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

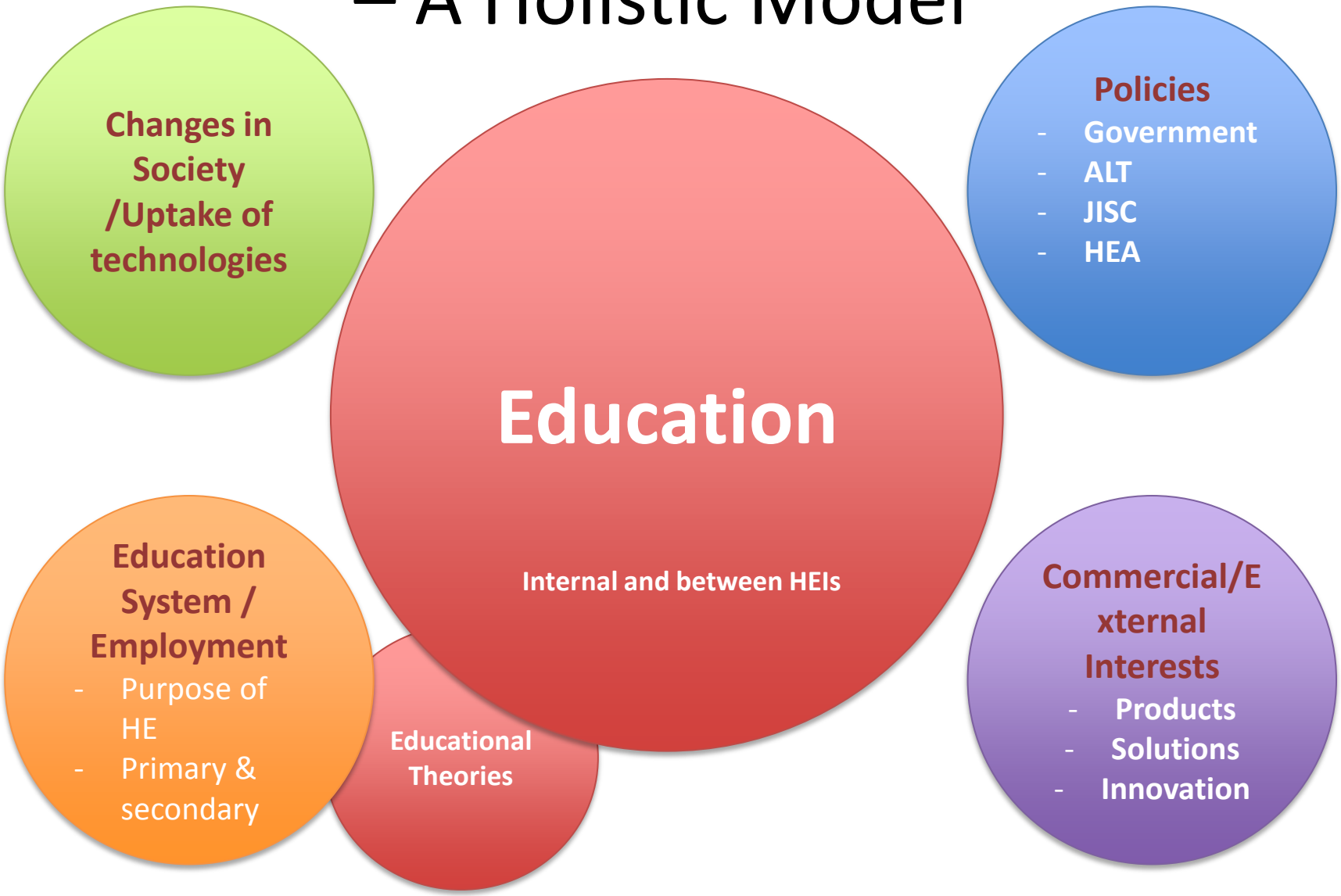
Before defining strategies and approaches to learning technology

Why are they needed?

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


What is the wider context?

