Embedding e-Learning: Sustaining transformational change

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Abstract
e-Learning innovation at the University of Reading has tended to be local and centred on “academic champions”. This flexible, non-directive and evolutionary approach to staff engagement with e-learning has allowed individuals to develop at their own pace based on their own interests. While it has encouraged innovation, the approach has not been enough to bring about real institutional change and to engage staff with e-learning at all levels.

The University has developed a new strategy to enable Schools and academic staff to embed e-learning to drive forward sustainable programme enhancement. Moreover, this strategy enables the institution to provide more proactive support for Schools and help staff engage with e-learning within their own subject and cultural context and to ensure that the student experience is central to the design of programmes.