

“... Learning Technologists’ core professional values are excellence in education, student learning, building networks ... and understanding the relationship between technology and learning” Sirin Soyoz

WHAT IS A LEARNING TECHNOLOGIST?

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INTRODUCTION

I started blogging in 2008 as a result of an increased awareness of my role as a Learning Technologist. From discussions I was having within the teams I joined in the Business School at Bournemouth University (2007) I was finding my feet in a very new and different role and working environment than I was used to. Coming from a corporate and commercial background the world of academia was an interesting and confusing experience.

From my initial research into the role, and looking around the Internet to find what other people were saying about the role, I realised there wasn't a single or well defined role description or list of responsibilities. I realised quite early on that I was in a position to shape my own development according to interests and background. I was able to direct my learning and growth according to the work I was involved in and the people I worked with.

It wasn't until I joined Twitter in 2008, and started using it 'in anger' later the same year that I found out that I wasn't alone – each Institution had different expectations of the role and the individuals who filled it. Some people are called Learning Technologists; some Educational Designers, some even Learning Evangelists (I bet you can guess which US state that came from?). There are clear core values each person needs and there seems to be plenty of room for an individual to grow their own speciality as well. But I couldn't find a single description that encapsulated the role to help me understand how I could grow and expand my knowledge.

That's when I started to question the role, the list of responsibilities, the individual who had these roles, the possibility for growth and progression. I was questioning myself and what kind of Learning Technologist I was and wanted to be.

That brings us up to date. Since August 2009 I have made many distinct entries in the series of 'what is a Learning Technologist' and include them here, in full, for you to read. There are many more posts on my blog that consider the work, expertise, or subject knowledge that a Learning Technologist might want to know about, but I'll leave you to find and read them for yourself – each individual has a different set of expectations therefore will get different experience from different posts.

Please feel free to follow the links in this book back to the original blog post if you'd like to comment and continue the growth and understanding of the role of a Learning Technologist.

Thank you.

David Hopkins,

June 2013.

PART 1: AUGUST 2009

Published on August 13, 2009 - <http://goo.gl/ao048> - this was my first post where I started to openly question my role as a Learning Technologist. I remember planning this post for some time: I was nervous about publishing it as I did not know what kind of response I'd get. I was starting to gain a reputation on my blog and through conference and Twitter activity and I didn't want to appear silly or amateurish to those established individuals I respected. At this stage I did not know and was certainly not planning on making this the first in a series of blog posts, but it was a good place to start my reflective journey.

With over 3,500 individual views since the publish date [to March 2013], it has initiated similar blog posts from other individuals in the field of Learning Technology, and has sparked conversations at conferences and events I've been to since.

The question "what is a Learning Technologist", I've finally realised, can be answered differently based on who you ask, where they work, and what day of the week it is. We are also sometimes referred to as an Educational Technologist, but never as a Demonstrator.

The Association of Learning Technology - <http://www.alt.ac.uk> - describes the following;

"Learning technology is the broad range of communication, information and related technologies that can be used to support learning, teaching, and assessment. Learning Technologists are people who are actively involved in managing, researching, supporting or enabling learning with the use of learning technology."

A Learning Technologist is also described, by Johnny Finnis (eZine Articles) - <http://edtech.twinisles.com/wialt.html> - as

"... a practitioner in the field of learning / educational technology, i.e. the application of technology to facilitate learning".

Does that make it any easier? No, how about this ... I work with the academic and administrative teams to provide both pedagogical and technical support, for face-to-face learning and online / distance / eLearning goals, and to liaise with the central Institutional departments to ensure smooth running of the VLE and other systems that we use on a day-to-day basis (email, applications, VLE, Internet, etc.).

I need to make sure I know the VLE, what it does (and what it doesn't), how it works, and how to get the best out of it for both staff and students. I need to understand the outcome in order to understand how to set up the activity or learning material (the income). I need to know,

understand, and work well with the people involved; the academics who want to use it, the administrators who need to find the results, and the administrators of the systems.

I came to this role from a background in web development and web design (via a degree in Geology!) where I worked with organisations wanting and needing to use the Internet to 'connect their community'; patient health care groups, charities, associations, professional bodies, etc. This was invaluable experience as I was able to bring to the role an understanding of how individuals can have different needs from the same system and same 'materials'. While we may be talking about different uses and reasons for using the Internet, the basis of the changing uses of the Internet is the same, no matter who is using it; students, school children, mature professionals, the over-50's (and 60's and 70's, etc.).

Learning Technologists are not always involved in purely online, distance, eLearning or mLearning, we are used to help improve and update face-to-face materials to either introduce a new technique or just to update a presentation, make it more 2009 and less 1999.

"The learning technologist may also find themselves in the more sensitive role of "champion" for new technologies, particularly within the public/university sector. In this case management has decided e-learning is the way forward and the learning technologist is charged with "selling" the idea to an unconvinced or sceptical staff."

Finnis quite rightly states (above) that we are also champions for new technologies. Nothing is closer to the truth as I am always involved in workshops and training for new features of the VLE (Blackboard) and introducing new technologies to colleagues ... see my presentations on SlideShare for recent examples:

SlideShare: Twitter in Education - <http://www.slideshare.net/hopkinsdavid/twitter-in-education>

SlideShare: iTunes U - <http://www.slideshare.net/hopkinsdavid/itunes-u-education>

... 'hopkinsdavid' on SlideShare - <http://www.slideshare.net/hopkinsdavid>

I realise that I am only talking about Learning Technologists in Higher Education, as this is my experience. We are also used in all aspects of education, from primary school to adult learning centres (although we may be known as something different, and the responsibilities may be expanded based on size of organisation), as well as corporate organisations to manage their in-house training departments.

I know I will come back at a later date, re-read this and make some changes and publish an update, so please subscribe to the blog and receive updates via email and you'll be notified of subsequent changes to this and other posts.

PART 2: OCTOBER 2010

Published on October 22, 2010 - <http://goo.gl/QFnsV> - the second in the series of posts, and was prompted by the start of a new academic year. The orientation of new students to the online and campus programmes, as well as the induction of new academic staff, again got me thinking about the role of Learning Technologists in the environment I was working in.

This is a question I always seem to be thinking about, probably because it's something I get asked quite a bit.

We're a month into the new Academic Year, we have new students at all levels of study and ages as well as new staff, also at all levels of capabilities, ages, and background. As soon as I introduce myself as a Learning Technologist they nearly all look perplexed and ask ... "what's one of them then?"

I typed out some thoughts back in August 2009 (in readiness for the start of that new Academic Year) in my post "What is a Learning Technologist?" and had a few replies through the blog as well as through Twitter. Not everyone liked or agreed with me, some people saw the similarity in roles between different Institutions and the different names we are sometimes called; Education(al) Technologist, Instructional Designer, etc.

So, what has changed? Well, nothing much other than I am clearer in my own mind what I am. This has come about purely by doing the work, talking about the work and reading about what other people in a similar position to me around the world are doing and talking about. To this end Twitter has proved to be a vast tool and 'staffroom' whereby I can get answers to all sorts of questions, and obtain insight into other Institutions ordinarily blocked to me.

I have also enjoyed reading the post on the eLearn Magazine website - <http://elearnmag.acm.org/featured.cfm?aid=1872820> - by Sirin Soyoz: "Identifying e-Learning Technologists" (link updated April 2012) – please read it.

As per usual with me there are key quotes I'd like to bring to your attention;

"Education has seen big changes, many of which have been technology-driven: the rise of online collaboration tools, the expanding role of e-learning, sophisticated learning-management systems, and new communication tools. There has been a greater need for learning technologists to step in and help communities benefit from technology. The role of learning technologists is essential to integrate new technologies and education."

This is especially important in recent weeks considering the proposed changes to the UK education in the Browne Review - <http://hereview.independent.gov.uk/hereview/> - and future of UK University funding - http://www.bbc.co.uk/news/special_reports/spending_review/. Will higher fees mean fewer students, or more students 'Earn while they Learn' - <http://www.dontwasteyourtime.co.uk/elearning/as-the-cost-goes-up-will-the-students-go-online/> - (online programmes could be the future for traditional face-to-face Universities, in which case LTs are going to be extremely valuable!!).

"They [LTs] perform multiple roles and are responsible for many activities such as establishing e-networks, providing support for learning through technology, management, research, providing technical assistance, online tutoring and developing e-learning materials."

Yes we do, and we're not always the first people academics or administrative staff think to go to to help work out these issues, but we're here and need to be used if we're to still be here next year.

We are not IT specialists, and not normally part of the IT Team, but we have and need a good working knowledge of IT systems and applications. We are not academic either, but have (and need) a solid understanding of what the academic staff need to do in order to suggest the best or new way of achieving their goal ... which, when talking about teaching, is always going to impact the student experience somehow.

Sirin brings some excellent quotes together from LTs (as I call us) around the UK and has come up with the following 'key' roles – I won't re-publish them in full, only the ones I think are important (to me and my work);

- The work of learning technologists can be embedded in different roles ... such as management, development, research, marketing, decision-making, providing technical support, administration, and training levels.
- The nature of the profession is distant from a technical support service but more strategically, developmental, social and managerial.
- Learning technologists should definitely have broad knowledge of the current technologies and learning process.
- Willingness to learn and share with other colleagues and stakeholders are important characteristics.
- Learning technologists create opportunities and influence policy by following educational trends.
- There is an emerging pedagogical focus along with online learning phenomenon.
- The work is dynamic and varied; therefore professional development is crucial to keep up with the new technologies and trends.

- Staff support and continuing development are essentials for organizational success in the field.

This last one is possibly my favourite ...

- ... learning technologists' core professional values are excellence in education, student learning, building networks, focusing on change, innovation, commitment to disseminate good practice, and understanding the relationship between technology and learning.

Learning Technologists are, as I've mentioned above already, not always located in the same place in the Institution's structure; sometimes we're employed and work in a specific School (like me), sometimes there is a shared 'pool' of knowledge in the IT Team(s), and sometimes we are split between LTs that have student, staff or research specific areas of responsibilities. What is common is the need to keep abreast of technology changes, new pedagogical styles and approaches, and to have a relationship with, and be professional with, the people we work with; whether that is other LTs, students, or academic/administrative staff. That is where we can make the difference.

