

Our academic landscape is rapidly changing. We all live in a digital world. Use of technology infuses every part of our personal and professional lives and our connections are global. Technology has brought us new and rich opportunities to enhance students' learning, the quality of the student experience and extend the reach of our research.

Young people are using computers, mobile technology, the Internet, video and e-books to enrich their learning.... They are consuming, creating and sharing content, communicating and collaborating online and being assessed with technology at both primary and secondary school level.

These are our future students and they will come to the University equipped with technology and expecting to use it as part of their studies. Our graduates leave us to join a digital community in their chosen field.

Many students believe, and increasing amounts of pedagogic research prove, that effective use of educational technologies can enhance learning, increase engagement and enrich a university experience.

Our vision is to offer an exceptional face to face experience supported by in-class technologies, online resources and digital tools. This approach is referred to as blended learning and it means offering the very best student education possible using all of the excellent teachers, resources and online facilities available at Leeds.

To ensure we are able to offer staff and students an exceptional digital experience the University has developed a strategy and invested significantly in technology, processes and support. We will have the very best tools available to ensure that you and your students are able to create, communicate and share resources with a variety of audiences via a range of channels.

So, let's take a quick look inside the University and see some evidence-based examples of the opportunities these investments will provide for academic staff, in their teaching and research.

It's 10 am on Monday morning and Al is giving his weekly lecture to a group of 100 first year undergraduate students. Al has chosen to record all of his lectures, and the lecture capture system automatically captures an audio recording synchronised with his PowerPoint slides.

Al introduces the topic to his students for around 20 minutes and then pauses the recording whilst he shows a short clip from a television programme accessed via Box of Broadcasts. Later in the session he stops the recording after providing an introduction to a group activity.

Later, following an email prompt from the lecture capture system, Al spends 5 minutes reviewing the recording and then makes it available on the VLE for his students to view.

Al's students access the recording at their convenience from a range of computers and mobile devices and welcome the ability to revisit the lecture to check their understanding of some of the more complex ideas. The recordings are viewed multiple times by the majority of his students. The recordings prove particularly useful for students for whom English is a second language, as they can listen at their own pace and check unfamiliar words.

The admissions tutor asks Al to make one of his first year lectures available externally for prospective students to see. He agrees for it to be published on the university's multimedia channel and on iTunesU.

His lecture is used in schools by 6th form teachers to help students with preparation for higher education. It is also viewed by prospective students at undergraduate and postgraduate levels from all around the world. Within a few weeks Al's lecture has had over 800 hits and he is receiving comments from appreciative audiences. He adds a link to this content on his CV and his website as evidence of his engagement activities.

Al is now planning to pull together his lecture recordings with other resources to create an iTunesU course.

Meanwhile, Jo is updating last year's teaching resources. She has found an animated resource created by a colleague at Edinburgh in JORUM a repository of freely available open educational resources. The resource

will be helpful in explaining a difficult concept to her students. She makes a short audio recording on her laptop introducing her students to the resource and telling them what she wants them to do before they meet.

Jo plans to use her 'lecture' time with her students revisiting this content and setting the group focussed activities to check their progress, deepen their understanding, clarify points and learn from each other's interpretations.

Jo will spend some time moving round the class and provide feedback to them based on the activities they have worked on.

She finds that working this way gives her a clear idea of which of her students need extra support, and helps her to plan supplementary resources to provide to the group in a more dynamic way than is sometimes possible with a more traditionally taught module.

Next time they meet Jo's students give assessed presentations to the rest of the group. Jo uses the lecture capture system to record the presentations for review by the external examiner and for students' future use.

Jo is principal investigator for a cross institutional, multidisciplinary research project. She is planning a regular online meeting with her research partners. She has worked with her colleagues from Manchester and Southampton before but is delighted to be including someone from the USA who contacted her through Twitter and a colleague from Malaysia who contacted her after watching a video about her research activities on YouTube. The five of them have arranged to meet online at 4pm. Jo plans to get them working collaboratively on an online project document.

During the conversation the group also talk about an idea to develop a cross institutional MOOC to disseminate the research topic to a wider audience round the world.

To find out more about any of these activities, please visit our dynamic resource introducing a range of activities and tools, ideas for their application, case studies from Leeds staff using these technologies already, and support in managing issues such as copyright.