/07	Engaging staff in blended learning	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.	University of Hertfordshire.
Anderson, I. and Thornton, H.A.	06/09	Effecting Change in Learning and Teaching Practice: sharing the CABLE experience	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Anderson, I. Thornton, H.A., Alltree, J.R. and Bullen, P.R.	06/09	Embedding sustainable change in learning and teaching through a local Change Academy approach.	HEA Conference.	University of Manchester.
Barker, T.	06/09	Measuring the affordances of studying in a virtual world	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Beetham, H., Lessner, E., Sharpe, R. and	09/08	Mind the gap...understanding the space between the institution and the	ALT-C Conference.	University of Leeds.

Appendix 3 External BLU Engagement

Jefferies, A.		learner		
Bennett, S.	06/09	Introducing Smirk 2.0 - an Open Source Lecture Capture Solution	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Bennett, S. and Kraithman, D.	06/06	SMIRK Workshop	1 <sup>st</sup> International Blended Learning Conference- 'Promoting Dialogue in Innovation and Practice'.	University of Hertfordshire.
Brown, S., Toole, A., Bullen, P. and Sheppard, M.	09/09	Curriculum Design Challenges	ALT-C Conference.	Manchester.
Bryant, T., Macauley, M. and Relph, A.	05/09	Employing Employability into the curricula	BMAF Annual Conference.	HEA.
Bullen, P.R., Owen, C., Masson, A. Nicol, D. and Conole	09/09	Representing Curriculum Design	ALT-C Conference.	Manchester.
Bullen, P.R.	09/08	Blended learning a case study	Visiting Professors Workshop on Experience led	Royal Academy of Engineering, London.

Appendix 3 External BLU Engagement

			Degrees.	
Bullen, P.R., Nicol, D., Galley, R. and Masson, A.	10/09	Curriculum Design	JISC Learning and Teaching Experts Group meeting,	JISC, Birmingham.
Cubric, M. and Banks, M.	11/08	Wikis in Learning and Teaching: why and how	BMAF Conference - 'Increasing Student Engagement'.	University of Hertfordshire.
Cubric, M., Oliver, A. and Doolan, M.A.	06/08	Classroom 2.0 ("flattening the walls")	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.	University of Hertfordshire.
Cubric, M.	07/09	Developing transferable and digital literacy skills with wiki-based learning activities	HEA/JISC Workshop on Supporting Progression and Pedagogy & the role of technology in enhancing student retention	
Doolan, M.A.	06/07	An Exploration of the Challenges of Web 2.0.	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.	University of Hertfordshire.

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Doolan, M.A., Thornton, H.A. and Hilliard, A.	07/06	Having your cake and sharing it! Developing student collaboration within a blended learning environment.	HEA Conference.	University of Nottingham.
Graham, S., Jarvis, J. and Oliver, A.	06/07	Building Learning Communities	HEA Conference.	
Goossens, Y.	09/09	How to initiate a successful reverse mentoring programme	ALT-C Conference.	Manchester.
Hilliard, A.	06/07	Promoting Podcasting at the University of Hertfordshire. A Blended Learning Unit Staff Development Workshop	2 <sup>nd</sup> International Blended Learning Conference- 'Supporting the Net Generation Learner'.	University of Hertfordshire.
Hilliard, A.	02/06	Workshop Contribution to e-learning in health disciplines	Symposium: e-learning in the disciplines.	HEA/JISC.
Hilliard, A. and Anderson, I.	06/09	Enhancing workplace engagement with podcasting at a higher education institution within the UK	International Conference - 'E-learning in the Workplace'.	New York, USA.
Hilliard, A. and Anderson, I.	06/08	Podcasting Workshop	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.	University of Hertfordshire.

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Hilliard, A. and Anderson, I.	09/08	Podcasting: Benefits and challenges	Faculty of Health and Human Sciences Teaching and Learning Conference.	University of Hertfordshire.
Hilliard, A. and Anderson, I.	11/07	Podcasts in Teaching, Learning and Assessment	HEA/UKCLE E-Learning Seminar Series (Nov 2007 - Sept 2008).	University College London.
Hilliard, A. and Lorimer, J.	03/09	Integrating podcasting and an electronic voting system into teaching and learning	HEA Festival of Learning.	University of Wolverhampton.
Hilliard, A. and Lorimer, J.	09/08	Uses and evaluation of Turning Point™ electronic voting system	Faculty of Health and Human Sciences Teaching and Learning Conference.	University of Hertfordshire.
Hilliard, A. and Lorimer, J. and JISC.	06/09	Working towards effective practice in a digital age	HEA Conference.	University of Manchester.
Hilliard, A. and Thornton, H.A.	03/08	Using Technology to Increase Classroom activity.	HEA Health Sciences Subject Centre Festival of Learning Conference.	University of Cumbria.
Hilliard, A. and Thornton, H.A.	09/08	Using Technology to increase classroom activity	Faculty of Health and Human Sciences	University of Hertfordshire.

Appendix 3 External BLU Engagement

			Teaching and Learning Conference.	
Hilliard, A., Lorimer, J. and Chudley, M.	06/09	"Blending the curriculum" through the integration of podcasting and the use of an electronic voting system – tutor and student perspectives.	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Hilliard, A.	07/09	Making a Podcast (In collaboration with Alan Carr from Mid-Cheshire College)	Podcasting for Pedagogic Purposes SIG Bath Event.	Bath
Jefferies, A.	02/08	STROLL methodologies JISC LXP2	JISC Learners Experiences Workshop.	University of Edinburgh.
Jefferies, A. and Hyde, R.	10-11/03/09	LXP2 Learners' Journeys	JISC e-Learning Programme Meeting Learners' Experiences Phase 2.	JISC, Oxford.
Oliver, A. and Hilliard, A.	04/07	Podcasting workshop	22 <sup>nd</sup> Annual BILETA Conference.	University of Hertfordshire.
Porter, P.	06/09	Use of two and three-dimensional graphical animations in PowerPoint™	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Porter, P.	06/09	Two and three-dimensional animations	4 <sup>th</sup> International Blended	University of Hertfordshire.

Appendix 3 External BLU Engagement

		using PowerPoint™	Learning Conference- "Engaging students in the curriculum"	
Rigby, L., Wilson, I. and Hilliard, A.	03/08	A reflective model of group supervision – using a problem-based learning approach	HEA Health Sciences Subject Centre Festival of Learning Conference.	University of Cumbria.
Russell, M.B. and Jordan, L.	04/09	e-Pedagogy; emperor's new clothes or new directions?	4 <sup>th</sup> Plymouth e-learning Conference.	University of Plymouth.
Russell, M.B., Alltree, J.R. and Bullen, P.R.	06/08	Blended Learning Curriculum Design	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.	University of Hertfordshire.
Saward, G.	06/09	Promoting collaboration through social bookmarking	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Saward, G., Cubric, M. and Oliver, A.	06/08	"Classroom 2.0"	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student	University of Hertfordshire

Appendix 3 External BLU Engagement

			Experience'.	
Teague, J.	06/09	How can video be used to enhance flexible learning?	4 <sup>th</sup> International Blended Learning Conference- 'Engaging Students in the Curriculum'.	University of Hertfordshire.
Thornton, H.A.	09/09	Surface and deep learning approaches taken by students to collaborative learning	Health and Human Science Conference.	University of Hertfordshire.
Thornton, H.A. and Wiggins, P.	06/08	Using an electronic voting system for classroom interaction with students	3 <sup>rd</sup> International Blended Learning Conference- 'Enhancing the Student Experience'.	University of Hertfordshire.
Thornton, H.A., Anders, A. and Rickard, S.	03/09	Collaborative learning using classroom and online technology – choosing and using technology to enhance learning	Festival of Learning.	HEA Health Science and Practice Subject Centre Conference, Walsall.
Tosic, M. and Cubric, M.	06/09	SeMCQ – Protégé Plugin for Automatic Ontology-Driven Multiple Choice Question Tests Generation	11 <sup>th</sup> International Protégé Conference - 'Demo and poster presentation'.	Amsterdam Medical Centre (AMC), The Netherlands.

