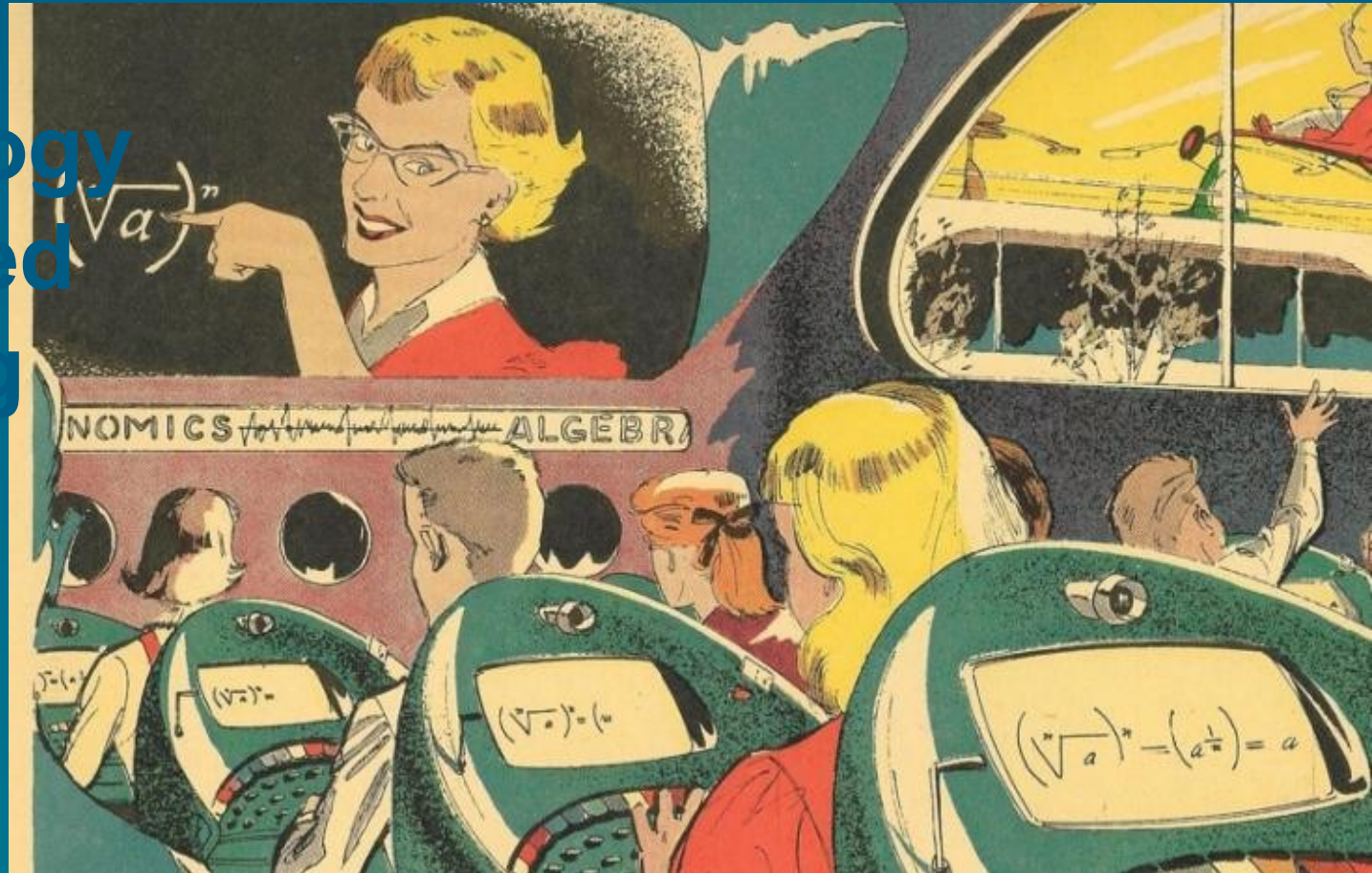


Technology Enhanced Learning

- Adam Warren
- Hugh Davis



Institute for Learning Innovation
and Development

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



Innovation and Development