"To provide excellence in educational services which reflects on the quality of service they offer and their operations."

Do you see yourself in the above anywhere? Please share your experiences of being a Learning technologist, or working with one, by leaving a comment below.

PART 3: JUNE 2011

Published on June 6, 2011 - <http://goo.gl/RyBjc> - this post was about the portfolio section of a Postgraduate certificate (PG Cert) course in Education Practice I'd recently completed. The portfolio was split into three sections, each requiring evidence and research based on the course themes and my growing understanding of academia. While I did not want to share the whole portfolio I did want to share a few key ideas and thoughts I'd had as I consider them (and still do) to be key to my understanding of what is a Learning Technologist.

Those of you who follow my blog, or follow me on Twitter (@hopkinsdavid - <https://twitter.com/hopkinsdavid>), Academia.edu or LinkedIn, will know I continue to explore the role of Learning Technologists, and the discipline that is learning technology. Below are two links to my previous efforts in defining some of my thoughts:

- [What is a Learning Technologist \(Aug 2009\)](#)
- [What is a Learning Technologist \(part 2\)? \(Oct 2010\)](#)

In October 2010 I started studying the PG Cert Education Practice at Bournemouth University with a view to gaining valuable insight into the world in which I inhabit, support, and advise. I will post on the first two assignments at some time, but the final assignment is an ePortfolio of work (at the time of writing, June 2011, the marks are not back yet) and supporting evidence over the past year or so that fits the three themes, which are:

1. Self-awareness and Self-evaluation: Evaluating Development Needs
2. Managing Change: Response to Context
3. Evidence-based Practice in Relation to Discipline Needs

It is not possible to replicate the whole ePortfolio here, nor do I want to (yet), but I wanted to share a few sections that reinforce my 'journey' as a Learning Technologist. These come from the final section of 'evidence-based practice in relation to discipline needs' (and associated references):

"The discipline of Learning Technology is changing and growing as new ideas for existing tools and systems are developed or as new systems are introduced – the advances in mobile computing and geo-location is introducing a new world of 'tagging' yourself and your 'updates' (Facebook), your 'tweets' (Twitter), and your photos (TwitPic, Flickr, Instagram, etc). Being a Learning Technologist also means we are not limited to just playing a supporting role, but we involved in the "broad range of communication, information and

related technologies that can be used to support learning, teaching, and assessment” (Browne & Beetham, 2010, p6). This is our discipline and covers all aspects of subject areas from Health Care and Archaeology to Marketing or Computer Systems Designs.”

Browne, T. and Beetham, H. 2010. The positioning of educational technologists in enhancing the student experience. Project Report. Association of Learning Technology and The Higher Education Academy. Available from: <http://repository.alt.ac.uk/id/eprint/831>. [Accessed May 25, 2011].

“One aspect of my role that I have found invaluable is that I am able to bring my commercial background in web design and Internet technologies, as well as time as an employee and owner/manager of a small business, to the varied subject areas I support in the School; accounting, management, finance, law, contract, marketing, etc. It is this background that has given me the time to develop a professionalism that I pride myself with that has enabled invitations from different teams within the School, and other Schools, to be involved in teaching, research and projects. The concluding statements in the work by Neumann et al (2002) state that a steady growth in staff development “has typically involved the central provision of short-courses ... divorced from the specificities of the everyday academic context” but a “faculty-based [or] departmentally based provision could give promise of enhancing reflective practice, drawing on a recognition of specific cognitive and cultural factors rather than concentrating on generic teaching skills and presentational techniques.” I have found a School (departmentally)-based approach is able to factor a growth of a closer personal relationship with an academic or team and their subject area to be more valuable than a ‘point-and-click’ approach to the introduction of new tools and systems.”

Neumann, R., Parry, S., and Becher, T. 2002 Teaching and Learning in their Disciplinary Contexts: a conceptual analysis. *Studies in Higher Education*. 27(4). p405-417. Available from: <http://search.ebscohost.com/login.aspx?direct=true&db=a9h&AN=7362300&site=eds-live&scope=site>. [Accessed May 25, 2011].

“Work by Browne & Beetham (2010, p6) highlights the impact technology enhanced learning has as a “major driver for enhancing the student experience”, but they acknowledge that literature is “relatively silent” on the role and impact Learning Technologist’s have on such objectives. Through my own day-to-day experiences I have found myself being invited to be involved in research, projects, presentations, workshops, conferences, etc. that I would not normally expect to be asked to; I attribute this to my open and willing attitude and cultural change within the Business School that has improved relationships between myself and framework teams, and the understanding of the role a Learning Technologist. Questions on where a Learning Technologist should be “positioned” is a difficult one, say Browne & Beetham (2010, p13) which received mixed responses when they asked, and one I can see both sides to the argument; are we positioned in the School so we can maximise the relationships and knowledge of the disciplines of those we support,

or are we a central resource that are shared among many different subject disciplines and School, but get the benefit of being kept up to date with system changes/updates? In my view there are positives and negatives to both arguments, but a School-based Learning Technologist has the best of the 'local' knowledge and the best of the collaborative environment a central position can offer, if working in a collaborative environment. The discipline of learning technology and the individuals who are part of this growing professional 'group', according to Peacock et al (2009), can have a valuable influence on all aspects of, for example, eResearch as we can demonstrate the role of support to help researchers "make informed decisions about whether and how to use e-learning tools to conduct qualitative e-research" and that a "more inclusive model of the Learning Technologist's role in academia could help address the potential polarisation of the profession into researchers and practitioners".

Browne, T. and Beetham, H. 2010. The positioning of educational technologists in enhancing the student experience. Project Report. Association of Learning Technology and The Higher Education Academy. Available from: <http://repository.alt.ac.uk/id/eprint/831>. [Accessed May 25, 2011].

Peacock, S., Robertson, A., Williams, S, and Clausen, M. 2009. The Role of Learning Technologists in Supporting E-Research, ALT-J: Research in Learning Technology, 17(2). pp115-129. Available from: <http://www.informaworld.com/openurl?genre=article&id=doi:10.1080/09687760903033041>. [Accessed May 25, 2011].

I conclude the portfolio saying that:

"the opportunity to reflect on the past year(s) has given me greater insight into my role within the Business School and wider Bournemouth University community, but also how I am able to shape the discipline of learning technology from workshops, research, and conversations I am involved in, and by engaging with like-minded professionals through social networks like Twitter and LinkedIn. From this reflection I am able to concentrate my work and reading with a view to develop my professional practice."

My journey

I have been on a journey during this PG Cert course,. Not all of it has been pleasant but I have enjoyed it and realised that I don't like the 'getting by' mentality: when I do something I like to do it properly and see it through to the end. The struggle has been finding a balance between work and home life AND being a student again. There were times when one had to be sacrificed, and it was always my studies and assignments that suffered. I am not sorry for this, just disappointed that, at times, I wasn't able to put the effort and dedication I know I am capable of into my studies.

What next?

Well, I don't know where I am going to go now, assuming I get the grades to pass (fingers crossed) but there are many avenues open to me: further studies, CMALT application and accreditation (definitely), etc. One thing is certain: I have started something here I want to see grow and to see where it can take me, my work, and my job/discipline. As they say "watch this space ... !"

Please feel free to leave a comment about the above or about your experience as a Learning Technologist, or your experience of working with us.

PART 4: SEPTEMBER 2011 – “WORKING, AND GROWING, AS A LEARNING TECHNOLOGIST”

Published on September 23, 2011 - <http://goo.gl/XByxC> - this post came about because of work I'd been doing with preparing students for, and with, a life online. How does their online behaviour affect their employment prospects, either the immediate prospect or a future one, yet to be determined? The phrase “preparing students for jobs that don't yet exist” is one that is still used today, and this got me thinking ... are we preparing ourselves or the Institution for this world yet?

For the past few years I keep hearing the phrase that we are “preparing students for jobs/roles that don't yet exist”. I'm sure the majority of people have seen this video (below) but if not then I urge you to spend 5 minutes and watch it.

What I want to work on is the future of the phrase that (at time-stamp 0:46) “we are currently preparing students for jobs that don't yet exist ... using technologies that haven't been invented ... in order to solve problems we don't even know are problems yet” and whether we apply this to ourselves, and our own roles?

YouTube: *Did you know? 3.0 / 2009 edition:*
http://www.youtube.com/watch?v=PHmwZ96_Gos

My thought is this: if we are preparing students for roles that don't exist (yet) what are we doing to prepare ourselves for this change, for the roles in which we are already employed? Do we update our own list of roles and responsibilities to match the changing environment we are expected to work in? I've been in my current role for 4 and a half years and the job specification has not changed even though my daily tasks, responsibilities and capabilities has radically altered. In fact it would be safe to say that even the environment I work in, the people I work with, and the students I support is so very different from when I started. Yet my 'role', or the description my role is assigned, has not altered.

Let's go back to the video again. At 3:32 the video 'claims' (I haven't checked the facts) that new technical information is doubling every two years and that “for students starting a 4 year technical degree this means that half of what they learn in their first year of study will be outdated by their third year of study” and, if you carry this further, will be outdated by two 'generations' of change by the time they finish their first year of employment. If you take this further back it is also likely that the learning materials the students start using in their first year are not up to date, perhaps two or three years old, therefore their final year of study could be as much as 4 'generations' old. This is not preparing students for the job market.

Bring this into line with employment and job specifications for Learning Technology professionals ... how many of us are spending our working day on things that we did not do last year, or use tools that were not available last year, or the year before? How much of this daily activity is written into our contract or job specification, yet it is something that we involve ourselves with, and engage in, in order to complete our tasks and responsibilities in our current role and/or environment?

Add the often rigid structure used by employers regarding role/pay progression routes into this mix and you can see where I am coming from – how do we as individuals, or as a discipline of Learning Technology, advance our own role and responsibilities in a structure that is not capable of recognising the unique talent?

