Research Phases

Phase 1 - Analysis & evaluation of the VLE in creative arts & humanities

Phase 2 - Exploration of current and predicted use of the VLE and other e-learning technologies

Phase 3 - Identification of good practice, knowledge gaps and mechanisms to support the use of the VLE

VLE Content Analysis

- 0 no contents
- 1 some basic contents
- 2 All basic contents
- 3 Interactive tools
- 4 Collaborative tools
- 5 External tools

Subject Areas

- English
- History
- Journalism
- Music
- Drama
- Art
- Fashion & Textiles
- Arch & 3D

Results

- Creative arts subject areas (music, drama, art, fashion and architecture) had significantly lower use of VLE functions than humanities (English, history, and journalism).
- Staff utilised basic VLE functions
- Lack of user-friendliness is a barrier to embedding

Recommendations

- To transform VLE use and innovate learning in creative arts
- A culture change and different approaches to TEL is required
- Address the false barriers of interface and user-friendliness through development and training
- Further work and support needs to make the VLEs look more visually appealing

Reference List

JISC (2011) Emerging Practice in a Digital Age: A guide to technology-enhanced institutional innovation, HEFCE, UK.

Literature

- E-learning enhances learning (Sharpe, 2010; Wilkinson, 2011)
- Roles of Technology Enhanced Learning (TEL) and Virtual Learning Environments (VLE)
- Emerging technology to emerging practices (JISC, 2011)

Highlights

- Importance of VLE in ubiquitous learning
- Latest challenge is to explore suitable strategies to embed available technological innovations

Aim

- Investigate the use of the VLE in creative arts and humanities as a tool for learning.

Methodology

Three phase approach across two schools:
- VLE content analysis – examined 704 VLE course module areas
- Staff questionnaire – explore current and predicted use of VLE and other e-learning technologies
- Focus Groups – explore good practice, identify knowledge gaps and support mechanisms

Issues

- Navigation, easier interfaces on the web, ease-of-use
- Perceived the VLE as extra work
- Seeking solutions outside the VLE
- Lack of appreciation to TEL and blended learning
- VLE not considered during module design
- VLE is seen as a technical solution rather than pedagogical innovation (Salmon, 2005)
- Staff keep up to date via word of mouth, not through training.
- Best practices not known

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Do we use the VLE effectively to innovate/transform learning in creative arts?

Dr Jess Power, Vidya Kannara and Jonathan Marsh

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