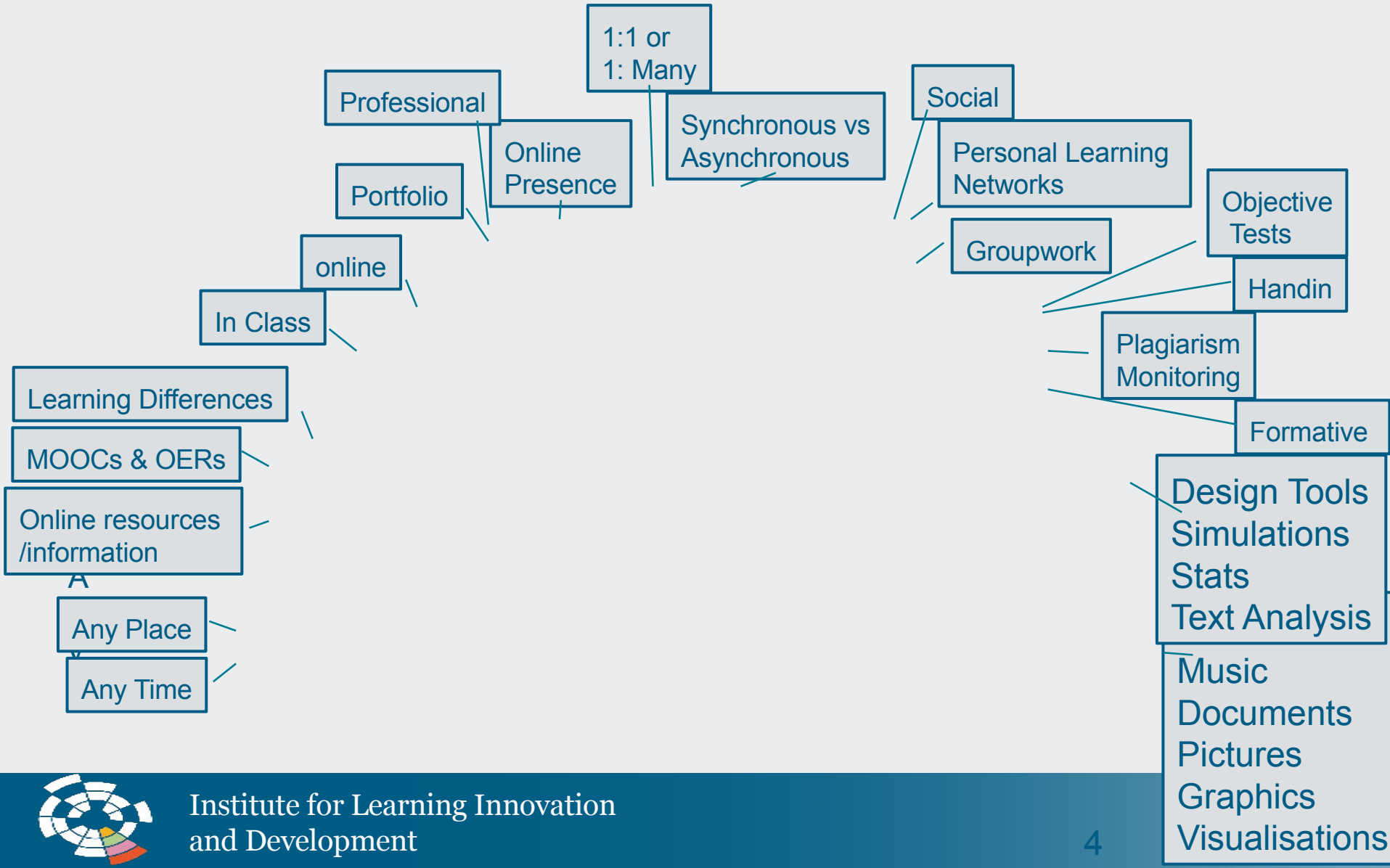
thanks to James Atherton
www.learningandteaching.info



Institute for Learning
Innovation and Development

@HughDavis
Inaugural Lecture

Why use Technology in Education?



