Available online http://octel.alt.ac.uk/course-materials/

Teachers Talking about TEL

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The projects

- Learning Design: informant practitioners
  - Phoebe
  - The Learning Designer
- Open Educational Resources: discovering OER in a workshop setting
  - OER Impact Study
- Student Digital Experience: the staff perspective
  - DIGE

The themes

- Supporting students' needs and preferences through TEL
- Theory-informed TEL
- Reusing digital resources (OER) created by others
- The institutional picture
- Transforming practice + the question of evidence

Students' needs and preferences

- ‘I was very passionate about helping them learn more effectively and better’

- ‘If we don't do any sort of blogs, podcasts, internet searches, if we don't get the students using their mobile phones … as part of the curriculum, what kind of graduates are we sending out?’

Students' needs and preferences

▸ 'The students also make demands: "Can you provide this work online...?" and therefore people slowly start coming out of their own cocoons'

▸ 'And the students are, well, you know, "In our other course we've got this, in our other course all the lecture notes are up."'

Students' needs and preferences

▸ 'They're coping with very large numbers of students and they have no time at all and they just revert back to traditional forms'

Students' needs and preferences

▸ 'It's not about just putting your PowerPoint [on the VLE] … a good discussion can be as good as something technologically wonderful'

▸ 'They have no concept of the whole scale of human knowledge that exists in print form in libraries …
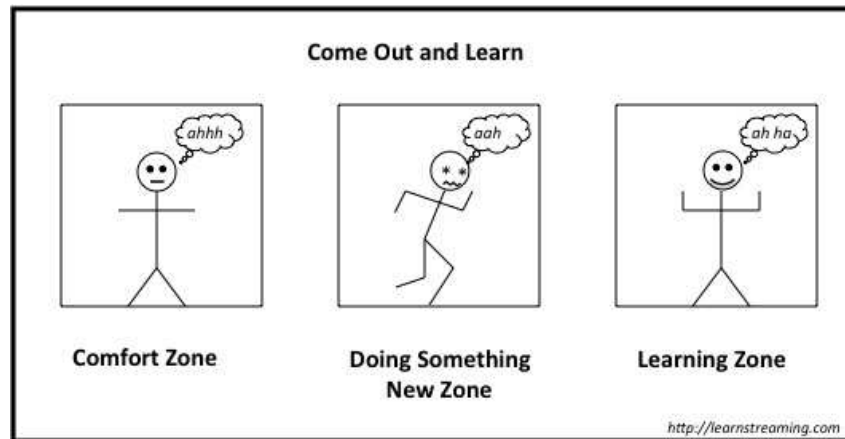A lot of that knowledge is being lost'

