

TEL WITHIN THE
SCHOOL OF
PSYCHOLOGY:
STRATEGIC APPROACH
AND FUTURE
OUTLOOK

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Introduction

This document sets out the Technology Enhanced Learning (TEL¹) strategic approach for teaching, learning and assessment at the School of Psychology, University of Liverpool. This document has been drafted by taking into account the key drivers for change as they are outlined in the University of Liverpool Strategy 2026 and the Technology-Enhanced Learning documents for the University of Liverpool. A particular emphasis is given on examining how the school can “deliver outstanding, research-connected learning and teaching alongside a supportive student experience” and “the use of Technology Enhanced Learning to contribute to high quality learning and teaching” (Strategy 2026, 2016). The three Liverpool Hallmarks are research-connected teaching, active learning and authentic assessment.

In the first part of the document, a short description of the Psychology curricula structure, objectives and other desired outcomes, and the learning, teaching and assessment strategies based on new programme specifications are provided. The second part of document presents the current position of the School in regards to the TEL activities and how the position will change based on the needs of the new curriculum.

Vision

By 2026, technology-enhanced learning (TEL) will have become an integral part in University education. It will support students and staff with the best opportunities for learning and teaching by creating innovative, flexible and engaging programmes of study across all disciplines.

Scope

The document is used for:

- consultation and refinement of our vision and its annual evaluation;
- driving our annual planning research educational proposal and work prioritisation; and
- securing resources and learning approaches.

Mission

To design and support blended learning approaches² which enhance student learning experience, teaching delivery process, assessment and feedback methods, student employability skills and the student’s sense of belonging in a community.

¹ TEL is defined as “the effective use of digital technologies to support learning and teaching” to provide students with an opportunity to “enjoy a more flexible learning experience” (Joint Information Systems Committee [JISC], 2014).

² Blended learning describes “activities that involve a systematic combination of co-present (face-to-face) interactions and technologically-mediated interactions between students, teachers and learning resources” (Bliuc, Goodyear & Ellis, 2007, p. 234).

School of Psychology

Curriculum structure

Although the School of Psychology belongs to the Faculty of Health and Life Sciences (HLS), it is also closely related to the Institute of Psychology, Health and Society (IPHS), and many researchers are involved in the School's programmes as teachers. The School of Psychology offers two undergraduate programmes and one integrated programme "Master of Psychological Sciences" (Table 1).

Table 1. Programmes in the School of Psychology.

Programme	Code
BSc (Hons) Psychology	C800
BSc (Hons) Psychology (2+2) ⁴	C801 ³
MPsycholSc	C804

The psychology programmes are following the requirements of the Quality Assurance Agency (QAA) framework for Higher Education Qualifications and the QAA Benchmark Statement for Psychology in order to satisfy the requirements for the British Psychological Society (BPS). Specifically, each module is assigned a single credit Level and each year students should earn 120 credits. In the third-year level of studies, psychology students can choose from a variety of modules based on their interest and the career path that they would like to follow e.g. forensic, health, clinical and cognitive psychology. All the third-year modules have a credit weighting of 15 with the exception of the 3rd year project, which is weighted at 30 credits and spans in two semesters. The curricula include specific compulsory modules for the first and second year in order to ensure that students obtain knowledge on psychology discipline and develop skills essential for their studies and future career. All the 1st and 2nd year modules have a credit weighting of 22.5, with the exceptions of the 1st and 2nd year research methods modules which are weighted at 30 credits and span in two semesters. Table 2 lists the modules which contribute to the psychology programmes (C800, C801 and C804) for the 1st and 2nd year levels of studies.

By following the QAA Benchmark Statement for Psychology recommendations, the programmes for the first two years of studies address knowledge on mainly four domain areas: Biological (Group A), Cognitive (Group B), Developmental (Group C) and Social Psychology (Group D). Research methods and statistics modules are integrated into the programmes to assist students to obtain knowledge on research methodology and develop skills on statistical analysis. With the exception of research methods and statistics modules, all modules include lectures (12 x 2 hours in a lecture theatre, approximately 500 students), research-focused lectures (10 x 1 hours in a lecture theatre, approximately 500 students) and research seminars (4 x 2 hours in a small-scale learning environment,

³ It is collaboration with the Wirral College providing access to higher education to students from a variety of vocational, academic and non-academic backgrounds. The first two years it introduces students to psychology, complementary study and IT skills and the students are hosted at the School of Psychology in the second of the BSc (Hons).

approximately 13 groups x 40 students). All modules include two assessments (1. Coursework and 2. Final exam) supported by summative feedback. In addition, online formative activities support the learning process. The research methods and statistics modules include lectures (10 x 1.5 hours in a lecture theatre, approximately 500 students), practical classes (9 x 1.5 hours in a small-scale learning environment, approximately 20 groups x 25 students) and sessions with the academic advisor (5 x 1 hours in a small-scale learning environment, approximately 63 academic advisors x 8 students).