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

UNIVERSITY OF
Southampton

- 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
 - In-class quizzes
- Panopto**
 - Screen+audio recording
 - Webcam or visualiser
 - Editing & versions
 - Controlled access
 - Live streaming
- Questionmark Perception**
 - Secure MCQ exams
- eAssignment & Turnitin**
 - Online submission
 - Online marking
 - Plagiarism deterrence
- Adobe Connect**
 - Virtual meeting rooms
 - Meeting recordings
- EdShare**
 - Resource sharing
 - Collections and tagging

The Web

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



Tutor-centred institutional learning environment

VLE Blackboard Bb Mobile	Assignments Turnitin + Blackboard eAssignment cbass	Lecture capture Panopto	Synchronous Adobe Connect	Portfolios eFolio MyLabs
		Online exams QM Perception	In-class systems TurningPoint	

Services that support learning

Timetable Scientia MySouthampton	Library DelphiS Journals & books Exam papers Reading list	Content BOB EdShare MedShare Data.soton	Living at Uni Fees Online store PAMS UniLink	Student support Careers Enabling Services ServiceLine Lynda.com
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Student-centred personal learning environment

Social networks Facebook LinkedIn Twitter Weibo	Tools DropBox Google Apps Mendeley Skype Pathbrite etc.
Resources Wikipedia YouTube iTunesU Google	Laptop PC Smartphone Tablet
	External places

Southampton Learning Environment

user profiles

search

data.soton

data analytics

mobile

IT infrastructure

ID management Subscribe	Network + WiFi Eduroam VPN SVE desktop	Core Services Filestore Managed print Servers	Communication Email Lync Phone	Software Office 365 Tools of trade Accessibility
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Administrative infrastructure

Curriculum mgt Evasys Syllabus Editor	Student Data Banner CRM
Team tools SharePoint WordPress	Missing tools Tutor dashboard PGR tracker
ERGO	

Physical learning environment

CLS rooms	Labs	Library areas	Workstations	Social areas
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Online vs Blended

What
examples
can you
think of?