While it is not appropriate for employers to update or modify their employee career 'structures' as often as the above might suggest, is there scope for periodic reviews of the whole, or in part, to establish a route for individuals to shine through and be rewarded for their work above and beyond the role suggests?

I don't know if I've been able to capture my thoughts adequately, or eloquently enough here, but I welcome your thoughts on whether your role is 'future proof' or you also feel like the industry we work in is leaving you behind 'officially' while you keep up to speed because of your own private pride/desire/dedication to your job? As always, please leave a comment if this post/idea has made you think.

PART 5: JANUARY 2012

Published on January 4 2012 - <http://goo.gl/b7Awp> - this post originated from my job search. I was already planning and thinking of how to grow myself in my role as a Learning Technologist and had realised that I may have to leave Bournemouth University in order to do this. From my searches I realised that there was not (nor is there now either) a standard job description or set of skills that a Learning Technologist should have. What I did like, however, is the realisation that a job title of 'Learning Architect' sounds far more important than 'Learning Technologist', even if the actual work and day-to-day tasks are the same.

Depending on where you work you might use the title Learning Technologist, Education Technologist, Instructional Designer, or something else, but essentially these roles are the same.

Here are a few excerpts from job descriptions for these roles that I found with a quick Google search, see for yourself:

"Provides pedagogic advice, guidance, encouragement and support on the use of technology to staff involved in teaching. Such processes involves mutual learning, and frequently contrast with the clear division of labour that characterises Instructional Design."

[Source: JISC – Recommendations for an accreditation scheme for learning technologists v. 4.6 \(Consultation document 19/03/04\)](#)

"Promoting and the appropriate pedagogical use of e-learning through resources, communication and assessment tools."

[Source: Bournemouth University – Job Description & Person Specification \(PDF 55.70kb\)](#)

"Develop and institute logistical, instructional, and pedagogical policies for the creation and delivery of online courses."

[Source: UTD – Job Description](#)

While reading this post last night - Learning Technology Trends To Watch In 2012, <http://thelearningcoach.com/elearning2-0/learning-technology-trends-for-2012/> – I found the section on "Expanded Instructional Designer's Role" quite interesting, not least as the expanded role sounded an awful lot like the work I am already engaged in?

“Captured in Clive Shepherd’s book, [The New Learning Architect](http://thelearningcoach.com/reviews/books/the-new-learning-architect/) - <http://thelearningcoach.com/reviews/books/the-new-learning-architect/> the idea that an instructional designer has one only one function – course creation – seems outdated. Although many will continue to develop courses, instructional designers will need to think in broad terms about how to close learning gaps. This means understanding the strategies that underlie diverse possibilities for learning, both formal and informal, traditional and non-traditional, online and print and face-to-face and virtual.”

Many of the people I converse with on Twitter, LinkedIn, Google+, Facebook, at work, at conferences, etc. are also of this opinion: that it is more than just the final result that the LT (Learning Technologist) is interested in, that the LT can be a vital part of the whole process in getting the learning materials researched, set up, assessed, etc. Convincing others of this is not always easy.

“For example, instructional designers are managing communities of practice, curating content, facilitating online discussion groups, organizing events and supporting of social media for learning. Instructional designers are often the proponents of innovation and the persuaders who convince upper management that interaction and collaboration will make for a smarter organization. As more instructional designers and educators see themselves as learning architects, the world will become a smarter place.”

Wow, this is me, am I now a Learning Architect?

PART 6: MARCH 2012 – “SO LONG, AND THANKS FOR ALL THE FISH”

Published on March 16 2012 - <http://goo.gl/ULGmu> - I had just had confirmation from the University of Leicester that my application to join them had been successful, and all paperwork and references collected. I was off to start the second phase of my journey as a Learning Technologist, this time at a top 20 ranked University.

“So long, and thanks for all the fish” – immortal words from Douglas Adams and ‘The Hitchhikers Guide to the Galaxy’, a parting comment from the dolphins leaving Earth.



What has this to do with me? Well, I’m off, so ... “thanks for all the fish”. After 5 years at Bournemouth University I am going to join the College of Social Science at the University of Leicester. I will still be a Learning Technologist, I will still be on Twitter and Facebook, I will continue my interests and research in and around eLearning, mLearning, ALT/CMALT, blogging, social media, networking, student experience, Blackboard, VLEs, Blogging, etc. I am looking forward to working with new colleagues in a new environment, finding out how other people manage and arrange their skills and materials, as well as seeing what opportunities for research, publications, and further study are available.

I know that Leicester is a big user of BlackBoard so I am among ‘friends’ and will be using a system I am familiar and confident with. The College is large with upwards of 11,500 students spread around 8 Schools and +50 programmes delivered in a fully online distance learning approach (under-graduate, post-graduate, and PhD levels) – plenty of work to do there then! This is not to say that it’ll be all-guns-blazing and change-the-world stuff, oh no! First I will need to spend time getting to know the people and their styles, what is already being done

and what, if anything can be done to empower and engage the College teams with technology.

For me and my family, exciting times. It'll be hard to leave but I am so happy about the change.

So, to my colleagues and friends at Bournemouth, "so long ... " – Leicester is not a million miles away, come and visit and, as I have family in Bournemouth, I'll be back every now and then so if you're interested in a cuppa-and-a-cake let me know and we'll meet up. For those I know in and around the Leicester area ... put the kettle on!

PART 7: JULY 2012 – “HOW DOES A NEGATIVE SHOPPING EXPERIENCE EFFECT A LEARNING TECHNOLOGIST?”

Posted on July 13, 2012 - <http://goo.gl/HNyX2> - I used a recent shopping experience to reflect on how well we introduce and induct students into a strange new online world of learning. We have high expectations of them academically but do we do enough to address their expectations of us with the softer skills, e.g. induction, pastoral care, etc.?

So, we've moved! We have our lives in boxes all over the house, someone else's wallpaper and really strange built-in furniture in every room – it's worse than a holiday cottage! Thankfully we'll be ripping all that out and decorating and furnishing it with our tastes and 'stuff' in due course.

This post is part 7 in my series of 'What is a Learning Technologist'. Read the others in the series on my blogs 'about' page.

But this is why I'm writing ... we did our first weekly big shop at the weekend, in a different and much larger supermarket than we're used to (Asda, not Tesco). We all know that different stores of the same company use roughly the same layout, but changing store means a different 'thinking' to presenting the aisles and products – I'm used to walking up and down each aisle and knowing what I need based on where I am in the store. The trolley fills up in a certain order so when I get to the checkout I unload and then bag, in another order which makes the unloading and shelving at home easy.

I have become familiar (stale?) in my shopping habits based on my 'usual' weekly visit. Here are the 'issues' I encountered at the weekend, and I'll relate them to what a student may feel when accessing learning materials online, becoming too familiar with a structure or approach, and how change can be positive or negative experience for them.

- The way I shop dictates the way I bag the items at the till – different layout meant different (confusing?) bagging technique needed, less logical presentation considering habit and background,
- Price tickets are harder to understand, based on only being in a different presentation style and position,
- Smaller trolleys,
- Smaller bags,
- Wider aisles,

- The till was smaller and therefore I had to bag quicker than I'm used to, to keep up with the much faster processing of items,
- The till didn't show the tally of purchase ... so a shop I was expecting of about £80-£90 stunned me when it came in at over £120!
- I'm not going to mention the car park and other people's parking habits ... !

All of this is enough to throw you off balance and disorientate you, and can be very disconcerting in an unfamiliar environment (even worse with two 'noisy' children in tow).

So here's the rub ... how do you think a student feels when they access one Unit/Course and one style of presentation to then start another with a whole new set of design, structure, navigation, etc? It's even worse if there are several of one style (therefore they've gotten used to it) and some more with completely different and individual approaches. This is not about the tools used, as these should be used appropriately and only if they meet the learning outcome and/or need of the subject. This is about how the learning materials are presented in the VLE, this is about having a 'template' (whether defined or as a 'guide') for the main headings so the student:

- can easily find the Course and tutor/admin contact details – if they're in the same place in each Course then the student will not have to hunt for them,
- can easily find announcements and important course information (handbook, forms, time table, events diary, etc.),
- knows where to look for assignment details, past papers, submission boxes, etc.
- knows which area to look in for which topic or activity or week's reading materials,
- knows how to access grades or online (audio?) feedback,

I know not everyone agrees with a formulated structure, and I am open to criticism about this – I am happy to agree that there should be flexibility in presentation and structure of learning materials (comments welcome). But the students, especially online and distance learners need to have a sense of familiarity for the basic information in order to gain confidence in working in a digital world. Especially if they're not all that comfortable, and therefore confident, in the first place.

PART 8: DECEMBER 2012

Posted on December 19 2012 - <http://goo.gl/CauPE> - I was all ready to start posting my thoughts about what characteristics a Learning technologist needed to be effective and/or successful ... and then found that a friend and respected Learning Technologist had already written a post on it. Sarah Horrigan had been able to write what I'd been thinking, and in much better and clearer way than my thoughts were organised. This is perhaps the clearest post in the series where I felt I was able to get to the heart of the question ... what is a Learning Technologist?

2012 has been a challenging and adventurous year for me and I planned to round it off with another post in my series of "What is a Learning Technologist" articles.

For me 2012 was a year of change, not only a change in outlook and attitude (personal stuff) but also in circumstances: I applied for a new job, got it, left Bournemouth University and joined the University of Leicester, sold one house and bought another, and moved myself and family to a part of the country I do not know. To some this is familiar and you're nodding in appreciation of what I've done and put my family through. To others you may be thinking 'fool' or "been there, done that, WASN'T that bad". To me this was a huge decision after being at BU for over 5 years and living in Bournemouth for nearly 30 (minus years at University) – a big upheaval in more than just my professional life, and such a difficult choice to make (again, more personal stuff).

As with all these things, by the time I sorted through my thoughts and started to note them down ... someone else publishes along the same lines and did a really good job of it too! So this post is in honour of Sarah Horrigan's article, in the way of "what she says ..."