Students' needs and preferences

- Is there sometimes a tension what students (say they) want and what might be more beneficial to their learning?
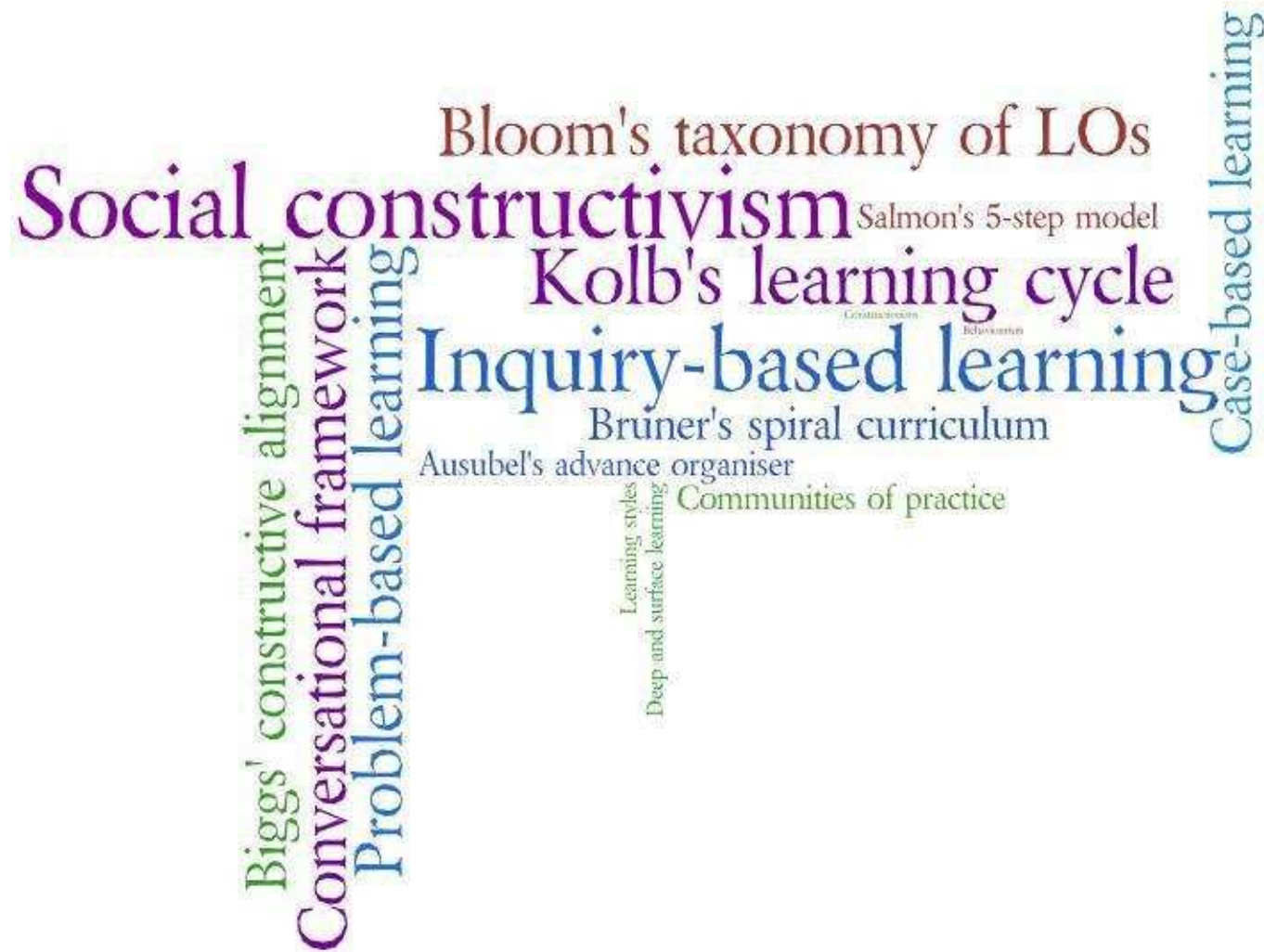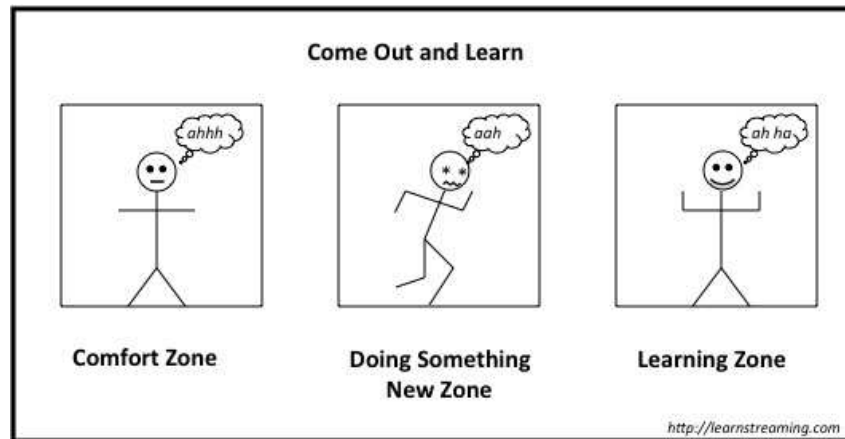
Theory-informed TEL

- Theories of learning vs theories of teaching
- 'What the reflection can lead you to is the point where you go, "Well, this is not working but I don't know how to fix it" ... you need to be able to head into the theory behind it'

Theory-informed TEL

Theory-informed TEL

Come Out and Learn

Comfort Zone — Doing Something New Zone — Learning Zone

http://learnstreaming.com

▸ 'It's not as simple as saying, "Oh yes, I'm a constructivist or a social constructivist, or a this, or a that" ... I think they all do influence, but I don't think there's one correct one'

▸ 'In the end what's going to inform my decisions are time, number of students, ... the things that they have to get done'

