

TELRI Project

Working with phase 2 institutions

1. Approaching phase 2 institutions

Discussion will take place with the key contacts in each institution in February 2000 to establish the way in which the TELRI team can support phase 2 institutions. An analysis will be conducted of the extent to which the institution can support their academic staff in implementing the TELRI course design and IT approaches. This includes:

- Providing assistance to individual staff for curriculum development through the institution's central support, e.g. staff development, educational development or learning technology unit.
- Making the tools/software available for use through liaison with the institutional or departmental IT service provider and providing support for that use.

The institution's formal accreditation programme for Teaching and Learning in HE may be a useful way of identifying academic staff, particularly where an action learning project forms part of the course requirements.

2. Level of assistance from TELRI

TELRI will work alongside support staff, that is staff/educational developers, IT officers and learning technologists, in the host institutions to:

- identify academic staff and specific proposed or existing courses where the development of research capabilities through technology is appropriate and desirable;
- assist support staff in working with course tutors in departments (rather than to work with academic staff directly);
- advise on any matters concerning the use of the TELRI approaches and tools and offer direct assistance where possible;
- assist in the dissemination of best practice through workshops.

3. Targets

Through the above method of working, the TELRI team aims to support implementation of the C&IT approaches to developing research capabilities in a **minimum of six courses in at least three institutions**.

The implementation target will depend on the level of support the institution can offer to individual academic staff, as outlined in 1. In some cases, an institution may be able to implement TELRI in more than six courses, while in others the number may be much lower.

In order to meet a sufficient level of implementation in phase 2, the team will work with primary and secondary institutions, as outlined in 4 below.

4. Identifying key contacts in support units

- **Primary (stated) institutions**

Durham

- Lesley Macdonald, Staff Development Office (identify staff through Certificate in HE)
- Barbara Watson, Teaching & Learning Group in IT Services/Centre for Teaching, Learning & Assessment (direct support for C&IT in T&L)
- 2 learning technologists (IT Services/Centre for TLA)

Southampton

- Su White, TSMS (direct support? EFFECTS programme participants projects)

Birmingham

- Linda Heyes, Staff Development (Certificate in HE?)
- Bridget Ayrling, Information Services (direct support)
- Michelle Shoebridge, Assistant Director, Information Services

- **Secondary (proposed) institutions**

Nottingham

- Richard Blackwell, Staff Development
- 2 IT staff development officers (direct support)

Leicester

- Nigel Beasley, Staff Development (direct support)

Loughborough

- Andy Wilson, Staff Development
- Bryan Dawson, Flexible Learning (direct support, technology-based T&L)

5. IPR

An IPR agreement in the form of a "Letter of Understanding" must be signed by the Head of the Institution. This serves to clarify that ownership of prior content of the institutions participating in this project will remain the property of the institutions concerned as much as to clarify ownership of the TELRI dissemination materials.