Drivers for Learning Technology Use – A Holistic Model



Drivers fo logy Use

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

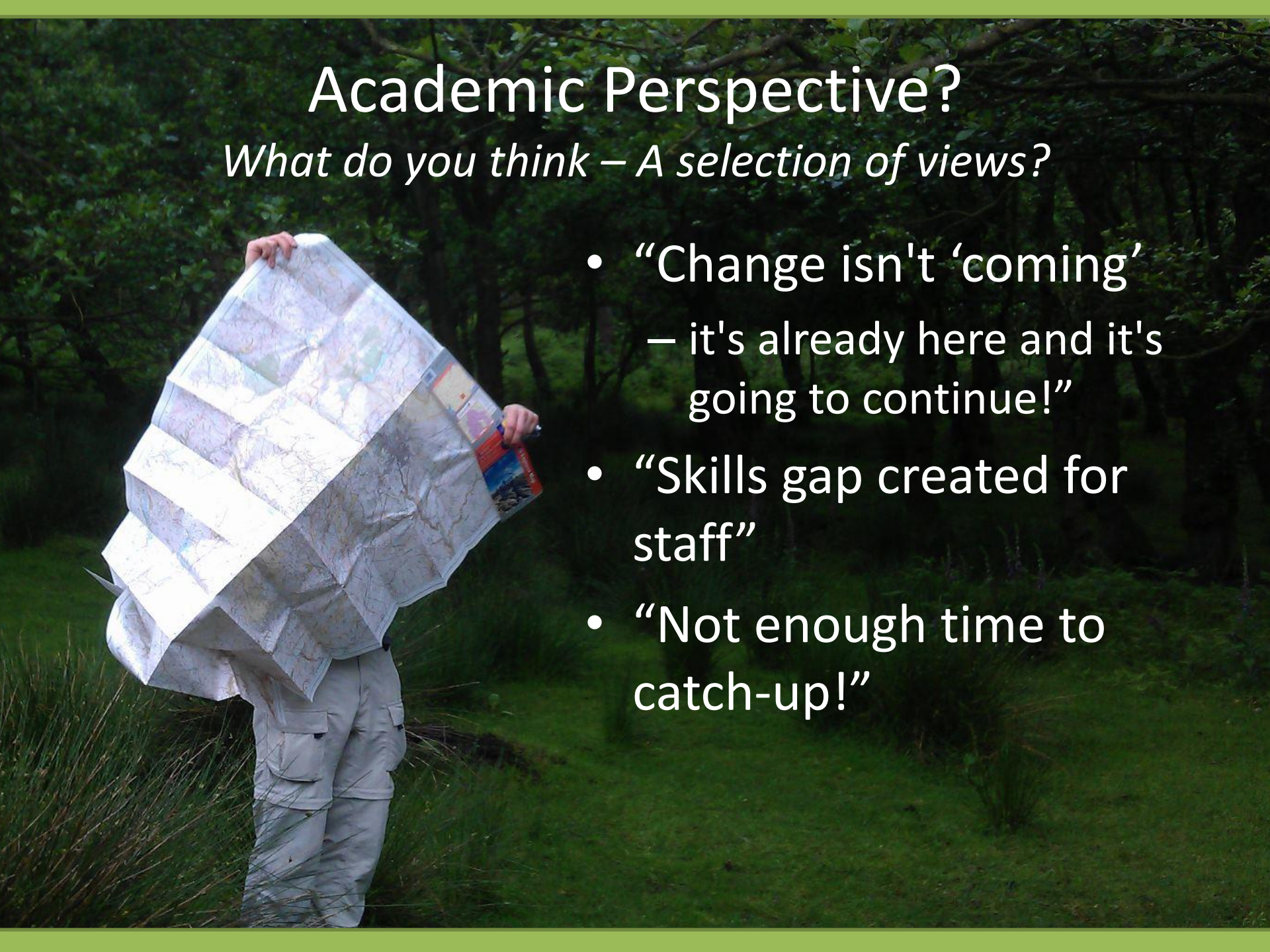
- Should cover Teaching and Research activities
- Enhance quality of teaching and resources (3E's):
  - **Enhance**
  - **Extend**
  - **Empower**

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

3Es from:
http://staff.napier.ac.uk/services/academicdevelopment/TechBenchmark/Pages/3E.aspx

Academic Perspective?