**Appendix 3D Other events in date order**

<u>Author/s</u>	<u>Date</u>	<u>Title of work</u>	<u>Event</u>	<u>Organisation/Location</u>
Russell, M.B.	09/05	Some thoughts and experiences of e-assessment	An invited presentation to Writtle College	Writtle College, Essex.
Bullen, P.R.	01/06	HEA/JISC Benchmarking Pilot	Launch Meeting	Royal Society, London.
Bennett, S.	04/06	Presentation on Smirkboard	JISC ITT group	Bolton.
Alltree, J.R.	05/06	StudyNet and student support	Presentation to the HEFCE WPA Director	University of Hertfordshire.
Kornbrot, D.E.	06/06	Using ELTI for Benchmarking e-Learning at UH	Internal Dissemination Event - 'HEA Benchmarking Pilot'	London.
Thornton, H.A.	12/06	Blended learning workshop	Henley Management Centre	Henley.
Doolan, M.A.	01/07	Introduction of a Wiki functionality within Blackboard	Invited to work with the University of Westminster's Centre of Excellence in Professional Learning	University of Westminster.
Wiggins, P.	01/07	Represented BLU	BDRA conference	
Kornbrot, D.E.	01/07	Workshop on founding ELTI benchmarking to phase two institutions	ELTI SIG User Group	Nottingham.
Bullen, P.R.	01/07	Pathfinder Experiences	ELTI SIG User Group	Nottingham.
Bennett, S.	01/07	Presentation	Ten competence Workshop	Manchester.

Appendix 3 External BLU Engagement

Bennett, S.	02/07	The MCQFM Project	CETIS Assessment SIG	University of Southampton.
Alltree, J.R. and Anderson, I.	04/07	Taking Stock: A programme level symposium and workshop	For participants in the Benchmarking of e-Learning Exercise & the Pathfinder Programme	Nottingham.
Barker, T.	05/07	Developing Multimedia Learning Objects that know who you are and how well you are doing	Staff development presentation	Blackpool and the Flyde HE College.
Cubic, M.	06/07	Good practices in using wikis to enhance students' learning, support and retention	Presentation to De Montfort University Faculty of Business and Law	Leicester.
Doolan, M.A., Stewart, W. et al	07/07	Audio Supported Enhanced Learning	Round Table at JISC Emerge Project	The Lowry, Manchester.
Doolan, M.A.	07/07	Community Showcase: The Blended Learning Unit and Web 2.0 Collaborative Learning	JISC Emerge Project	The Lowry, Manchester.
Doolan, M.A. and Stewart, W.	09/07	Audio Supported Enhanced Learning	JISC Project Development Day - 'The Dragons Den'	NCSL, Nottingham.
Doolan, M.A. and Stewart, W.	09/07	Redesigning the Users and Innovation Development	JISC UIDM, Post ALT-C	Nottingham.

Appendix 3 External BLU Engagement

		Model (UIDM)		
Bennett, S.	09/07	Reflections on the MCQFM Project	CETIS Assessment SIG	University of Strathclyde.
Hilliard, A.	09/07	Podcasting for CPD in NHS Clinical Departments	Seminar to Clinical Practice Educators	Northampton General Hospital.
Leinonen, E., Bullen, P.R. and Alltree, J.R.	10/07	Blended Learning – Supporting the Net generation student.	Presentation to the University of Helsinki	Helsinki, Finland.
Cubric, M.	10/07	Wiki -based framework for blended learning	British Columbia Institute of Technology	Vancouver, Canada.
Hilliard, A. and Anderson, I.	10/07	Podcasting workshop	UK Centre for Legal Education (UKCLE) event	London.
Jefferies, A.	10/07	Workshop/ seminar Attendance and advisor	JISC Learning and Teaching Experts Group	University of Aston.
Russell, M.B. and Haritos, G.	11/07	Peer assessment: Individualising team scores	Presentation at the Higher Education Academy Engineering Subject Centre	
Doolan, M.A.	11/07	Web 2.0 Social Networking Policy and Practice	The Master Class.	University of Northumbria.
Bullen, P.R. and Russell, M.B.	11/07	Workshop on Blended Learning Curriculum Design	Heads of Faculty	Leeds Metropolitan University.
Bennett, S.	11/07	Presentation on Virtual worlds (Second Life) in	HELF (Heads of eLearning Forum)	London.

Appendix 3 External BLU Engagement

		learning and teaching		
Anderson, I. and Hilliard, A.	11/07	Podcasting Workshop	UKCLE (HEA Law Subject Centre)	University College London.
Doolan, M.A.	01/08	Web 2 social networking technology	Enhancing Assessment Practice: Using Technology	Higher Education Academy, York.
Kornbrot, D.E., Jefferies, A., Bullen, P.R. and Alltree, J.R.	01/08	Benchmarking	E-learning consultancy	London Metropolitan University.
Doolan, M.A.	01/08	Web 2.0 technologies, the dynamic and interactive Web to support group learning.	Enhancing Assessment Practice: Using Technology	HE Academy, York.
Bullen, P.R., Alltree, J.R., Russell, M., Thornton, H.A. and Anderson, I.	02/08	Blended learning Curriculum design workshop	SOLSTICE CETL	Edge Hill University.
Bullen, P.R. and Alltree, J.R.	02/08	Harnessing Technology to Enhance Teaching, Learning and Assessment - presentation to staff at Robert Gordon University	Invited by Vice Chancellor and Director of Learning and Teaching	Robert Gordon University, Aberdeen.
Hilliard, A.	02/08	Hosting of Joint	Inaugural Event - 'Podcasting for	Chester.

Appendix 3 External BLU Engagement

		Chester/UH Event	Pedagogic Purposes: Building a practitioners' Specialist Interest Group	
Bullen, P.R. and Russell, M.B.	03/08	Blended Learning Curriculum Design - seminar	Blended Learning Seminar	University of Queensland, Australia.
Doolan, M.A.	03/08	Web 2.0 Learning.	EXPERT CETL	University of Portsmouth.
Jefferies, A.	03/08	Workshop/ seminar Attendance and advisor	JISC Learning and Teaching Experts Group	University of Bristol.
Bullen, P.R.	04/08	Blended Learning at the University of Hertfordshire	Seminar	University of Technology, Sydney, Australia.
Carr, A. and Hilliard, A.	04/08	Podcasting from start to finish - workshop	University of Hertfordshire Event - 'Podcasting for Pedagogic Purposes: Building a practitioners' Specialist Interest Group	University of Hertfordshire.
Hilliard, A.	04/08	Hosting of Joint Chester/UH Event	University of Hertfordshire Event - 'Podcasting for Pedagogic Purposes: Building a practitioners' Specialist Interest Group	University of Hertfordshire.
Saward, G. and Anderson, I.	05/08	SIG: Quality Assurance and Quality Enhancement for	SIG Launch Event	Reading University.

Appendix 3 External BLU Engagement

		Blended Learning		
Anderson, I. and Saward, G.	05/08	CABLE Transfer	CABLE Transfer Workshop	Worcester.
Russell, M.B. and Bullen, P.R.	06/08	Using Virtual Learning Environments in Engineering	Higher Education Academy - 'Engineering Subject Centre'	On-line.
Saward, G. and Anderson, I.	06/08	SIG: Quality Assurance and Quality Enhancement for Blended Learning	SIG Launch Event	City University.
Hilliard, A.	06/08	Applications of Podcasting	Virtual Seminar to Liverpool John Moore University	Liverpool John Moore University.
Hilliard, A. and Middleton, A.	06/08	Network Identity and Future Direction - presentation	University of Hertfordshire Event - 'Podcasting for Pedagogic Purposes: Building a practitioners' Specialist Interest Group	University of Chester.
Bullen, P.R., Alltree, J.R. and Russell, M.B.	07/08	Blended Learning Curriculum Design - Transforming Culture - on-line seminar	JISC Experts group meeting	Birmingham.
Hilliard, A.	07/08	PPP SIG	Steering Group Meeting	University of Chester.
Jefferies, A.	09/08	Programme Committee Member	ALT-C.	University of Leeds.