Theory-informed TEL
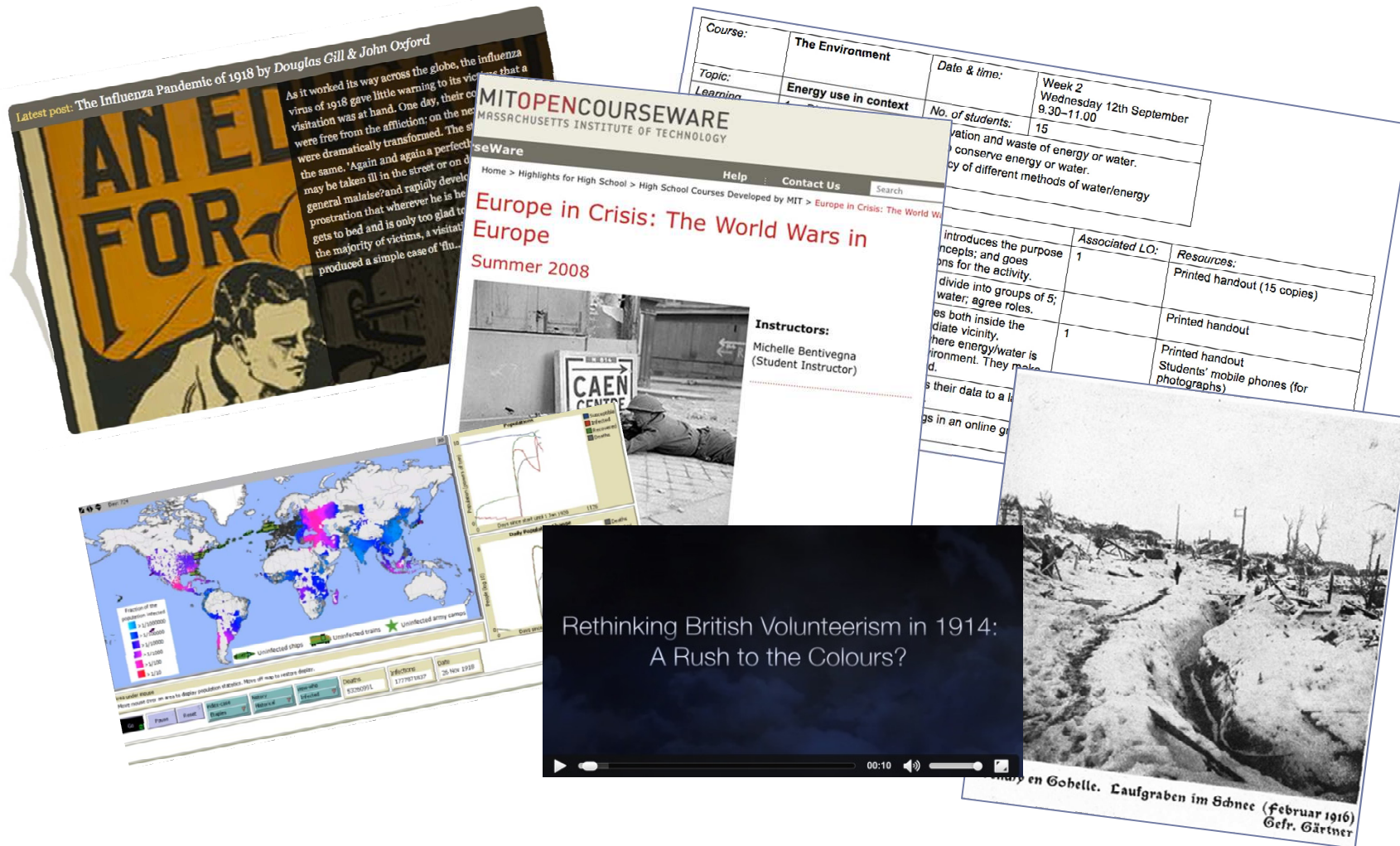

> 'Good use of technology builds on all the education theory ... You shouldn't really be dabbling with the technology until you know what you're doing with the learning and teaching.'

Do you agree?

# Reusing resources created by others

Reusing resources created by others

▸ 'One of the functions that other people's stuff has is teaching me how to do it by looking at example. And classicists are more prone to doing that, I think, than some other disciplines'

▸ 'I … got this lovely example of fulcrum, load and effort and a car crashing into a wall. … I thought: "Well, that's not what I do because I don't teach a concept that can be grasped like that." And … I suddenly went, "Oh, so when I'm teaching that means I could do this!"'

