

Title: **A collaborative approach to staff development :
integrating learning technologies**

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Session Learning Outcomes

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

- Identify factors that contribute to the increased emphasis on Technology Enabled Learning
- Evaluate institutional approaches to academic development and the integration of learning technologies
- Consider examples of best practice with a view for implementation within own institution

Session Outline

Student engagement is acknowledged as a key factor in the student learning experience. It is considered fundamental for improving student retention, success and learning outcomes (Crosling & Heagney, 2009). Technology has the potential to enhance student learning through active participation with content. However, If the learning potential of technology is to be realised teaching practice will need to be transformed (Glover et al, 2016). To enhance the student learning experience in addition to subject expertise and knowledge of different pedagogical approaches academics will require a comprehensive understanding of how technology can be embedded (Jenkins, Browne, Walker & Hewitt, 2011).

The successful integration of technology by academics is said to associated with a number of factors including; technology proficiency (Donnelly, McGarr & O'Reilly, 2011); the pace of change (Sutton & De Santis, 2017); time commitment and perceived lack of support for professional development (Cowan, 2013).

The use of technology in the classroom is said to bring about a shift in emphasis from content delivery to collaborative learning. This inevitably has an impact on the relationship between teacher and students (Jump, 2011). The change in relationships has also been noted by Bennett (2017) who explored the impact of the integration of learning

technologies on academic identity. Bennett (2017) suggests, in addition to a clear pedagogical understanding and appreciation of the benefits (of the change) successful integration requires academics to have a willingness to overcome feelings of insecurity and uncertainty.

The need to affect changes in academic practice and to enhance the student experience through the integration of learning technologies provided the catalyst for this collaborative project. Since June 2017 Academic Developers and members of Technology Enabled Learning and Teaching Team at UCLan have been working to embed learning and teaching policies designed to enhance the student learning experience. The unique combination of technological and pedagogical knowledge has contributed to the design of a range of CPD opportunities that acknowledge the impact of successful integration of learning technologies whilst remain cognisant of the challenges faced by academics.

Session Activities and Approximate Timings

The session will commence with a 25 min presentation showcasing strategies designed to facilitate academic development and the integration of learning technologies. It will demonstrate how collaboration between learning technologists and members of the academic development team has contributed to the implementation of a range of strategies aimed at building digital confidence and capability. Qualitative and quantitative data will be presented as evidence of the impact this collaborative approach to academic development. To provide the opportunity for exploration of the collaborative approach or CPD strategies in more depth the case study presentation will include the opportunity for questions and answer / discussion.

The second part of the session will include a 15 min facilitated small group discussion in which participants' will be able to reflect on and share example of strategies designed to enhance digital competency within their own institution. The session will conclude with the collation of effective practice examples generated by participants which they can record, reflect on and consider when developing digital literacy focused CPD activities for academics.

Microsoft forms application will be used to collate examples of innovative practice from participants and to evaluate the session.

References

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