- 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

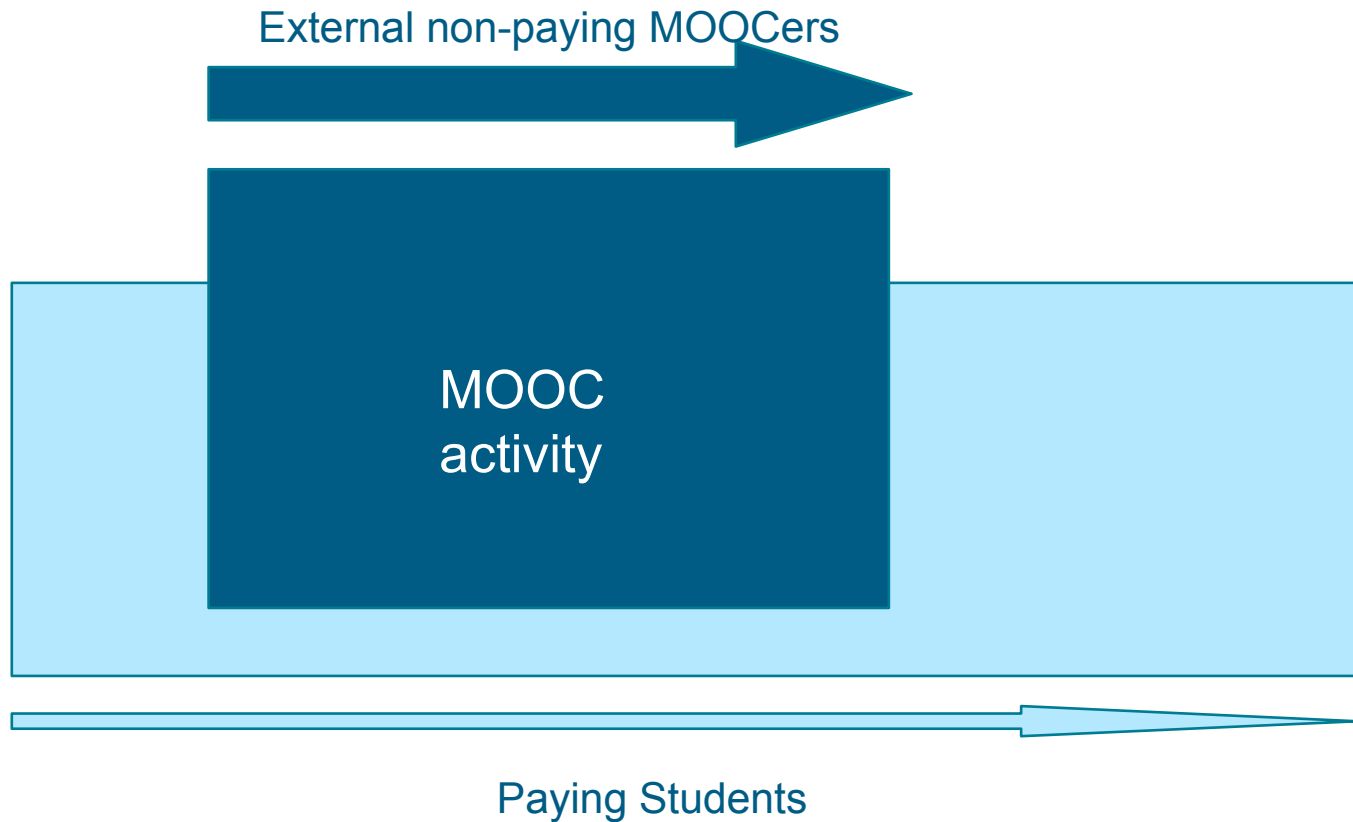
independent learning

Roger Ottewill (CLT) *On the Horizon* 10,1 2002



- MOOCs in campus based learning

The Embedded MOOC



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?

