AV Technologies

Higher Education

TransACTION!

Media & Learning

Recommendations from and for Centers for Teaching and Learning in Higher Education

Co-funded by the European Union

This project has received funding from the European Union's Erasmus+ programme under grant agreement: KA220-HED-891C1312

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Overview

- Context
- Terminology
- Focus
- Institutions
- Key findings
- Recommendations

Context

HEI Dilemmas

Challenges for Support Staff

Report Objectives

Terminology

We will use "**support provider**" as a generic term to describe educational media production centres responsible for creating learning material.

Centres for Teaching and Learning (CTLs) may have various names, such as *Third Space*, *Media Production Unit*, *Learning Innovation Centres*, or *Course Design and Development Services*...

Focus

While these centers may serve various functions, our specific focus is on their role in multimedia production and their contributions to guiding teaching staff in creating engaging educational content.

Institutions

Institutions

University Partner	Year founded	Approx number students	Approx number teaching staff	Department/unit/support provider involved in project	FTE	Staff profiles	Dedicated web page
KU Leuven	1425	65,000	3626	The Media and Course Creation Services, part of the Teaching and Learning services dept and the Leuven Learning Lab network	21	15 in media services and 6 in course design	https://www.kuleuven.be/english/education/teaching-and-learning-services/limel/limel
Friedrich-Alexander University Erlangen-Nuremberg (FAU)	1743	40,000	4280	Innovation in Learning Institute (ILI)	20	8-10 with an instructional design profile, people with a stronger research and teaching profile and with a more technical background	https://www.ili.fau.de/en/
Wageningen University and Research (WUR)	1876	13,000	3588	Educational Media, part of Teaching and Learning Centre	13	2 researchers, 4 technologists and 7 technicians	https://esd.crs.wur.nl/
Universitat Politècnica de València (UPV)	1968	30,000	2600	Media Unit, part of IT services	8	6 in media services and 2 in MOOC production	https://media.upv.es

KEY FINDINGS

Raising awareness of the work of the service centre within the institution

- Visibility and approachability
- Training and online presence
- Tensions exist between centralised and decentralised services

Intake process

- A streamlined intake process improves cooperation and efficiency.
- Clear support limits and starting with small projects help build trust.

Fostering a genuine co-creation process

- Aiming for co-creation
- Training helps raise awareness
- Successful co-creation
- Collaboration with institutional services improves outcomes.

Staff considerations for support providers

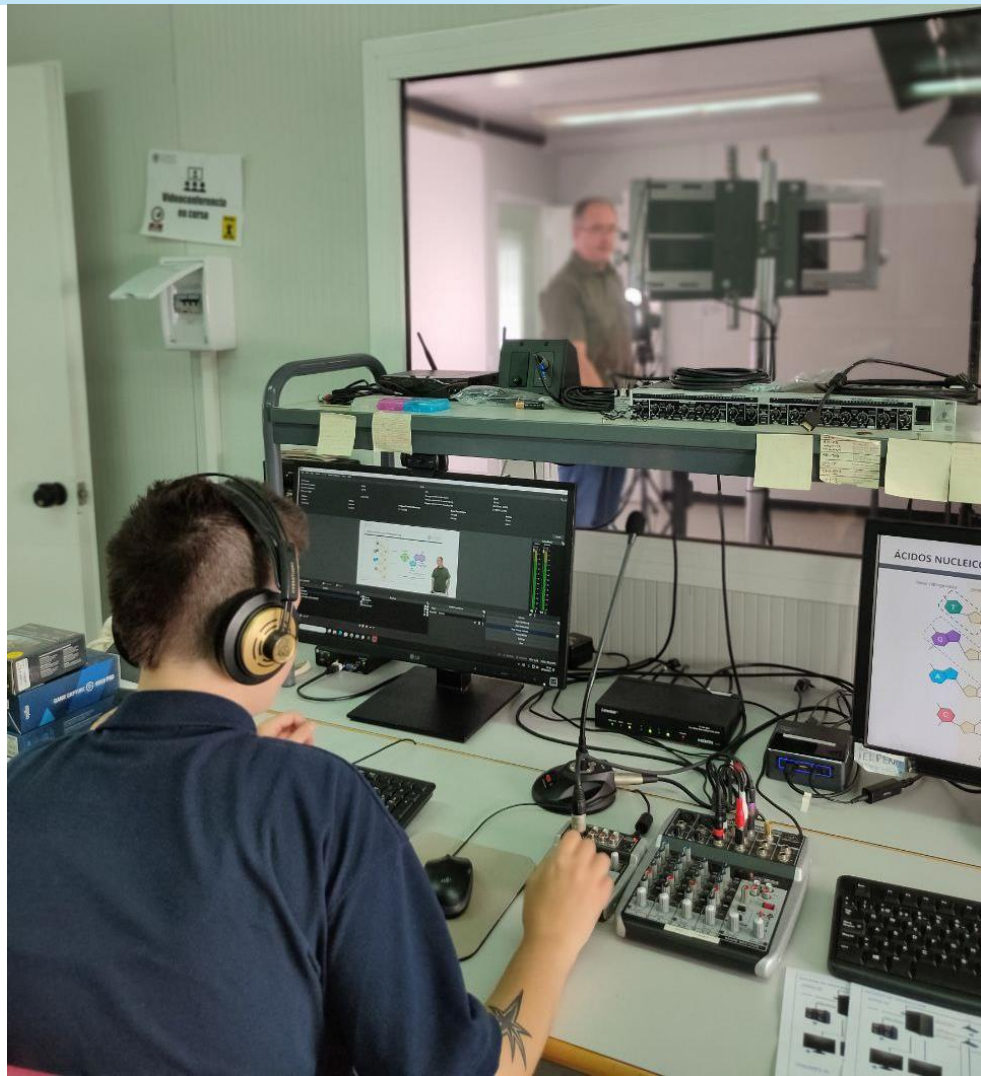
- Support provider expertise
- Staff development
- Master's students provide support and valuable perspectives
- Diverse disciplinary knowledge

