A Framework for Technology Enhanced Learning at Brookes 2015-20

Seeks to establish conditions in which use of technology may be transformative for learning in four aspirational domains

Learning

Innovative and creative use of information and communication technologies

Through their own use of technologies and environments, students and staff:

- Develop lifelong habits of learning
- Are able to respond to and shape a rapidly changing world
- Jointly develop digital capabilities and are rewarded for doing so
- Have development opportunities informed by evidence and formal feedback

Identity

Transformative academic practice

Through their own use of technologies and environments, students and staff:

- "Capture" digital content for many purposes and audiences
- Exercise and protect their own and others' digital rights
- Extend the capabilities of VLEs through shared understandings of what TEL may enable in any learning context
- Express themselves through academic multimedia and online digital identities

Community

Learning communities and partnerships for scholarly discourse and a sense of belonging

Through their own use of technologies and environments, students and staff:

- Ensure no-one is excluded or disadvantaged on account of disability, background or location, using accessible, standards based technologies.
- Engage actively with formative and summative assessment and feedback
- Engage creatively with professional, academic, civic and social communities

Place

Safe space for learning with flexibility of location and timing

Through their own use of technologies and environments, students and staff:

- Act ethically within legal, institutional and consensual guidelines
- Co-construct effective learning experiences with a baseline set of technologies
- Integrate physical and digital learning environments

Richard Francis & George Roberts 2015