

Strategies for Learning Technology

ocTEL Webinar Week 1

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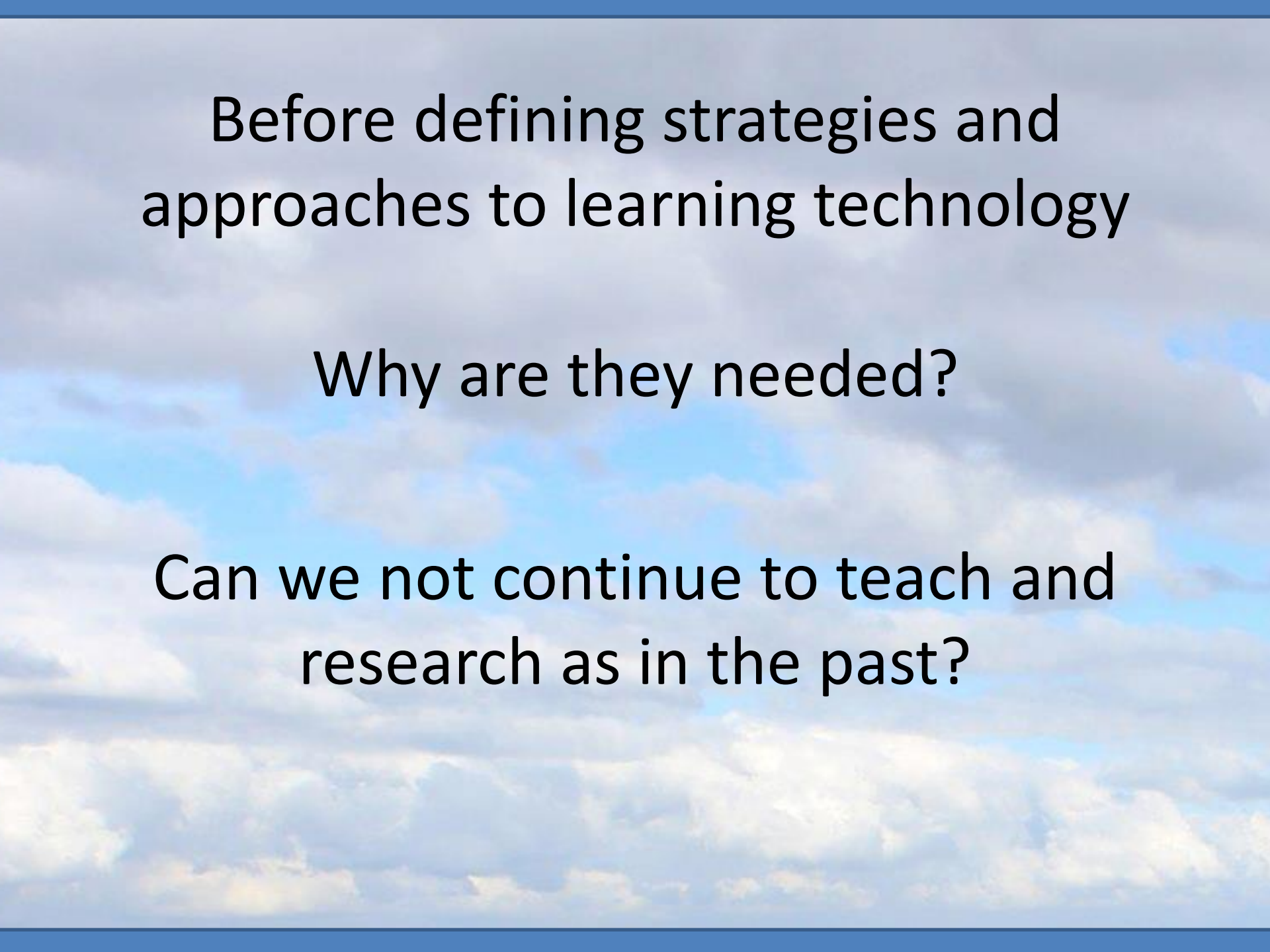
Sharing approaches to and strategies for what we do and how we do it.