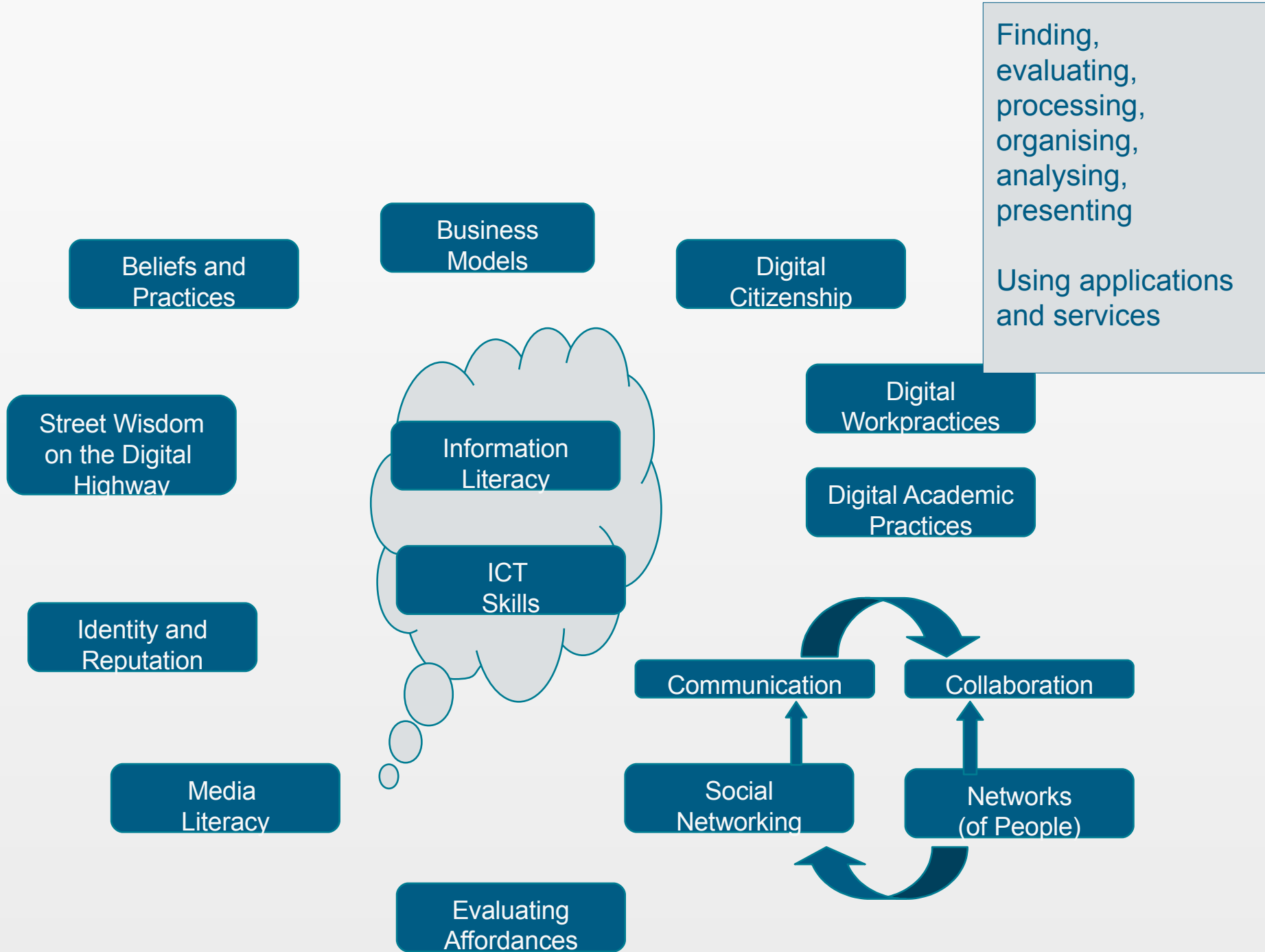
idea
for
development
and

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?