Table 2. The structure of the programmes for the Year 1 and Year 2

QAA for Psychology	Year 1 CATS: 120	Year 2 CATS: 120
Group A	PSYC131 Brain and Cognition (Sem 1, CATS: 22.5)	PSYC231 Cognition and Cognitive Neuroscience (Sem 2, CATS: 22.5)
Group B	PSYC133 Introduction to Biological Psychology (Sem 2, CATS: 22.5)	PSYC233 Psychobiology and Motivation (Sem 1, CATS: 22.5)
Group C	PSYC130 Developmental Psychology (Sem 1, CATS: 22.5)	PSYC320 Lifespan Development, Health and wellbeing (Sem 2, CATS: 22.5)
Group D	PSYC132 Social and Individual Differences (Sem 2, CATS: 22.5)	PSYC232 Clinical and Forensic Psychology (Sem 1, CATS: 22.5)
Research Methods and Statistics	PSYC134 Research Methods and Statistics (Sem 1, CATS: 15)	PSYC234 Research Methods and Statistics (Sem 1, CATS: 15)
	PSYC135 Research Methods and Statistics (Sem 2, CATS: 15)	PSYC235 Research Methods and Statistics (Sem 2, CATS: 15)

Curriculum objectives and other desired outcomes

The three curricula have been formed by the key drivers of the QAA Benchmark Statement for Psychology (2016) to provide a general introduction to the major fields of Psychology including “ethical, conceptual, cultural and historical aspects” (p. 8) and to understand the role of research in the acquisition of knowledge, enhancing student engagement with the research process and fostering employability skills. Based on the programme specifications, the teaching should take place in “a stimulating intellectual environment” “informed by leading-edge research” in order to allow students to “develop, test and communicate research ideas and highlight the role of empirical research in the creation of knowledge”. The programmes also allow students to develop subject-specific and generic skills including communication, problem solving, team working, independent learning and research.

Learning, teaching and assessment methods

To achieve these objectives and outcomes, “the programme uses a combination of hard and soft scaffolding. A scaffold is a temporary framework that is put up for support and access to meaning and it is gradually removed when the student secures control of success with a task” (programme specifications). The programmes include a balanced mix of lecture, seminar, tutorial and practical classes focused on research and real-world examples. Specifically, in a lecture theatre the teachers will discuss theories and research-based examples, while the learning activities in a small-scale

learning environment (research seminars, practical classes and sessions with academic advisors) will be based on teamwork and real-world problems. Students will help each other by analysing problems together, and subsequently determine and evaluate solutions. The role of the teacher/tutor is to converse, question and provide constructive feedback during the process.

Table 3 presents the summative assessment (coursework and final exam⁴) methods for the Year 1 and 2 per module. Students will receive formative and summative feedback through coursework of each module.

Table 3. Coursework and summative assessment per module

QAA for Psychology	Year 1	Year 2
Group A	PSYC131 <i>Coursework:</i> Discuss questionable data/methods <i>Summative:</i> MCT and Short answer questions	PSYC231 <i>Coursework:</i> Research poster <i>Summative:</i> Essay writing
Group B	PSYC133 <i>Coursework:</i> Implications of research <i>Summative:</i> MCT and Short answer questions	PSYC233 <i>Coursework:</i> Implementation <i>Summative:</i> Essay writing
Group C	PSYC130 <i>Coursework:</i> Summary paper <i>Summative:</i> MCT and Short answer questions	PSYC320 <i>Coursework:</i> Qualitative report <i>Summative:</i> Essay writing
Group D	PSYC132 <i>Coursework:</i> Public engagement blog <i>Summative:</i> MCT and Short answer questions	PSYC232 <i>Coursework:</i> Position paper <i>Summative:</i> Essay writing
Research Methods and Statistics	PSYC134 and PSYC135 <i>Coursework:</i> Oral presentation Practical report <i>Summative:</i> MCT	PSYC234 and PYSC235 <i>Coursework:</i> Research proposal Practical report <i>Summative:</i> MCT

⁴ In Year 1, the final exam primarily through Multiple-Choice Tests (MCT) and exam-based short answer questions, while in Year 2 there are essay writing exam-based.