Reusing resources created by others
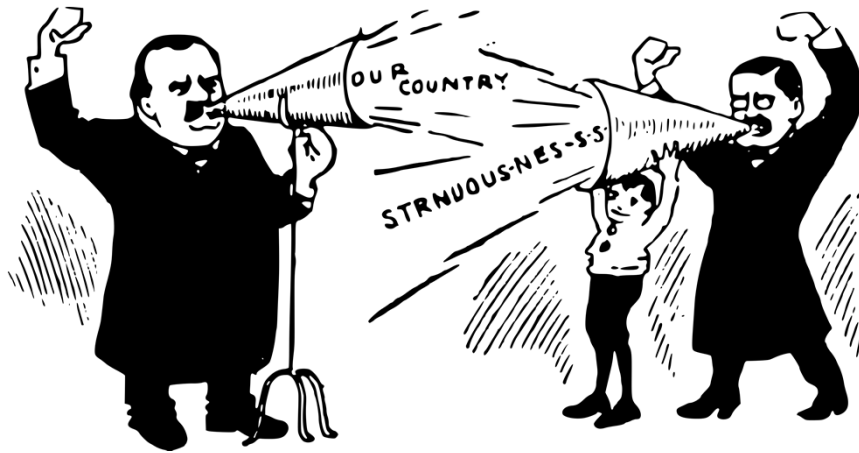
- 'Whole packages ... kind of assume that we are kind of neutral deliverers of objective content to those passive recipients, and that's not what happens'
- 'We haven't made it and used our thought processes to make it ... And then you spend a couple of hours re-jigging it to sound like you; using the concepts but put it in your style'

Reusing resources created by others

There's currently a drive to encourage teachers to incorporate OER created by others into their curriculum.

▸ What trade-offs and compromises are entailed?

The institutional picture: top-down

- 'We've benchmarked where are all faculty practice with e-learning, and we did that by asking everybody "Where are you on this scale of using these tools in VLE?" ... ...just because they're not using [the VLE] doesn't mean they're not actually using technology and e-learning'

The institutional picture: bottom-up

▸ 'Can you take a sort of a guerrilla approach and ... get a dialogue going within these communities of practice?'

▸ 'Most of the times people don't even like [the VLE] ... I've been kind of trying to work up strategies to get people engaging with the online world more creatively for teaching and learning'

The institutional picture: in the middle

- 'You need to have the shared domain … this stuff works when I focus it on the [XX Faculty] … there's no added value if I do a course centrally for someone from Engineering that I will never see again'

- 'Having somebody that you trust who teaches and works in the department tell you that it's there makes it way more likely to get used than if the university planning committee tells you that it's there'

The institutional picture

▸ Where is the locus of <u>really</u> innovative TEL in your institution, in terms of organisational structure, people and technologies?

▸ What it its relationship to institutional policies, services and systems to support TEL?

▸

Transforming practice through TEL

- ‘Each time we introduce a new technology it opens up ways of doing things that may have always been done, but which can now be done more effectively’

- ‘One of the main benefits of technology is that it offers an opportunity to think/talk about teaching and learning: teaching in a more interesting way, thinking about how students learn’

- ‘Technology won’t make a bad teacher into a good teacher, and it won’t necessarily make a good teacher any better either’

Transforming practice through TEL

- ‘I need to be convinced that there's a real benefit – rather than it's a new-fangled thing and we must all use technology’

- ‘What [senior management is] saying is, "You should all have a [VLE] site and as a minimum you should have your module booklet up, you should have your name, your office numbers, your this, your that." Well, to me, where's the joy in that? … last year … one of our Masters students … did an evolving essay and several of us all commented as she was going...’

Evidence: what counts as convincing?

- ‘Prove to me that this has been done before and that it has worked for someone else … who looks exactly like me in exactly what I teach at exactly this level’
- ‘The definition of “better” depends on what your research background is’
- ‘…seeing somebody else who is really interested in that way of teaching, being inspiring and interesting about it’

Transforming practice through TEL

You've heard about an innovative use of TEL and want to try it out for yourself. What will best help you to decide?