- Wider context of learning technology
- Specific areas to consider
- How to make sense of ‘overwhelming choice’
- Theoretical approaches practically applied
- Approaches for how to implement



WIDER CONTEXT OF LEARNING TECHNOLOGY

/ TEL / BLENDED LEARNING / DISTANCE / E-LEARNING



Before defining strategies and
approaches to learning technology

Why are they needed?

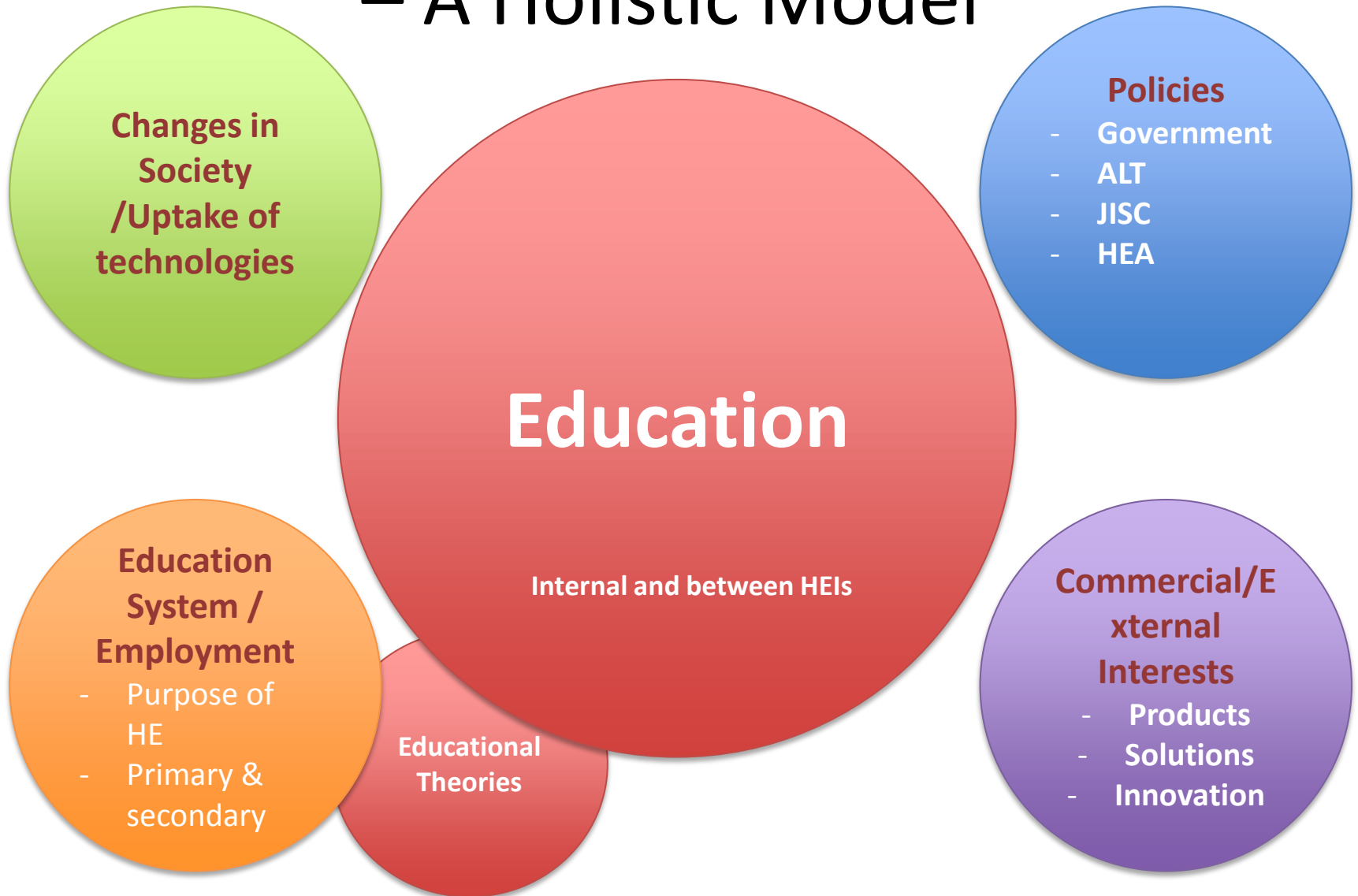
Can we not continue to teach and
research as in the past?