Appendix 3 External BLU Engagement

Bullen, P.R.	09/08	Blended Learning - workshop	The Royal Academy of Engineering, Visiting professor's Workshop: Experience Led Engineering Degrees	Royal Academy of Engineering, London.
Russell, M.B.	09/08	Weekly assessed tutorial sheets	Workshop session to the Higher Education Academy Engineering Subject Centre - 'Using Technology to enhance learning, teaching, assessment and feedback'	University of Cardiff.
Hilliard, A.	10/08	PPP SIG Event at Thames Valley University	PPP SIG Event	Thames Valley University.
Russell, M.B.	10/08	On the use of weekly assessed tutorial sheets to support teaching and learning	Presentation to the University of Bath	University of Bath.
Hyde, R.	11/08	Developing a visual map of our Learners' Experiences	JISC - 'Innovating e-Learning online conference'	online at: <a href="http://www.jisc.ac.uk/whatwedo/programmes/elearningpedagogy/elconference08/presentations.aspx">www.jisc.ac.uk/whatwedo/programmes/elearningpedagogy/elconference08/presentations.aspx</a>
Flynn, S.	11/08	Employer engagement and flexible WBL provision	Centre for Excellence in Professional Learning from the Workplace seminar	University of Westminster.
Jefferies, A.	11/08	Mini-track Chair for 'Student Reflections on using learning technologies'	ECEL 2008	Agia Napa, Cyprus.

Appendix 3 External BLU Engagement

Goossens, Y.	11/08	CETL Student Network	CETL Student Network	University of Manchester.
Jefferies, A.	11/08	Invited speaker on 'How can HE& FE be transformed for 21st Century learning?'	1 <sup>st</sup> ALT Biennial Research Committee Symposium	The Mill and Old Swan Conference Centre, Oxon.
Alltree, J.R.	11/08	Keynote address 'Blending virtual and physical learning environments to enhance the student experience'	BMAF Conference - 'Increasing Student Engagement'	University of Hertfordshire.
Bullen, P.R. and Russell, M.B.	11/08	Virtual classroom technology – what it can do for you and your students	BMAF Conference - 'Increasing Student Engagement'	University of Hertfordshire.
Jefferies, A.	11/08	Digital literacies	ELESIG (E-learning Experiences Special Interest Group) 4th workshop	The Innovation Centre, Longbridge, Birmingham.
Flynn, S.	12/08	Introduction to work placement management	ASET Staff Development session	UniversitiesUK, London.
Bullen, P.R.	01/09	Innovative uses of Elluminate at the University of Hertfordshire	Elluminate Centre of Excellence presentation	Elluminate.
Hilliard, A.	01/09	PPP SIG Steering Group Meeting	PPP SIG Steering Group Meeting	University of Hertfordshire.
Hilliard, A.	01/09	PPP SIG Steering	PPP SIG Steering	University of Chester.

Appendix 3 External BLU Engagement

		Group Meeting	Group Meeting	
Jefferies, A.	01/09	External member for E4L JISC Project	Steering Group meeting	University of Northampton.
Russell, M.B.	01/09	Blended Learning: Enhancing and Extending the Classroom	Presentation to the University of Kingston	University of Kingston.
Russell, M.B.	01/09	Weekly Assessed Tutorial Sheets: Technology supported assessment	Presentation to the University of Kingston	University of Kingston.
Cubric, M.	01/09	Scaling up wiki framework for blended learning	Department of Education - 'Public Seminars'	University of Oxford.
Hilliard, A.	02/09	Podcasting Using a Digital Voice Recorder	PPP SIG Workshop	University of Leicester.
Cubric, M.	02/09	Wikis for Blended Learning in the Business School	Association of Business School Learning and Teaching Event	University of Hertfordshire.
Jefferies, A.	02/09	Joint Anglo-Canadian-African meeting - 'To support the development of using Elluminate to deliver nursing training in Burkina Fasso'	Elluminate™ online meeting	UH via Elluminate™.
Russell, M.B.	04/09	The ESCAPE project	Assessment and Feedback Workshop	HEA.
Russell,	04/09	Enhancing	Presentation to the	University of

Appendix 3 External BLU Engagement

M.B.		Learning and Teaching: A case for Electronic Voting Systems	University of Northampton	Northampton.
Anderson, I. and Thornton, H.A.	05/09	CABLE workshop	HEA for HE institutions - 'CABLE/Carpe Diem workshop'	Leicester University.
Russell, M.B. and Chatterton, P.	05/09	CABLE - a process to support and implement change	Presentation to the JISC Curriculum Delivery programme - 'Change Management related workshop'.	JISC.
Bullen, P.R.	05/09	Case Study: Experiences of organisational change using the CABLE process	JISC Curriculum Design meeting - 'Transformation: managing and measuring Change'	JISC.
Hilliard, A.	06/09	Podcasting for project dissemination	HEA Change Academy Event - 'Workshop'	Weetwood Hall, Leeds.
Russell, M.B.	06/09	Weekly Assessed Tutorial Sheets: Technology supported assessment	Presentation to the University of Huddersfield	University of Huddersfield.
Alltree, J.R. and Jefferies, A.	07/09	'Blended Learning Unit evaluation: maximising the benefits from our Benchmarking experience'	Invited presentation for HEA CETL Evaluation Framework Consultation, National College of School Leadership	Nottingham

**Appendix 3E The BLU involvement in Special Interest Groups (SIGs)**

<u>Name</u>	<u>Dates</u>	<u>Acronym</u>	<u>Special Interest Group</u>
Peter Chatterton/Jon Alltree	From 2008	QAQE	Quality Assurance Quality Enhancement
Alan Hilliard	From 2008	PPP	Podcasting for Pedagogic Purposes
Amanda Jefferies	From 2008	ELESIG	Enhancing E-Learners Experiences
Mark Russell	From 2008	ESTICT	Engaging Students Through In-Class Technologies

## Appendix 4 Internal BLU events

### Appendix 4A Internal BLU Events in date order

<u>Author/s</u>	<u>Date</u>	<u>Title of work</u>	<u>Event</u>	<u>Organisation/Location</u>
Hilliard, A.	05/05	Using StudyNet to combine face-to-face teaching and active on-line participation to create a blended learning module	StudyNet Conference	University of Hertfordshire.
Brodie, M., Peterson, D. and Slater, R.	05/05	Use of Multimedia Technology and e-Learning to Teach Biological and Clinical Sciences.	Annual Learning and Teaching Conference	University of Hertfordshire.
Thornton, H.A.	05/06	Students' Perceptions of Student Produced Materials in Collaborative Blended Learning: A Case Study.	Annual Learning and Teaching Conference	University of Hertfordshire.
Jefferies, A.	05/06	Designing for the i-POD generation - Investigating students' prior expectations and experiences of technology.	Annual Learning and Teaching Conference	University of Hertfordshire.
Doolan, M.A. and Barker, T.	05/06	A Comparative Study: Student Learning using Online and Offline Group Work. Sharing Practice and Supporting Change	Annual Learning and Teaching Conference.	University of Hertfordshire.
Doolan, M.A.	05/06	Using Wiki as an Online Collaborative Space: The Student Experience. Sharing	Annual Learning and Teaching Conference	University of Hertfordshire.

Appendix 4 Internal BLU Events

		Practice and Supporting Change		
Doolan, M.A.	09/06	Building a Learning Community Online to Complement Traditional Face-to-Face Practice in Higher Education.	Generic Training Research Summer School.	University of Hertfordshire.
Doolan, M.A.	09/06	Using Wiki as an Online Collaborative Space: The Student Experience.	Generic Training Research Summer School.	University of Hertfordshire.
Doolan, M.A. and Oliver, A.	04/07	Supporting the Widening Participation Agenda: Podcasting.	Unisupport - 'Summer School'.	University of Hertfordshire.
Cubic, M.	05/07	Wiki-supported blended learning <i>(Poster and demo.)</i>	Annual Learning and Teaching Conference	University of Hertfordshire.
Doolan, M.A.	05/07	Building a Learning Community Online to Complement Traditional Face-to-Face Practice in Higher Education.	Annual Learning and Teaching Conference	University of Hertfordshire.
Doolan, M.A.	05/07	Using Web 2.0 Social Software: Wiki Technology to support Group based Assessment.	Annual Learning and Teaching Conference	University of Hertfordshire.
Barefoot, H., Webber, J., Molleman, A., Alltree, J.R. and Hammond,	08/07	Continuing professional academic development 1 (CPAD1)	CPAD1 for consortium college staff.	University of Hertfordshire.

