

**Title:**                   **Teaching and learning within and beyond the classroom setting: technology enhanced or technology transformed?**

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### **Abstract:**

#### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

Reflect critically upon the possible uses of virtual learning environments (VLEs) and their effect on how and what students learn.

Consider possible strategies for developing the use of VLEs in relation to findings from work carried out in the secondary setting and how these might impact upon practices in tertiary education.

Recognise the dilemmas that can arise from the development of innovative practice in relation to ongoing curriculum demands and explore ways of working around these.

#### **Session Outline**

Key issues to be addressed are:

The availability of digital technology in educational institutions is now well established and surveys such as UCISA 2010 suggest that teaching largely occurs in contexts that can be regarded as technology-rich. Although a range of digital technologies are available to students personally and in settings such as the home, institution-centred VLEs still feature prominently. The revised HEFCE Strategy for e-learning (2009) recognises the potential of the above technologies for enhancing learning and teaching. However, the mere existence of technology and access afforded by the internet does not necessarily mean that technology will be used to its best advantage (JISC, 2009). For example, VLEs are often used as a hub through which materials can be stored and disseminated and students' work submitted efficiently and conveniently. In such cases the technology can be seen as supporting more established models of teaching and learning. However, new technologies can also bring new challenges, new content, new ways of working and new teaching and learning practices. There is, then, a sense in which teaching and learning can be transformed as well as enhanced. This session focuses on the use of digital technologies in settings where students may work in physical proximity, such as the classroom, and how this is complemented by online activity outside. It considers changes in practice involving digital technology that are beginning to emerge at secondary level and the possible impact of these at tertiary level.

Importantly, though, it recognises and explores ways of working around the dilemmas that can arise when teachers are faced with a series of ongoing curriculum demands and the impact these can have upon the uptake of innovative practice. It is informed through work currently being carried out in five secondary schools as part of a two-year EU-funded research project [1].

[1] The work carried out in the UK along with partner institutions in Spain and Italy forms part of a two-year project 'Teaching to Teach with Technology' funded by the EU Leonardo Da Vinci Life Long Learning Program.

### **Session Activities and Approximate Timings**

Introduction (10 minutes). Perspectives on teaching and learning with regard to connectivity through digital technologies.

Small group activity (15 minutes). In relation to their own teaching using technologies associated with VLEs, participants consider the following questions:

What strategies might you use to develop the use of the VLE in your own teaching?

In what ways might the technology change the role of your students?

In what ways might the technology change your role as teacher?

In what ways would you regard the teaching and learning to be enhanced or transformed?

Presentation (10 minutes).

Discussion and questions (10 minutes).

### **References**

HEFCE (2009) *Enhancing learning and teaching through the use of technology: A revised approach to HEFCE's strategy for e-learning*. Available online: <http://www.hefce.ac.uk/pubs/> Accessed on: 05/11.

JISC (2009) *Effective Practice in a Digital Age: A guide to technology-enhanced learning and teaching*. Available online: <http://www.jisc.ac.uk> Accessed on: 05/11.

UCISA (2010) *2010 Survey of Technology Enhanced Learning for higher education in the UK*. Available online: <http://www.ucisa.ac.uk/publications/> Accessed on: 05/11.