A wide-angle landscape photograph of the Blue Mountains. The foreground shows dark, silhouetted trees. The middle ground features rolling green hills and valleys covered in dense forest. In the background, there are prominent blue-grey mountain ranges under a sky filled with white and grey clouds. The text "What is the wider context?" is centered in the upper half of the image in a bold green font.

What is the wider context?

Drivers for Learning Technology Use

– A Holistic Model



Drivers for Technology Use



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Drivers for Learning Technology use

UCISA Survey Distilled (22 drivers):

- Enhancing the quality of learning and teaching
- Widening participation/inclusiveness
- Attracting/impressing students
- Creating or improving competitive advantage
- Achieving cost/efficiency savings
- Should cover Teaching and Research activities
- Enhance quality of teaching and resources (3E's):
 - Enhance
 - Extend
 - Empower



www.ucisa.ac.uk/groups/ssg/surveys.aspx

3Es from:

<http://staff.napier.ac.uk/services/academicdevelopment/TechBenchmark/Pages/3E.aspx>

Academic Perspective?

What do you think – A selection of views?

- “Change isn't ‘coming’
– it's already here and it's
going to continue!”
- “Skills gap created for
staff”
- “Not enough time to
catch-up!”





Student Perspective?

What do you think – A selection of views?

- “technology is used ubiquitously and should be in education”
- “not all student have the same relationship with technology”
- “technology should just work”



What has changed?

- Learning takes place the same way
- Changes in learning contexts, expectations and practices
 - Increasing availability of ICT (internet, mobile devices etc.)

 - Increasing range of places where students can learn

 - Expectations of greater flexibility in educational provision
- *What does that mean for educators and students?*

Current Students' Experiences

- Expectations gap between previous educational experiences (primary and secondary school)
- Expectations of use but not sure how to *actually* use technology for learning
- Where does learning take place... classroom or outside...



SPECIFIC AREAS TO CONSIDER

Combination of 3 areas:

Digital Skills:

- Everyday
- Enhanced / Blended
- Fully online

Pedagogical:

- Deeper focus than technology
- Who/why/what/learning outcomes
- Enhance existing methods
- Create or enable new methods

Personal Development/Self Awareness:

- What skills do I have?
- What skills may I need?
- How can I achieve these?

Digital Skills – ‘Everyday’

- Skills and knowledge that have become embedded in everyday work-life. No longer ‘new’:
 - E-Mail
 - Word Processing
 - Internet Browsing
 - Presentations
- Tensions between what students may consider everyday and staff experience.
- Awareness that students may use certain skills everyday but not in an educative context.

Digital Skills – Enhanced / Blended

Thematic understanding, rather than a focus on particular technology (one tool may be used in many ways):

A focus on the **purpose of education** rather than the tool:

- Using and creating digital resources
(Screencasts/Images/Video/Creative Commons)
- Collaboration (Google Documents/Social Bookmarking/Wikis)
- Communication (Skype/Blogging/Social Media)
- Copyright and digital literacies for academia
(Plagiarism/Turnitin/EndNote/Library resources/Diigo/Google Scholar)

Digital Skills – Distance Learning

- A combination of all of the previous plus the experience and knowledge in how distance-learning may differ from face-to-face.
- Experience of being an online student as well as tutor.
- Specific experience with online environments:
- Blackboard / Moodle / VLE