Appendix 4 Internal BLU Events

A.				
Hilliard, A.	09/07	Evaluation of different methods of online collaboration/group work – A project overview.	Health and Emergency Professions Clinical Research Forum.	University of Hertfordshire.
Hilliard, A.	09/07	Promoting Podcasting	Health and Emergency Professions Clinical Research Forum - 'A Blended Learning Unit Staff Development Workshop'.	University of Hertfordshire.
Doolan, M.A.	09/07	Using Web 2.0 Social Software: Wiki Technology to support Group based Assessment	Annual Learning and Teaching Conference	University of Hertfordshire.
Lorimer, J. and Hilliard, A.	09/07	Using podcasts/audio downloads and an electronic voting system to transform a traditionally delivered module into a blended learning module – A work in progress	Health and Emergency Professions Clinical Research Forum.	University of Hertfordshire.
Doolan, M.A.	09/07	Using Wiki as an Online Collaborative Space: The Student Experience	Computer Science Open Days.	University of Hertfordshire.
Thornton, H.A.	03/08	Blended learning	Meeting of Educational Providers of Physiotherapy	London.

Appendix 4 Internal BLU Events

			education.	
Jefferies, A. and Goossens, Y.	05/08	Technology at University: New Students' Expectations for Social and Academic Uses	Annual Learning and Teaching Conference	University of Hertfordshire.
Anderson, I. and Oliver, A.	09/08	We don't know what we don't know': A resource to support staff use of learning technologies	Faculty of Health and Human Sciences Teaching and Learning Conference.	University of Hertfordshire.
Hilliard, A. and Lorimer, J.	09/08	Integrating podcasts/audio downloads and an electronic voting system (EVS) into module design - a student evaluation	Faculty of Health and Human Sciences Teaching and Learning Conference	University of Hertfordshire.
Cubric, M. and Oliver, A.	12/08	Wikis in Learning and Teaching: why and how (on-line workshop)	Blended Learning Workshop	On-line event: University of Hertfordshire and West Herts College.
Hilliard, A.	03/09	Video Interview and Video of EVS use in Classroom	Collaboration With JISC.	University of Hertfordshire.
Thornton, H.A.	09/09	How do undergraduate physiotherapy students use technology for collaborative learning?	Health and Human Science Conference	University of Hertfordshire, Hatfield.
Haneef, D. and Lou, F.	2009	Comparing the teaching methods in secondary school and UH	HHS faculty Learning and Teaching conference	University of Hertfordshire.
Hilliard, A	2009	PPP SIG Steering group meeting, and meeting	Podcasting for Pedagogic	University of

Appendix 4 Internal BLU Events

		with JISC	Purposes SIG	Hertfordshire.
Hilliard, A	2009	Using Quizlet to support students learning of terminology and definitions.	Faculty of Health and Human Sciences Annual Learning and Teaching conference	University of Hertfordshire.
Hilliard, A and Lorimer, J.	2009	Ways of using an electronic voting system to increase student interactivity in your teaching	Health and Emergency Professions Annual Research Forum	University of Hertfordshire.

**Appendix 4B BLU Seminar programme (2006/7 to 2009/2010)**2005/2006

<u>Date</u>	<u>Workshop Title</u>	<u>Facilitator/s</u>	<u>Number Attended</u>
August 2005	The Use of Interactive Spaces for Learning. Seminar given by Dr Caroline Crosthwaite, University of Queensland.	Jefferies, A.	12

2006/2007

<u>Date</u>	<u>Workshop Title</u>	<u>Facilitator/Speaker</u>	<u>Number Attended</u>
March 2006	Blended Learning Seminar: Students are Human Beings	Larvor, B.	16
April 2006	Blended Learning Seminar: PowerPoint - that inescapable facet of our lecturing lives	Stoner, M. University of Sacramento, California	9
October 2006	Blended Learning Seminar: Using technology in text-based disciplines	Bennett, S. and Larvor, B.	16
December 2006	BLUSky Projects Show and Tell	Bennett, S., Cubric, M., Derbyshire, P., Doolan, M.A., Halijou, B., Lilley, M. and Young, J.	25
January 2007	Blended Learning Seminar: Exploration of an e-learning/Blended Learning Research Agenda; discipline silos or synergies?	Bennett, S.	19
February 2007	Blended Learning Redefined - Student Learning "a la carte".	Dr Keil, H. Brunel University, E-Tutor of the Year 2006	20
March 2007	Delivering an Online M.Sc. in International Primary Health	Seminar given by Deborah Swinglehurst UCL – member of the team which won E-	20

Appendix 4 Internal BLU Events

	Care.	Tutor of the Year 2005	
May 2007	What is Web 2.0 and why is it important in education?	Barker, T.	23
June 2007	Using Collaborative Learning Space Effectively.	Bullen, P.R. Seminar given by Dr Trish Andrews, University of Queensland	15

2007/2008

<u>Date</u>	<u>Title</u>	<u>Speaker</u>	<u>Number Attended</u>
October 2007	Learning and Teaching Action Plan	Prof. Campbell, S. (External Speaker from the University of Western Sydney)	20
November 2007	EVS/Mobile Phone Seminar	Linch, K. (External Speaker from the University of Leeds)	7
December 2007	Virtual Classroom Technology	Bullen, P.R.	19*
January 2008	Supporting learning, PDP and CPD with the Profile e-portfolio	Gomez, S. (External Speaker from the University of West England)	14
February 2008	Assessment 2.0	Elliot, B. (External Speaker from the Scottish Qualifications Authority)	34
March 2008	Second Life	Wright, R.	21
May 2008	From Penalizing Plagiarism to Encouraging Authenticity	Bennett, S.	10*
July 2008	Learning Teaching and Assessment – presentation	Anderson, I.	unknown
July 2008	Blended Learning at the University of Hertfordshire- Seminar for visiting Malaysian Nurse Educators (2008)	Hilliard, A.	6

2008/2009

<u>Date</u>	<u>Title</u>	<u>Speaker</u>	<u>Number Attended</u>	<u>By Elluminate - Virtual Attendance</u>
October 2008	Learning Together: Identifying and Articulating our Pedagogical Beliefs	Graham, S., Jarvis, J. and Thomas, K.	15	10
October 2008	Problem Based Learning (PBL) - Theory and Practice	Molleman, A.	8	11
October 2008	Tangible benefits of Blended learning	Bullen, P.	7	9
November 2008	Second Life from innovation to embedding	Lee, D.	15	13
November 2008	The use of technology to enhance healthcare students' clinical experience – how do they perceive it?	Alinier, G.	8	9
November 2008	Blended Learning - Student Perspectives	Jefferies, A., Goossens, Y., Anderson, L. and Terry, E.	15	11
December 2008	We are not alone - work integrated learning	Flynn, S.	11	12
December 2008	How do students rate each other in group work?	Russell, M.B. and Haritos, G.	14	7
February 2009	Use/misuse of sources in an electronic age. Implications for learning, teaching and assessment	Glover, G.	25	5
February 2009	Engaging students with field work based research	Porter, P.	16	6
March 2009	Supporting students in their individual studies	Pyper, A.	15	7
March 2009	Accessible learning teaching styles	Kloos, L.	9	7
March 2009	Seven principles for good practice in undergraduate education	Barefoot, H. and Russell, M.B.	26	8
May 2009	STROLL – Lessons learnt from researching our learners' journeys	Jefferies, A. and Hyde, R.	17	7

2009/2010

<u>Date</u>	<u>Title</u>	<u>Speakers</u>	<u>Number Attended</u>
September 2009	Turn on, tune in and listen-new ways with old tools	Mann, A., Simpson, M., and Tilley, C.	20
October 2009	Effective assessment and feedback	Barefoot, H. and Russell, M.B.	10
October 2009	Efficient assessment and feedback – how can technology help?	Barefoot, H. and Russell, M.B.	9
October 2009	The student voice: Enhancing the student experience through effective dialogue	Alltree, J.R. and Rendell, C.	10
November 2009	Peer review of teaching – learning from each other	Flynn, S. and Molleman, A.	14
December 2009	Enhancing your practice through research informed teaching	Porter, P. and Barefoot, H.	7
December 2009	What is excellent teaching	Barefoot, H. and Russell, M.B.	28
January 2010	Meeting the work experience agenda	Flynn, S. and Molleman, A.	7
January 2010	Achieving student collaboration through blended learning	Cubric, M. and Anderson, I.	8
January 2010	Helping students to reflect and recognise skills	BLU Team	9
February 2010	Effective assessment and feedback – responding to student feedback	Barefoot, H., Russell, M.B. and Lorimer, J.	12
February 2010	Efficient assessment and feedback – peer and self assessment	Russell, M.B., Barefoot, H. and Lou, F.	8