Technology

Ambition

eLearning can support the learning, teaching and administration process of the programmes in order to enhance student, staff and School experience, provide an adaptive, effective and personalised learning to every student and meet the stakeholders' requirements.

Students

Be engaged and motivated with their learning process.

Submit their work online, receive timely digital and personalised feedback for improvement.

Use eLearning tools (inside and outside of the class) to maximise the benefits of their face-to-face time with their teachers.

Use learning technology for critical thinking, reflection and independent learning.

Use learning activity data as feedback for reflection and comparison against their peers.

Work both individually and collaboratively with their peers in online spaces.

Be engaged with the research outputs and research practice of the School.

Be creative in research as a way of co-producing knowledge and gain benefit from digital learning environments.

Develop digital literacy skills supporting the lifelong learning opportunities and enhancing their employability opportunities.

Staff

Support a student-centred and pedagogically led approach promoting active learning.

Deliver different assessment and feedback methods to assist students to develop self-regulation skills.

Use eLearning tools to enhance student knowledge and skills with diverse educational experience and needs.

Be confident and skilled users of eLearning tools provided by the University and the School.

Create digital learning material (e.g. images, audio, videos, questions, etc.) to support independent learning.

Work with the Lecturer in Digital Education and Innovation and their psychology colleagues to enhance their teaching.

Support communities beyond the physical estate thus increasing the sense of belonging to a (research)community.

Disseminate their research through the use of technology providing a good practice of use for their students.

Management

Follow and promote the University strategies on Education and TEL.

Investigate and promote learning technology tools in the School.

Organise workshops that enhance teaching and learning of the School and support staff personal development.

Identify opportunities for educational research which aligns with the School needs.

Ensure that good practice teaching and learning examples are spread.

Organise Educational Group within the School to promote research, teaching and scholarship.

TEL position within the school

Current position

In recent years, the School of Psychology has adopted BlackBoard® as a Virtual Learning Environment (VLE), in order to provide flexibility in teaching and learning. It offers psychology students access to numerous online learning material and tools in order for students to download learning material, participate in online discussions, complete online tests, submit their own assignment online, receive online feedback from their teachers and watch videos. In all cases, the teaching is taking place in a physical environment (lecture theatre and teaching room). The way that VLE has been adopted is mainly to support the traditional way of teaching, where teachers stand in the front of the classroom delivering their lecture mainly by using a PowerPoint presentation. Students have the opportunity to download their learning material through a VLE system and study it in their own time and space.

TEL position within the school: Key Achievements

Over the last four years, some **pilot educational projects** were conducted in order to deal with numerous evolving educational challenges following the University TEL strategy.

2014-2015 academic year

A **standard VLE template** was designed for the School of Psychology based on staff and student needs. However, there is still a gap between student and teacher expectations from learning and teaching, respectively. Many teachers still use VLE solely as an on-line storage space (instead of using the institution's intranet), while students expect teachers to use VLE in a more interactive way into their teaching and for the delivery of feedback (Limniou, Downes & Maskell, 2015a; Limniou, Downes, Tsvilis, Whitelock-Wainwright, 2016a).

2015-2016 academic year

eSubmission and eMarking: Markers have provided online grades, feedback on the actual piece of work and general comment/feedback on their overall assignment. In some modules, there is a breakdown of grades based on the assessment criteria (rubric). It was found that approximately 86% of the students read the feedback on Turnitin (internal evaluation). Additionally, although only 30% of eligible participants responded to the 2016-17 NSS, the results showed improvements in the area of Assessment and Feedback in comparison with the previous 3-year mean.

Short videos for the 1st year practical classes provided information about the importance of statistics in psychology allowing students to revise a statistical analysis/topic in their own time. Overall, approximately 400 students/year have used the videos as part of their learning process. The **lecture capture** service was introduced this academic year as well. Students mainly used the lecture videos as part of their revision process (internal evaluation).

A sequence of **online tests supported the process of the continuous assessment**, where overall feedback based on student grades was provided. By analysing the results on students' performance, a positive correlation was found between scores in the online test(s) and the final examination score (Limniou, Tucci, Hands & Downes, 2017a).