HOW TO MAKE SENSE OF OVERWHELMING CHOICE

Available Technologies



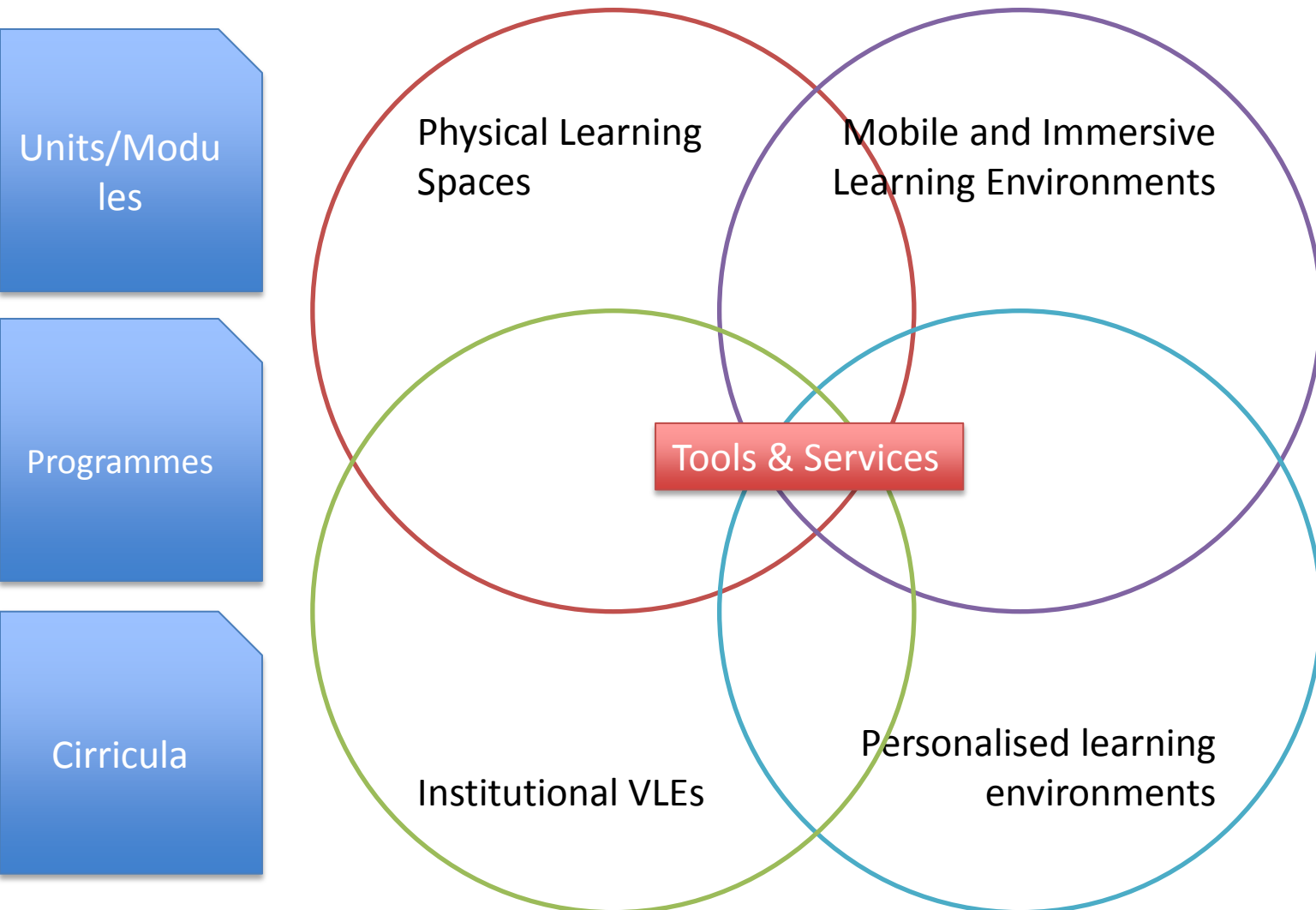
- Many, many available!
- Seemingly ever-expanding!
- Match educational purpose with technology choice