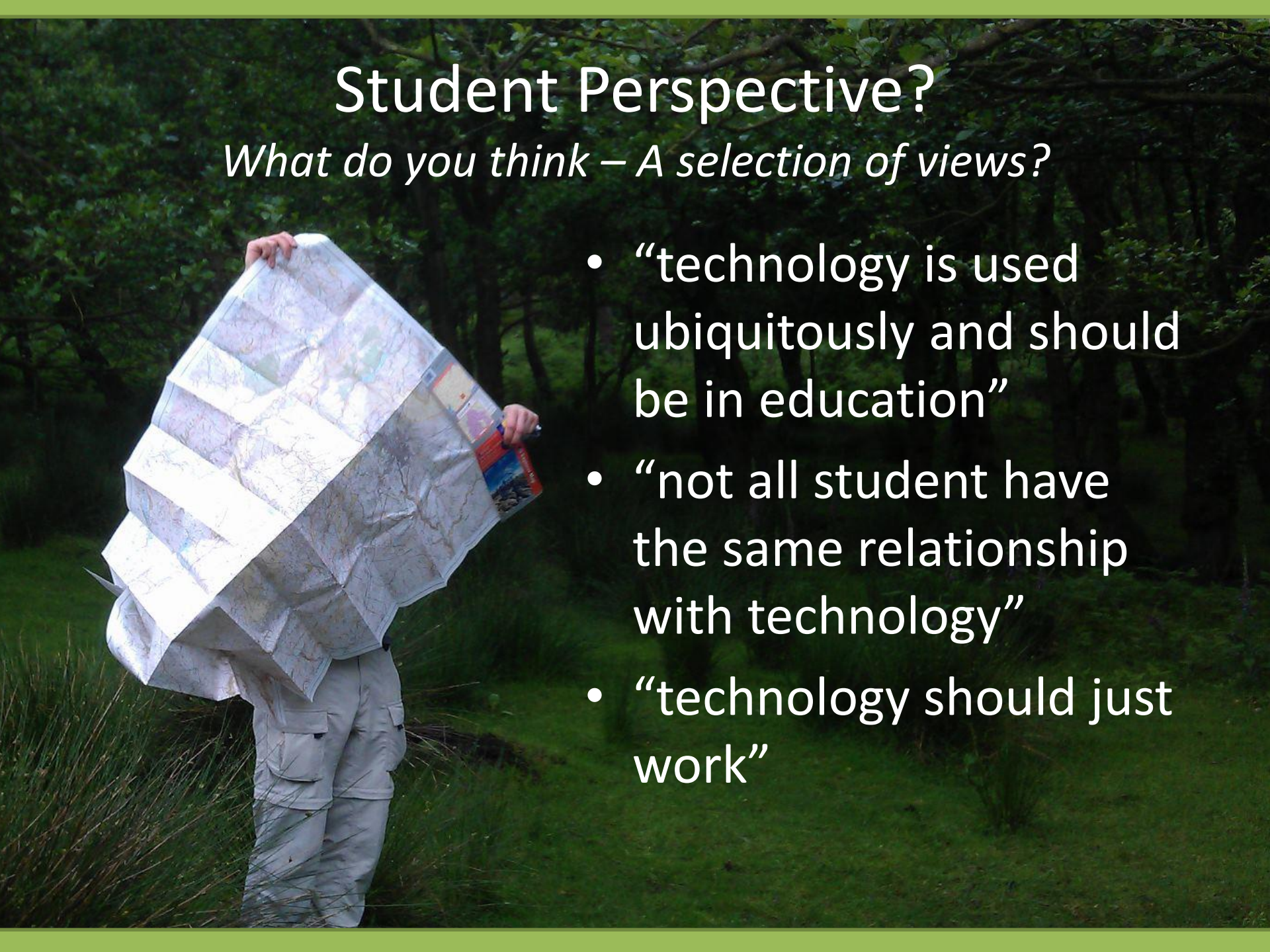
What do you think – A selection of views?



- "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?