A plethora of VLE tools (e.g. videos, discussion forums, online tests, weblinks) supported a **flipped classroom approach**. Students' engagement in-class increased by using PollEveryWhere allowing teachers to provide formative feedback to the large cohort of psychology students (~450 student/class). Students positively evaluated the flipped classroom approach compared to the traditional way of teaching. The two years' experience revealed the importance of the intricate relationship between the choice of learning material and activities, and the teacher's contribution to the approach and students and staff expectation/behaviour toward technology (Limniou, Lyons & Schermbrucker, 2015b, 2016b; Limniou, Schermbrucker & Lyons, 2017).

A **blended learning approach** supported the first year Transferable Skills modules by promoting online discussions and online collaborations outside of the classroom (wikis, blogs and journals). Students who participated in the online activities presented better performance on their final assessment ($M = 61.94$, $SD = 10.31$) compared with those who did not ($M = 57.77$, $SD = 10.21$), $t(73.55) = -2.85$, $p < .001$. These modules have been highly evaluated by students (Transferable Skills 1: $M=89.58\%$ and Transferable Skills 2: $M=87.94\%$) (module evaluation).

2016-2017 academic year

An **investigation** was conducted to gain an insight into how the current curriculum of the School of Psychology could be enhanced based on **student voice, the principles of research-teaching nexus and the role of technology. Research Community, Research Field, Outside World Applications and Employability** emerged as needing improvements on the current curriculum. Based on students' responses, the use of technology could allow students to apply their own knowledge to real-life situations and disseminate their experience through a (research) community enhancing their employability skills (Limniou & Mansfield, 2018a).

A blended learning approach supported the first year practical classes by promoting **problem-based learning and games supported by Web 2.0 applications** (Kahoot and PollEverWhere). The interactive approach was perceived to significantly improve student learning experience by promoting active and collaborative learning through the use of real research study applications and formative feedback (Limniou & Mansfield, 2018b).

2017-2018 academic year

An investigation on **student perceptions and understanding of (online) assessments** delivered by the School of Psychology and the School of Life Science has been designed. The findings from this investigation will be valuable for the Schools and also the University in order to plan and manage the future teaching and learning actions based on the views of the major stakeholders (students).

Analysis of the TEL role in the School's new curricula
Strategic outline

The aim of the TEL approach is to increase student satisfaction and align with the University of Liverpool Strategy 2026 (research-connected teaching, active learning and authentic assessment). In order to achieve this aim, different frameworks and learning processes can be used to support the student, staff and management. A top down TEL strategic approach is illustrated below in Figure 1.

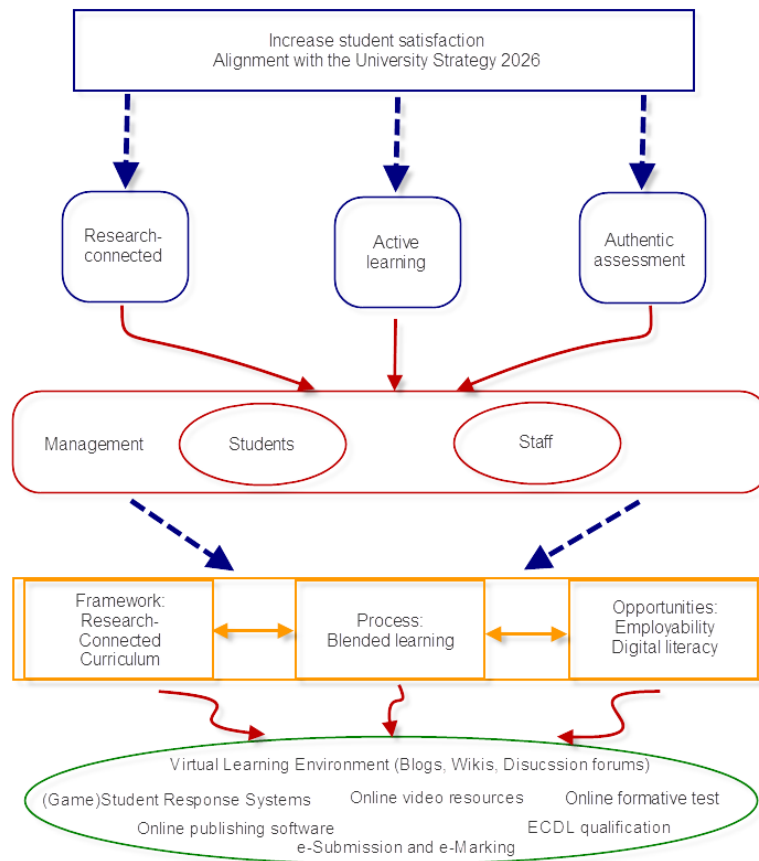


Figure 1. TEL strategic approach aligned with the University of Liverpool Strategy 2026.