Available Technologies

A small sample

- Some Institutionally supported:
 - Virtual Learning Environment (Blackboard)
 - Lecture Capture
 - MS Office
 - EndNote
- Some available for you to use ad-hoc on your computer or online:
 - Screen casting
 - Audio feedback
 - YouTube
 - Diigo
- Group-Experience:
 - MOOCs
 - Google Hangouts

Technologies in Context in Education



* Interpreted from: www.jisc.ac.uk/whatwedo/programmes/elearning/tele.aspx



THEORETICAL APPROACHES TO APPLY PRACTICALLY

How Technology is Used

Digital Residents vs. Digital Visitors

(not immigrants versus natives*)

- **The 'Resident'**

- The resident is an individual who lives a percentage of their life online.

- **The 'Visitor'**

- The Visitor is an individual who uses the web as a tool in an organised manner whenever the need arises.

* The idea that because you were born after a certain date you are a digital native

The SAMR Model

enhancing technology integration

Ruben R Puentedura, Ph.D.

Transformation

Redefinition

technology allows for the creation of new tasks, previously inconceivable

create a narrated Google Earth guided tour and share this online

Modification

technology allows for significant task redesign

use Google Earth layers such as panoramio and 360 cities to research locations

Enhancement

Augmentation

technology acts as direct tool substitute, with functional improvement

use Google Earth rulers to measure the distance between two places

Substitution

technology acts as a direct tool substitute, with no functional change

use Google Earth instead of an Atlas to locate a place

examples added by the Digital Learning Team

The 3 E's Approach (Edinburgh Napier)

- **Enhance**: Adopting technology in simple and effective ways to actively support students and increase their activity and self-responsibility.
- **Extend**: Further use of technology that facilitates key aspects of student's individual and collaborative learning and assessment through increasing their choice and control.
- **Empower**: Developed use of technology that requires higher order individual and collaborative learning that reflect how knowledge is created and used in professional environments.

Critical Voices

- A gap between the rhetoric in the literature and how technologies are being implemented (Njenga & Fourie, 2010)
- Paradoxes in the implementation of technologies (Guri-Rosenblit, 2005), e.g.
 - preparedness and readiness of HE institutions to realise the potential of technologies
 - cost consideration
 - personal issues, such as the impact of the new technologies on students
 - the human capacity to adapt to new learning styles



IMPLEMENTING AND SHARING APPROACHES



IMPLEMENTING APPROACHES

EMBEDDED & LOCAL

Learning Technologists can be...



A Bridge!

Skills and Roles:

A Journey of Development:

- Take you from the familiar to the unfamiliar
- Enable confidence and competence so you can do the same with students
- Evaluate and interpret solutions backed up by pedagogical theory and frameworks
- Provide teaching/training/staff development on specific tools
- Enable students and staff to be creative, critical and inquisitive!



IMPLEMENTING APPROACHES ACROSS AN INSTITUTION

Create A Community of Practice...

Learning Technologists @ Leeds

Blended Learning Committees

Academic Champions / Faculty Teams

Central Policies and support and

Embedded/Local Context Teams

Some centrally supported tech:

Articulate Studio / Adobe Connect




SHARING APPROACHES

ACROSS A REGION

Create A Community of Practice...

UK-Based



M25 Learning Technology Group




Main | My Page | Members | Forum | Events | Groups | Other Stuff

About
A space for London area HE learning technology folk to collaborate.
Used in conjunction with M25-LT-GROUP JISCmail list
More About M25

Events
June 27 Friday  **MOOCs - Which Way Now?**
June 27, 2014 from 9:30am to 4pm - Roberts Building, UCL.
+ Add an Event View All

M25 Meetings

- Mar '14 LSE
- Nov '13 KCL
- July '13, UEL
- March '13, RVC
- Nov '12, Greenwich
- July '12, Kingston
- Mar '12, QMUL
- Nov '11, City
- July '11, Regent's College
- Mar '11, UCL
- Nov '10, LSE
- July '10, Imperial
- March '10, City
- November '09, UEL