Sarah Horrigan (@sarahhorrigan - <https://twitter.com/sarahhorrigan>) has published her thoughts in a post called "On being a Learning Technologist" and I strongly recommend you read it in full! Here are my personal highlights from Sarah's post:

"What makes a Learning Technologist stand out as being a really 'good' Learning Technologist? Some of it is wrapped up in how you define the role of a Learning Technologist at all ... a Learning Technologist is someone who can bridge the gap between learning and technology, can translate between the two fields, can spot opportunities and help make change happen within teaching practices and importantly, understands the context of learning in which they're placed".

Sarah goes on to highlight six areas she feels are key to effective Learning Technologists (which I agree with, and can identify with on a daily basis). These are:

Curiosity – Learning Technologists have a “spirit of curiosity [that] permeates their working life. They need to find answers. They want to see how things work. They ask questions when things don’t go as expected. A good Learning Technologist always comes with a good dollop of curiosity.”

Playfulness – Learning Technologists “don’t restrict their work to the working arena. Their ‘play’ leaks into everything they do. If they find something interesting to do with learning or technology out of hours, they’ll play. They can’t stop themselves.”

Connections – Learning Technologists “make connections between ideas, people, things and beyond ... ideas aren’t picked up in isolation, instead, connections are made and boundaries become elastic and movable. An ability to look inwards and outwards, to shape your perspective by bouncing ideas off others, to be open to finding out what else is going on through the myriad of connections you’ve made.”

Proactive – Learning Technologists “create opportunities, talk to people you haven’t talked to before, listen and understand – and keep on keeping on even when the initial answer is ‘no’. If something sounds interesting, then great learning technologists will find a way to make time to look into it. This means that they’re spotting trends and persevering with a new technology or approach rather than dismissing things because they’re ‘just not that kind of person’ or they’re ‘too busy’.”

Passionate – Learning Technologists are “not ashamed to tell you they love doing something. Or that something is fantastic. The best learning technologists I know make me want to explore and do more than I’m already doing.”

Learning – Learning Technologists bridge “the gap between learning and technology, academia and the technical ... you have to be able to talk the language of your context. And it never stops needing to be learned and refined. You need to build evidence and underpin what you’re saying with solid foundations. You need to share ideas. You need to understand. You need to analyse.”

This is the kind of Learning Technologist I hope I am and am trying to be better at. This list is not for everyone, nor should we expect this from every Learning Technologist, but I hope each of us can see a little of ourselves somewhere in Sarah’s descriptions above.

Keep up to date with Sarah’s thoughts and work on her <http://kindlearning.blogspot.co.uk> blog.

Thank you for your post Sarah, and well done on your move. I wish you the very best for your new adventure in Derby and look forward to keeping in touch through the many varied social networks we both use.

PART 9: APRIL 2013 – “IGNORANCE IS BLISS?”

Posted on April 9 2013 - <http://goo.gl/1vgd1> - I was starting to feel slightly down about my role and the trials and struggles Learning Technologists had to overcome to get work done or messages / training delivered. Reflection was good for some things, but it also made me doubt myself and the direction I was taking. Am I an effective Learning Technologist? Am I using the tools and networks effectively, or efficiently even, to get the best out of myself and colleagues? Should I even be trying this hard, surely it'd be easier to tone everything down and lead a simpler, quieter life?

PS. I still haven't worked it out yet. If you have any help then I'd be more than happy to hear your ideas.

The more I think, the more I learn. The more I learn, the more I question. The more I question, the more I find I don't know. The more I want to know, the more I question, well, everything, and the unhappier I become.

Why is this? Shouldn't I be happier with more knowledge, more detail, a better understanding of who I am and the world I live in? Shouldn't this mean I am better placed to affect and effect change in my life, my family, my work, my finances, my home, my health, etc.?

I was never 'encouraged' to think at school – we had our notes dictated to us and we were told what to learn for the tests. I was 'average' in exams (and that's being generous), and just about scraped in to and through University. Even after 4 years there I never really thought much about what I was doing, I just went with the flow, just happy to pass and move on. It wasn't until 2007 and working at Bournemouth University that I started to question what I wanted to be, who I wanted to be, and how I wanted to get there. It wasn't some profound personal journey, it was just the environment I worked in ... it had its gaps and faults and I wanted to make it better. No, it was more than that ... it had areas that needed improvement where I felt I was in a position to do something about it, no matter how small 'it' was.

Now, with 6 years working in Higher Education behind me, 4 years on Twitter, 5 years (off and on) with Facebook, 5 years of this blog (my first post was October 2008 - <http://www.dontwasteyourtime.co.uk/blogging/hello-world-2/>), and a growing personal learning network (PLN) of many thousands of individuals ... it's got me thinking. And now I'm thinking I can't stop. There is much that I like; there is also much I don't. Some things I can change, many I can't, and a few I can influence in some small way.

Perhaps it's about my reading habits too: since I downloaded the Kindle App - <http://www.dontwasteyourtime.co.uk/ebook/kindle-ebook-app/> - I've been searching and finding and being exposed to many more genres of books than I would otherwise be, as well

as books I wouldn't previously have afforded (and not my usual Stephen King, James Herbert, or Iain M Banks-type books either). These are either education, learning and/or Social Media-type books or ones that are thought provoking. At the moment I'm reading "Organizations Don't Tweet, People Do: A Manager's Guide to the Social Web" (Semple, 2011), and I've been highlighting and sharing a few quotes on Twitter that have resonated with me as I continue my journey, like:

"There is something about the process of blogging that makes you more self-aware. You become more thoughtful about yourself and your place in the world. In the reactions of others to your writing you get a different perspective, possibly for the first time, on how others see you." Semple, 2011

"The web and social tools are all about learning. Learning about ourselves, learning about the world around us and learning from each other. In amongst the trivia there are very real opportunities to learn more – and faster – than we have ever had available to us before. It is like evolution on steroids." Semple, 2011

"Even if no one else learns from what you write in social tools, you do – and this may be the greatest reward." Semple, 2011

"Even if no one else reads your blog, having the reason to sit down for even just fifteen minutes to think about what the day meant for both you and the people around you, can be very powerful. What worked, what didn't, what you would do again and what you wouldn't, what you want to pass on to others." Semple, 2011

"The last aspect of learning and social tools is very much about you as an individual. Many of us pass through our careers with little encouragement or inclination to stop and think about how and why we do what we do. In fact you often don't know what you know until you start to explain it to someone else or to write it down. "If you can't do it teach it" – in the process of teaching you will reinforce your learning. If you can't do it try to blog it. Thinking about what you do and why will enhance your learning and show up any gaps you might have. This is one of the least publicized benefits of having a blog." Semple, 2011

This book has made me realise that it's as much about what I say as what I read that has influenced this change. It's about how I view the world around me, both personally and professionally. It's about my 'place' at work, my 'place' at home, and possibly my 'place' in the global community or network. It's also about how the acts of thinking & questioning – "the last aspect of learning and social tools is very much about you as an individual" (Semple, 2011).

If I was a computer I'd be declared "self-aware" (Skynet, HAL 9000, etc.) and probably taken offline before I can exact some kind of apocalyptic revenge. Until I started this process I've had been happily and blissfully (ignorantly?) unaware of the wider world around me and I

went about my daily routine completely relaxed and ignorant of much that is going on. Ignorance, it seems, really can be bliss.

So how does this affect/effect how I see my role? I feel stronger in my role because of the questions and progress I have made, and continue to make. I am more confident because of the changes I've taken to how I approach a situation, a project, a conversation, a role, etc. I 'feel' better, period! In this respect, ignorance is not bliss; it's dangerous, it's dividing, it's restrictive, it's where people go to get away from everything that's around them, it's where innovation can't happen because there's no 'thinking' happening. Being 'aware' of me has the knock on effect of being aware of the world around me, therefore the people, challenges, opportunities, and networks within it.

A Learning Technologist cannot afford to be in an environment that does not challenge, innovate, collaborate, or engage them, just as a Learning Technologist cannot afford to not exhibit these qualities in the way they approach their work. How can you be an engaging and collaborative employee if you never talk to anyone or engage outside of your own office, faculty, or Institution? If you don't think about the changes that are happening in education around the world, and how people / educators / facilitators / teachers are dealing with it, how can you keep up with this change?

In the words of Alan Cann (University of Leicester - <http://scienceoftheinvisible.blogspot.co.uk/>). "Education costs money. Ignorance costs more". I use my role and the networks I've exposed myself to (LinkedIn, Twitter, etc.) to educate myself and, in my own way, pass on my own thoughts and experiences in the hope that someone else may learn from them. This is why, without realising it, I am thinking and learning more than I have ever done in my life. I share, collaborate, engage, blog, tweet, link, photo, etc. more than ever before as not only part of this learning process, but also as an individual in the global active network moving and shaping the networks' direction, both online and off.

Reference:

Semple, E. 2011, *Organizations Don't Tweet, People Do: A Manager's Guide to the Social Web*, ebook, accessed 5 April 2013, http://www.amazon.co.uk/dp/B006N7RLSS/ref=r_soa_w_d

PART 10: JUNE 2013 – “MSC IN LEARNING INNOVATION”

Posted on June 4, 2013 - <http://goo.gl/eeqnu>. From my earlier studies and ramblings about what I consider to be a Learning Technologist, or rather what kind of Learning Technologist I wanted to be, I talked about the PG Certificate course I took at Bournemouth University. From this experience I wanted to stretch myself and see if I could start and complete a full Masters level postgraduate programme. I am lucky in that I share a building with the team running the new MSc in Learning Innovation, but I had heard of this course before I joined the University of Leicester, and had highlighted my interest to Professor Grainne Conole and chatted through the course and course requirements.

While I still believe that informal learning and self-motivated ‘stretching’ of the role is key to my development I recognise that the world in which we live and work is still embedded in the world of professional and/or accredited certification. This is why I have signed up for this course ... that and the need to see if I can really do it!

Regular readers will know I’ve been writing about what I think it is to be a Learning Technologist in a series of posts I’ve been calling ‘What is a Learning Technologist?’. Welcome to part 10 in that series.