TEL tools and their implementation into new modules

All the new modules will be supported by a **VLE** space in which a **standard template** will be applied. The **learning material** (PowerPoint slides, videos, reading list, web links, etc.) should be uploaded on the VLE module space at least 48-hours in advance of the lecture time. **E-submission and e-Marking** will support all coursework of the new designed modules⁵. Regarding the **staff and student familiarity**

⁵ More work is needed from the School to ensure the quality of the feedback that provided by markers.

with the VLE interface and the VLE tools, the already designed material will be used⁶. The provided by the University **lecture capture** facility will support the new programmes⁷.

Additionally, psychology staff will need to create their own **short videos** in order to assist students to deal with one integrated environment rather than a number of separate information subsystems. The short videos can help in the task of managing and processing information. **Camtasia** will be used to create and edit videos due to fact that it is easy to use compared to other video software, thus allowing teachers to create custom videos suited to their own needs. **Snagit** is another software which could help psychology staff to create custom high-quality images for their lectures/videos.

Although the use of VLE and technology can enhance the teaching and learning process in terms of time and location flexibility for students, the above described use is not enough to move the traditional to a more interactive way of teaching (Kinshuk, Cheng & Chew, 2016). Based on the educational literature, teachers should act as facilitators to stimulate discussions and challenge student way of thinking (Slavin, 2006). Technology can support synchronous and asynchronous communication using Web 2.0 applications. For example, **Kahoot!** (<https://kahoot.com/mobile-app/>) is a free game-based student response system allowing students to compete against one another while testing their knowledge (Wang, 2015). **PollEveryWhere** (<https://www.polleverywhere.com/>) is a student response system, which can enhance the interactivity between teachers and students during the lecture time supporting anonymous formative feedback (Shon & Smith, 2011).

Based on the **2016-2017 academic year research on Web 2.0 applications**, psychology students reported that the interactive learning approach supported by PollEveryWhere and Kahoot was significantly more interesting, intellectually stimulating, enjoyable, engaging and organized rather than the traditional way of teaching. Students also pointed out that they received constructive feedback and they were given a forum in which they were allowed to express themselves in a friendly and collaborative environment. Finally, it seems that by supporting a teaching approach based on problem-based and game-based learning, the gap between teachers and students decreased allowing students to become more engaged and motivated with the learning process.

Online discussions could enhance the interactions between students and teachers outside a psychical classroom. **VLE online discussion forums** will support asynchronous communication, which could enhance peer-to-peer interaction sharing and distributing of knowledge and expertise among community members (Limniou, 2012).

⁶ If the University changes the VLE platform, a new VLE template and supported training material need to be designed.

⁷ Individual training for the new staff will be provided by the Lecturer in Digital Education and Innovation (DEI) and/or the TEL technician.

Activities based on problems, project work, collaboration in classroom and online discussion support **a student-centred learning environment**, where students can actively participate in learning receiving feedback and allowing teachers and students to monitor the learning process. Furthermore, by generating feedback on students' performance on learning activities, teachers intervene at an early learning stage in order for a desired level of knowledge to be achieved (**formative assessment**). Students develop self-awareness and self-regulation skills through their active engagement in their own learning and they are more responsible to manage their own learning (Nicol & Macfarlane-Dick 2006; O'Donoghue, 2010). Online tests and VLE blog activities can be used by teachers to provide formative feedback to students. For example, **online formative tests** will provide prompt feedback to students focused on suggestions/recommendations for further study (either by providing specific feedback on students' responses or by providing overall feedback based on students' grades). By receiving feedback, students could evaluate their progress and identify the areas/topics that they need to improve on. **Individual VLE blog activities** will support a feedback loop mechanism encouraging dialogue between teacher and students, promoting student reflection on their learning process and enhancing student personalised learning.