Format options and considerations

- Lecture recording
- Immersive technologies
- Podcasts
- DIY media production
- DIY media training

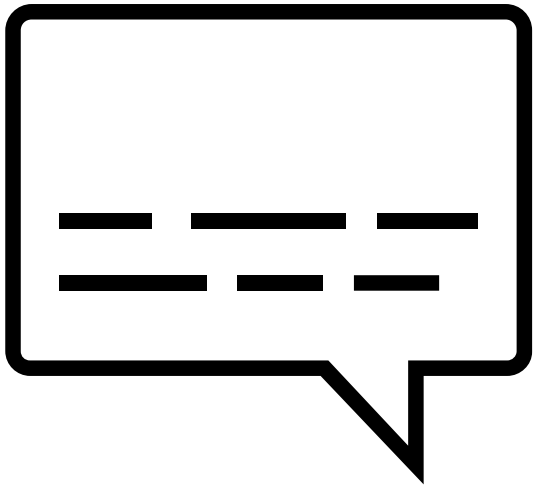
Evaluating the output

- Evaluating educational media is challenging
- Technical quality & growing interest in impact assessment
- Views and research course effectiveness
- Surveys and focus groups
- Support and informal feedback rather than quality control
- **All see value in engaging more in course evaluations to align media with pedagogy**



Accessibility

- Transcriptions and subtitling when required
- Accessibility is often approached minimally
- **There is a growing recognition that more attention is needed in this area moving forward.**



Collaboration beyond the institutional boundaries

- Collaboration with other HEIs varies
- Some have established regional collaborations and resource-sharing.(Bavarian Virtual University)
- Joint productions face challenges