Part of my journey is the continuing exploration of the technology and of the role itself, and how it is received and perceived by people I come into contact with (academic, administrative, etc.). I made it clear in 2011, once I completed my PG Cert course, that I wanted to take my learning and teaching more seriously and gain a qualification that would reflect my abilities.

I have considered several Masters level courses since then but have finally settled on the MSc in Learning Innovation from the Institute of Learning Innovation here, at the University of Leicester.

Why this course and not one of the other very good ones available? I won’t ignore the fact that, as I work at the University, I will get subsidised financial help, which will greatly help, but the course has a lot to offer me and the direction I want to take:

- Comprehensive view of new technologies in supporting different types of learning.
- Foundations and key concepts from established eLearning research, of which the team at the Institute are well known for.
- Current and up to date exemplars of technology used to support pedagogical approach to learning.

- Development and critical understanding of the concept and potential of technological application in teaching and learning.

No doubt you will read more about this two year distance learning course, scheduled to start in October 2013. It'd be good to do the course with some friends so, if you're interested, come and join me and let's form some study-buddy support sessions!

- Further details: MSc Learning Innovation – <http://go.le.ac.uk/mscli>

While I have high expectations of the course I am slightly worried about the time I'll need to find (from somewhere: evenings, weekends, sleep, etc.) and that, being so open and public about it, there will be an expectation from you, my network. I will continue to investigate the role, and how I see it evolving through both my work and studies. Please, please, please keep talking to me about what you do and how you do it – all these tweets, comments, DMs, emails, updates, and blog posts I read help me understand the role, my part in it, and how a Learning Technologist is to work in the (changing) environment of higher education.

PART 11: OCTOBER 2013 – “LEARNING TECHNOLOGIST COLLABORATION RESEARCH PROJECT”

In October 2013 - <https://goo.gl/RmyjTe>, whilst waiting for the result of my recent submission for Certified Member status to the Association for Learning Technology (CMALT) I was approached by Rachel Challen and Geraldine Murphy from Loughborough College if I would be interested in joining them in a Twitter-based research project on the theme of “What does a Learning Technologist do?”. Of course, as this is a major part of my work and approach to my role I eagerly accepted and started to use both my blog and Twitter account to widen the reach of the project.

Using Twitter and the hashtags of #LTFE and #LTHE responses were collated and analysed, by Geraldine and Rachel, and the report will be produced in 2014 and submitted to several leading publications.

I am pleased to be involved in a project with Geraldine Murphy and Rachel Challen from Loughborough College which looks to explore the identity of a Learning Technologist through the “analysis of language”.

- Read the full project brief here: “Exploring the identity of a Learning Technologist through the analysis of language”(<http://goo.gl/66yuqq>).

Project outline

According to the Association of Learning Technology the definition of Learning Technology is defined as this; “Learning technology is the broad range of communication, information and related technologies that can be used to support learning, teaching, and assessment.” Learning Technologists are then “the people who are actively involved in managing, researching, supporting or enabling learning with the use of learning technology.”(ALT 2010)

However, to those working in eLearning, on a daily or ad hoc basis, the explanation doesn’t seem to be as clear cut and there has to be a continual explanation of the job role and the skills, experience and knowledge the role of a Learning Technologist demands. The reality of the day to day routine of a Learning Technologist can be dictated by the strengths of the person in the role, or even where the role physically fits into the institutional structure. According to David Hopkins this question of what is a Learning Technologist “can be answered differently based on who you ask, where they work, and what day of the week it is.” (Hopkins, 2009)

The naming of a Learning Technologist can take many forms: Academic developer, blended learning advisor, technology enhanced learning advisor to name a few. This has a real impact on individual and team identity, purpose and success. Without clear definition, the crossover between technology and pedagogy can cause friction and conflict between departments.

This small sociolinguistic research project aims to highlight some of the contradictions and correlations of the role of a Learning Technologist, based on perceived responsibilities and expectations. This will be achieved through the collection of qualitative data using the twitter platform asking the question: **“What does a Learning Technologist do?”**



Project Methodology

The outcomes of this project will be built upon qualitative data that will be collected through the capture and archiving of Twitter posts from October 2013-Dec 2013 using a tagging system on Google docs. The data will be gathered by performing automatic hourly searches of all Tweets using the hash tags #LTFE and #LTHE (non-case sensitive tweets will also be included). The principles of discourse analysis will be applied to the data to extrapolate the themes, trends and attitudes towards Learning Technologist which will be discussed to begin to build a clearer picture of the position of Learning Technologists in the context of FE and HE. The first stage will concentrate on FE and the second stage on HE.

Timescale:

Data will be collected between October – December 2013.

Data analysis will be continual throughout the project- using a small cluster of discourse analysis techniques. The project write-up will be completed by Christmas and will be disseminated across the FE and HE learning community. This dissemination will be informally through twitter and formally as a research case study. Potential journals to submit case study to are: ALT-J, MERJ, JHFE and Rapal.

This project will be carried out by Rachel Challen Head of eLearning and Geraldine Murphy a Learning Technologist at Loughborough College and David Hopkins, Learning Technologist at the University of Leicester.

References:

ALT. 2010. What is Learning Technology? | Association for Learning Technology. [online] Available at: <http://www.alt.ac.uk/about-alt/what-learning-technology> [Accessed: 16 Oct 2013].

Hopkins, D. 2009. What is a Learning Technologist?. Technology Enhanced Learning Blog, [blog] August 13, Available at: <http://www.dontwasteyourtime.co.uk/blog/what-is-a-learning-technologist/> [Accessed: 16 Oct 2013].

PART 12: NOVEMBER 2013 – “I’VE BEEN CERTIFIED”

Published on November 12, 2013 - <http://goo.gl/qz1n3q> - this saw one hurdle in my quest on ‘what is a learning technologist’ comes to an end – well the first part of it, anyway. For over 2 years now I’ve been steadily working my way towards the certified membership status with the Association for Learning Technology (ALT). This post announces that (a) I’ve finally succeeded in gaining the accredited qualification, and (b) highlights a few of the tips I wish I knew at the start, that would’ve helped the process and my portfolio submission easier.

I believe, and have done so far quite a while, that the role of a Learning Technologist (LT) is purely dependent on the individual who fills it. Each LT I have spoken to has a different background, different view, different skill set, and a different development plan, and this means that we all do our work for different reasons and for different outcomes. This isn’t too different from just about any other job, to be honest, but for some reason the role of an LT enables us all to be different. Is it that the role definition is so vast and vague that we can pick and choose which aspects of it we want to keep, or is it that the role and responsibilities are too vast and vague that we are forced to reduce it to a more manageable and workable version? The jury is still out on this (for me) but I know that a qualification like CMALT does help to demonstrate my commitment to the role, to my employer, and to the industry and community I choose to be part of.

After an awfully long time I have written, submitted, re-written, re-submitted, and finally been awarded the status of Certified Member of the Association for Learning Technology (CMALT). When I say it took a long time, it’s not an understatement – here’s how and why.

This is the twelfth part in my series of ‘What is a Learning Technologist?’ I have collected the series to date in a downloadable eBook – an update will be submitted to the online stores very shortly.

CMALT – The beginning

I joined Bournemouth University (BU) in 2007, fresh into the role of a Learning Technologist (LT) from 10 years as a commercial web designer. In all honesty, I didn’t really know much of what I’d be expected to do but I knew my experience with online communities and techniques in developing and fostering them was key to my appointment. It just goes to show the faith and vision my interviewers had to see me for my potential and offer me the job! I joined ALT shortly after starting, which is where I first heard about CMALT.

In 2008, a visit was organised with ALT to BU to explain the CMALT scheme and sign some of us up. I don’t think anyone signed up there and then, but the seeds were sown for me and I

can say that this was one of the deciding factors in me starting to think more in depth and more strategically about the role, my vision of the role of an LT, and the role LTs it plays in the wider School, Faculty, and Institutional environment. In 2009 I wrote my first ‘What is a learning technologist?’ post.

Despite thinking and planning my CMALT portfolio it wasn’t until July 2011 that I actually filled the form, paid my fees, and starting developing my portfolio, collating the evidence, and filled in the application form. At this point I was already carefully considering my future at BU and whether I could continue to grow as a Learning Technologist there or I needed to look elsewhere for new challenges.

CMALT – The process

I attended many of the online CMALT webinars and found them incredibly valuable in focusing my mind on what was needed, and how I was to do it. What was even more important, however, was talking with my network on LinkedIn or Twitter or Google+ and finding out from their first-hand experience on the process and, more importantly, the ‘portfolio’. From these discussions I realised I didn’t have to submit a ‘plain’ paper formatted portfolio, so I took ideas from my network of successful CMALT holders and created a Google site.

Tip 1: If you decide to select an assessor of your own then choose him/her wisely. It is not enough to choose them for their knowledge of you and your work (in fact the guidelines state this person should not be “directly responsible for your work or who has worked with you in the production of any of the evidence included in your portfolio.”). It is essential they have the capability to act in your best interest, and this may mean being hard on your submission. You both need a strong working/personal relationship where honest comments on your work can be given and viewed constructively. I would like to thank Dr Milena Bobeva for her frank and honest comments on my portfolio, from which I was motivated to rewrite sections and to work harder to present my work in a clearer and more relevant way, therefore making me both a better LT and a more deserving CMALT holder.

Tip 2: Don’t do it alone. If you can get a colleague or friend to support you, help encourage you, and keep you to your deadlines (self-imposed) then you’ll be better for it. I was lucky enough to have some great support from friends on Twitter, so a big ‘thank you’ to them (you know who you are!).

CMALT – The Portfolio

Before doing anything else read the guidelines and associated files provided by ALT on the CMALT website, especially the Guidelines for CMALT candidates and assessors as this will be your go-to resource during the process. Now read it again. Everything you need is in there and each time you read it you’ll think of your work and evidence you can incorporate into your portfolio.

Next I would recommend reading a few of the publicly available CMALT portfolios to see what other people have written and what kind of evidence they used, and how. Of course you'll remember that each of us has a very different role and environment we work in, so each portfolio is going to be very individual and personal. I have listed a few of these on my CMALT page.

I started constructing my Google site to match the criteria set out for the portfolio document, and by using the heading and the introductory text from the CMALT guideline file. This, again, was the easy bit ... now I had to collect and collate the evidence, write the contextual statements, reflect, and present all this in a meaningful and coherent way. Even now that makes it sound easier than I found it.

Tip 3: I would strongly recommend not changing jobs in the middle of this process. I had planned to get the portfolio completed and submitted before leaving BU in May 2012 but, alas, that wasn't to be. This made it very hard because I knew I had work I could use as evidence but no longer had access to the files or emails I needed.

Part off the process is getting the result/feedback of your portfolio. My portfolio initially came back with comments and suggestions about how I could take different sections and make them better, to include different/better examples and reflection that would indicate and highlight skills, knowledge, practices, etc. in a clearer way.

Tip 4: If your portfolio is referred and requires attention before you are awarded CMALT make careful note of the comments given and do your best to address them: not only will your portfolio be better for it, but you as a Learning Technologist too.

I have also decided to make my portfolio public in the hope that anyone else looking to gain CMALT accreditation can make use of it. You can view my CMALT portfolio Google site here: <https://sites.google.com/site/hopkinsdavidcmalt/>

CMALT – My (this) book?

As I have already mentioned this is the twelfth post in the series I started back in 2008 about 'What is a Learning Technologist?'. I have also collected these posts and comments into an eBook as well as providing extra information and context around each post. As I grow and change as a Learning Technologist I will continue to write about me and how I see the role, and this book will be updated as I go – so if you've already been kind enough to purchase a copy (\$0.99 / £0.69) then please be sure to go online again and re-download it, I'll do my best to force the respective platform to make the latest edition available to you.



CMALT – What next?

As I wrote earlier this year I had hoped to start the MSC in Learning Innovation in October, organised and run by the University of Leicester. This has now been deferred to a February 2014 start. It is still my plan to study on this course.

Part of my portfolio submission for CMALT was also the hope that I can give something back to the community of 'technology & education' and ALT ... to this end I will also explore the prospect of becoming a CMALT assessor and mentor (of sorts) to anyone else who is interested in becoming a CMALT holder.

PART 13: JUNE 2014 – “I MAKE, THEREFORE I LEARN”

Published on June 13th, 2014 - <https://goo.gl/2Me8AS> - I write this in response to my role as a facilitator on the Bring Your Own Device for Learning (BYOD4L) short course. I looked at the assumption (right or wrong) that you need to be creative to be a Learning Technologist. In short, you don't, but for me it is integral to me being the kind of Learning Technologist that I am.

Earlier this year I worked with Sue Beckingham and Chrissi Nerantzi (and others) on the BYOD4L (Bring Your Own Device for/4 Learning) short course. From this exposure to social learning and from the shared experience in helping Sue and Chrissi run the course I was privileged to be invited to work with them again. This time on a special edition of the online Lifewide Magazine – Issue 10 (June 2014): ‘Lifewide Learning in a World of Personal Technologies and Social Media’.

Looking back over the work on BYOD4L, my recent changes in circumstances, and my approach to the role I'm in, I was asked to write about something about the challenges of being creative (or not) in a role that doesn't always require creative working or operation.

Due to the reflective nature of the post, that I am thinking and working towards being a better ‘learning technologist’, this forms the 13th part to my series of ‘what is a Learning Technologist?’

Here is my article, also available on the Lifewide Magazine website and associated PDF download (page 34):

“I make, therefore I learn”, by David Hopkins

As a Learning Technologist I tend to make or create things. Everyday I write emails, attend meetings, take notes, support staff, advise colleagues, demonstrate systems, deliver workshops, etc. .. and that's the ‘required’ stuff that an employer would see as my role. But alongside this I make and ‘create’ far more than this: I create solutions, sort problems (even create problems that are worth sorting), collaborate with colleagues, write reports, summarise articles, manipulate images, test software, demonstrate techniques, etc. Whilst the official terminology used for my roles like mine may not look like it needs a creative person (in the traditional sense of what a ‘creative’ person is), I need to be considerably flexible on what I do, how I do it, when I do it, why I do it, and for whom.

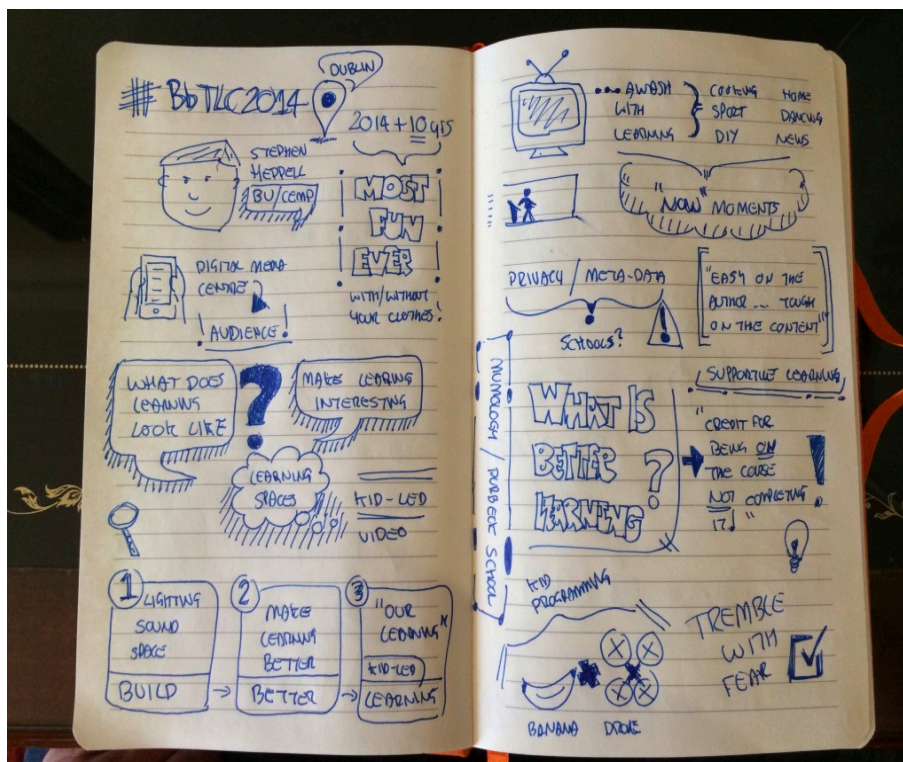
Being creative is not a requirement to being a Learning Technologist but, for me, it has been essential to me becoming the Learning Technologist that I am. But through the creation and exploration of my role, of the environment I find myself working in, and through the

connections I have made, I find myself trying more things, questioning more, being more creative, learning about my environment, and learning more about myself. I have learned to push myself and the boundaries I find myself bumping into. I have learned how to use these boundaries to my advantage. I have learned to be more creative and how to make more of this creativity to help and support others.

For me this is why I 'make'. Therefore this is how, and why, I learn. My biggest 'Ah ha!' moment recently has been the discovery of Sketchnotes. Using graphics, drawing, and colour to capture the theme of an event rather than the details I have found something to rival my use of Twitter in meeting and at events.

I reviewed a book called The Sketchnote Handbook by Mike Rohde on my blog earlier this year, where I covered the new approach to notetaking, and the difference it is making to my work, my retention of information, and concentration & effectiveness at events. In May I attended the Blackboard Teaching & Learning Conference in Dublin and, for the first time, I did not tweet everything I heard. In fact I barely tweeted at all, instead using simple pen and paper and producing sketchnotes of the keynotes and sessions I attended.

Here is an example a sketchnote of Prof Stephen Heppell's keynote. The key is not the quality of drawing or artistic impression (for I do not claim to be any good at either) but the ability to capture the ideas and concept of the presenter in a graphical way ... as Mike Rohde says in his book, a Sketchnote dog is still a dog no matter how well or badly it has been drawn.



I do not claim that sketchnotes will be for everyone, as I'm sure they won't. I have had some amazing conversations with colleagues and peers on the concepts: some love it, some don't.

What it has done is what I believe I should be doing in my role as Learning Technologist ... starting the conversation, testing the water, developing a style, and making sure we don't get lazy and never try something new.

As I said when I started: "I make, therefore I learn".

Combining Media

I didn't have to use paper and pen for the sketchnotes, I could have used any one of the many Apps for my iPad for drawing or notetaking. So why did I, a self-confessed digital native (trying not to use that contentious phrase but realised that nothing else would really do) go back to basics and paper and pen? Firstly, it was only an experiment so I used the one thing I had to hand when I started reading Mike Rohde's book, paper and pen. Secondly it has been extremely satisfying creating something like these sketchnotes that I can't quickly edit or erase – it has helped focus the mind on getting it right the first time.

Then came the question of "how do I share these?" My first sketchnotes from the Blackboard conference were loaded to my blog and shared as part of the post outlining my thoughts and experiences from the conference. This has limitations as I quickly realised I would only have a limited audience for my work. I could have just shared the photo of the sketchnotes on Twitter, as I have seen others do with their notes, but I would have no 'control' over where the images went, nor would I be able to see how many views they got – I am not interested in restricting access to the images, but I wanted some way of knowing/seeing how far they travel and what kind of interest they get.

As I already had a Flickr account (and barely used it), and had seen how my peers and respected colleagues were sharing their work through this network, I decided to add Flickr to the experiment. Loading a photo of each sketchnote to Flickr was easy enough using the Flickr iPad App and I then collected them together in an album (above) to make one easy-to-share link I could use on my blog, Twitter, LinkedIn, etc. I toyed with the idea of using Instagram (which am I always using) but knew it wouldn't offer me the collection/album tool for collecting them together for easy sharing.

I am still familiarising myself with the subtleties of Flickr and the way in which it works, not least the tagging and meta-data associated with each photo or album, and trying to get more individual views to the sketches. This is not a mainstream subject/topic, so the views won't be in the hundred (I would have thought) but I am slowly understanding the value of the network.