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	activities		
March 2010	Peer review of teaching	Barefoot, H. and Hammond, A.	7
March 2010	Getting started with using video	Hilliard, A. and Lou, F.	7
March 2010	Developing reusable learning objects - video, Elluminate, Cam Studio, SMIRK	Bennett, S. and Lou, F.	9
April 2010	Embedding entrepreneurship	Culkin, N., Barefoot, H. and Flynn, S.	N/A
April 2010	Internationalisation	Hammond, A. and Molleman, A.	N/A
May 2010	Providing support for students with deferrals/ referrals	Hammond, A. and Lorimer, J.	N/A
June 2010	Reviewing and developing your modules	Anderson, I. and Cubric, M.	N/A

**Appendix 4C BLU Workshop programme**2005

<b><u>Date</u></b>	<b><u>Workshop Title</u></b>	<b><u>Facilitator/s</u></b>	<b><u>Number Attended</u></b>
December 2005	Technology showcase for UH staff.	Alltree, J.R.	15

2006

<b><u>Date</u></b>	<b><u>Workshop Title</u></b>	<b><u>Facilitator/s</u></b>	<b><u>Number Attended</u></b>
January 2006	Using technology to support assessment: tools and tips for success	Evans, J., Russell, M.B., Oliver, A., Simpson, M., Taylor, M., Bullen, P.R., and Kornbrot, D.E.	30
January 2006	Designing Effective Quizzes	Oliver, A.	12
March 2006	Use of the Electronic Voting System (EVS) for Teaching and Learning	Thornton, H., Groefsema, M., and Oliver, A.	13
March 2006	Using technology to support learning and teaching	Alltree, J.R.	21
March 2006	Learning Technology Showcase	Alltree, J.R. , Russell, M.B., Hilliard, A., and Thornton, H.A.	28
April 2006	Using group areas especially discussion sites to support collaborative learning	Doolan, M.A., Hilliard, A., and Thornton, H.	14
April 2006	Designing Effective Quizzes	Oliver, A.	10
April 2006	EVS demo with teaching and learning issues	Oliver, A.	12
May 2006	Designing on-line tests - how to develop questions that test more than simple recall	Russell, M.B.	16
June 2006	Talk on Blogs, podcasts and Wikis in education	Oliver, A.	19

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June 2006	Talk on Blogs, podcasts and Wikis in education	Oliver, A.	22
June 2006	Using Images and Sound in Teaching	Pinn, A. and Kraithman, D.	12
June 2006	Having your cake and sharing it! Developing student collaboration within a blended learning environment	Doolan, M.A., Hilliard, A., and Thornton, H.	13
June 2006	Using Images and Sound in Teaching	Pinn, A. and Kraithman, D.	15
July 2006	Use of the Electronic Voting System (EVS) for Teaching and Learning	Thornton, H., Groefsema, M., and Oliver, A.	7
July 2006	Talk on Blogs, podcasts and Wikis in education	Oliver, A.	19
July 2006	Talk on Blogs, podcasts and Wikis in education	Oliver, A.	15
October 2006	Using Classroom Technology to Enhance Learning	Alltree, J.R., Hilliard, A., and Thornton, H.	18
November 2006	Using Technology to Support Collaborative Learning	Doolan, M.A. Hilliard, A., and Thornton, H.	8
November 2006	Integrating Images and Videoclips into StudyNet	Alltree, J.R. and Pinn, A.	9

2007

<u>Date</u>	<u>Workshop Title</u>	<u>Facilitator/s</u>	<u>Number Attended</u>
January 2007	Podcasting	Anderson, I., Hilliard, A. and Oliver A.	17
January 2007	SMIRK Training	Bennett, S. and Kraithman, D.	6
March 2007	Delivering an on-line MSc	BLU Team	20
March 2007	SMIRK Training	Bennett, S. and Kraithman, D.	5
April 2007	Using Technology to enhance learning	BLU Team	8
May 2007	Podcasting	BLU Team	22
May 2007	What is web 2.0	BLU Team	20
May 2007	Integrating Video clips into SN	Alltree, J.R.	19

Appendix 4 Internal BLU Events

June 2007	Podcasting	BLU Team	28
July 2007	Podcasting	BLU Team	19
November 2007	Podcasting Workshop	Anderson, I. and Wiggins, P.	14
November 2007	Two "Classroom Technologies" workshop	Hilliard, A., Russell, M.B. and Thornton, H.A.	15

2008

<u>Date</u>	<u>Workshop Title</u>	<u>Facilitator/s</u>	<u>Number Attended</u>
January 2008	Blended Learning Top Tips	Bennett, S. and Teague, J.	15
February 2008	Tablet PCs	Hilliard, A. and Peterson, D.	15
March 2008	Use of Video in Learning and Teaching	Peterson, D., Pinn, A. and Teague, J.	24
March 2008	Podcasting Introduction	Anderson, I. and Hilliard, A.	7
April 2008	Editing Audio for Podcasting	Anderson, I. and Hilliard, A.	15
April 2008	Electronic Voting Systems	Russell, M.B. and Thornton, H.A.	8
May 2008	Capturing Classroom Activity	Bennett, S. and Wiggins, P.	7
May 2008	Computer Supported Collaborative Learning	Doolan, M.A., Hilliard, A. and Thornton, H.A.	13
June 2008	Podcasting workshop	Hilliard, A. and Anderson, I.	10
June 2008	Introducing Technology in the Classroom	Oliver, A. and Russell, M.B.	11
July 2008	Tablet PCs	Hilliard, A. and Peterson, D.	21
July 2008	Measuring High Order Learning Behaviours - Designing Effective Questions	Oliver, A.	9

Appendix 4 Internal BLU Events

July 2008	Collaborative learning	Thornton, H.A. and Cubric, M.	12
September 2008	Editing Audio	Anderson, I. and Hilliard, A.	20
October 2008	Tablet PCs	Barefoot, H and Hilliard, I.	12
October 2008	Tablet PC workshop	Hilliard, A. and Barefoot, H.	11
November 2008	Podcasting extending the classroom	Anderson, I. and Relph, A.	15
November 2008	Wikis in Learning and Teaching: why and how	Cubric, M.	12
November 2008	Editing Audio Workshop	Hilliard, A. and Anderson, I.	11
November 2008	Increasing interactivity using technology - Tablet PCs	Hilliard, A. and Russell, M.B.	9
November 2008	Using Technology to increase classroom interactivity	Hilliard, A. and Thornton, H.A.	12
November 2008	Blogging in the Class room and Beyond	Oliver, A. and Teague, J.	7
November 2008	Using graphical animations in PowerPoint™	Porter, P.	6
November 2008	Assessment and Feedback - responding to the National Student Survey	Russell, M.B.	6
November 2008	Using group sites for collaborative learning	Thornton, H.A. and Power, F.	7
November 2008	Increasing classroom interaction using an Electronic voting system	Thornton, H.A. and Wiggins, P.	11
November 2008	Using and electronic voting system for classroom interaction with students	Thornton, H.A., Cubric, M. and Lou, F.	9

2009

<u>Date</u>	<u>Workshop Title</u>	<u>Facilitator/s</u>	<u>Number Attended</u>
January 2009	Blended Learning Top Tips	Teague, J., Porter, P. and Seward, G.	13
February 2009	Collaborative Learning	Thornton, H.A.	11
February 2009	Introduction to Podcasting	Anderson, I. and Hilliard, A.	12
February 2009	Tablet PCs	Barefoot, H and Hilliard, A.	7
February 2009	Keep Taking the Tablets	Barefoot, H. and Hilliard, A.	7
February 2009	Achieving Collaborative Learning in a Blended Environment	Thornton, H. and Cubric, M.	9
March 2009	Achieving Collaborative Learning in a Blended Environment	Thornton, H. and Cubric, M.	11
March 2009	Effective Assessment and Feedback	Barefoot, H. and Russell, M.B.	10
March 2009	Peer Review of Teaching Workshop	Barefoot, H.	9
March 2009	Assessment and Feedback	Barefoot, H. and Russell, M.B.	9
March 2009	Meeting the Work Experience Agenda	Flynn, S.	8
March 2009	Editing Audio	Hilliard, A. and Anderson, I.	6
April 2009	Meeting the Work Experience Agenda	Flynn, S.	8
April 2009	Blogging	Flynn, S., Oliver, A. and Jefferies, A.	15
April 2009	Editing Audio	Anderson, I. and Hilliard, A.	6

