



English and IT

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Report Series

Number 5
December 2002

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Part 1: Introduction

1.1 Background

The origins of the English Subject Centre's IT Project lay in a bid submitted to the Learning and Teaching Support Network (LTSN) for Learning and Teaching Development in February 2001. The bid proposed to establish a national training programme in the use and capacity for IT in the learning and teaching of English. It proposed to enhance and disseminate existing developments and meet a clearly identified need. Its stated Strategic Aims were:

- to develop and enhance the use of IT tools in the teaching of English in Universities and Colleges of HE in the UK
- to promote a greater awareness of available materials and their capacity to enhance student learning and thereby to improve the learning environment of English students in the UK
- to improve IT skills in students of English
- to promote a higher level of IT competence in the subject's pedagogical practice

To help achieve its aims it set the following objectives:

- to produce a rolling programme of training for English HE staff (realised as a series of C&IT Roadshows)
- to produce an annotated database or catalogue of programmes available with notes on fitness for users (realised as 'The Learning Link' database: <http://www.english.ltsn.ac.uk/learninglink/>)
- to produce a full report on IT developments and their application, and to make recommendations for the future IT policy of the English Subject Centre (this report)

1.2 Context

English is among the largest academic subject areas in UK Higher Education. Its popularity among undergraduates, however, has not insulated it from the challenges and developments in the HE sector as a whole, including the moves towards vocationalism, the demands for a higher profile for graduate employability, and the skills agenda. Many English lecturers believe that the subject as a whole is well equipped to face these challenges. It has a good record of graduate employability, with the majority of graduates exhibiting a range of transferable skills and flexible accomplishments that employers value. Despite its strengths in these areas, it has more work to do in both recognising

and building upon the skills the subject embodies. It is in this area that IT will have to play a major role and can exercise its greatest influence on the subject.

While most students of English know how to word process, use email and probably make use of limited search facilities, the integration of the new technology into the experience of English education nationwide is restricted. The HEFCE summary report of the Quality Assessment round in England (93-94), summarised in the *English Subject Centre Newsletter, 1* (available at http://www.hefce.ac.uk/pubs/hefce/1995/qo_12_95.htm), highlighted this area as a deficit in English, and the experience of the English Subject Centre to date is that a deficit still exists. There have been significant and enterprising developments on the part of individual lecturers or departments, but most English programmes still lag behind. This very uneven profile calls for some rapid remedial action, particularly since many practitioners are now conscious of the ways in which the new technology can assist with the management of large groups, and the increasing need to build a structure for students' time outside the classroom.

The possibilities for the application of IT in English are potentially extensive since the advent of the World Wide Web (WWW) has resulted in a proliferation of textuality. English is pre-eminently placed to engage critically the textual and discursive production that attends the "Internet Age". The subject as a whole, however, has not embraced this opportunity. As evidenced in the English Benchmarking Statement, English is primarily discursive in practice: the subject retains at the centre of its teaching the oral exchange in seminar or tutorial that is able to test and validate judgements, ideas and information about literature and language. Skills of argument, understanding, debate and discussion are paramount, and such skills are also evident in the prevalence of the discursive essay in coursework and examination. Given the primacy of the notion of human exchange and interchange, the culture of the subject has not been so quick to embrace the application of IT, and indeed, in some places cultural resistance to the introduction of IT persists.

Yet it is also true that some English practitioners have demonstrated emphatically the value of IT in both traditional and innovative frameworks. In addition, the use of IT in English research has had resounding implications for the phenomenology of the subject itself. Rather than a reaction to a perceived lack, the IT Project sought to build upon the foundations of innovative, effective and resoundingly successful practice.

English as a subject area is far from moribund in its developments using the new technologies, but much of this activity is still restricted to localised use. It is our belief that the variety of institutions, individuals, and projects is sufficient to provide a basis for the rapid spread of information and training across the

diversity of institutions. What is lacking is the resource, apparatus and the will to drive this forward quickly and efficiently.

The IT Project was one means by which communication about and training in specific practices could be quickly and efficiently promoted across institutions. Its freely available database of resources contains examples of best practice and innovation created by lecturers teaching across a range of institutions; and its series of regional roadshows included all interested lecturers who wanted to gain first-hand knowledge of and experience with a host of computer-enhanced instructional resources and tools.

1.3 Summary of Project Phases

The project began on 1 November 2001 and ran for one calendar year. It located established strengths and concentrated on the dissemination of tools and capacities available through a schedule of regional roadshows that offered training, information, and hands-on experience. Simultaneously, information about resources was published via an online database. And finally, this report was produced to review progress and to set forth the findings.

The phases of the project:

Establishment of Partners, gaining consents, establishment of Steering Group (November 2001)

To gather input about past initiatives from experienced project managers we established a Steering Group to advise on the management of the project. The group consisted of:

Jean Anderson, STELLA, University of Glasgow
 Janet Beer, English, Manchester Metropolitan University
 Robert Clark, English, University of East Anglia
 John Lavagnino, Centre for Computing in the Humanities, King's College, London
 Stuart Lee, University Computing Services, Oxford University
 Leon Litvack, English, Queen's University, Belfast
 Peter Robinson, English, De Montfort University
 Kathryn Sutherland, English, Oxford University
 Rob Watt, English, University of Dundee
 Nigel Wood, English, De Montfort University

Establishing Contacts (December 2001 to February 2002)

We sent letters and follow up emails to Heads of Departments as well as emails to departmental IT representatives and directors or managers of Learning and

Technology Centres. By means of this publicity campaign, we announced the project and requested that recipients circulate our announcements, directing interested people to an online web form to log their use of IT.

Creating a Network (January 2002 to May 2002)

Based on the responses to our publicity campaign we identified lecturers who were active users of IT and established further contact. Wherever possible we arranged to visit them so as to learn first-hand about their experiences and projects. (See Appendix 2 for a list of institutions visited).

Design/production of online catalogue (January 2002 to May 2002)

During the course of collecting data from responses to our web survey, we compiled a database of C&IT enhanced learning and teaching resources, which is now available from a dedicated website:
<http://www.english.ltsn.ac.uk/learninglink>.

Roadshows (June to July and September to October 2002)

We planned, organized and led a series of regional roadshows that provided a forum for demonstrating examples of best practice and discussing the key issues that attend using IT in learning and teaching, including time management, pedagogical impact, common pitfalls, etc. (See Appendix 4 for summary programmes).

Reporting Stage (October 2002)

Summation of the Project and reflection on its successes and failures.

Part II: Project Description

2.1 Preconceptions

The IT Project began with the pre-conception that undergraduate education in English is a field in which new technology and media have had only a limited effects. We accepted as given that certain technologies, namely word processing, web browsers, and email, were routinely entrenched in the quotidian life of most academics. Such technologies, however, were understood to be used in an instrumental manner – to type documents, view online resources or correspond one-to-one with colleagues or students. That is, they were used to perform 'business' tasks rather than to promote or enrich learning and teaching.

Given the presence of certain technologies in the life of academics, we were interested in the ways in which lecturers used these essential tools beyond their most basic functions. For example, were they composing web documents with MS Word? Were they requiring their students to use browsers to access course materials and resources outside the seminar? And were they using email to establish group discussion among students? We essentially wanted to identify the extent to which certain technologies had the capacity to influence pedagogical practices across institutions: that is, if they affected how the subject community learned or what they learned, and how that learning is communicated to students. We also, of course, simultaneously strove to locate those resources that lecturers would readily recognize as useful and valuable applications of technology to teaching English.