Employability-Digital Literacy

The new curriculum aims to make students and staff more aware of the types of the employability and transferable skills that students will need to acquire. The skills will have a strong connection with what the QAA benchmark statement for psychology recommends for students including **digital literacy**. The last term refers to knowledge, skills and behaviours involving the effective use of digital devices such as smartphones, tablets, laptops and desktop PCs for purposes of communication, expression, collaboration and advocacy necessary for someone to live, learn and work in a digital society ([Joint Information Systems Committee](#)). Technology can support the new curricula to enhance employability skills of students by

1. using a **wiki** (e-portfolio), where students will reflect their own progress and then discuss it with their academic advisors. Staff will assist students to plan short- and long-term achievements on their personal development and assist them to develop skills which are necessary for their studies and beyond (Star & Hammer, 2008);
2. using **publishing software**, such as Microsoft Word and Overleaf, where students will prepare their own CV and discuss it with their academic advisors; and
3. studying for an **IT skills qualification** called the European Computer Driving Licence (ECDL) and awarded by the BCS - The Chartered Institute for IT. This will be part of the extra curriculum activities allowing students to attend workshops and gain a qualification in order to enhance their IT/digital literacy skills.

The Figure 2 illustrates the integration of technology into the three different teaching environments for the first two year modules of the new curricula. A similar process will be followed for the third and four year modules.

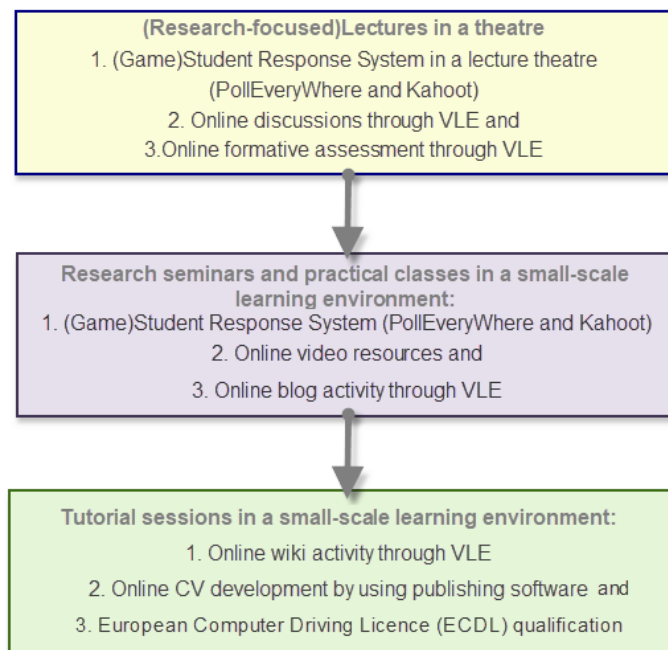


Figure 2. Integration of different types of eLearning tools into the first two years curricula modules.

The other issue that should be addressed through the use of technology is the **sense of belonging to a (research)community**. Collaborative wikis, blogs, photo and slide sharing, YouTube videos and online social networks are used by millions of people in everyday life either for personal/social or professional/organizational purposes (Shang, Li, Wu & Hou, 2011). The School of Psychology has a VLE space for Student Staff Liaison Committee, a Facebook© account, a Twitter© account and a blog space. Although these social networking platforms support a (research)community, more work is needed to connect the different platforms together allowing students and staff to disseminate their own work with the outside world (e.g. alumni and potential employers for psychology students) and with other communities within the Faculty and University. An innovation hub could support the pedagogic concept of a “student as researcher” (Shaw, Holbrook, & Bourke, 2013) which support continuous learning and career development process through teaching and learning of a wide range of skills and attributes.

TEL Inspirations

The above described integration of technology into the Psychology curricula has been proposed in order to support active learning. Authentic assessment is another key element of the University of Liverpool Hallmark. Although the current assessment methods promote the connection between research and real-world applications (Table 3), a more effective connection can be realised through comparative judgement and peer assessment, co-production and connections with employability.

1. Comparative judgement can support (formative and summative) assessment and collaborative learning. Students can compare two pieces of work e.g. a drawing or an essay (anonymously) and they can vote for which one they think best meets the learning criteria,

whilst leaving feedback. CompareAssess is a peer to peer platform that can support this learning process.

2. Co-production is an area that allow students to be actively engaged with research in a collaborative environment (Filipe, Renedo & Marston, 2017). This process can be supported by technology allowing students to enhance their employability skills (e.g. project management, team work) in order to create digital material (Canhoto, Quinton, Jackson & Dibb, 2016).
3. Interviewing academic staff/professionals is a process that allow students to write a short report on a research topic and educates students on the way that theory applies to practice.

