

Title: E-learning: what does it mean for teachers in Higher Education?

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Abstract:

Background The Dearing Report (1997) and the 2003 White Paper on Higher Education advocated the incorporation and embedding of e-learning into Higher Education. There are undoubted opportunities associated with e-learning, but the use of technology is not necessarily a panacea to all the challenges and issues in Higher Education. Careful consideration needs to be given to the use of e-learning and the impact e-learning has on teachers in HE as well as the impact on learners and their learning experiences.

Session Learning Outcomes At the end of the session delegates will be able to articulate the technical and pedagogic staff development requirements in order to facilitate the embedding of e-learning.

Session Outline The key issues to be addressed in the session include an examination of what e-learning really means for teachers in HE and what impact it has on their workload and their teaching practice as well as addressing the opportunity for changes to student learning made possible by the adoption of e-learning. Embedded in this activity is a consideration of whether teachers have chosen to make use of e-learning or whether it has been imposed on them, so the management of change, and organisational change, will be included in the workshop (Senge 1990, Fullan 1991, 1998). A number of staff development issues will be addressed including discussion on the need to develop appropriate pedagogical approaches (Laurillard 2002) as well as technical knowledge and awareness (Salmon, 2000, 2002). The workshop will include a discussion on how we can measure the effectiveness of e-learning on teaching practice as well as on student learning.

Session Activities The session activities will focus on discussion and sharing of experiences of the participants. Structure will include i) consideration of organisational, pedagogic and technical issues in e-learning; ii) e-learning strategies in organisations; iii) different experiences of e-learning; and iv) staff development requirements in e-learning.

References

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