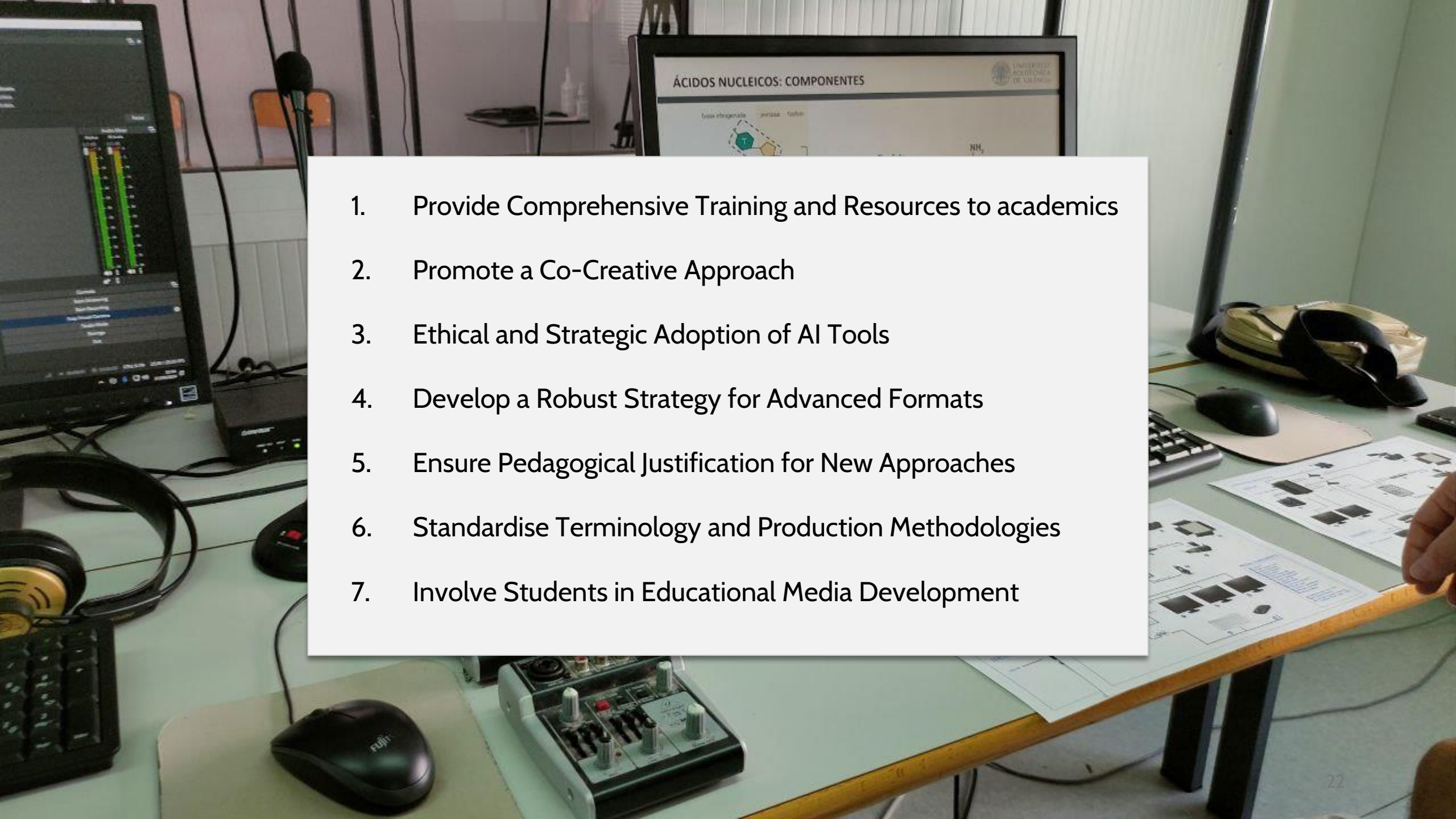
10 Recommendations for decision-makers to advance media-enhanced teaching and learning in higher education

1. Involve support units in decision-making processes
2. Encourage collaborative research on digital media in learning
3. Allocate adequate resources for media production support
4. Standardise training and certification for media producers
5. Ensure stability in support planning
6. Maintain consistent resource provision
7. Foster a collaborative approach in course creation
8. Embrace ethical AI in media production
9. Support the development of student literacy in digital media
10. Recognise media skills in academic career advancement

9 Recommendations for senior HEI staff to advance media-enhanced teaching and learning in higher education

1. Foster an Agile Support Structure
2. Encourage Lifelong Learning for Staff
3. Strategise for Advanced Formats and Technologies
4. Promote Close Collaboration with Academic Staff
5. Encourage Interdisciplinary Cooperation
6. Address Student Expectations for Multimedia Learning
7. Support New Teaching Staff Development
8. Promote Evidence-Based Research on Media Effectiveness
9. Equip Students with Media Literacy Skills

7 Recommendations for support providers to advance media-enhanced teaching and learning in higher education



1. Provide Comprehensive Training and Resources to academics
2. Promote a Co-Creative Approach
3. Ethical and Strategic Adoption of AI Tools
4. Develop a Robust Strategy for Advanced Formats
5. Ensure Pedagogical Justification for New Approaches
6. Standardise Terminology and Production Methodologies
7. Involve Students in Educational Media Development

Download the full report

Thank you for your attention!

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