Technology Enhanced Learning

- Adam Warren
- Hugh Davis
The purpose of this session

- You will understand the Southampton perspective on Technology Enhanced Learning (TEL)
- You will be introduced to the different sorts of technologies and their uses or “affordances”
- You should know what systems and help are available at Southampton via iSolutions and ILIaD
- You will understand the difference between blended learning and online learning
- Understand the importance of including Digital Literacies in the Curriculum
The (revised) Nurnberg Funnel

With thanks to James Atherton
www.learningandteaching.info
Why use Technology in Education?

- In Class
  - Learning Differences
  - MOOCs & OERs
  - Online resources/information
- Any Place
- Any Time

- In Class
  - Online Presence
  - Portfolio
- Any Place
- Any Time

- Online

- Synchronous vs Asynchronous
  - 1:1 or 1: Many

- Social
  - Personal Learning Networks
  - Groupwork
- Any Place
- Any Time

- Objective Tests
  - Handin
- Any Place
- Any Time

- Professional

- Design Tools
  - Simulations
  - Stats
  - Text Analysis
- Any Place
- Any Time

- Social
  - Plagiarism Monitoring
  - Formative
- Any Place
- Any Time

- Online Presence

- Portfolio

- Handin

- Music
  - Documents
  - Pictures
  - Graphics
  - Visualisations
- Any Place
- Any Time

Institute for Learning Innovation and Development
Drivers for change

- University strategy (Vision 20:20)
- Increasing student numbers
- Improving student experience (£9000 - NSS)
- Controlling teaching load (research grants)
- Technological environment
What are the key factors in selecting technologies to support learning?

- What is the educational objective?
- What technologies are available?
- What about costs, support and sustainability?
- What are the benefits and barriers for your students?
- What are the benefits and barriers for you?
- How can its use be evaluated?
Learning Technologies

Blackboard
- Structured resources
- Discussion forums
- Individual & class blogs
- Wikis
- Groups
- MCQ tests
- Online submission
- Self & peer assessment

eFolio
- Student ePortfolios
- Tutor dashboard
- Module websites
- Module evaluation
- Skills and competencies
- Badges & achievement
- Student registers

- Turning Point zappers

The Web

- Facebook
- Twitter
- Skype
- Flickr
- Slideshare
- Prezzi
- YouTube
- Screenr
- Google Docs
- Google Maps
- WordPress
- Piazza
- MindMeister
- Padlet
- ThingLink
- TikiToki
- ...
Online vs Blended

- Online is clearly useful for flexible distance learning but.....

- Blended Learning is about using on-line activities blended with conventional f2f learning to:
  - Allow students to solve authentic problems with authentic tools
  - To improve student engagement – active learning
  - Provide any time/any place learning – flipped classroom
  - Benefit learners with different learning styles

(Blended learning is generally considered to be more than simply accessing resources digitally)
Some Examples

- A structured piece of online learning (e.g. a guided tour through some learning materials followed by a self assessment)
- An on-line lab using a simulation
- A “serious” game
- A debate carried out on a forum
- A peer assessment/review exercise
- An objective question quiz (with feedback)
- Use of authentic tools and real-world data to answer complex questions
- A design exercise collaborating with students in a different part of the world
- Creation and appraisal of new digital artefacts
Blended learning

- face-to-face teaching
- directed learning
- independent learning

assessed tasks
preparation & reflection
mastery

Roger Ottewill (CLT) On the Horizon 10,1 2002
MOOCs in campus based learning

The Embedded MOOC

External non-paying MOOCers

MOOC activity

Paying Students
What is on the Blackboard?

- administrative information
- course management functions
- multimedia resources
- links to Web resources
- formative and Summative Assessment
- group communications (wikis, forum)
- independent learning activities
- group-work and projects
- Learning analytics

How many of these features do your modules use?
What do you do well?
What could improve?
Drivers and Benefits of Online/Blended

- excellent vehicle for enquiry/research led learning
- exciting, novel and authentic learning experiences
- Online can support student centred learning, providing flexibility in
  - time
  - place
  - learning style
  - pedagogic style
- allow us the opportunity to provide reliable and equitable student support;

So why don’t we do this more?
Beliefs and Practices
Street Wisdom on the Digital Highway
Identity and Reputation
Media Literacy
Evaluating Affordances
Information Literacy
ICT Skills
Business Models
Digital Citizenship
Digital Workpractices
Digital Academic Practices
Communication
Collaboration
Social Networking
Networks (of People)
Finding, evaluating, processing, organising, analysing, presenting
Using applications and services
• The learner is given the stuff via the network
• The learner finds stuff on the network
• The learner finds stuff from the network (of people)
• The learner is part of the network and contributes
  • Stuff
  • ontology

Beliefs and Practices

Street Wisdom on the Digital Highway

Identity and Reputation

Media Literacy

Evaluating Affordances

Information Literacy

ICT Skills

Communication

Social Networking

Collaboration

Networks (of People)

Digital Workpractices

Digital Academic Practices
Digital Literacies are the skills needed to live, learn, work, collaborate, influence and lead in the virtual and digital world.
Support from ILIaD

- Consultancy on and support for learning design;
- Assisting teachers in developing appropriate innovative activities;
- Just-in-time support for innovative learning technologies;
- Special interest groups/events for sharing and dissemination;
- In-house events as requested by individual faculties;
- Development of Digital Literacies;
- Producing online activities, videos and animations.

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