PART 14: SEPTEMBER 2014 – “LEARNING TECHNOLOGIST OF THE YEAR”

Published on September 3rd, 2014 - <https://goo.gl/eakL3q> - I was finally able to tell the world what I'd found out months before – I had been given the ‘highly commended’ status from the Association for Learning Technology ‘Learning Technologist of the Year’ award.

The process was not an easy one, but not because it was difficult or complex, but because it meant I had to fit the last 7 years of my professional life into 5 or 6 very small and deliberately compact boxes with a specific word count. I realise not everyone nominated themselves for such an award, but I had had so many colleagues and respected peers in my personal network say I should go for it that I felt I owed it to them to try. That, and I wanted to see, again, if my work, my attitude, my achievements, etc. meant as much to the wider Learning Technology community, as it did to me and the people I work closely with.

From the initial submission, came an email saying basically congratulations, now you have to pass an interview to be considered for the award. I was not able to travel to London for the interview so it was conducted over Skype ... not easy when I was on one end of the line and the panel of 7 or 8 ALT representatives were crowded around a webcam and laptop on the other. Whilst the interview was only 30 minutes long, I had a short presentation to make to support the application, then the questions started – covering all aspects of the application and my work, the ALT panel grilled me and made me think deeply about myself, my work, my approach to my work and the people I work with.

One thing I will say again here – as I said in part 12 about becoming CMALT accredited – is don't change jobs in the middle of something like this. Not only does it make it difficult to remember what you did or where or who with, but it also makes it very difficult to focus on the specifics and details.

About 3 or 4 days after the interview, so we're talking about mid July here, I got the news that I had been successful in the application and was being awarded the ‘highly commended’ award. And I had to keep quiet about it until the ALT Conference in September! Now, as you know, I write a lot on my blog, Twitter, G+, etc. so keeping this news quiet was very difficult. I think I did OK?

Well, I can now shout about it, as well as say how incredibly pleased and proud I am that, through my own hard work and with the hard work of others I've worked with

over the years, my work (and theirs too, by association) has been validated and 'approved' as being of a particular standard, enough to receive this award!

Not only did I receive the award I had some amazing comments and kind words sent my way by email and by tweet. One of the reasons for putting myself forward for the award was to see if my work 'means' something to people who do similar work as me, and the response to the award and my achievement speaks volumes to me – keep going! It's not over yet, there's plenty more to come ... ;-)

Thank you.

The 2014 ALTC conference is the first I've attended in person, it's one of the conferences I've wanted to get to since I started in this career. It's also the first year I've been part of the Learning Technologist of the Year award. I am proud and honoured to be recognised, through the 'highly commended' LTOTY award, for my work.

This is Part 14 in my series where I am posting on my thoughts about being a Learning Technologist. This, and the previous posts, have been collected together with context and commentary into my eBook 'What is a Learning Technologist?'

Many thanks to the award committee, to ALT, to those I've worked with, and those who I've had contact / tweets / conversations with over the years. Just so you're in no doubt, I haven't finished yet, there's more to come from me ... !

As part of the timetable for the ALT conference I was asked to present a short session to delegates on the LTOTY award, in support of the award. For me it's all about the main/core attitudes we, LTs, need to have: confidence, communications, creative, curious, adaptable, relaxed, agreeable, humble, and above all, just be ready to take on all work, at all levels, to the best of your ability and recognise when you need to learn something new!

SlideShare link - David Hopkins: 2014 Learning Technologist Of The Year Award #LTAward - <http://goo.gl/hRDAP9>

As part of the award I also wrote an article for the ALT Newsletter, again highlighting my work and the award – I used the space to talk about the attitudes, work ethics, professionalism, etc. of LTs. You can read my ALT Newsletter article online - <http://goo.gl/1ZdFXo> - or below:



David Hopkins received a Highly Commended 2014 ALT Learning Technologist of the Year Award and is an eLearning Consultant at Warwick Business School

In the seven or so years since I became a Learning Technologist I've made a bit of noise about it (sorry). Not just about myself in the role, but noise about my understanding of the role, those we work with, and those we work for. I've not done it to shout about it, like 'here I am!' attitude, but to use my own experiences and observations to reflect and question our understanding of the roles we inhabit. I am proud to say I've stirred up some interest and some great conversations over the years through my blog posts and subsequent eBook. This is also why I completed my CMALT last year and why I'm trying to find time to engage as a CMALT assessor and am part of the CMALT Development Group.

I believe my role as Learning Technologist is one of support and encouragement with the individuals and teams I encounter. There are always keen and eager individuals who want to try a something new or push the boundaries of their own teaching practices. But these are often the active or vocal minority. It is important to balance this activity with contact, support, engagements, visibility, and availability with those who are less active, less interested, less willing, and less able to develop or stretch their own practices. My experience in working with this silent majority has been to be as visible and active as possible through online and face-to-face initiatives. Despite recently changing employers, my approach and attitude remains the same: listen, inform, educate, encourage, collaborate, and engage.

I like the often randomness of my role: projects have been initiated from protracted meetings and discussions just as often as from a chance meeting when waiting in line for a drink at the café. Discussions, formal and informal, are important for Learning Technologists, and it is important for the Learning Technologist to be able to communicate on the different levels;

management, academic, administrative, technical, procedural, etc. Not everyone will understand the terminology we use, and we won't always understand the purpose or intention for the work we're invited to be involved in. It is imperative we digest and translate the requirements into common terminology and language that everyone understands to avoid confusion and uncertainty, to ensure smooth progress, and to prevent delays. All my activities over the past seven years have been spent trying to include efficiencies and a simple, effective, and successful approach that encourages others to try something new in a 'safe' environment. My activities on networks such as Twitter (@hopkinsdavid) and my own TEL blog have resulted in invitations to projects (BYOD4L), conference (EWMA 2014), and book or journal articles (LTFE).

I don't have the answers, and I don't think any one person does, but I am enjoying the conversations, the collaborations, the engagements, and the encouragement from my PLN to further our understanding of the world(s) we inhabit. I have just begun a new project in collaboration with some trusted and respected colleagues to explore this question of 'what is a learning technologist' and hope to have some news on this very soon – follow the Twitter hashtag #EdTechBook for updates!

PART 15: JULY 2016 – “WHAT IS A LEARNING TECHNOLOGIST? PT. 15”

Published on July 12, 2016 - <https://goo.gl/UcbTBb>, this is my continuing search and reading into my role and my understanding of my role and where it fits / I fit into the larger scope of education, higher education, and the institutional infrastructure of my employment.

In May 2015, I joined Warwick Business School, WBS, as an eLearning Consultant. In September the same year I was awarded the [‘highly commended’ Learning Technologist of the Year](#) award from the Association for Learning Technology (ALT). The strange thing is, that was the last time I posted about being a Learning Technologist here. After 14 posts, I stopped.

There’s no reason for it, I didn’t even realise I’d done it until a few tweets last night from Clare Thompson (@ClareThomsonQUB) and Sue Beckingham (@suebecks) reminded me about it. Yes, I’ve continued to write about work and wider reading of the industry we’re in, but this is Clare’s tweet that prompted me to write here again, about being a Learning Technologist:



[Twitter: @ClareThomsonQUB, July 12, 2016](#)

In the last two years, I thought of and collaborated on, edited and then self-published [The Really Useful #EdTechBook](#). I’ve developed, supported, mentored, facilitated, and bled/wept over the creation of two MOOCs for the University of Warwick ([Big Data](#) and [Literature and Mental Health](#)). I’ve facilitated a total of 15 runs/presentations of all five Warwick MOOCs. I’ve two other MOOCs in development at the moment, one of which took myself and colleagues to Italy recently to interview and film important individuals for case study and ‘thought’ pieces who were attending an event in [Prato Centre, Monash University](#), Italy. Oh, and I’ve met & interviewed Sir Ian McKellen and Stephen Fry, all part of the day job!!

- [YouTube: Literature and Mental Health](#)

Outside of work on MOOCs I've been [included on the EdTech Magazine](#) list for 2015 and 2016 lists for 'Top 50 IT Blogs Influential Blogs in Higher Education' and the 50 Most Influential HE Professionals Using Social Media list. I was interviewed for the published work on How has Apple transformed your classroom? Part I, the Teacher's Practical Guide to the Flipped Classroom and wrote this article on 'Facilitating the Unknown' in a Special Issue: Open Facilitator Stories, based on the amazing online course BYOD4L, and been involved in multiple weekly tweet-chats from/on [#LTHEchat](#).

And these are just the thing I can remember off the top of my head. Perhaps I should be more organised and keep better notes? Oh, and I still [Sketchnote](#).

The great thing is that I have the interest and passion to do all this, all the time. I love being connected and in a position to collaborate or share knowledge and experience. I love that I can swap roles and identities so quickly depending on what the day brings – technical support, pedagogic support, management or administration, etc. No day is the same. No email asks for the same thing. No meeting covers the same thing (well, not very often).

Like Clare I find that IRL meetings can be awkward, conferences can be draining, events can be difficult to get everything done I want and see everyone I want to see AND still have time for the event itself. I've been reading the Quiet Revolution, about introverts, and engaging in their regular tweet chat. Having the time to reflect on events and conversations is important, and sometimes events can be so hectic there simply isn't the time:



[Twitter: @hopkinsdavid, July 8, 2016](#)

Oh, one final thing ... there's always room for Lego! Pictures of Lego, actual Lego kits, or just talking about Lego.

PART 16: JUNE 2017 - WHY CMALT IS IMPORTANT TO ME

Published on June 2nd, 2017 - <https://goo.gl/PeUfuj>

It's coming to that time of year when I start planning for the Annual ALT conference: #ALTC. My annual review is complete, ALTC was discussed and it's been approved that I can attend again. This will be my fourth ALTC, and this year we're in [Liverpool](#).

But my reflective mind is going back to my [CMALT qualification](#), and why it is still so important to me. Earlier this year I wrote my three-year review to keep my CMALT credential current and valid. Whilst I wait for the response and, hopefully, approval, I still think of both the process I went through to gain CMALT in the first place as well as the on-going process of how I keep myself (as well as my CMALT) current. I will update my portfolio with the review text when I know I've passed.