▸ Evidence of improved learning outcomes ($p < 0.01$)

▸ Students' feedback showing motivation and enjoyment

▸ The teacher's self-report

▸ Knowledge of the context so that you can decide if it's applicable to yours

Conclusion (and thank you!)
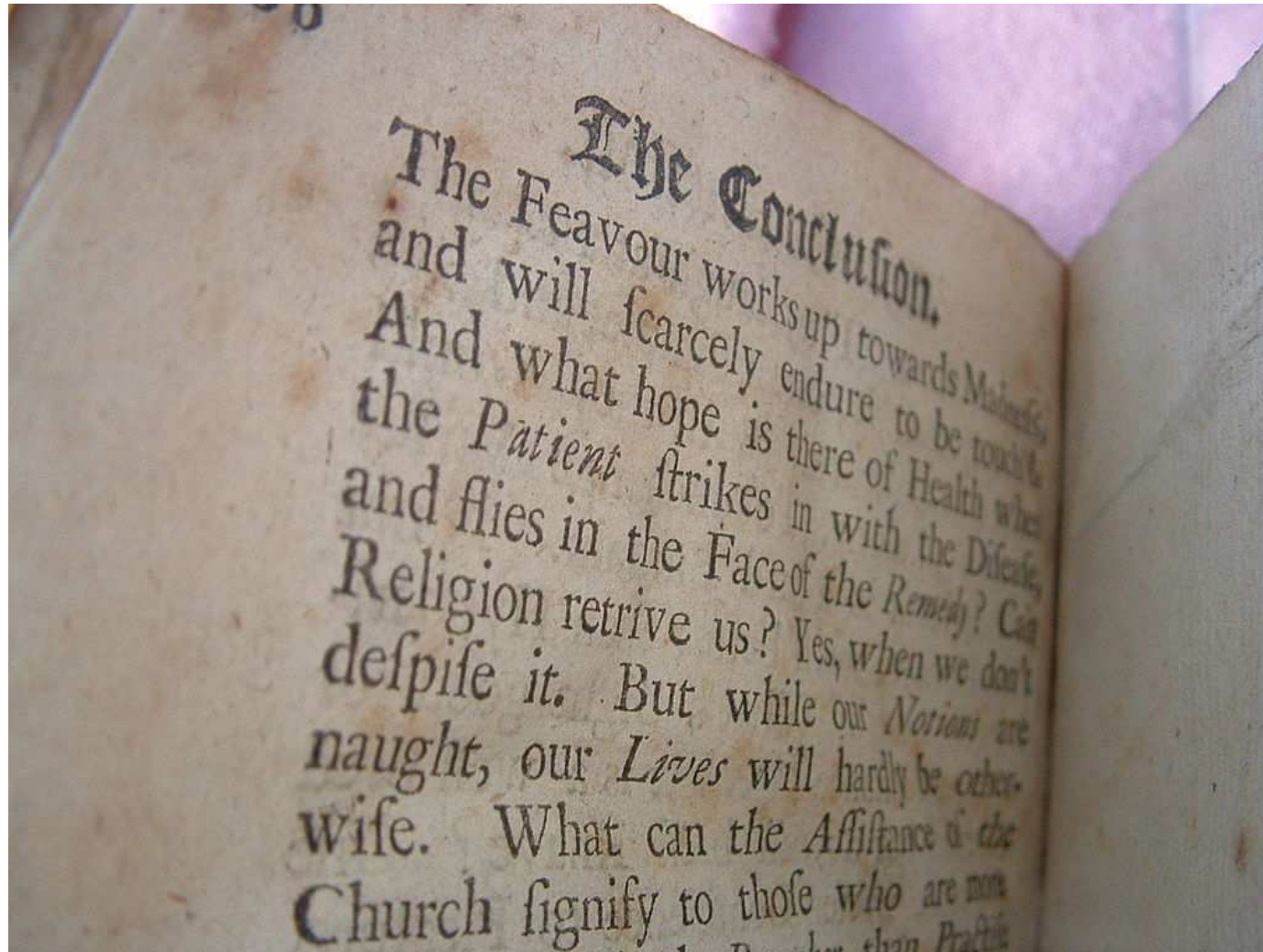
Five questions

1. Is there a tension what students want and what might be more beneficial to their learning?
2. 'Good use of technology builds on all the education theory.' Do you agree?
3. What are the trade-offs and compromises in using (open) educational resources created by others?
4. Where is the locus of 'cool TEL' in your university/college and what is its relationship to institutional support?
5. What information will best help you decide whether to try out a TEL innovation (quantitative and/or qualitative)?