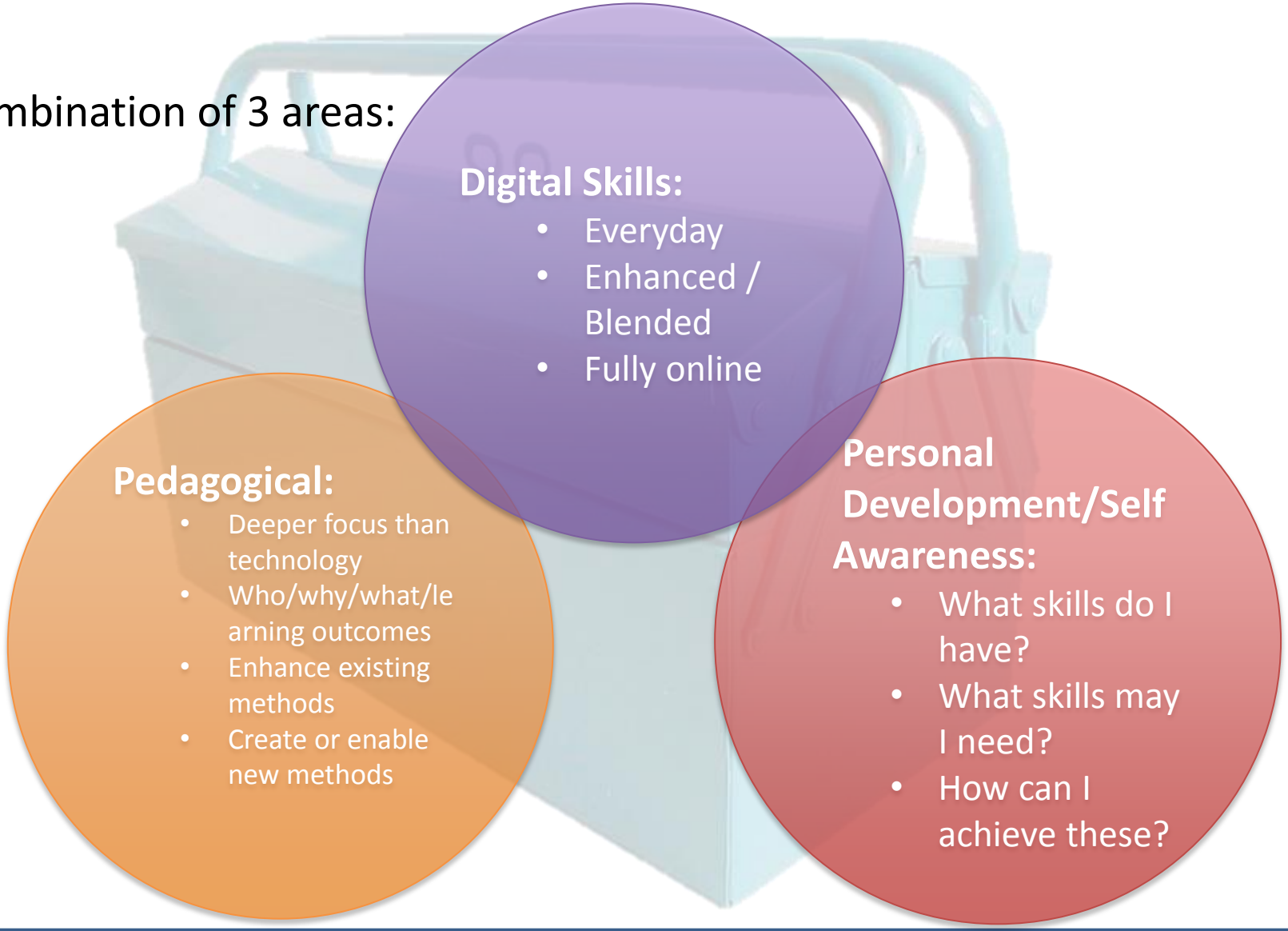
- Learning takes place the same way
- Changes in learning contexts, expectations and practices
  - Increasing availability of ICT (internet, mobile devices etc.)
  - Increasing range of places where students can learn
  - Expectations of greater flexibility in educational provision
- *What does that 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'

- 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 (Plagarism/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