I have spent time reading and investigating the various online masters course, as gaining further qualifications in and around my work is something I believe I can benefit from, but I've yet to find one that really interests me. There's also the cost both financially and in time that, at the moment, I'm just not prepared to commit to. I also believe that a lot of our work, us learning technologists, is about doing the work and learning about doing the work, and I am still very sceptical of formal Masters level courses offering the kind of content that can help with the day to day work. This is another reason I find CMALT more applicable to my line of work – my [CMALT portfolio](#) is my work linked to the core areas the portfolio is assessed on. It didn't feel like a formal assessment, but it is, and it didn't feel an onerous task either.

I've also been, if you haven't already noticed, quite busy and have written four books – QR Codes in Education, The Really Useful #EdTechBook, Emergency Rations #EdTechRations and What is a learning technologist? Without the ALT community and CMALT reflective exercises these projects would not have been possible. I also feel that I have grown because of the CMALT process, both personally and professionally, and find myself in a very good role at Warwick Business School and as a CMALT Assessor.

For me being CMALT qualified is essential to our role and gaining a qualification that can demonstrate our abilities and worth to the often sceptical academics we meet as well as giving us a trusted and valued voice with college or university management. Learning technology is important, as are the people like you and me who are the support, demonstrators and voices helping understand and navigate the tools and techniques.

If you're interested in CMALT, wonder what it's all about, already completed your CMALT and are thinking ahead to the three-year review here are a few posts you will find useful:

- [Chatting about CMALT](#) – CMALT session at ALTC 2016, and my reflection on what it's like on the other side, the reviewer and assessor (Sept 2016).
- [Three years of ALTC and CMALT](#) – written for the ALT blog here I again reflect on the importance of the three ALTC events I'd attended, and how they'd impacted my CMALT journey and understanding of my role(s) (Sept 2016).
- [Editing and co-authoring for online publication](#) – written for the ALT blog I am again reflecting on my connections and network that I've grown through the ALT community, and where CMALT has made a difference in my own view and perspective (May 2017).
- [ALT CPD: rebooted](#) – A frank and open discussion at the 2014 ALT CPD event, these are my slides and 'what it means to be a learning technologist' (Nov 2014).

Don't believe me? [These people all agree CMALT is valuable](#). And this is just the list of people already passed, I'm sure the list of those working towards it is larger still!

PART 17: MARCH 2018 – CAREER PATH

Published on March 15, 2018 - <https://goo.gl/AvVyLU>. Reflection can be good for the soul. It can also be a time-waster and detractor from doing something more productive instead. This reflection is the 17th entry in my 'what is a learning technologist' series.

How many of us, when we entered the realm of learning technology, had a career path mapped out? How many of us have since started thinking longer term and working towards a particular goal, be it research, further/higher study, academia, or senior and managerial roles? I certainly didn't. However, and this is where reflection is good for the soul, it is something I started to think more clearly about and began to focus on more and more.

Yes, I began my [CMALT journey in 2008](#) (ten years ago!) but it wasn't until 2013 I gained the CMALT qualification. Last year (2017) I renewed my portfolio and submitted my new(er) CMALT portfolio and was [re-accredited CMALT](#). In that time so much has changed personally and professionally. Not least I am less likely to on the coal face with loading learning materials and engaging with academic author (I still am) but I'm more likely to be having conversations on strategy, course (product) management, course purpose and audience (proposition), contractor discussions or platform and development meetings. This is the basis of my new role with EasyCare Academy, '[Manager, Product and Proposition](#)'.



A few weeks ago I was invited to join a small but highly focused group (Maren Deepwell, John Kerr, Lorna Campbell, Susan Greig) to discuss CMALT, CPD and how we process and capture our own progress. From this has come a few blog posts but also the reflection on the above. For me the question is still about what do I need to capture to show CPD, rather than what. I consider every day to be a series of CPD activities – thankfully, no day is the same so it's always a learning curve – that are both given to me and that I go away and find. All in the name of keeping myself interested in my work, trying to do something new or different, and keeping momentum and motivation. Do I need to keep a log of everything I do (that could take a while)? Do I need to apply some kind of priority to it (that could be tricky as not everything

shows it's importance until sometime after the event when links can be made to other people or work)? Hmm, this needs more work.

Learning technology is still my bread and butter but now it's making sure the organisation is set up to receive both the product and proposition is key. So, here's the question .. where are you heading? Do you know,? Do you have a plan? Do you need one?

PART 18: APRIL 2018 – CHANGE THE TITLE, CHANGE THE WORK?

Published on April 16, 2018 - <https://goo.gl/dw7YeX>. Have I had it wrong all these years ... is not been about me being a Learning Technologist (LT), I've actually been an Instructional Designer (ID) instead? Bear with me here ...

I've been looking at opportunities on job boards (more on this another time) and have been looking at the requirements and roles for Instructional Designers. There are more of these around that LT or senior LT roles. Based on the role profile and job description, it got me thinking; "Well, that's what I've been doing isn't it?" Here are some of the descriptors and requirements that are asked for on an ID position, and how this mirrors the work I've been doing as an LT

"This role will be creating high quality new learning programmes for [name here], being the designer of the blended, engaging and interactive learning programmes to address specific business needs."

"Creative, direct and concise. Good with technology. Great communicator, especially with clients."

"Analyse base content and current study materials to identify the best way to present the content online."

"Consider the range of instructional media available: video (face to face, voice-over PowerPoint), interactions and questions to recommend the most suitable for each instructional need."

All the above have come from current ID roles being advertised. All this is precisely what most LTs I know are doing, and what I've done many times before too, yet you can be compartmentalised into a role by title, not by merit?

Let's contrast this with similar descriptors from LT roles currently being advertised ...

"Design and Development of e-learning content."

"Undertake a range of activities to advocate for digital learning and its associated technologies."

“The LT is expected to work proactively to identify potential resources for the [name here] and to plan and manage the development of varied e-learning material, including video, webinars, self-paced interactive resources, and [VLE here] activities.”

“Provide leadership and support for the development of innovative and effective teaching and learning practices using information technology.”

Do you see the similarities here? The only difference is that the ID role requirements are for commercial/corporate employers, and the LT ones for universities. Same role, often similar responsibilities and management duties (team and self), but different ‘sectors’. Of course, there are many differences in the roles that mean there are clear distinctions that warrant the different titles, and that’s fine – LTs may be more limited in scope in what and how they deal with, LTs may look after a tool (VLE, lecture capture, etc.) rather than a department or programme or academic group, etc..

But, for myself and those LTs I know and have worked with, we are much, much, more than this. We engage, advise, collaborate, curate, anticipate, lead, mentor, showcase, develop, design, implement, consult, etc. All these things are appropriate terms for both LT and ID roles. Yes? Perhaps it’s more to do with context ... in my more recent roles and work I am so much more than an LT ... I am now manager of an entire organisation’s learning platform, *how* it works, *why* it works and *who* it works for (internal and external). I ‘manage’ all aspects of the relationships between organisational parties with interest in the training as well as all external stakeholders, whether they are course participants or suppliers or accrediting bodies or potential clients.

According to the definitions in the ID role profiles above I have a more ID background and approach than LT, and have been since my 1st day in an LT-titled role, since I learned about my craft and stopped blindly following convention of the (enforced) VLE module structure and thought about making the learning more engaging and inclusive. It’s not about using the tools provided, it’s not even about finding new tools, it’s about using appropriate tools at an appropriate time for an appropriate motive to further the learning opportunities.

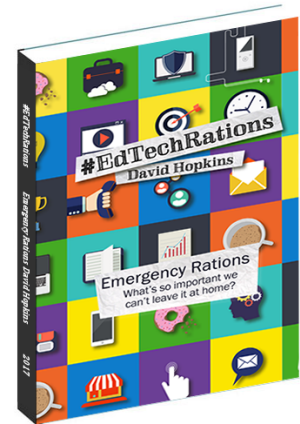
- [*Instructional Designer or Learning Designer \(or something else entirely\)?*](#)

So, are you an Instructional Designer or a Learning Technologist. Does the title/name given to your role even matter? Perhaps the difference here is time ... what was once two distinct roles have now merged in outlook and intention and can be seen as the same, depending on which title the organisation prefers?

MORE BY DAVID HOPKINS

“Emergency Rations: #EdTechRations, March 2017: <https://goo.gl/DkVfKc>

“This book is a collection of 43 world leading teachers, academics, influencers, critics and practitioners who have answered the question “have you ever walked out the door to go to work, the shops, the gym, etc. and realised you’d forgotten to pick up your smartphone? And then turned around and gone right back for it? That is what I mean by ‘emergency rations’ – the stuff you have with you in your life (personal and/or professional) that you would make the effort to go back and get if you’d forgotten it.”



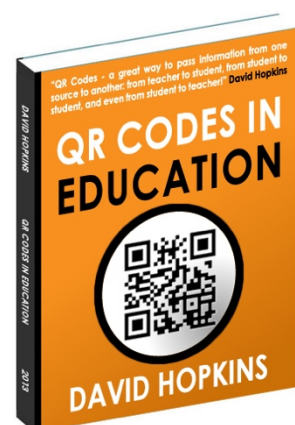
“The Really Useful #EdTechBook”, January 2015: <https://goo.gl/4f6pqB>

“The Really Useful #EdTechBook is about experiences, reflections, hopes, passions, expectations, and professionalism of those working with, in, and for the use of technology in education. Not only is it an insight into how, or why, we work with these technologies, it’s about how we as learning professionals got to where we are and how we go forward with our own development.”



“QR Codes in Education”, June 2013: <http://goo.gl/kxrFM>

“Using computers and technology in educational environments can be exciting and challenging. Implementing QR Codes within your student's learning is just that: exciting to see how students of all ages use and interact with them, and a challenge to make them usable, informative, applicable, and appropriate. This book draws on established examples from the commercial and corporate world as well as from established users of QR Codes at all levels of education; from primary schools up to Universities.”



End.