2.2 Collecting Data from the Web Survey

The IT Project began in December 2001 with an information gathering campaign during which we wrote to all English departments, describing our project and inviting feedback from lecturers who were using C&IT in their teaching. The survey form (which is still available from our website at <http://www.english.ltsn.ac.uk/ITProject/project.asp>), enabled us to collect contact details as well as preliminary information concerning IT practices and use.

IT Project: Web Survey Form

First Name:

Last Name: (Required)

Department:

Institution:

Telephone:

Email Address: (Required)

Please answer Yes or No to the following questions:

Yes No Do you use email discussion or conferencing in the courses you teach or co-ordinate?

Yes No Have you developed dedicated online teaching resources (online course assignments or lecture notes, electronic texts, etc)?

Yes No Do you use a Virtual Learning Environment?

Yes No Do you require your students to use online bibliographic resources?

Yes No Have you developed any assignments that assess your students use of C&IT resources or tools?

In the box below, feel free to elaborate on any of your answers to the above questions. We'd also welcome a brief description of the ways you use any other aspect of C&IT in your teaching:

*

(Figure 1: Web Survey Form)

We received a total of 59 responses to our web survey. 43 out of the approximately 105 institutions with English degree programmes were represented in the responses (see Appendix 1). Not all the responses resulted in identifying resources or practices. Several respondents used the form to inform us that their departments were not using C&IT, a development that represents a negative practice in a study that sought to identify the uses of

technology. This type of response as well as the non-responses from the majority of English programmes across the country suggest a number of things, ranging from general apathy to confirmation that IT has not established a firm foothold in the subject.

Although qualified due to their limited numbers, the responses to our survey allowed us to identify individual resources and tools as well as general trends in practice. The responses, for example, tended to fall into two broad categories: resources created and delivered within course management systems (commonly referred to as VLEs, or *Virtual Learning Environments*); or 'stand-alone' resources or tools published on the WWW or CD-ROM.

The responses, moreover, provided us with a broad sense of how IT has been integrated into English Studies. For example,

- 42 out of 59 respondents had developed dedicated online teaching resources (online course assignments or lecture notes, electronic texts, etc).
- 39 out of 59 required their students to use online bibliographic resources;
- 38 out of the 59 used some form of e-discussion or e-conferencing;
- 30 out of the 59 respondents used a VLE to support teaching;
- 29 out of the 59 respondents had developed assignments that assess their students' use of C&IT resources or tools.

The survey suggests that English lecturers are using the WWW to develop and deliver instructional materials, and are using electronic communications technologies as pedagogical rather than instrumental tools. A surprising result is the number of institutions that have acquired course management systems for developing and delivering online instructional materials: more than 50% of respondents indicated that they used a course management system (or VLE) to support their teaching.

Our survey of IT use and practice, in this one instance, was able to identify a trend: English departments, following institutional initiatives, are increasingly relying on course management systems to deliver online resources. This development is further borne out by developments across the HE sector. The Joint Information Systems Committee (or JISC), for example, has recently announced plans to fund a National JISC Centre of Expertise in the Planning and Implementation of Information Systems. The proposed outline of the service, which will include VLEs, is described in JISC Circular 05-02 (http://www.jisc.ac.uk/pub02/c05_02.html).

The sheer number of departments currently using or planning to use VLEs provided the impetus to dedicate a thread in our event series to VLEs and

English. In doing so, we sought to engage the pedagogical challenges as well as the professional consequences that attend developing instructional materials within such systems.

The results from the survey provide an incomplete picture of how IT is used in English programmes. In one sense, the most compelling statistic is the lack of institutional participation in the survey. 60% of the departments contacted did not respond to our survey. This lack of response is considered in greater detail below.

2.3 Contacting Practitioners

After gathering the information volunteered by lecturers across the country, we sought to make contact with individuals who were especially active in using C&IT. We subsequently organized over a dozen departmental visits, in which we arranged to cover as wide a geographical distribution and institutional range as possible; for example, we visited colleagues at Exeter, Newport, London Guildhall, Huddersfield, and Durham (see Appendix 2 for a list of HE Colleges and Universities visited). These visits afforded a number of opportunities: they allowed for additional information gathering; provided an opportunity to learn more about lecturers' perceptions of their student as well as departmental expectations with regard to IT use; and allowed us to sit in on classes to witness computer-enhanced instruction first-hand.

During our visits and interviews with academic staff, a set of trans-institutional issues emerged. These issues can be loosely grouped into three categories:

Student Issues

- Resistance to technology
- Insufficient time, inclination or motivation to explore or exploit resources

Staff Issues

- Limited funding to develop resources
- Lack of time to learn the technologies and then to use them
- Staff at a loss as to how to proceed in using existing resources/tools
- Departmental resistance to incorporating IT into the curriculum
- Departmental framework not set up to cope with merging IT and English (eg, text-based assessment ideas do not adequately evaluate courses that incorporate IT components).

Institutional Issues

- Copyright
- Plagiarism
- Management mistakenly view IT as a means to replace face-to-face teaching
- Chronic technical failure (eg, some institutional networks provide unreliable environment to implement electronic resources)
- Lack of technical support on departmental as well as institutional level (limited instructional or training opportunities exist)
- Computer classrooms in high demand and hard to schedule classes in them

Several of the concerns coincide with other English Subject Centre initiatives (events and reports on assessment and plagiarism, for example), and point to ways in which technology related issues impinge on the teaching English in general. Rather than discrete or isolated problems, the above concerns also demonstrate the extent to which issues and problems involving IT are interconnected and mutually informing. For example, lack of resources (in the form of no release time from teaching, lack of technical support, or unreliable technical infrastructure) discourage staff from using C&IT in their teaching which in turn promotes student resistance by acculturating them to the view that English Studies does not involve technology because they are not using computers in their English classes. While there is no quick fix for such problems, their interconnectedness points to one reason why institutions have moved towards Course Management Systems. Such systems require a significant investment in computer hardware and software to provide a stable technical service; this financial commitment in turn increases the expectations that lecturers will use such systems to support their teaching; and lecturers who adopt the systems to develop instructional materials promote the use of new technologies among students.

How academic staff go about incorporating new technologies into their teaching remains very much an open matter. In an attempt to provide guidance, examples, and fora for discussion, the Centre's IT Project sought to promote the use of new technologies and media by two means: the Learning Link Database and a series of C&IT roadshows.

Part III: Learning Link Database

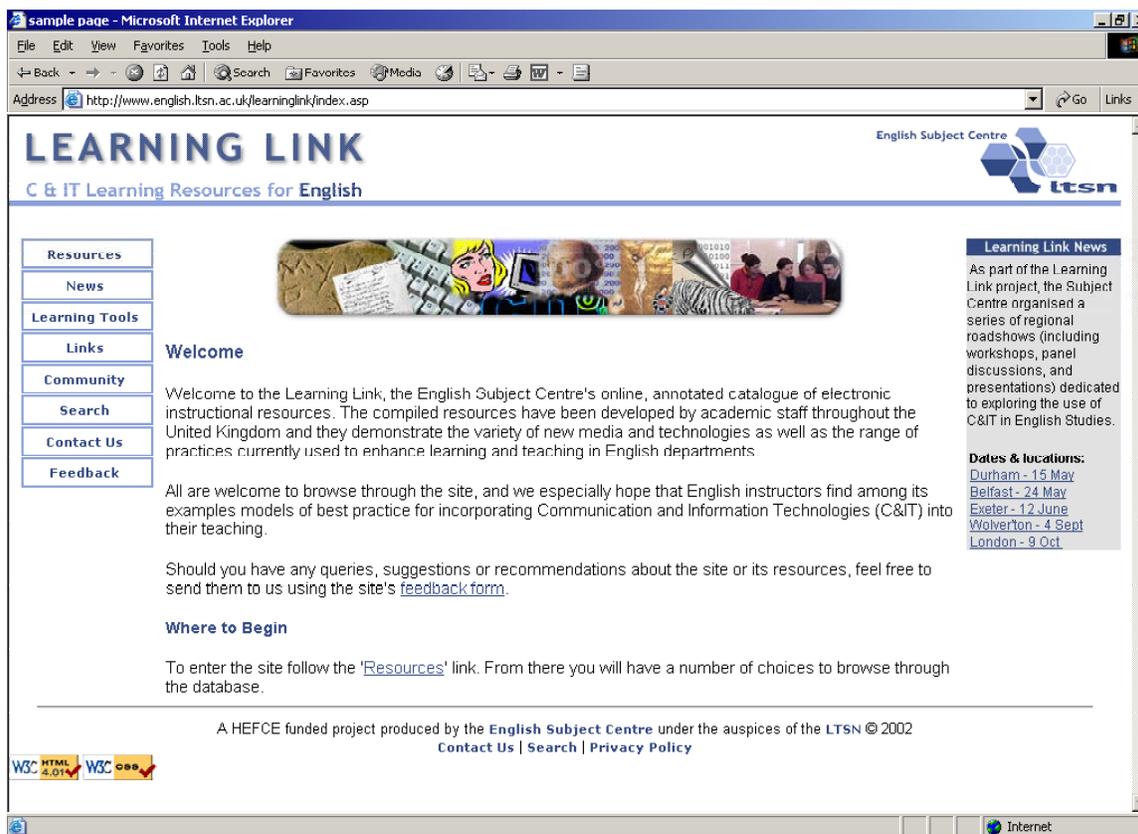
3.1 Rationale

During the course of developing the Learning Link Database, we encountered two prevailing attitudes towards technology: inadequacy ('I don't know where to begin') and hostility ('I don't see how it's relevant to my teaching'). With these attitudes in mind we sought to provide exemplary models that lecturers can emulate and that demonstrate the relevance of new media for English Studies.

The Learning Link was conceived as part of a 'ripple effect'. In the first instance, we imagined that the resources accessible from the site would be used by lecturers and students; in the second instance, we hoped that they would serve as models for staff interested in developing similar resources.

3.1 Description

The Learning Link database is accessible from the Centre's Website.



(Figure 2: Learning Link Home Page <<http://www.english.ltsn.ac.uk/learninglink>>)

The Learning Link site consists of 8 interrelated sections:

Resources	Contains pathways to the records.
News	Announces additions to the site and news updates.
Learning Tools	Provides access to tutorials and instructional materials.
Links	Contains hyperlinks to relevant, external resources.
Community	Provides access to an e-forum for sharing ideas and advice.
Search	Contains a search facility for searching the database.
Contact Us	Provides the contact details of the site's administrator.
Feedback	Contains a web form for collecting comments about the site.

(Figure 2: Navigation Bar)

At the heart of the Learning Link is the 'Resources' section, which consists of information about electronic instructional materials. It has been designed so that viewers can browse its contents in a number of different ways. The resources have been catalogued according to Literary Genre, Historical Period, Specialised Subject, and Resource Types. Each of these categories provides a different path to specific items. For example, if a user wants to view the available resources on the nineteenth-century novel, he/she can view the results by following either 'Historical Period' > '1701-1900'; or 'Literary Genres' > 'Fiction'. Each path leads to a list of hyperlinked items, from which the user can access an catalogue entry, containing the following metadata descriptions:

- Title
- URL (if the resources is web-based)
- Description
- Audience (or intended user of the resource)
- Subject
- Resource Type
- Creator
- Contact Details

The screenshot shows a web browser window with the following content:

LEARNING LINK
C & IT Learning Resources for English

English Subject Centre
ltsn

Home > Previous Page > Don DeLillo's End Zone in Orono, USA and Sheffield, UK

Title: Don DeLillo's End Zone in Orono, USA and Sheffield, UK

URL: <http://www.shef.ac.uk/english/literature/endzone/endzone.html>

Description: This website was set up to support students at the University of Sheffield and the University of Maine, who were enrolled in separate courses studying Don DeLillo's End Zone. The instructors arranged for their British and American students to conduct electronic, trans-Atlantic discussions of the text.

Audience: Advanced undergraduate

Subject: American Literature

Resource Type: Hypertexts

Creator: Dr Duco van Oostrum

Contact Details: University of Sheffield
0114 2228468
d.oostrum@sheffield.ac.uk

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(Figure 3: Sample Item)

If the item is available online, the record contains a hyperlink that allows the viewer to click through to the resource itself.

During the course of developing the project, it became obvious that supplementary and supporting material would be helpful to lecturers who are interested in pursuing the development of their own electronic resources. As a result we developed the site with an eye to providing instructional materials and tutorials. The site contains a 'Tools' section that provides information, advice, and guidance on how to set up, maintain, and develop on-line resources, in addition, The 'Community' section provides access to various discussions groups and chat rooms dedicated to the technologies and tools compiled in the Learning Link. During the course of the next year, these areas of the site will be developed more fully.

A final important aspect of the site is the 'Feedback' section. We have included a feedback form that will allow future users to contact the English Subject Centre regarding additions and alterations to the database's records. This is one means by which we hope to collect further information about resources.

3.2 Content

The majority (about two-thirds) of the items catalogued in the Learning Link database were collected by means of the web form (see Figure 1 above) that we promoted in our publicity campaign. Since half of the responses to the survey discussed the development of resources within VLEs we decided to make these types of resources separate in the Learning Link. This decision was primarily based on the fact that most of these resources are generally not available to the public. While half of the respondents to our survey developed resources within VLEs, only a little less than a third of the total resources (23 out of 74) catalogued in the Learning Link were created within this kind of format.

The catalogued items represent the range of resources developed by English staff, including web resource sites supporting specific seminars or subjects (an individual author or specific historical period), web-based and CD-ROM tutorials, collections of digital resources, and web-based editions of texts.

Part IV: Roadshows

4.1 Rationale

While the Learning Link makes the various resources that we have catalogued available to the subject community, it is only one of the means by which we aimed to promote the use of IT in English. A second means was a series of regional roadshows that were conceived and organised so as to allow the contributors to the Learning Link to demonstrate their resources to a live audience. We understood the roadshows as fora which promoted discussion between the creators and current or future users of electronic instructional materials.

4.2 Description of Events

We originally planned 8 regional roadshows:

- Durham 15 May 2002
- Belfast 24 May 2002
- Exeter 12 June 2002
- Edinburgh 20 June 2002
- Wolverhampton 4 September 2002
- Leeds 18 September 2002
- London 9 October 2002
- Manchester 23 October 2002

We ultimately only held 5 events: Edinburgh and Leeds were planned and organized but ultimately cancelled due to lack of registration; and Manchester was cancelled in advance of planning due to anticipated under-registration. The attendance at the events ranged from 11 to 25.

We created two strands within the roadshow series, 'VLEs and English' and 'New Media and English', in response to the results we received from our web survey. The former strand was dedicated to developing instructional materials with VLEs; and the latter focused on a range of new media used to develop and deliver learning and teaching resources. We also organized a single event on English Language and Linguistics because of the significant IT initiatives in this area of English Studies.

The Events

VLEs and English I, University of Durham (15 May 2002)

The first roadshow was organized to introduce participants to issues involved in using VLEs to develop and deliver teaching and learning materials. Since many English departments across the country have begun to use or will soon be using them, the Centre felt it was important to provide an opportunity for lecturers to learn more about them. Organized to help lecturers better understand these learning environments, the event brought together a number of English lecturers and learning technologists who have used these systems. It was geared to an audience with varying degrees of experience and it was structured around formal presentations, demonstrations of existing resources and hands-on workshops.

Barbara Watson, the coordinator of the Learning Technologies Team at the University of Durham, opened the event with a presentation on 'Learning and VLEs'. She provided an overview of the learning context at Durham, which uses a version of the Blackboard course management system, called DUO (Durham University Online). Ease of use was one of the chief factors that influenced Durham's decision to acquire Blackboard. DUO was launched in October 2000 and at the time of the roadshow more than 70% of lecturers used it to publish course materials online. It was more readily adopted by the Sciences, but lecturers in the Arts, who are more inclined to seek training than their colleagues in the Sciences, have begun to use it in greater numbers.

Whereas Barbara Watson was concerned with establishing the institutional context for using a VLE, Rob Watt of the Department of English, at the University of Dundee, discussed the implementation of a VLE at the departmental level. Dundee also uses Blackboard. Rob Watt stressed that ease of use is the paramount concern when it comes to technical matters, and that ease of use was one of the chief attributes of Blackboard. It enables staff who otherwise might not pursue using technology to begin developing online instructional materials. While the implementation of a VLE to support teaching and learning requires substantial involvement on the part of the tutor, this involvement improves the students' learning experience.

After Barbara Watson and Rob Watt provided overviews of VLEs at the institutional and departmental levels respectively, several lecturers who have actively used VLEs and related technologies gave brief presentations so as to introduce discussion topics. Hugh Robertson of the Department of English at the University of Huddersfield discussed the value of producing online course materials. His defence of 'shovelware' emphasized that Huddersfield's use of Blackboard allowed students to access a variety of course materials quickly and easily. He also demonstrated that VLEs allowed for the delivery of more advanced multimedia resources.

Lesley Coote of the Department of English at the University of Hull, which also runs Blackboard, followed Hugh Robertson with a demonstration of a variety of

course materials that she has developed to support learning and teaching – including online quizzes, online evaluations and extensive web-based learning resources that support a number of courses, ranging from 'Medieval Literature on Film', 'Chaucer' and 'The Literature of the English Revolution'.

Duco van Oostrum of the Department of English at the University of Sheffield concluded the session by discussing his use of online discussion tools. He and a colleague at the University of Maine, Orono, arranged to teach a pair of American Studies courses concurrently. The courses included a unit on Don DeLillo's *End Zone*, which enabled Duco van Oostrum's and his American colleague to promote trans-Atlantic discussion among their students. By means of electronic communication tools, the lecturers sought to use American sports culture as a means to promote their students' travelling across disciplines and space in their evaluation of cultural significance.

The discussion that followed the demonstrations focused on two main concerns: support and time. While the audience was unanimous in its enthusiasm for the instructional materials and techniques demonstrated, they expressed concern regarding the investment in time involved in developing such resources and voiced doubt that their home institutions or departments would be able to provide the necessary technical and instructional support to use the technologies effectively.

The final component of the roadshow consisted of a pair of workshops. The first, led by Frances Condron of the University of Oxford, considered the issues involved in accommodating VLEs in small group teaching. The second, led by Michael Hanrahan of the English Subject Centre, focused on web-based projects that provided an opportunity for lecturers to incorporate assessed, IT-based assignments into their teaching. Both workshops sought to highlight the importance of actively incorporating IT into teaching by means of including assessed assignments and course work involving the active use of new technologies (eg contributions to or management of discussion boards or developing websites and other web-based assignments).

Computers, English Language and Linguistics, Queen's University, Belfast (Friday, 24 May 2002)

English Language Studies is one area of the subject in which the use of new technologies and media has flourished. To promote an awareness of important and significant developments in this area, the English Subject Centre brought together a number of specialists to demonstrate and discuss their use of computer technologies in learning and teaching.

By way of an introduction, Michael Hanrahan of the English Subject Centre opened the event with a demonstration of 'The Learning Link Database'. Designed to promote all areas embraced by English Studies, the 'Learning Link' contains a section dedicated to English Language Studies.

Two lecturers then discussed their use of corpora, or electronic collections of written and spoken language, which they have discovered are effective means for generating student enthusiasm for language studies. Fiona Farr of the University of Limerick discussed her use of corpora to study variations in spoken English by identifying unique as well as shared characteristics of British English, Irish English and American English. By means of a comparative analysis she demonstrated that English language speakers show a greater variation at the level of register rather than geography: that is occasions, contexts and audiences provoke greater variation in language than the geographical location of the speakers.

Wolfgang Teuber of the University of Birmingham, in turn, discussed his use of electronic corpora to familiarize students with the understanding that 'use' determines meaning: that is, meaning is not true or false *per se* but that users determine the truth value of words. This value in turn can hold contradictory meanings for different groups of users (for example, the phrase 'ethnic Britains' means different things when applied to Great Britain and when its applied to Zimbabwe).

John Maidment of University College London and Jean Anderson of the University of Glasgow next discussed various computer-based projects that they have been involved. John Maidment demonstrated a number of web-based tutorials for teaching phonetics; and Jean Anderson discussed her involvement in a range of CD-ROM projects developed by STELLA (Software for Teaching English Language and Literature and its Assessment), including tutorials for learning Old English and English grammar. Both presenters made the same point: computer technology provides a valuable means for practising the repetitive tasks often required in language studies and linguistics. Since the web and CDs can readily deliver multimedia content (especially sound), the new technologies also greatly enhance student learning.

Hermann Moisl of the University of Newcastle concluded the day by discussing his use of the web for teaching computational linguistics. Hermann Moisl has developed a pair of modules that include learning HTML during the course of studying computational linguistics. His approach is at once theoretical and practical: he understands mark-up language as part of the historical development of language systems and he provides instruction in it so that his students can become conversant with what is the *lingua franca* of the Internet.

New Media and English I, University of Exeter (Wednesday, 12 June 2002)

This event was dedicated to exploring a variety of new media currently used to enhance learning and teaching. The morning sessions considered the role of VLEs in English through a panel discussion and practical workshop. The afternoon sessions consisted of workshops dedicated to web and CD-ROM resources. The event was structured to afford participants the opportunity to gain practical, first-hand knowledge of these various new media.

Michael Hanrahan of the English Subject Centre began the event by providing a tour of the 'Learning Link Database'. The demonstration aimed to give participants an idea of the range of resources available for teaching English as well as for providing ideas for the ways in which the participants could begin to use technology to develop computer enhanced instructional resources.

The workshop was organized around two kinds of sessions: demonstrations by experienced users of VLEs and hands-on workshops. Sean Matthews of the University of Wales, Aberystwyth, discussed his experiences as an early adopter of Blackboard in his department. He focused on the use of Blackboard's discussion tool, which he has found an extremely effective instructional aide for preparing students for seminar discussion. Stacey Gillis of School of English at the University of Exeter discussed her experience as Research Fellow in Cyberculture, which involves providing training and support to her colleagues who are interested in developing instructional materials with WebCT, Exeter's VLE.

While Sean Matthews's and Stacey Gillis's presentations sought to demonstrate examples of technology in practice, the remaining sessions were dedicated to providing participants with an opportunity to begin to use various resources and techniques. As a result the event concluded with three practical workshops: Michael Hanrahan of the English Subject Centre led a workshop on using WebCT; Clive Newton of the University of Liverpool led a workshop on using online resources for teaching ELT; and Christie Carson of Royal Holloway, University of London, demonstrated ways in which 'The Cambridge *King Lear* CD-ROM' could be used to teach Shakespeare's play.

VLEs and English II, University of Wolverhampton (4 September 2002)

This second event dedicated to course management systems (or VLEs) focused on discussing both the advantages and challenges that attend developing and delivering resources within VLEs. To help lecturers better understand these learning environments, the event brought together a number of English lecturers who have used these and related systems to develop instructional materials. Since any given department that might adopt such a system would have a range

of users, we structured the event to appeal to a diverse audience, from beginners to experienced users of VLEs and related technologies.

By way of an introduction to the day, Michael Hanrahan of the English Subject Centre demonstrated 'The Learning Link Database', focusing specifically on the section dedicated to VLEs.

The remainder of the programme consisted of presentations by experienced users of VLEs. Sean Matthews of the University of East Anglia led the participants in a discussion on using asynchronous chat to support teaching. During the course of his presentation he produced 'Best Practice Guidelines' for developing class discussion by means of e-conferencing.

Beth Swan of Chester College discussed her experiences developing instructional materials within Chester's Intranet, or IBIS, which ranged from online quizzes for learning correct bibliographical citation to digitized video for teaching the novel.

Deborah Thacker and Debbie Davis of the University of Gloucestershire discussed their collaborative efforts to develop electronic teaching materials within WebCT. Deborah Thacker, an English lecturer, provided subject expertise and Debbie Davis, a learning technologist, provided technical support and guidance. Together they created an American Studies module within WebCT. They strongly encouraged collaboration between lecturer and technologist as an effective means of developing resources.

Lesley Coote of the University of Hull discussed her experience developing modules for teaching literature through film. She demonstrated that the web's ability to deliver multimedia made it especially useful in modules that moved between text-based and image-based versions of literary texts.

The various presentations were geared towards promoting discussion and a set of concerns tended to dominate the day's discussion. These included plagiarism, assessment, and time demands. While there was no simple answer to assuage the audience's concern about any of these matters, participants did seem to recognize that while using technologies does not simplify their lives as lecturers, it does nevertheless compel them to be reflective about their teaching.

New Media and English II, Senate House, University of London (9 October 2002)

The final event in the series was dedicated to exploring a variety of new media and technologies currently used to enhance learning and teaching in English departments. To provide a sense of the range of practices, the Subject Centre organized the event to demonstrate the ways in which lecturers and

technologists have made use of web-based and CD-ROM technologies for developing hypertext and multimedia resources.

Randy Metcalfe of Oxford University demonstrated 'My Humbul', a set of services available from the Humbul Humanities Hub's website (<http://www.humbul.ac.uk>) that allows users to customise and reuse records from Humbul's online catalogue. By means of these services, lecturers can import resources from the Humbul website directly into their course web pages, thereby permitting them to make relevant electronic resources readily accessible to their students.

Stuart Lee of Oxford University discussed the development and delivery of 'E-Lit', a third-year option module dedicated to exploring the ways in which IT has influenced the teaching of English literature and language. The course includes assessed assignments (including a website) and thereby actively incorporates the use of technologies into the student's experience of learning.

Andrew Thompson of University of Wales College, Newport, discussed his experiences teaching poetry to first-year students in a computer classroom. The course, 'Forms of Poetry', provided students with a self-paced, computer environment for learning.

Jim Ross of London Metropolitan University demonstrated his "Islander Voices" CD-ROM programme which provides students with an integrated environment for teaching English for Academic Purposes to first-year students.

David Lindley of the School of English at the University of Leeds demonstrated an online, interactive tutorial for learning palaeography.

The range of demonstrations highlighted the variety of subjects and disciplines embraced by English Studies. Their range, moreover, established that the inherent flexibility of technology readily adapts itself to the diversity of practice and subject that is one hallmark of English Studies.

4.3 Results

The attendance at the events ranged from a low of eleven at Wolverhampton and at Exeter to a high of 25 at Belfast (see Appendix Summary Programmes for participant figures). The low registration numbers were received with mixed emotions on the part of participants: on the one hand they welcomed the opportunity to meet and talk with presenters, but on the other they voiced disappointment that there were not more people attending the events. The events were publicized widely but were by and largely unsuccessful in recruiting the target audience of between 30 and 35 participants. This development seems

to conform to a pattern of lack of interest that similarly attended our efforts to recruit participants in our web survey.

Feedback

	How did you hear about event				How useful was information before hand?			Catering			Hotel			Did event meet expectations?		
	Website	Word	Mail	Other	Very	Quite	Not	Good	Fair	Poor	Good	Fair	N/A	Yes	In part	Not at all
Exeter	1	1	4	1	6	1	0	6	1	0	3	0	4	4	3	0
Wolv/tn	0	1	0	0	0	1	0	1	0	0	1	0	0	1	0	0
Durham	2	4	3	1	5	5	0	9	1	0	2	0	8	9	1	0
Belfast	0	0	7	0	5	2	0	6	1	0	2	0	5	6	1	0
London	1	2	7	0	8	1	1	9	1	0	6	0	4	10	0	0

Comments:

Positive – “A wealth of expertise”; “Smaller groups made it easy to access the experts”; “A great way of sharing knowledge and networking”.

Negative – “Would like a Midlands location; possibly more time for a hands-on approach”.

Part V: Recommendations and Conclusions

5.1 Overview

The IT project was designed to determine the extent to which Communication and Information Technology has been incorporated into the teaching of English, and was guided by three concerns: mapping the use of C&IT at the subject level; identifying examples of best practice, innovation, and experimentation; and making these examples available by means of a series of free events and an online database.

While by no means exhaustive, the entries in the Learning Link Database are representative of the range of resources developed by English staff, including web resource sites, multimedia tutorials, collections of digital resources, and web-based editions of texts. It contains examples of best practice for lecturers interested in designing web-based course materials or assessed assignments that include an IT component (see for example, Duco Van Oostrum's 'Tales of the City' or Leon Litvack's 'Imperial Archive'). It likewise identifies examples of innovation (see David Lindley's 'Teach Yourself Secretary Hand' tutorial). As such the Learning Link contains resources that can be used. The success of the Learning Link in the short term depends on lecturers and students using the Learning Link to locate resources and tools to help them teach and learn. To a large degree, however, the success of the Project in the long term rests on the subject community's perception and reception of IT.

Various key documents concerned with teaching and learning and produced within the last five years identify the role of IT in English specifically and in HE generally. The English Benchmarking Statement, for example, produced by the English Benchmarking Group, identifies IT as part of the skill set with which English majors should graduate. In section 3 ('Subject knowledge and skills'), it includes 'information-technology skills such as word-processing, and the ability to access electronic data' among 'the key transferable and cognitive skills which English graduates should possess.' Similarly under section 4.2 ('Assessment') it recommends that 'Forms of assessment might include: tasks aimed at the development of specific skills (including IT and bibliographical exercises).'

Among other concerns, the Benchmarking statement engages at the subject level the 'programme specifications', recommended by the Dearing Report, which identified 'the use of information technology' as a key skill (Chapter 3, Section 4: Recommendation 21). The Dearing Report also extends the acquisition of IT skills to staff: 'We recommend that all institutions should, over the medium term, review the changing role of staff as a result of Communications and Information Technology, and ensure that staff and students receive appropriate training and

support to enable them to realise its full potential' (Chapter 7, Section 6: Recommendation 9).

Such recommendations are instructive when considering the future role of IT in English. While examples abound to the contrary, the general perception of IT in learning and teaching is that it's more to do with training than education, and it's more a matter of acquiring skills than knowledge. Such oppositions as training vs. education and skills vs. knowledge point to stigmatizing associations that have become attached to IT in the Humanities. While by no means the final word in the matter, the Learning Link has attempted to assemble in one place the available resources that point to ways in which IT can be used effectively and imaginatively in enriching the experience of learning for English students. Regardless of the terms used to promote or disparage the use of IT in English, its incorporation into the curriculum is above all else a matter of learning.

One characteristic of using technology in learning and teaching is that the process places all participants at the level of learner. This levelling effect is the source of instructional technology's potential and power. By creating a context in which lecturers and students alike are learners, instructional technology provides an opportunity to engage and reflect on the learning process.

Introducing technology into English thus provides an occasion for thinking about what we do as learners and lecturers. One recurring example from the C&IT roadshows emphasizes this point. During a discussion of small group or seminar teaching, the advantages and disadvantages of electronic discussion boards were frequently a common topic of debate. The concerns raised against their use included:

- They don't allow lecturers to assess adequately student participation
- They promote plagiarism (students use other student ideas posted during discussion)
- They result in disruptions (inappropriate language; digressions).

While raising these objections, the opponents to electronic discussion boards did not consider these matters as concerns and issues commonly experienced in seminar meetings without discussion boards:

- It's difficult to assess student participation (do lecturers assess seminar participation by the simple fact that students attend class? Or by how much students contribute to discussion?)
- Plagiarism is always already a concern (one mundane example, the regurgitation of discussion in written assignments)

- Seminars require strategies for controlling disruptions (students arriving late; individuals dominating discussion; or unwelcome or unwanted distractions disrupting discussion).

Participants recognized that the use of an electronic communication tool involved the engagement of issues and problems that are sometimes simply taken for granted. While the above is a single example, it points to the ways in which the use of technology provides an opportunity to reflect on teaching and learning.

But recognizing the value of a given tool or resource and taking the time and trouble to incorporate it into one's teaching practice requires more than the mere recognition of value. At the departmental, institutional and professional levels, the use of IT in teaching is simply not rewarded. All too often during the course of the C&IT roadshows, participants pointed out that their career advancement was not tied to developing computer-enhanced resources or projects and as a result they could ill afford to take the time out of their overloaded schedule to begin to develop such resources.

The professional obstacles that impede the integration of IT into the practice of teaching and learning emerged as inescapable conditions of the IT project. Such obstacles go a long way towards explaining the lack of response to the web survey, the under-representation of departments participating in the survey, and the limited registration at the roadshows. There is little professional incentive to take on the burden of additional work, especially in an area that is generally seen as marginal or tangential to studying English Literature.

The Centre's efforts, however worthwhile or valuable, must ultimately assume a subordinate position to the institutional and departmental contexts in which lecturers find themselves. Changes in curriculum and practice need to precede the widespread embrace of IT in English. For example, the foundational element of coursework and examination in English remains the discursive essay, which is generally measured by word count: 3000 words, 5000 words, etc. This understanding of measuring the foundation of the degree does not readily lend itself to web-based or multimedia projects.

5.2 Recommendations

In such a climate the Centre should proceed by attempting to support the development of teaching and learning resources that can be used by the subject community and that can be tied in with the Centre's other activities and efforts. By doing so, the Centre will establish that the incorporation of IT into all aspects of teaching and learning is to be taken for granted.

Take, for example, the incorporation of video conferencing into a future Centre-sponsored event. By including a session or presentation via video conferencing the Centre would be in a position to draw up standards and guidelines for its use; to allow for the participation of speakers who might not otherwise be able to attend; and to provide a meta-critical occasion for considering the different rhetorical and discursive practices that attend physical versus virtual face-to-face discussions.

Alternatively, in response to the subject community's overwhelming interest in and concern about plagiarism, the Centre could set out to alleviate concerns that technology only contributes to the proliferation of plagiarism. JISC has recently made available a new anti-plagiarism service (for details, see <http://www.jisc.ac.uk/plagiarism/>). The Centre, in turn, should develop a resource to educate students about this practice. Since many students are often not aware of what constitutes plagiarism, the Centre would be providing a service to the community by creating a resource that would help discourage the practice through education. One such resource could be an interactive tutorial that provides dynamic examples of the various forms of plagiarism (a set of multimedia texts, for example, that contain interactive components whereby the user's cursor triggers changes to the texts that indicate improper and proper paraphrase, improper and proper citation, etc.).

By incorporating technology into its existing programme of events and activities the Centre would be able contribute to a process of normalisation whereby new technologies and media are seen as part of the practice of learning and teaching in English.

Appendix 1: Responses to Survey by Institution

Anglia Polytechnic University
Bishop Grosseteste College
Canterbury Christ Church University College
Chester College of Higher Education
Edge Hill College of Higher Education
Huddersfield University
London Metropolitan University
Manchester Metropolitan University
Open University
Queen's University, Belfast
Royal Holloway, University of London
Sheffield Hallam University
Sheffield University
South Bank University
St Andrew's University
St Martin's College
Trinity College, Carmarthen
University College Northampton
University of Aberdeen
University of Birmingham
University of Dundee
University of Durham
University of East Anglia
University of Exeter
University of Glamorgan
University of Glasgow
University of Gloucestershire
University of Hertfordshire
University of Huddersfield
University of Hull
University of Leeds
University of Liverpool
University of Newcastle
University of Nottingham
University of Oxford
University of Sheffield
University of Southampton
University of Stirling
University of Strathclyde
University of Sunderland
University of Wales, Aberystwyth
University of Wales, Bangor
University of Wales College, Newport

Appendix 2: HE Colleges and Universities Visited

Institution: London Metropolitan University (formerly London Guildhall University)

Date: 24/1/02

Institution: University of Leeds

Date: 01/02/02

Institution: Sheffield Hallam University

Date: 5/2/02

Institution: South Bank University

Date: 06/02/02

Institution: University of Exeter

Date: 06/03/02

Institution: Lancaster University

Date: 07/03/02

Institution: Huddersfield University

Date: 21/03/02

Institution: University of Hull

Date: 22/03/02

Institution: University of Durham

Date: 16/04/02

Institution: University of Sheffield

Date: 17/04/02

Institution: Royal Holloway, University of London

Date: 30/04/02

Institution: University of Wales College Newport

Date: 10/05/02

Appendix 3: Projects Represented in Database

Chester College of Higher Education

George Eliots 'Middlemarch' – A CD-ROM study guide

English Literature Study Centre – Online learning materials developed by the English Department at Chester to support teaching

De Montfort University

The Hockliffe Project – A resource site dedicated to promoting the study of early British children's literature

University of Huddersfield

Huddersfield uses Blackboard to support a range of modules including the development of an online distance MA

King's College, University of London

Non-Shakespearean Drama Database – A list of non-Shakespearean drama performed between 1567 and 1642

Lancaster University

Electronic Editions of John Ruskin's Paintings – A scholarly edition of the first volume of Ruskin's five-volume work '*Modern Painters*', incorporating a full collation

Manchester Metropolitan University

Online MA in Creative Writing – Adapting its existing campus-based course using WebCT

University of Newcastle

Computational Linguistics I – Undergraduate module that introduces the basics of computational language technology

Computational Linguistics II – Online course materials for undergraduate module on theoretical concepts and practical programming skills involved in computational linguistics

Text and Hypertext – Online resources for a module on cultural and technological representation of language as text

Arthurian Legend – This undergraduate module traces the evolution of the Arthurian legend from its beginnings in Dark-Age Britain to the present day

Nottingham Trent University

Early Modern Women's Manuscript Compilations – A database guide to about 400 manuscript compilations in collections around the world

Nottingham University

A web-based learning environment for the 'Viking Age' – Development of an undergraduate module on the 'Viking Age' using WebCT