Appendix 4 Internal BLU Events

April 2009	Learning and Teaching workshop	Anderson, I. and Hilliard, A.	8
May 2009	Achieving Collaborative Learning in a Blended Environment	Thornton, H.A. and Cubric, M.	12
June 2009	Creating Educational Materials with Smirk	Bennett, S. and Kraithman, D.	6
September 2009	Electronic Voting System (EVS)	Russell, M.B. and Lou, F.	9
October 2009	Effective assessment and feedback	Barefoot, H. and Russell, M.B.	10
October 2009	Efficient assessment and feedback – how can technology help?	Barefoot, H. and Russell, M.B.	9
October 2009	Research informed teaching	Porter, P.	9
November 2009	Higher Education Academy (HEA) Fellowship Workshop	Barefoot, H.	9
November 2009	Peer review of teaching – learning from each other	Flynn, S. and Molleman, A.	14
November 2009	Using video within teaching	Hilliard, A., Lou, F. and Harding, P.	10
November 2009	NSS action plan forum	Jefferies, A., Rendell, C., and Flynn, S.	11
November 2009	National Student Survey Action Planning workshop	Flynn, S., Alltree, J.R. , Barefoot, H., Russell, M.B. and Rendell, C.	15
November 2009	Two and three-dimensional animations using PowerPoint	Porter, P.	6
November 2009	Good practice in feedback, for School of Health & Emergency Professions	Flynn, S. and Barefoot, H.	8
November 2009	Interaction in the classroom-EVS	Lou, F., Lorimer, J., and Ferns, D.	4

Appendix 4 Internal BLU Events

November 2009	Good practice in feedback, for School of Health & Emergency Professions	Flynn, S.	8
November 2009	HEP only session-Feedback Workshop	Flynn, S.	9
November 2009	HEP only session-Feedback Workshop	Barefoot, H.	14
November 2009	HEP only session-Feedback Workshop	Barefoot, H. and Flynn, S.	21
November 2009	New StudyNet Assignments System	Barefoot, H.	16
December 2009	HEP only session-Feedback Workshop	Barefoot, H.	4
December 2009	HEP only session-Feedback Workshop	Flynn, S.	10
December 2009	Good practice in feedback, for School of Health & Emergency Professions	Flynn, S.	9
December 2009	Enhancing your practice through research informed teaching	Porter, P. and Barefoot, H.	10
December 2009	Quality Assurance-Quality Enhancement steering group	Barefoot, H.	13
December 2009	Improving the learning experiences and degree attainment of black and minority ethnic students	Barefoot, H. and Wright, M.	17
December 2009	Research informed teaching	Porter, P.	8

2010

<b><u>Date</u></b>	<b><u>Workshop Title</u></b>	<b><u>Facilitator/s</u></b>	<b><u>Number Attended</u></b>
January 2010	Achieving student collaboration through blended learning	Cubric, M. and Anderson, I.	12
January 2010	Helping students to reflect and recognise skills	BLU Team	8
February 2010	Effective assessment and feedback – responding to student feedback	Barefoot, H., Russell, M.B. and Lorimer, J.	12
February 2010	Efficient assessment and feedback – peer and self assessment activities	Barefoot, H., Russell, M.B., and Fang Lou	9
February 2010	Higher Education Academy (HEA) Fellowship Workshop	Barefoot, H.	17
February 2010	Inclusive Teaching: What informs your practice?	Flynn, S. and Wright, M.	10
March 2010	Peer review of teaching	Barefoot, H. and Hammond, A.	8
March 2010	Getting started with using video	Hilliard, A. and Lou, F.	8
March 2010	Developing reusable learning objects - video, Elluminate, Cam Studio, SMIRK	Bennett, S. and Lou, F.	6
April 2010	Embedding entrepreneurship	Culkin, N., Barefoot, H. and Flynn, S.	Future event
April 2010	Internationalisation	Hammond, A. and Molleman, A.	Future event
May 2010	Providing support for students with deferrals/ referrals	Hammond, A. and Lorimer, J.	Future event
June 2010	Reviewing and developing your modules	Anderson, I. and Cubric, M.	Future event

## Appendix 5 International Blended Learning Conference numbers (2006 to 2009)

<u>Dates</u>	<u>Title of Conference</u>	<u>Keynote speakers</u>	<u>Numbers attending (actual)</u>	<u>Numbers attending (virtual)</u>
15/06 2006	Blended Learning-Promoting Dialogue in Innovation and Practice	Professor Gilly Salmon	201	N/A
14/06 2007	Supporting the Net Generation Learner	Professor Grainne Conole	216	N/A
18-19 /06/ 2008	Enhancing the Student Experience	Professor Betty Collis  Professor Peter Goodyear  Professor David Nicol	249	64 (including 44 virtual delegates from Dubai's Men's College)
17-18 /06/ 2009	Engaging Students in the Curriculum	Professor Randy Garrison  Dr. Gregor Kennedy  Mark Russell	253	29*

\*During this conference, there were an additional 300 virtual simultaneous attendances at the University of Calgary and the University of Queensland.

## Appendix 6 CABLE events

### Appendix 6A CABLE process activities

<u>Author/s</u>	<u>Date</u>	<u>Title of work</u>	<u>Event</u>	<u>Organisation</u>
Alltree, J.R. and Bullen, P.R.	12/06	The CABLE Project	Senior Management Conference.	University of Hertfordshire.
Anderson, I.	10/07	Using visioning and stakeholder analysis techniques in project planning (CABLE Project)	UH Evolution Project Workshops.	University of Hertfordshire.
Anderson, I. and Saward, G.	11/03/08 04/06/08 17/06/08	CABLE Transfer	CABLE Transfer Workshop.	Various.
Anderson, I.	05/09	CABLE presentation	San Diego University visit from Mary Fran Brieling	University of Hertfordshire.
Thornton, H.A.	11/07	CABLE techniques	IDS away day.	Tewinbury Farm.
Thornton, H.A. and Anderson, I.	12/07	CABLE Transfer - workshop	CABLE transfer.	University of Hertfordshire.

