Getting it right from the start: *Starting with Faculty Personnel*

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• The ‘online’ environment
• How can technology enhance the experience?
  – Key Trends & Challenges
• ‘Not all plain sailing’
  – Introduce the ‘human’ ...
• The Learning Space @ Liverpool
  – Institution & Faculty
  – But there’s more ...

Overview
What’s coming up ...
The ‘online’ environment

Driving fear into all of us!

- Impacting on policy and practice and is quickly becoming common place in higher education (Gikandi, Morrow, & Davis, 2011; Rowley, Lujan, & Dolence, 1998)

- Presents an opportunity to enhance the learning environment for both tutors and students (Angelo & Cross, 1993; Sujo de Montes & Gonzales, 2000; Whitelock & Brasher, 2006)

- ‘Defining technology’ (Norton & Wiburg, 2003)
  - Students ‘expect’ technology as they become more “electrate” (Ulmer, 2003)
  - Demand reaction at the ‘micro-’, ‘meso-’ and ‘macro-’ level
• Subject Material & Assessment
  – