

Co-production of a strategic technology roadmap for learning and teaching.

PURVIS, Alison <<http://orcid.org/0000-0002-3581-4990>>, WILKINSON, Lex, THORNLEY, Dave, GRIFFITHS, James and BATTY, Lorelei

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APT Submission

Thank you for submitting a proposal for the Academic Practice and Technology Conference.

We will use the information you provide on this form only to contact you, so please make sure all information is correct.

The deadline to submit a proposal is 23:59, Friday May 6 2022. We will be in touch with an outcome by Monday 30th of May. If you have any question please contact us at academicpracticetechnology@ucl.ac.uk.

Please note that it is the responsibility of the lead author to communicate the results of reviews and arrangements for booking and presenting with all co-presenters.

Part A

1. Name of lead presenter *

Dr Alison Purvis

2. Job title of lead presenter: *

Associate Dean Teaching and Learning

3. Organisational affiliation: *

Sheffield Hallam University

4. Email:

Please ensure this is correct as this email address will be used to communicate with you *

a.purvis@shu.ac.uk

5. Name(s) of co-presenter(s):

Enter your answer

6. Name(s) of student presenter(s) (if appropriate):

Lex Wilkinson, Dave Thornley, James Griffiths, Lorelei Batty

Part B

The details in part A above will be removed to ensure blind review

7. Title of Proposal: *

Co-production of a strategic technology roadmap to support teaching and learning

8. Please indicate format: *

- ☒ Research paper or work in progress
- ☐ Case study
- ☐ Field report
- ☐ Workshop
- ☐ Round table

- ☐ Open space
- ☐ Hackathon
- ☐

9. For formats A, B and C, please confirm that you are able to record a video presentation of no more than 10 minutes and, if accepted, submit it by Monday 20th of June. *

 

10. Sub-themes: *

- ☐ Inclusion and exclusion in the new normal
- ☒ Building communities and networks
- ☐ The promise of current and emerging technologies in shaping the university of the future
- ☐ Technology, pedagogy and assessment

11. Keywords (for use on the website):

12. Abstract:

120-200 words (Total word count)

(Your abstract will be used for conference proceedings and to inform delegates in choosing their sessions) *

Our research developed, describe, and evaluate a co-production approach to strategic implementation of technology in a UK Higher Education Institution. In previous academic years, the digital and technology service undertook an annual call for technology hardware and software. Requests were scrutinised by senior staff from professional services and academic areas. What this approach lacked was a strategic view of the development and implementation of technology across a time span greater than the immediate next year, and the connection to learning, teaching and assessment development. As traditional IT services change into more sophisticated digital technology services, a more considered approach to planning technology purchasing, implementing, and decommissioning is necessary. Through a collaborative approach, a 3-year

13. Description of session, see criteria for selection below:

500-1000 words (total word count)

- Relevance to the sub-themes;
- Relevance to the practice of teaching and learning with technologies;
- Clarity of ideas and expression;
- Consistency with existing literature;
- Coherent proposal for presenting;
- Originality. *

Note: 4000 Character limit including spaces set by Microsoft for this text box

Introduction:

Our session will present an online recorded presentation of our research project, the ongoing work of the project, and the recommendations for practice resulting from the work. Our work aligns to the theme of 'Building Communities and Networks' directly as the project sought to develop inter-institutional networks and collaborative working between academics and professional services colleagues with a focus on overcoming perceived barriers and building understanding. Using the online presentation as a stimulus we will facilitate a discussion of the recommendations and our current actions for furthering this work. Our action research approach will continue into this dissemination activity with participants being encouraged to become contributors to our ongoing exploration of collaborative working.

Research Approach:

For many years Digital Technology Services (DTS) have undertaken an annual call with technology requests across the organisation being collated, prioritised and the nature of the business criticality described. Requests are scrutinised by senior staff from DTS and key stakeholders from other professional services and academic areas across the University, and decisions on investment made. What this approach typically lacked was a strategic view of the development and implementation of technology across a time span greater than the immediate coming academic year. It also lacked contextual understanding of the requests and how they related to teaching and learning. As traditional IT services have changed and continue to develop into a greater sophistication of complex digital technology services; a more considered and strategic approach to planning technology purchasing, implementing, and decommissioning of technology services is necessary. Recognising the limitations of the current approach, we took a partnership approach to a more strategic way of planning and implementing digital

14. Description of session continued...

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Background:

Co-production is well evidenced as a model of good practice in Higher Education (Mercer-Mapstone et al., 2017), and much research is focused on student-staff co-production, and university-employer partnerships. Effective co-production recognises the value of diverse teams working together with their combined expertise and specialisms creating greater strength, improved outcomes, and greater satisfaction with how work has been undertaken (Lee, Olson and Trimi, 2012). Having a greater involvement of stakeholders in development of services can increase accountability and ownership of the services while also improving perceptions of the quality delivered (Verschuere, Brandsen and Pestoff, 2012) and results in more innovative outcomes (Lee, Olson and Trimi, 2012). Participative action research where the reflections of the researchers and their active participation in the outcomes of the process will be interwoven throughout (Baum, McDougall and Smith, 2006). This type of research allows the researchers to confront the impact of their practice in a critical way where we are clear about our interests and investments in the research by reporting reflections on those factors (Kemmis, McTaggart, and Nixon, 2013).

With a deeper connection of service delivery to departmental strategic aims, we anticipated that synergies between departments would be surfaced by professionals in Digital Technology Services which will enable further co-working on joint areas of interest highlighted, with potential efficiencies and innovations made for the organisation (Lee, Olson and Trimi, 2012). Similarly, to ensure a fully strategic and vision-led approach which connects to the strategy of the University, the workshops used questions and resources which were aligned to the organisational curriculum model. The model is a lens by which the curriculum is viewed, and the resulting design is innovative, creative, and aligned to the strategic intent of the university. A core aim of this project was to ensure that the implementation of digital technology is also strategic and serves the specific aims of a department as well as the overall direction of the organisation.

The impact of the COVID-19 pandemic on digital technology use has been significant with many changes to how we work and our pedagogical approaches (Crawford et al., 2020). The perspectives and expectations of stakeholders has significantly shifted since early 2020 and changes are undoubtedly ongoing. There is a change in attitude to both the expectations for provision of digital services and how those services are strategically planned. In our session we will share our model of co-working, collaboration, and strategic planning, as well the outcomes of a workshop-based collaborative approach to strategic planning of digital technology service provision in a Higher Education Institution.

15. References:

Min 1 - Max 6

(not included in word count)

Baum, F., MacDougall, C., & Smith, D. (2006). Participatory action research. *Journal of epidemiology and community health*, 60 (10), 854–857. DOI: <https://doi.org/10.1136/jech.2004.028662>

Crawford, J., Butler-Henderson, K., Rudolph, J., Malkawi, B., Glowatz, M., Burton, R., Magni, P.A., & Lam, S. (2020). COVID-19: 20 countries' higher education intra-period digital pedagogy responses. *Journal of Applied Learning and Teaching*, 3, 1. Available online at: <https://doi.org/10.37074/jalt.2020.3.1.7>

Kemmis, S., McTaggart, R., and Nixon, R., (2013). *The Action Research Planner: Doing Critical Participatory Action Research*. Singapore: Springer Singapore.

Mercer-Mapstone, L., Dvorakova, S. L., Matthews, K. E., Abbot, S., Cheng, B., Felten, P., Knorr, K., Marquis, E., Shammas, R., & Swaim, K. (2017). A Systematic Literature Review of Students as Partners in Higher Education. *International Journal for Students as Partners*, 1(1). DOI: <https://doi.org/10.15173/ij sap.v1i1.3119>

Lee, S.M., Olson, D.L., Trimi, S. (2012) Co-innovation: convergenomics, collaboration, and co-creation for organizational values. *Management Decision*, 50, (5), 817-831. DOI: <https://doi.org/10.1108/00251741211227528>

16. Any other information that will assist in the organisation of the session: (i.e. accessibility requirements etc.)

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