Women Romantic-Era Writers – A site providing an extensive list of links to sources for studying Women Romantic-Era Writers

Open University

Poetry of Thomas Hardy – CD-ROM resource designed to foster multiple and active engagement with Hardy’s poetry

Oxford Brookes University

John Clare Page – An online resource dedicated to the works of John Clare

Oxford University

E-Lit in English Literature – Examines the way new technologies are shaping the study, teaching and publishing of English Literature

Approaches to Early Modern Literature – A website designed to compliment teaching

Queen’s University Belfast

Imperial Archive – A web resource site dedicated to the study of Literature, Imperialism and Post-Colonialism

Royal Holloway, University of London

The Cambridge ‘King Lear’ CD-ROM – A text and performance archive of Shakespeare’s ‘*King Lear*’

Sheffield Hallam University

Introduction to Poetry 1550-1750 – Using Blackboard to support undergraduate teaching

Realism – A multimedia interactive package providing supplementary activities exploring Realism in twentieth-century literature

Modernist Manifestos – Multimedia tutorial on Modernism enabling the student to see Modernist artwork and music whilst working through exercises

Proof – Creative Writing Journal – A bi-annually produced web-based creative writing journal which contains multimedia presentations of the contributing authors’ work

South Bank University

Hypertext and Literary Study – An optional module that explores hypertext as an alternative mode to the conventional essay

Staffordshire University

Critical Thinking and COSE – Online teaching and learning materials aimed at promoting the study of literary theory

University College London

Estuary English – A web resource site dedicated to this topic

English Pronunciation Tip of the Day – A web resource site dedicated to English pronunciation

Phonetic Flash – A collection of interactive tutorials providing instruction in using and understanding phonetic symbols

Prosody on the Web – Interactive tutorial dedicated to the intonation of spoken English

Sound Machines – A set of interactive programs designed for learning various aspects of English phonetics, including vowel sounds and phonetic transcription

University College Northampton

NILE – Using a variant of Learnwise as a Learning Environment to support teaching

University of Aberdeen

Women's Studies – Uses WebCT to support course modules in Women's Studies

University of Birmingham

www.unask.com - This large website serves as a centre for disseminating course materials and contains a wealth of supplementary teaching materials

University of Derby

Shakespeare Today – An undergraduate module promoting a close reading of selected Shakespeare plays in a contemporary cultural context

University of Dundee

Web Concordances and Workbooks – Online resource showing how literary concordances can be created for and published on the web
Dundee also uses Blackboard to support learning and teaching

University of Durham

DUO (Durham University Online) – Online learning environment designed by the University of Durham and supported by the "Blackboard" learning environment

University of East Anglia

The University of East Anglia has recently acquired Blackboard to support learning and teaching

University of Exeter

The School of English uses WebCT to support more than 10 of its courses

University of Glasgow

Aries – A suite of computer-based materials for improving English language skills
English Grammar: An Introduction – A software package introducing the basic concepts of English grammar
Basics of English Metre – A self-guiding software package that teaches the mechanics of scansion
Piers Plowman – A hypertext version of Passus XVIII of Langland's Middle English, alliterative poem
Digitisation of Middle English Manuscripts Project – An ongoing project involving digitising facsimiles of Middle English Manuscripts
Essentials of Old English – Interactive program for learning Old English
Guide to Scottish Literature – A collection of Scottish Literature in English and Scots
Chaucer: The Miller's Tale – A hypertext version of Chaucer's *Miller's Tale*

University of Gloucestershire

Lecturers at Gloucestershire use WebCT to support teaching

University of Hertfordshire

The Literature Department is piloting the University's StudyNet to support teaching and learning

University of Hull

Operates multiple websites within the Blackboard system to support teaching

University of Leeds

The University of Leeds has developed its own virtual learning environment and now makes its software available for others to use

Beerbohm Tree's '*Tempest*' – The 1904 production of Shakespeare's '*The Tempest*'

Teach Yourself Secretary Hand – A self-guiding tutorial on Secretary Hand

University of Leicester

Leicester English Grammar Project – An online tutorial that provides instruction in basic grammatical terminology

Medieval Palaeography – Online course for learning palaeography

University of Liverpool

E-Activities Using Authorware – An interactive interface that creates electronic simulations of real world encounters

University of Reading

Shakespeare's Globe Research Database – A resource site dedicated to providing background information on Shakespeare's performance in original conditions

University of Sheffield

American Society and Culture during the 1960s – Uses WebCT to support teaching

Don DeLillo's '*End Zone*' in Orono, USA and Sheffield, UK – A website supporting the transatlantic discussion of DeLillo's '*End Zone*'

Afro-American Literature 1940 to Present – Including a resource site containing student research projects

Tales of the City – This MA module on contemporary American fiction relies extensively on online materials

Kiddult Fiction – A project dedicated to exploring the differences in the way children and adults read

University of Southampton

Wessex Parallel Web Texts – Aims to link research and teaching by producing scholarly but student-friendly editions and translations of short medieval works freely available on the World Wide Web

University of Sunderland

Twentieth-Century American Literature – Using WebCT to support undergraduate teaching and learning

University of Wales, Aberystwyth

Lecturers at Aberystwyth have recently adopted Blackboard as a VLE

University of Wales, Newport

Forms of Poetry – An interactive programme that introduces students to the study of poetry

York St John

Clenched Fists – A resource site dedicated to the life and works of Dennis Potter

Appendix 4: Summary Programmes of C&IT Roadshows

I. VLEs and English I University of Durham

15 May 2002

Participants: 13

VLEs have been widely adopted by HE institutions, and English departments across the country have begun to use them to develop and deliver learning and teaching materials. Their increased presence presents both advantages and challenges for lecturers. Organized to help lecturers better understand these learning environments, this event brought together a number of English lecturers and learning technologists who have used these systems. Geared towards an audience with varying degrees of experience, the event was equally concerned with the pedagogical as well as the technical challenges that attend developing teaching resources in these environments.

Speakers and Presentations

Barbara Watson (University of Durham), 'Learning and VLEs'

Rob Watt (University of Dundee), 'VLEs and English'

Lesley Coote (University of Hull), 'Teaching with Blackboard'

Hugh Robertson (University of Huddersfield), 'So what's wrong with text?'

Duco van Oostrum (University of Sheffield), 'Using IT to teach English'

Frances Condron (University of Oxford), 'Assisting Small Group Teaching through Electronic Resources'

Michael Hanrahan (English Subject Centre), 'IT and Student Assessment'

II. Computers, English Language and Linguistics Queen's University, Belfast

Friday, 24 May 2002

Participants: 25

The use of new technologies has flourished in the teaching of English Language and Linguistics. To promote an awareness of important and significant developments in this area of English Studies, the Subject Centre brought together a number of specialists in the field to demonstrate and discuss their use of computer technologies in learning and teaching.

Speakers and Presentations

Michael Hanrahan (English Subject Centre), 'The Learning Link Database'

Fiona Farr (University of Limerick), 'Spoken language corpora: insights and applications'

Wolfgang Teuber (University of Birmingham), 'Corpus linguistics or how to do useful things with language resources'

John Maidment (University College London), 'Practical Phonetics on the Web'

Jean Anderson (Glasgow University), 'The STELLA Project: Computing in the School of English and Scottish Language and Literature at Glasgow'

Hermann Moisl (University of Newcastle), 'Using the Web to teach computational linguistics and HTML: why and how'

III. New Media and English I University of Exeter

Wednesday, 12 June 2002

Participants: 11

This event was dedicated to exploring a variety of new media currently used to enhance learning and teaching. The morning sessions considered the role of VLEs in English through a panel discussion and practical workshop. The afternoon sessions consisted of workshops dedicated to web and CD-ROM resources. The event was structured to afford participants the opportunity to gain practical, first-hand knowledge of these new media.

Speakers and Presentations

Michael Hanrahan (English Subject Centre), 'Learning Link Database'

Sean Matthews (University of Wales, Aberystwyth), 'Teaching with Blackboard'

Stacey Gillis (University of Exeter), 'Teaching with WebCT'

Michael Hanrahan (English Subject Centre), 'Workshop 1: Using WebCT'

Clive Newton (University of Liverpool) 'Workshop 2: Practical Issues in Exploiting the WWW for ELT'

Christie Carson (Royal Holloway, University of London), 'Workshop 3: The Cambridge King Lear CD-ROM'

IV. VLEs and English II University of Edinburgh

20 June 2002 (Event Cancelled)

Course Management Systems, commonly known as VLEs (or Virtual Learning Environments), have been widely adopted by HE institutions. As a result, English departments across the country have begun to use them to develop and deliver learning and teaching materials. The increased presence of these systems presents both

advantages and challenges for lecturers. This event aimed to bring together a number of English lecturers and learning technologists who have used these systems. Geared to an audience with varying degrees of experience, the event was primarily concerned with the pedagogical challenges and opportunities that attend developing teaching resources in these environments.

To promote a better understanding of this increasingly common technology, the event was planned to provide participants with significant hands-on experience with the Blackboard course management system.

Scheduled Speakers and Presentations

Arthur Loughran (University of Paisley), 'VLEs and Learning'

Rob Watt (University of Dundee), 'VLEs and English'

Michael Hanrahan (English Subject Centre) and Rob Watt (English Subject Centre), 'Workshop 1: Using Blackboard'

Michael Hanrahan (English Subject Centre) and Brett Lucas (English Subject Centre), 'Workshop 2: Using Virtual Chat in Blackboard'

V. VLEs and English III

University of Wolverhampton (Telford Campus)

4 September 2002

Participants: 11

Course management systems, commonly know as VLEs (or Virtual Learning Environments), have been widely adopted by HE institutions, and English Departments across the country have begun to use them to develop and deliver learning and teaching materials. This development presents both advantages and challenges for lecturers. To help lecturers better understand these learning environments, this event brought together a number of Lecturers in English who have used these and related systems to develop instructional materials. Geared towards an audience with varying degrees of experience, the event was primarily concerned with discussing the pedagogical challenges that attend the creation of teaching resources within these environments.

Speakers and Presentations

Michael Hanrahan (English Subject Centre), 'The Learning Link Database'

Sean Matthews (University of East Anglia), 'E-Discussion: Best Practice Guidelines'

Beth Swan (Chester College), 'Technology and Teaching: Using Online Learning Materials'

Deborah Thacker (University of Gloucestershire) and Debbie Davis (University of Gloucestershire), 'Using WebCT to teach American Studies'

Debbie Davis (University of Gloucestershire), 'Using WebCT to support teaching and learning in the School of Humanities'

Lesley Coote (University of Hull), 'Literature/Film Modules with IT: Problems, Solutions - and Otherwise!'

VI. New Media and English II **University of Leeds**

18 September (Event cancelled)

A variety of new media and technologies are currently used to enhance learning and teaching in English departments. To provide a range of practices, the Subject Centre had planned this event to demonstrate the ways in which lecturers have made use of web-based and CD-ROM technologies for developing hypertext and multimedia resources. The event was structured to afford participants the opportunity to gain practical, first-hand knowledge of these new media so that they could begin to use them in their own teaching.

Scheduled Speakers and Presentations

David Lindley (University of Leeds) 'Teaching with "The Nathan Bodington Building"'

Pam Knights and Robert Carver (University of Durham), 'Beginning Blackboard'

Randy Metcalfe and Mike Fraser (Oxford University), 'My Humbul'

Bella Millett (University of Southampton), 'Wessex Parallel WebTexts: developing a learning resource for students'

Sue Thomas (Nottingham Trent University), 'A New Literature? An introduction to New Media Writing and why you need to think about it'

David Lindley and Oliver Pickering (University of Leeds), 'Teach yourself secretary hand: an online, interactive tutorial'

VII. New Media and English III **Senate House, University of London**

9 October 2002

Participants: 21

A variety of new media and technologies are currently used to enhance learning and teaching in English departments. To provide a sense of the range of practices, the English Subject Centre organized this event to demonstrate the ways in which lecturers have made use of web-based and CD-ROM technologies for developing hypertext and multimedia resources. The events was structured to afford participants the opportunity to gain practical, first-hand knowledge of these new media so that they could begin to use them in their own teaching.

Speakers and Presentations

Randy Metcalfe (Oxford University), 'My Humbul'

Stuart Lee (Oxford University), 'The Oxford E-Lit Course: Square pegs for round holes?'

Andrew Thompson (University of Wales College, Newport), 'Teaching "Forms of Poetry" with TransIt Tiger'

Jim Ross (London Metropolitan University), 'Islander Voices'

David Lindley (University of Leeds), 'Teach Yourself Secretary Hand'

VIII. New Media and English IV
Manchester Metropolitan University
23 October 2002 (Event Cancelled)

No programme planned or scheduled.

Appendix 5: Speakers at C&IT Roadshows

Jean Anderson, University of Glasgow
Aiden Arrowsmith, Staffordshire University
Nick Bentley, Staffordshire University
Christie Carson, Royal Holloway, University of London
Frances Condron, University of Oxford
Lesley Coote, University of Hull
Debbie Davis, University of Gloucestershire
Fiona Farr, University of Limerick
Stacey Gillis, University of Exeter
Michael Hanrahan, English Subject Centre
Stuart Lee, Oxford University
David Lindley, University of Leeds
John Maidment, University College London
Sean Matthews, University of Wales, Aberystwyth
Randy Metcalfe, Oxford University
Hermann Moisl, University of Newcastle
Clive Newton, University of Liverpool
Hugh Robertson, University of Huddersfield
Jim Ross, London Metropolitan University
Beth Swan, Chester College
Barry Taylor, Staffordshire University
Wolfgang Teuber, University of Birmingham
Deborah Thacker, University of Gloucestershire
Andrew Thompson, University of Wales College, Newport
Duco van Oostrum, University of Sheffield
Barbara Watson, University of Durham
Rob Watt, University of Dundee

Appendix 6: Works and Resources Cited

English Benchmarking Statement, The English Benchmarking Group (July Simons, Chair).

<http://www.english.ltsn.ac.uk/resources/topic/benchmark/>

Learning Link, English Subject Centre.

<http://www.english.ltsn.ac.uk/learninglink>

National JISC Centre of Expertise in the Planning and Implementation of Information Systems (JISC Circular 05/02), JISC Executive.

http://www.jisc.ac.uk/pub02/c05_02.html

Subject Overview Report-English: Quality Assessment of English 1994-95 (QO 12/95), HEFCE.

http://www.hefce.ac.uk/pubs/hefce/1995/qo_12_95.htm

Report of the National Committee of Inquiry into Higher Education, Ron Dearing, Chair.

<http://www.leeds.ac.uk/educol/ncihe/>

Appendix 7: Expenditure

Staff costs	Project assistant	27426
	Training & conferences	2668
Travel & subsistence		3608
Communication and marketing	Publicity materials	929
	Roadshows	9853
Commissioned work	Fees for speakers, directory entries and focus group	2844
Office running costs	Equipment	437
	Computer h/w and s/w	4304
	Telephones	6
<i>Total</i>		52075