ICHAS

Section 6 – Staff Recruitment, Management and Development

Subject:	Procedures associated with supporting staff engagement with Blended Learning	
Date Approved by Board of Directors:		February 2021
Policy Version	1/2021	Date due for Revision	February 2024
Parent Policy	Policy on supporting staff engagement with Blended Learning	

INTRODUCTION

Procedures are in place at ICHAS to ensure staff are trained to use blended learning technologies effectively. Training opportunities are available for new lecturers; and additional training is provided in a structured, ongoing manner for all teaching staff to appraise them of changes in approach or supporting technologies.

RESPONSIBILITIES

ROLE/ PERSON	RESPONSIBILITY
Educational Technology Manager	Organising and scheduling training sessions for staff with the Educational Technologist and other trainers.
Vice President (Corporate Affairs)	Ensuring necessary resources.

PROCEDURES

Training at New Lecturer Induction

Procedures for training lecturers in the ICHAS suite of educational technologies supporting teaching and learning are in place to ensure that all new lecturers can use these technologies effectively and in a manner that maximises quality learning for students. These procedures are outlined as follows:

1. Training will normally take place at a designated day for new lecturer induction and orientation. However, training can be arranged separately for lecturers depending on need and necessity.
2. A detailed overview is provided of the ICHAS Learning Management System. New lecturers will be shown how to log in to the ICHAS LMS, and how to recover their account in event of a forgotten password.
3. The facilitator will demonstrate the Dashboard page of the LMS and show lecturers how to navigate the LMS from this page. This includes how to access

their ICHAS email account, and how to confirm that they are enrolled on their modules.

4. The facilitator will then demonstrate how to add content to a module page, how to edit a module page and introduce best practice principles in digital pedagogical approaches and blended learning.
5. Lecturers will then be shown how to launch a synchronous VIRI classroom session.
6. A simulated VIRI session takes place, during which lecturers will gain familiarity with the student perspective on using live lecture software.
7. The capabilities of the system from the lecturer user perspective will then be outlined (polling, group/individual chat, sharing web links, etc) and demonstrated. Teaching scenarios in which these may be appropriate are discussed.
8. The technical supports available during each VIRI session are outlined, and support contact information provided.
9. Finally, the facilitator will return to the LMS to show lecturers how to access helpful resources and information on online learning and best practice in blended learning.

Training at In-Service Training Days

- Digital skills training for teaching and learning at in-service training days focuses on bringing lecturers up to speed with recent developments in educational technology. This primarily focuses on outlining the impact of any recent updates to software used in the delivery of blended learning and virtual classes at ICHAS, and then moves on to involves the discussion of feedback and effective teaching strategies.
- The educational technologist will outline changes to technologies used in the delivery of blended learning at ICHAS, if any. Changes may be because of:
  - Version updates to learning technologies that have resulted in changes in their appearance, operation or capabilities.
  - Switching from one technology or service provider to a new one.
- If changes are so significant as to require it, additional time will be allocated to demonstrate how such changes have affected operation and workflow.
- Student and lecturer feedback on blended learning experiences in the preceding academic year will be discussed.
- Feedback will be discussed in the context of responding to identified challenges, if any, and agreeing upon effective solutions.
- Existing good practice, innovative ideas for teaching and learning and/or enhancements to assessment approaches will be discussed.
- Training, feedback and discussion feed into the teaching and learning approach for the forthcoming semester.

Ad-Hoc Training

- Ad-hoc training can be arranged at any point by appointment with the educational technologist, regardless of the campus the lecturer teaches in.
- Training can be provided either online or face-to-face depending on individual need.

GRAPHICAL PRESENTATION OF PROCEDURE
The following Chart outlines the common elements of Training at Staff Induction Days
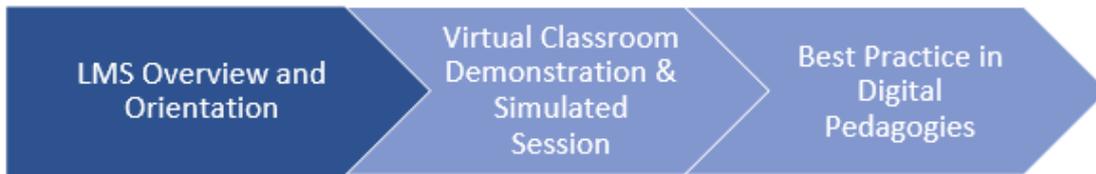
The following Chart outlines the common elements of In-Service Training for Staff on elements of Blended Learning
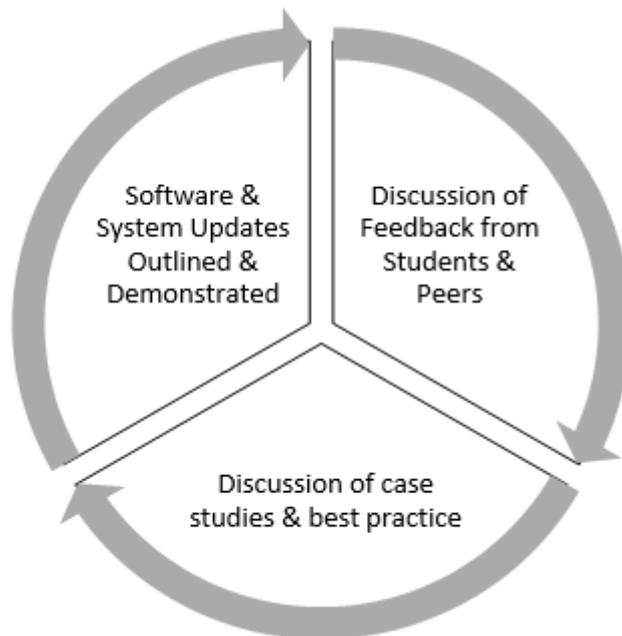

Figure 1 – Common elements of In-Service Training for Staff on elements of Blended Learning

Linked Policies and Procedures

Linked Policies	Policy on Staff Recruitment, Management & Development
	Policy on Staff induction
	Policy on Staff Communication
	Policy on Staff Development
	Policy on Staff Performance & Appraisal
	Policy on supporting staff engagement with Blended Learning
Linked Procedures	Procedures associated with Staff Recruitment, Management & Development.
	Procedures associated with Staff induction.
	Procedures associated with Staff Communication
	Procedures associated with Staff Development
	Procedures associated with Staff Performance & Appraisal