- 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

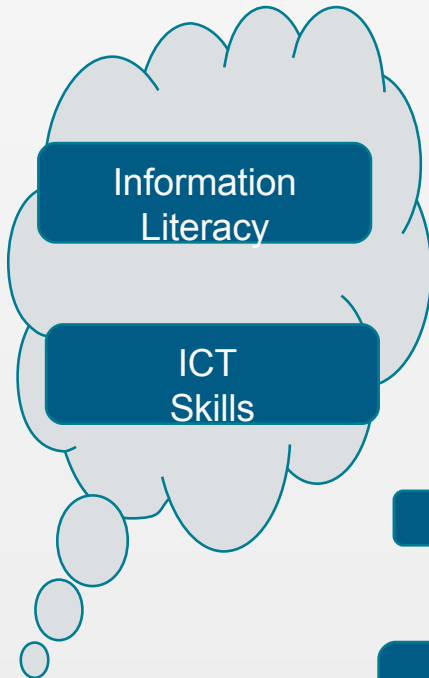
Bus
Mo

Beliefs and Practices

Street Wisdom on the Digital Highway

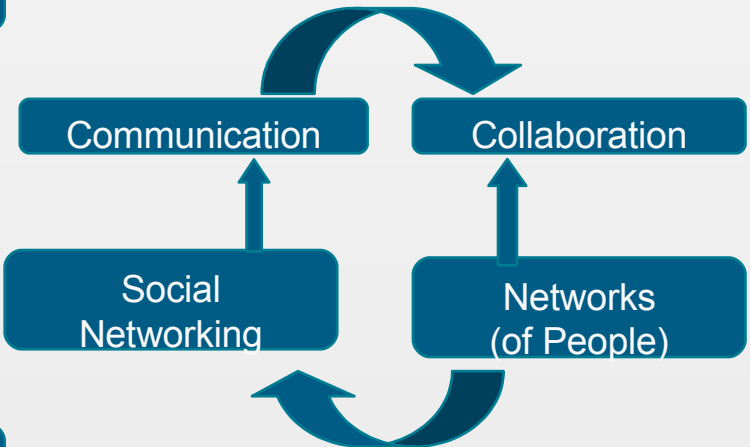
Identity and Reputation

Media Literacy



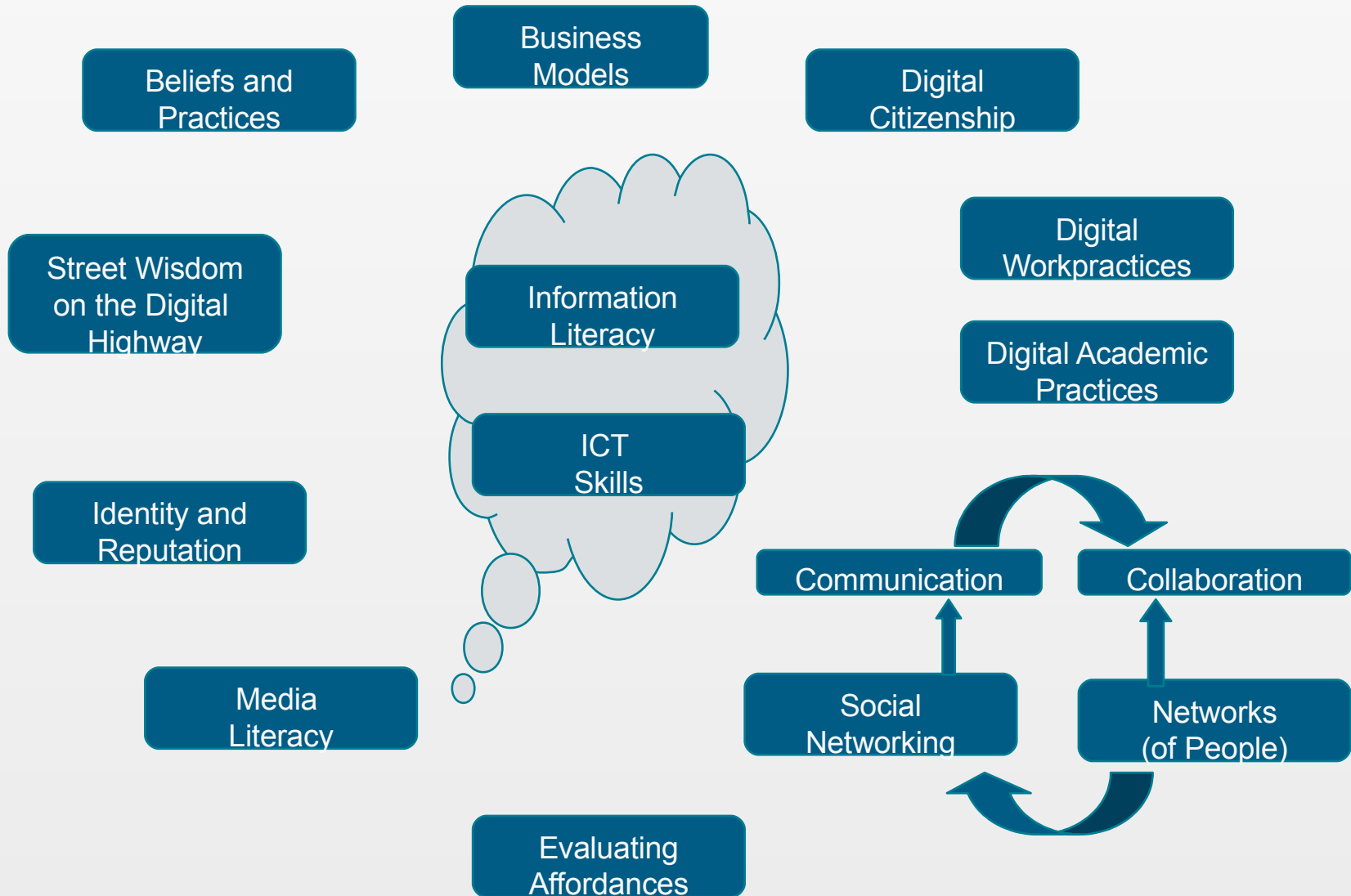
Digital Workpractices

Digital Academic Practices



Evaluating Affordances

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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