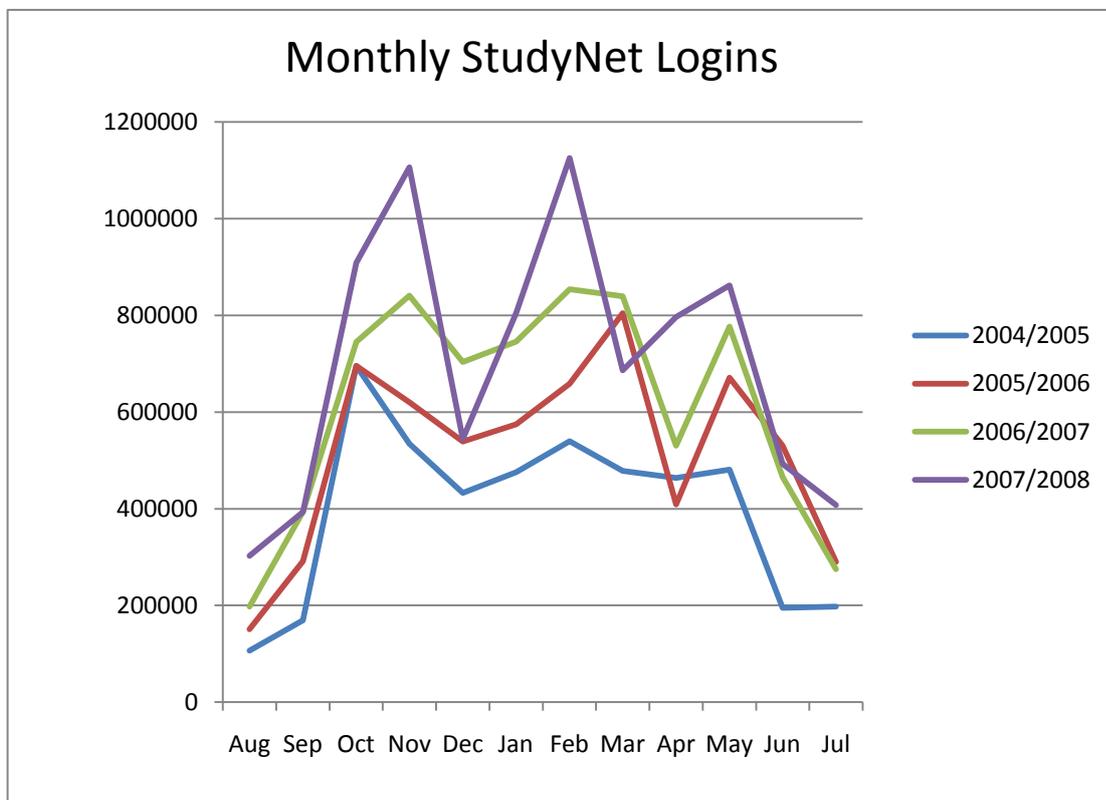
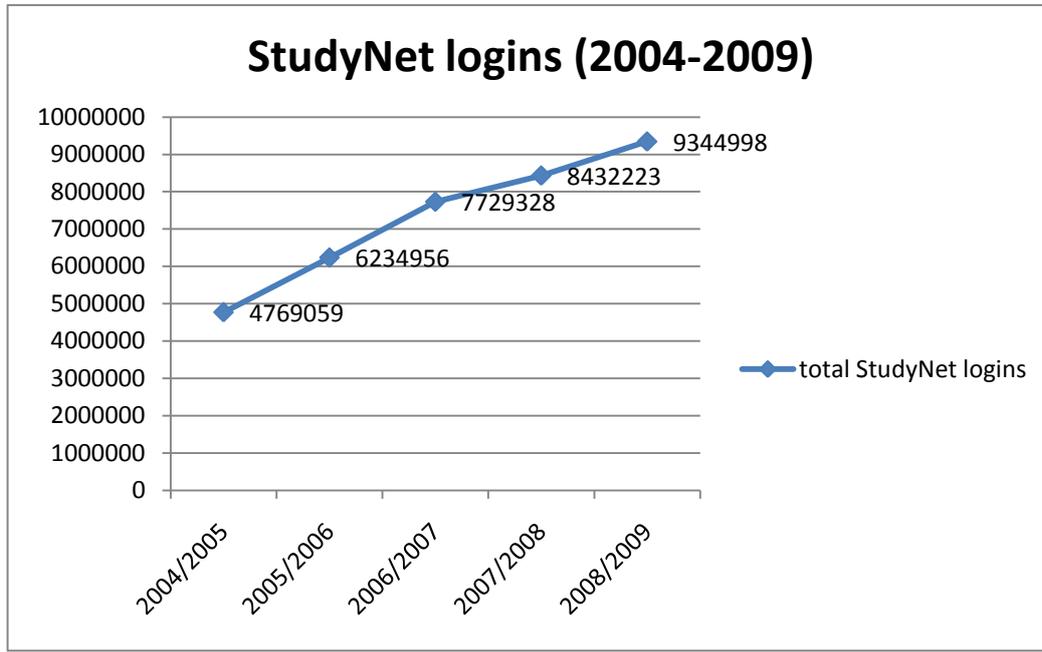
**Appendix 6B CABLE Dissemination activities**

<b><u>Author/s</u></b>	<b><u>Date</u></b>	<b><u>Title of work</u></b>	<b><u>Event</u></b>	<b><u>Organisation/Location</u></b>
Anderson, I.	09/07	Pathfinder and CABLE at the University of Hertfordshire	ALT-C Conference.	University of Nottingham.
Anderson, I.	12/07	The CABLE projects (presentation)	Eastern Region Staff Developers Forum.	Cambridge University.
Anderson, I. and Bullen, P.R.	02/08	CABLE update	Pathfinder Programme Event.	HEA Pathfinder Event, York.
Anderson, I. and Saward, G.	05/08	CABLE Transfer	CABLE Transfer Workshop.	Worcester University.
Anderson, I., Bullen, P.R. and Thornton, H.A.	06/08	CABLE - Change Academy for Blended Learning Enhancement - presentation	Challenges and Realisations from the e-learning Benchmarking and Pathfinder Programme - 'Making a difference'.	City University, London.
Anderson, I., Bullen, P.R., Thornton, H.A. and Alltree, J.R.	02/08	CABLE: An HEA Pathfinder project involving 11 Academic Schools at the University of Hertfordshire - poster	Pathfinder Programme Event.	HEA Pathfinder Event, York.
Anderson, I., Bullen, P.R., Thornton, H.A., Alltree, J.R. and Saward, G.R.	06/08	Exploring Possibilities: The CABLE Transfer Process	HEA Pathfinder: Final Event.	City University, London.
Anderson, I. and Thornton,	05/09	CABLE workshop	HEA for HE institutions - 'CABLE/Carpe Diem workshop'.	University of Leicester.

Appendix 6 CABLE Events

H.A.				
Bullen, P.R.	09/09	CABLE - a case study of an approach to institutional transformation	Enhancement Academy residential event.	HEA.
Bullen, P.R.	05/09	Case Study: Experiences of organisational change using the CABLE process	JISC Curriculum Design meeting - 'Transformation: managing and measuring Change'.	JISC.
Bullen, P.R. and Anderson, I.	07/09	The CABLE approach to change management	HEA annual conference	HEA.
Russell, M.B. and Chatterton, P.	05/09	CABLE - a process to support and implement change	Presentation to the JISC Curriculum Delivery programme - 'Change Management related workshop'.	JISC.
Pinn, A.	09/08	CABLE Dissemination Event	Faculty workshop/seminar.	University of Hertfordshire.
Pinn, A.	09/08	CABLE Dissemination Event (Faculty) - workshop/seminar	Update on CABLE project.	University of Hertfordshire.
Thornton, H.A. and Sward, G.R.		Divergent thinking workshop	CABLE transfer Activity	Worcester University.
Vuolo, J., Fletcher, J., Anderson, I., Price, J., Charles, M. and Alltree, J.R.	05/07	The Tissue Viability CABLE Project	European Wound Management Association (EWMA) Conference.	Scottish Exhibition and Conference Centre, Glasgow.

## Appendix 7 VLE Usage



## Appendix 8 BLU sponsored internal awards (including BLUSky and Enhancement awards) from 2005 to 2009/10

2005-2006:

<b>Name</b>	<b>School</b>	<b>Title of Work</b>
Peacock, A.	Creative Arts	Developing the Matrix of Information Handling Skills (MIHS).
Bowtell, J.	Education	Developing Undergraduates' Academic Reading Skills.
Alexson, M.	Law	Assessment of Law Student Learning Preference and relative examination achievement.
Banks, M.	Marketing & Enterprise	What motivates students to progress in their first year of undergraduate studies in the business school?
Hewitt, J.	Computer Science	Using SpeakView to enhance learners experience of lectures.
Clark, K.	Law	Widening Access for non-law international students on a single semester legal module.
Calcraft, L.	Computer Science	Animated interactive illustrations to aid Learning and Teaching of Neural Computation.
Simpson, M.	Accounting, Finance & Economics	Blending Learning in Accounting.
Davey, N.	Computer Science	Online Support Material for a Neural Network Learning Environment.
Msetfi, R. and Hajilou, B.	Psychology	Accessible Semi-automatic feedback systems to enhance the teaching of statistics.
Msetfi, R. and Hajilou, B.	Psychology	The Development of an interactive SPSS Support Guide for enhancing SPSS Competency.
Levy, R.	Education	Tutoring in Face to Face and e-learning Contexts.
Barrett, R.	Computer Science	Evaluating Student Engagement and Attainment.
Bunce, S.	Marketing & Tourism Management	What motivates students to progress in their first year of undergraduate studies in the Business School?
Heale, S. and Goodfellow, N.	Learning Information Sciences	Project i-Spy: Supporting the development of student information skills (i-skills).
Garnier, T.	Pharmacy	Developing a continuous assessment tutorial for

Appendix 8 BLU sponsored internal awards

		aiding students with core mathematical competencies.
Barrett, R.	Computer Science	An Online Plagiarism Course.
Cubic, M and Doolan, M.A.	Management , Leadership & Organisation/ Computer Science	Using Wiki technology in the development and evaluation of collaboration components in a blended learning environment.
Derbyshire, P.	School of Humanities	The Virtual Newsroom.
Gault, C.	Nursing and Midwifery	An E-Companion for Work-related learning.
Gillett, A. and Hammond, A.	Combined Studies	Survey of types of assessment used at UH: A preliminary study.
Graham, S.	Education	Using Digital cameras to enhance learning and teaching in HE.
Lee, S.	Social, Community and Health Studies	Integrating Assessment in Blended Learning Modules.
Lilley, M.	Computer Science	A Personalised Formative E-Assessment tool within StudyNet – a Blended Learning Object.
Pinn, A.	Creative and Cultural Industries	Career Path Case Studies (Employability) Resource.
Zhu, F.	Engineering & Technology	Generic Introduction CD-ROM for UH International Students.
Xiao, S.	Engineering & Technology	Improving employability by developing professional skills support material for engineering students.
Hayes, J.	Engineering & Technology	Peer Assisted Learning for ECEE Students.

