# E-learning related CETLs

A number of the CETLs have a focus on e-learning and bioscience disciplines. This leaflet provides a brief introduction to them, their aims and objectives and links to further information.

Centre for Effective Learning in Science - CELS
Nottingham Trent University

CELS aims to create a new image for science within both the HE and school communities as more relevant, accessible and achievable. Based on our excellent record in HE science teaching and nationally recognised widening participation activities, the CELS will enable academic teams to develop and trial new approaches to teaching and presenting science to both communities. Using best practice in educational research and outreach, these developments will increase the number of science students, support the learning of science students locally, and provide a significant new resource base for science teaching nationally.
**www.ntu.ac.uk/cels/**
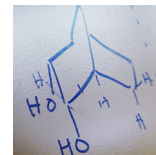
Centre for Open Learning of Mathematics, Science, Computing and Technology - COLMSCT
The Open University

COLMSCT will build on the Open University's experience and innovative work in open learning in the study of mathematics, science, computing and technology. The core objective of the CETL is to improve the learning experience of students who have limited opportunity for direct face to face interaction with teachers. COLMSCT projects focus on 3 main areas, E-communication, E-resource development and Assessment, with projects such as "E-assessment for learning: Interactive computer marked assessment initiative" focusing on specific areas within these 3 projects.
www.open.ac.uk/colmsct/
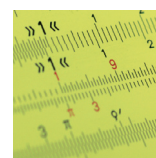
Centre for Excellence in Teaching and Learning in Reusable Learning Objects - RLO CETL
London Metropolitan University, University of Cambridge, University of Nottingham

The RLO CETL is developing a range of multimedia learning objects that can be stored in repositories, accessed over the web, and integrated into course delivery; RLOs have been produced and are currently in development for a number of bioscience related topics including Pharmacology, Sports Science and Statistics. The RLO CETL will extend the work of the partner institutions in establishing effective methods for the design, development and delivery of RLOs and there will be a strong programme of embedding and evaluation in a range of subject areas, supported by a bold staff development programme. The CETL will also contribute actively to research on the pedagogical and organisational issues in using learning objects to achieve real educational impact.
www.rlo-cetl.ac.uk/joomla/index.php

Enabling Achievement within a Diverse Student Body
University of Wolverhampton

The University of Wolverhampton has the highest percentage of students historically under-represented in HE in the UK and is nationally recognised for widening participation. This interdisciplinary CETL aims to improve retention, progression and achievement within this diverse student body. The focus is on identification and support for individuals at level 1 within four identified disciplines, including environmental sciences. Excellent student outcomes are achieved through the use of diagnostics and tracking to identify and support learner needs, the development of specific learning skills and embedding this work within the subject curriculum, blended together by a mature VLE. The CETL will integrate this excellent work into guides, the VLE and use an e-portfolio to enhance personal development and planning whist fully exploiting cutting edge communications technology. By focusing on level 1, the CETL has the potential to benefit the whole student learning experience.
http://www.wlv.ac.uk/default.aspx?page=18187

Excellence in Learning Development - LearnHigher
Lead Institution: Liverpool Hope University

LearnHigher builds on an existing collaborative partnership between 16 HEIs involving practitioners working in learner development and study support roles. The partnership shares each practitioner's specialist expertise and excellence covering a wide range of learner development areas, identifying, quality assuring and sharing electronic resources for both staff and students to support learning development. LearnHigher, in conjunction with the Higher Education Academy, will create a portal service to provide these resources and materials to the whole of the sector for both students and staff and become an internationally renowned centre of excellence in learner development.
www.learnhigher.ac.uk/

Supported Online Learning for Students using Technology for Information and Communication in their Education - SOLSTICE
Edge Hill University

SOLSTICE have developed an innovative method of programme delivery, which involves the use of supported online or blended learning to deliver programme flexibly using a VLE and multimedia alongside other methods of support. Currently SOLSTICE supports a range of students who are studying part-time while in professional practice at their place of employment and involves academics and learning technologists as a hub of expertise in pedagogic design for development of this method and its embedding within curricula.
www.edgehill.ac.uk/solstice

The Blended Learning Unit
University of Hertfordshire

BLU aims to promote and evaluate the combination of established ways of learning and teaching and the opportunities offered by e-learning in order to improve student's learning and increase the flexibility in how, when and where they study. BLU will develop, support, promote, share and evaluate approaches to blended learning across the University of Hertfordshire, with teachers, StudyNet Champions and student representatives. Dissemination to the HE sector will be via a variety of activities, including conferences, open days and secondments, conducted in collaboration with the Higher Education Academy, the JISC and other stakeholders.
www.herts.ac.uk/blu

Visual Learning Lab - VLL
University of Nottingham

Visual imagery can play a powerful role in accelerating human learning and complex verbal explanations can often be simplified through visual support - now made more accessible through new technologies.
The VLL has grown from work in Education, Geography, Engineering, Medicine, Psychology, Computer Sciences and Nursing. These departments are already developing innovative visual learning for example through video links between the university and school classrooms and hospital theatres, and visual simulations of complicated engineering plants and geographical data. The VLL will promote, develop and extend these and other applications to accelerate and improve student learning.
www.visuallearninglab.ac.uk

Supporting teaching in higher education to improve student learning across the Biosciences
www.bioscience.heacademy.ac.uk