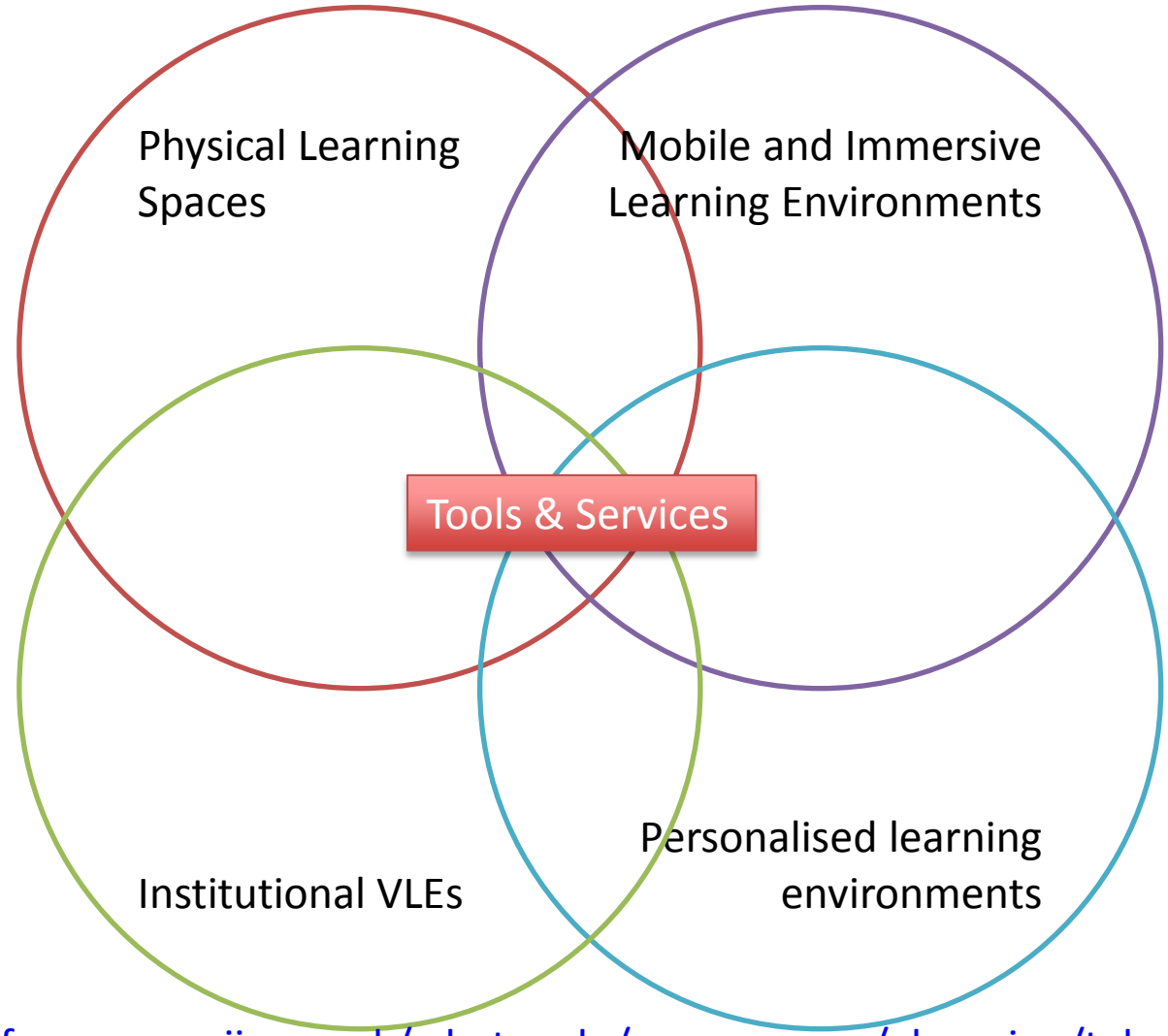
- Some Institutionally supported:
  - Virtual Learning Environment (Blackboard)
  - Lecture Capture
  - MS Office
  - EndNote
- Some available for you to use ad-hoc on your computer or online:
  - Screen casting
  - Audio feedback
  - YouTube
  - Diigo
- Group-Experience:
  - MOOCs
  - Google Hangouts

Technologies in Context in Education

Units/Modules

Programmes

Cirricula



* 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

Oxford / JISC http://www.tall.ox.ac.uk/research/current/visitorsresidents.php

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

http://www.hippasus.com/rrpweblog/

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.

http://staff.napier.ac.uk/services/vice-principal-academic/academic/TEL/TechBenchmark/Pages/3E.aspx

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

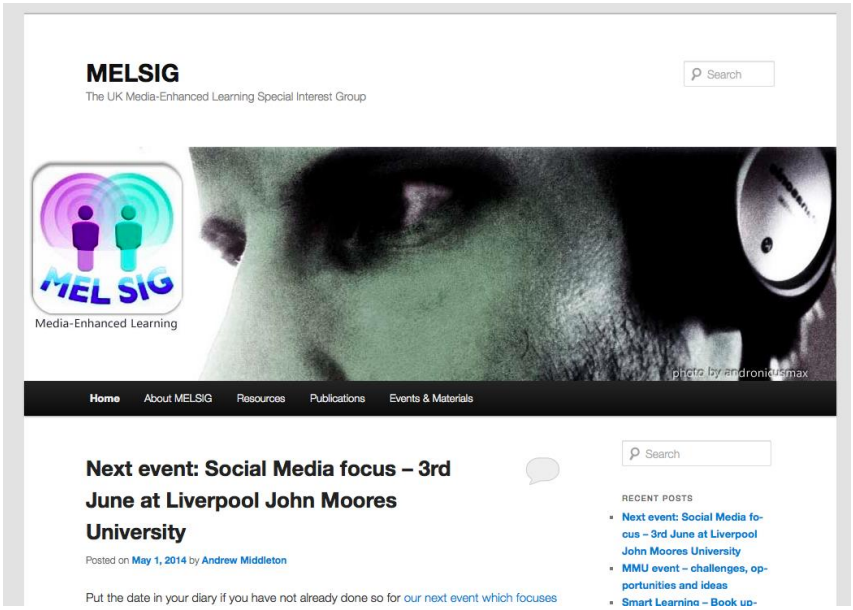
Some centrally supported tech: Articulate Studio / Adobe Connect

SHARING APPROACHES

ACROSS A REGION

Create A Community of Practice…

UK-Based



SHARING APPROACHES

WIDER

Create A Community of Practice…

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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