The above inspirations can support the School curricula the next academic years. However, their implementation is depending on the School priorities, flexibility to curricula structure and the innovation promotion.

TEL Evaluation

The evaluation process will be on an annual basis. An internal evaluation will be conducted every year based on the challenges that staff and students will face on the use of technology in the new curricula. In addition, any further needs that staff and students might have from TEL will be discussed. Unfortunately, there are no clear metrics for the direct TEL evaluation. However, the TEL activities will contribute to every module enhancing teaching, learning, assessment and feedback, management and personal development opportunities for students (module evaluation). Additionally, there are no NSS questions focused on TEL activities, but all the evaluated NSS areas, such as learning, teaching, employability, and assessment and feedback, are supported by TEL. Therefore, the TEL evaluation will follow the School module evaluation and the holistic evaluation process that will take place based on NSS results. Based on the School evaluation processes, the TEL activities will be assessed and changed whenever it is necessary. Educational research projects will support the evaluation process of the TEL activities. These projects will be based on the priorities of the School.

Lecturer in DEI

The Lecturer in Digital Education and Innovation (DEI) will be responsible for the implementation and the evaluation process, educational research projects and the dissemination of the good practice example within the School and/or Faculty. The lecturer is mainly responsible for the management (see Technology-Ambition) of this strategic approach and part of the role is to propose changes, if they are necessary. The Lecturer in DEI will attend conferences and workshops in order to promote changes in the School programmes.

The Technology-Enhanced (TEL) technician will support on the implementation of the described TEL strategic approach (or any required changes) by providing written instructions and preparing the learning and the assessment environment for psychology staff and students.

Individual and group training sessions will be provided by the Lecturer in DEI or TEL technician, if needed.

SWOT analysis to underpin TEL strategy for the new curriculum in the School

Strengths	Weaknesses
<ul style="list-style-type: none"> • Flexible learning environment, where the knowledge can be represented in different ways allowing students to create their own understanding at their own time and space and through interactions with their teachers and with their peers. • Enhanced learning environment supported by online/in-class discussions challenging student way of thinking. • eSubmission and eMarking support formative and summative assessments. • Support an interactive environment for a large cohort of students. • Work based technology-enhanced learning model for the curricula keeping a consistency across the modules. • Easy way to monitor the teaching process. • Experience on digital literacy skills. 	<ul style="list-style-type: none"> • By following the same learning pattern in all modules, <ol style="list-style-type: none"> a. staff may not support alternative teaching approaches; b. research projects and good practice examples may be limited; and c. student creativity will not be promoted. • More authentic assessments are needed in order to realise the full potential of TEL.
Opportunities	Threats
<ul style="list-style-type: none"> • Utilisation of digital education and innovation expertise. • Employability and research skills throughout the programmes. • (Research)Community enhancement by supporting an (online)innovation hub. • Authentic assessment enhancement by supporting digital literacy and employability skills. • Enhancing the interactivity between staff and students through an online community and innovation hub. 	<ul style="list-style-type: none"> • Risks on the implementation process because of staff unwillingness to integrate the eLearning tools into their teaching approach. • Risks on the teaching process because of consistency and inflexibility of the curricula structure. • Risks on online formative assessment process because of the over-assessed curricula.

Budget

In order to deliver the change from the current to the new curricula for the School of Psychology, the following software and hardware are required.

Software/ Hardware and Web Site	Price per licence/ Quantity	Number of licences/ Quantities	Total cost
PollEveryWhere	\$649/current conversion £472.59	4 (each licence per year)	\$2,596 per year/current conversion £1,890.36
Kahoot	Free	-----	-----
Camtasia	£125.74	8	£1,005.92
Snagit	£16.25	15	£243.75
Logitech C920 HD Webcam	Current price on Amazon £64.99	10	£649.9
Plantronics Audio 478 PC Folding USB Stereo Headset	Current price on Amazon £28.50	10	£285
Overleaf	Free	-----	-----
ECDL	Registration fee £30 and exams cost £10 each (£40 per student).	Potentially approximately 500 students per year	Potentially 20,000 per year
CompareAccess	The pricing is based on numbers of students (£13.50 per student).	500	£6,750

Additional human resources (1 full/part-time lecturer in DEI Grade 7 and/or 1 full/part-time TEL technician Grade 5) are required in order to effectively support the new curricula.

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