What lies beneath

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Introduction

Reflections on a community consultation and ethnographic research on the implications of the use of technology for teaching practices

An act of amplifying and advocating rather than discovery; to inform and support.

Community Consultation

- Emphasis on administering the learning / teaching process rather than the learning
- Innovation in learning technology tends to happen outside of the VLE
- Changing behaviours of Academics
- Changing behaviours of Students

Gaining Insights: Contextual Inquiry into the teaching behaviours in higher and further education

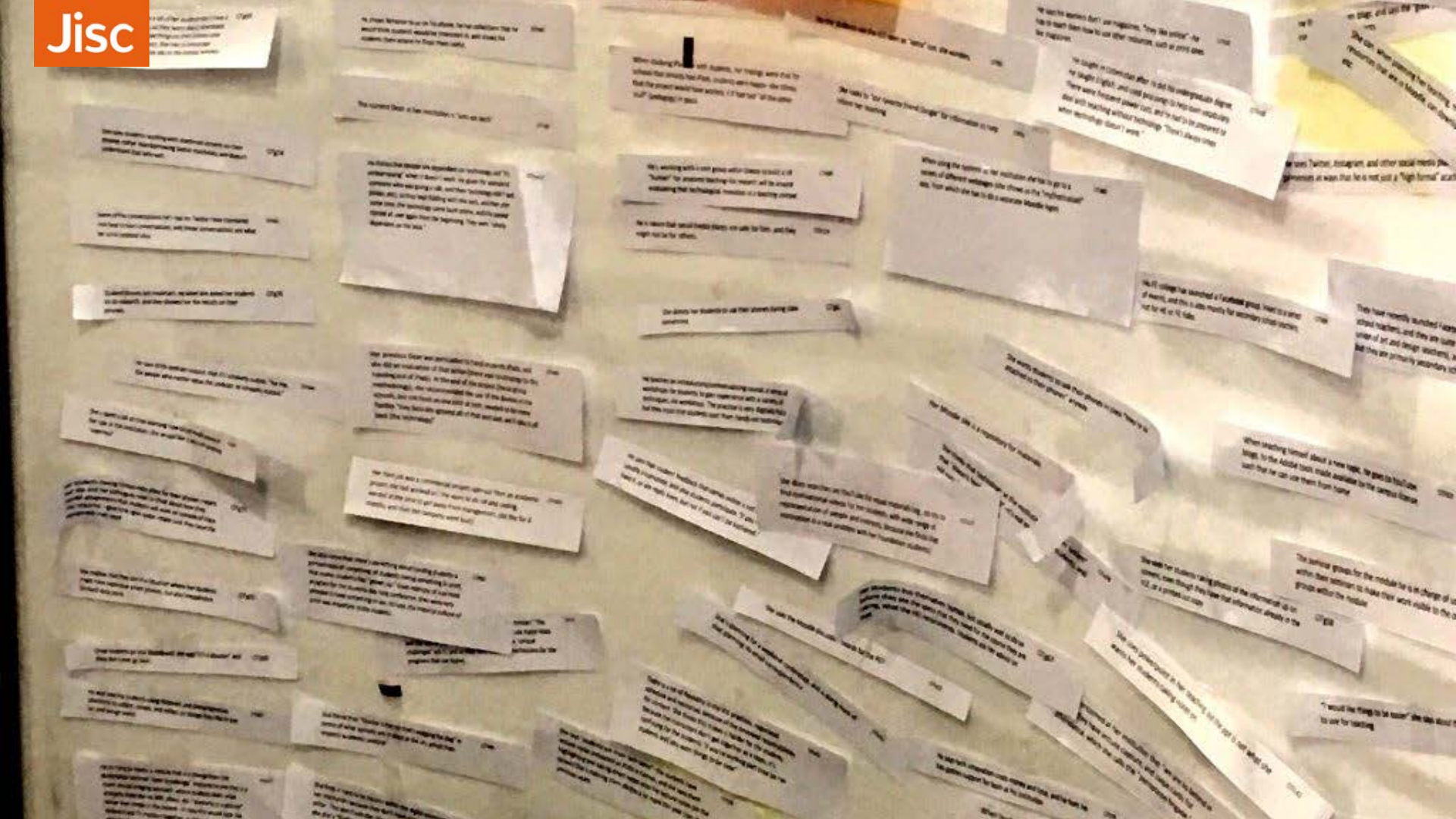
Method

- 11 in depth interviews with teachers
- Across arts, humanities, STEM
- Senior and junior staff
- Range of institutions
- Generated over 1500 pieces of data
- Initial Analysis was done in conjunction with a group including instructional designers, librarians, Jisc staff and academic developers

Structured Interviews

- Tell me about the teaching you do. Where do you teach?
- How did you learn to teach? Where else have you taught?
- How do you learn about teaching now?
- Who do you talk to/communicate with about teaching?
- What if anything do you teach your students about teaching?
- Do you do any research? How does your teaching relate to the research you do?
- What is the balance of teaching with the rest of the work you do?
- What kind of support or development do you get for teaching in your job?
- What do you wish you could do around teaching? What are you not getting to do that you would like to be able to do?
- When you have a new course to teach, where do you start? How do you put your courses together?

In the case of the optional residential for second year students, she thought that money would be more of a factor in student decisions once they decided to do the course that requires travel, but she wonders if finances affect whether they do the residential at all. Students make their decision in the beginning of Level 4 for the trip that will take place at the end of Level 5, so they have 18 months to make the finances happen (her program doesn't have any financial aid to help with students going on the residentials)	CITa57	Students	Field Trips/Off-Campus Learning	Funding	Barriers



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Barriers

Themes highlighted in the report

- Teaching Places
- Students
- Change, Innovation and Risk
- Organisational Support
- Technology

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»Teaching Places

- › Scarcity and Access
- › Classrooms
- › Offices
- › Other Places

»Students

- › Trust and Transparency
- › Access and Equity
- › Assessment

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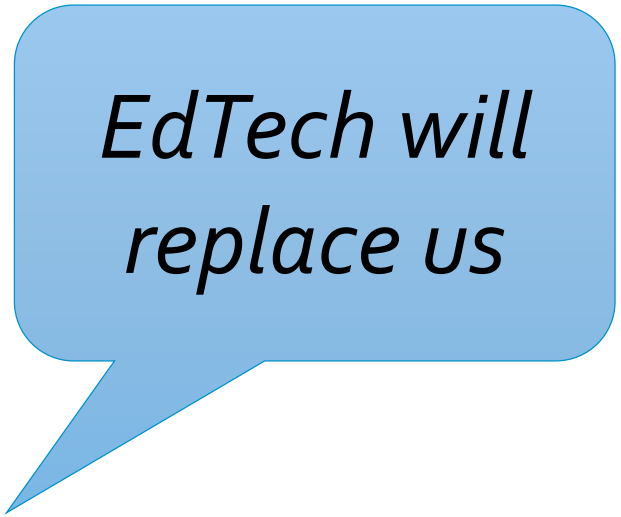
»Change, Innovation and Risk

- Technology =/= Innovation
- Transparency and Trust decreases sense of Risk



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Organisational Support

- Time (more scarcity)
- Network (where are they finding one?)
- Barriers (generally not technological)

Technology

- Organizational Culture
- VLE (still not dead)

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It is important to distinguish digital from innovation - they are not synonymous

Implications

Disconnect

Invisibility

Mandating technology is not the same as supporting teaching practice

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Trust is the foundation on which innovation, change and student success must be built

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