2006-2007:

<u>Name</u>	<u>School</u>	<u>Title of Work</u>
Barrett, R. and Malcolm, J.	Computer Science	Plagiarism Education: An Interventionist Approach.
Brice, T.	Paramedic Science,	Replacement of the Dissertation with A University Based Module: An Evaluation of the Students

Appendix 8 BLU sponsored internal awards

	Physiotherapy & Radiography	Learning Experience.
Clark, A. and Jarvis, J.	Education	Enhancing the quality of student learning by developing the working partnership between technical and academic staff.
Cloutman, R.	Engineering and Technology	Enhancing the on-line Management of Students' Assessment Workloads.
Akinbode, A. and Doolan, M.A.	Education & Computer Science	Using Blogs and On-line learning groups to develop students' ability to reflect on their learning.
Evans, J.	Marketing & Enterprise	Developing Students as Mentors for Staff to Develop Blended Learning.
Foulsham, R.	School of Pharmacy	Developing a continuous assessment tutorial for aiding students with clinical evaluation competencies utilising case studies.
Glasman, J.	Creative Arts	The Creative Entrepreneurs' Game.
Haritos, G. and Russell, M.B.	Engineering and Technology	A toolkit to support group work.
Herbland, A. and Siau, J.	Engineering and Technology	Video Clip Collusion Detection.
Maunder, A.	Humanities	Virtual Literary Festival: A student Managed Space for Learning Real World Creative Writing Skills.
Molleman, A.	Life Sciences	Development of web-based support for Sandwich Year Students.
Ryan, S., McCall, A. and Hughes, M.	Physics Astronomy and Mathematics	E-Learning in support of Practical Learning within Higher Education (HE).
Xiao, S. and Siau, J.	Engineering and Technology	Faculty of Engineering and Information Sciences Learning and Teaching Lunches e-Organiser.
Yip, A. and Malcolm, J.	Computer Science	Evaluation of Podcasting and Vodcasting in Enhancing Learning on Online Programmes.
Lane, P., Malcolm, J., Barrett, R. and Rainer, A.	Computer Science	WebFerret: Plagiarism detection across the web.
Lee, S., Ansbro, M., Hewitt, J., Barker, T.	Computer Science	The Implementation of Video Conferencing in Blended Learning & Assessment Activities.

Appendix 8 BLU sponsored internal awards

and Berkhout, M.		
Siau, J., Evans, J. and Bennett, S.	Engineering & Technology, Business and Computer Science	Evaluation and Realisation of Mobile, Flexible, Anytime, Anywhere, Learning system.
Siau, J. and Munro, I.	Engineering & Technology	The Online Student Individual Project Management System (OSIPMS).

2007-2008

<u>Name</u>	<u>Faculty/School</u>	<u>Title of Work</u>
Peacock, A.	Creative Arts	Understanding the Student Experience of Feedback in Learning (USEFuL).
Molleman, A.	Life Sciences	Development of a comprehensive strategy to embed work experience in the curriculum.
Robins, K.	Marketing & Enterprise	Enhancing feedback to improve assessment.
Williams, J.	Health and Emergency Profession	Engaging students in ownership of assessment activities in pre-registration undergraduate programmes for the allied health professions.
Barker, T.	Computer Science	The Development, Implementation and Evaluation of an Automated Testing and Feedback System for use in 3 BSc Computer Science Modules.
Lebcir, R.	Marketing & Enterprise	Investigating improvements in Student Employment using Students Feedback.
Charles, M.	Nursing and Midwifery	Skills and Communication Bus.
Bridgman, C.	UH Research Office	Research Student On-line Induction.
Hamilton, C.	Nursing and Midwifery	Evaluation of the introduction of Enquiry-based Learning in the first year of the new midwifery curriculum.
Pyper, A	Computer Science	A new approach to adaptive formative testing.
Singer, H.	Business School	Fostering pride in international students' authorship.
Beck, S.	Marketing & Enterprise	A New Approach to Student Engagement with Tutor Feedback.
Fergus, S.	Pharmacy	Using the learning experience of Pharmacy students to develop self-regulated learning

Appendix 8 BLU sponsored internal awards

		within the MPharm degree programme.
Maunder, A.	Humanities	Hard Times for These Times Using audio technology to teach Victorian literature to 21st century readers.
Bradley, J.	Humanities	Wikilang: Writing Improves Knowledge In Languages.
Farmer, J.	ELT/School of Combined Studies	Using StudyNet to Enhance Autonomy in Language Learning.
Banks, M.	Marketing & Enterprise	The use of technology for early student engagement and retention.
Simpson, M.	Accounting, Finance & Economics	Enhancing student Engagement using a Module Social Network Space on Skills for Accountants.
Crimes, B.	Marketing & Enterprise	The learning legacy of the future Olympic Games to Enhance the Teaching of Tourism and Sustainable Development.
Livatino, S.	Engineering & Technology	Extended shared projects at the UH.
Jenkins, J.	Life Sciences	Improving Student Engagement with Disability Services: A Digital Story Approach.

2009:

<u>Name</u>	<u>Faculty/School</u>	<u>Title of Work</u>
Jenkins, J.	Life Sciences	A place for undergraduate students in blogging your way to better engagement with secondary schools.
Pearce, A.	School of Life Sciences, Division of Sport, Health & Exercise	The Real World Value and Transferability of Reflective Practice in Diverse Student Destinations.
Tessier, M.	Humanities, Law and Education	Flying High: The commemorative magazine of the Aircraft Heritage Centre.
Culkin, N. and Seliet, H.	Marketing & Enterprise and School of Education	Developing a pedagogic self-assessment tool for enterprising skills.
Gilbert, T.	Humanities, Law and Education	A test of the effectiveness of seminar skills workshops for enhanced group cohesion and group critical thinking. Case study: MA Literature seminars.
Vuolo, J.	School of Nursing and Midwifery	Using blogs in summative assessment: the student experience.
Caras, L.	Research Office / Generic Training for Researchers	Generic Training for Researchers online provision.

Appendix 8 BLU sponsored internal awards

	Management Group/ Academic Registry	
Robins, K.	Marketing & Enterprise	Student View Point the way forward.
Lilley, M.	Computer Science	Supporting assessment of student participation in class discussion.
Bunce, S.	Marketing & Tourism Management	Evaluation of the effectiveness of peer-assessment in the Business School.
Power, P.	Health and Emergency Professions	Enhancing the student learning experience through the use of innovative interactive virtual simulation.
Angus, M.	Law	Streetlaw.
Robins, K.	Marketing & Enterprise	Turnitin Support for staff and students.
Porter, P.	Life Sciences	The Feegletscher Project – Engaging students with staff research.
Rennie, K.	Health and Emergency Professions	Development and evaluation of screen - audio capture feedback on written assessments.
Duplain, N.	Humanities	Recording excellence: using digital sound files to provide student feedback and build oral competence in Languages.
Fisher, J.	Humanities	VideoTech.
Clark, K.	Law	Developing the on-line classroom for distance learners on the Graduate Diploma in Law.
Germany, D.	Engineering & Technology	Student Vodcasting in Engineering.
Duus, R.	Marketing & Enterprise	e-Business Integration with Short Work Placements.
Livatino, S.	Engineering and Technology	Enhance students' learning through projects development frameworks.
Lippiatt, J.	Life Sciences	Creating a Sustainable Alumni Legacy for BSc Sports Studies.
Blass, E.	School of Education in collaboration with the Business School, Computer Science, Electrical Engineering, Law and Nursing & Midwifery.	Reducing Pedagogic Discrimination and Enhancing Inclusion.
Murray, S.	Health and Emergency Professions	An Exploration of Students' Views on the Effectiveness of Academic and Pastoral Support.

Appendix 8 BLU sponsored internal awards

Lilley, M.	Computer Science	Bridging the gap between staff and student perceptions of feedback.
McCourt, K.	Business School	Flip it.
Xiao, S.	Engineering and Technology	Capturing and assessing work experience of undergraduate students.
Annett, L.	Psychology	Enhancing student engagement with biological psychology through assessment and feedback.
Ball, D.	Academic Registry	Student Online induction.