Forum
 **Call for contributions - next meeting 26 march 2014 at the LSE**
5 Replies
Started by Sonja Grussendorf in General Discussion. Last reply by Sonja Grussendorf Mar 12.
 **Students as producers - share your ideas! M25 meeting 26/03/2014 PLUS booking open**
Started by Sonja Grussendorf in General Discussion Mar 4.
 **Call for submissions: Academic Practice and Technology conference (APT2014)**
Started by Antony Coombs in General Discussion Feb 26.
+ Add a Discussion View All


Group Forums
Group Forum posts open in a new tab/window. View All Group Forums
Latest Group Discussions
Information for ULCC Moodle Customers
MUGGL meeting, 18th March 2014
Would like to interview staff in other institutions about experiences of Echo360
 Powered by: W3 Blues™

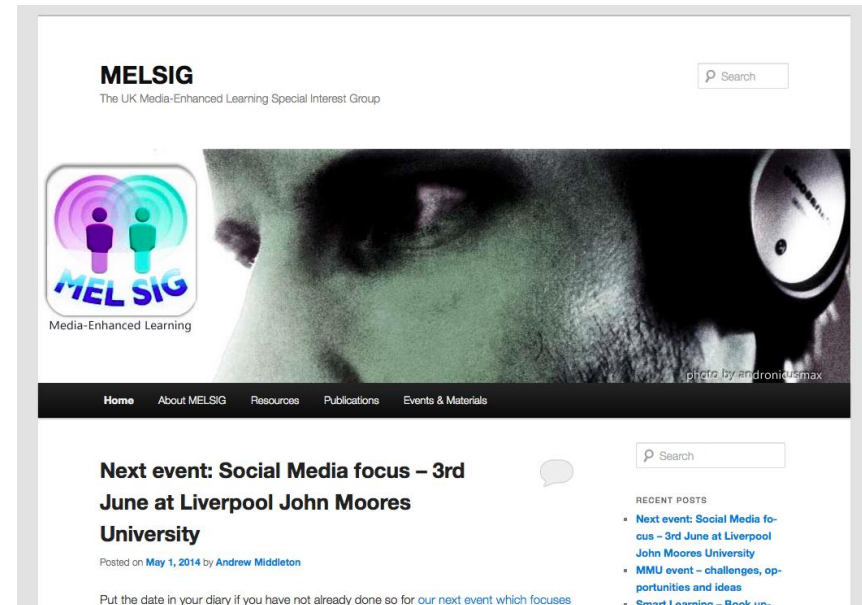
Welcome to M25 Learning Technology Group
Sign Up or Sign In

ALT Newsletter
Loading feed

M25 Tag Catcher - All things tagged m25tg
Loading feed


Badge
I'm a member of:
M25 Learning Technology Group
Get Badge

Latest Activity
 Tina Rowe might attend Mira Vogel's event
MOOCs - Which Way Now?
at Roberts Building, UCL,
June 27, 2014 from 9:30am to 4pm
You are warmly invited to register and submit



MELSIG
The UK Media-Enhanced Learning Special Interest Group

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 Media-Enhanced Learning

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Next event: Social Media focus – 3rd June at Liverpool John Moores University
Posted on May 1, 2014 by Andrew Middleton
Put the date in your diary if you have not already done so for our next event which focuses

RECENT POSTS

- Next event: Social Media focus – 3rd June at Liverpool John Moores University
- MMU event – challenges, opportunities and ideas
- Smart Learning – Book up



SHARING APPROACHES

WIDER

Create A Community of Practice...

ASSOCIATION
FOR LEARNING
TECHNOLOGY



JISC



ocTEL.
Open Course in Technology Enhanced Learning

Summary

- Pedagogy over technology
- A focus on the **purpose of education** rather than the tool:
 - Can be considered at unit/module, programme or curricula levels
 - Should be ideally considered at the start rather than being bolted on
- Apply theories to aid in selection
- Be aware of own, students and organisational current context
- Draw on multiple approaches
- Share and gain ideas through multiple networks

Thank You

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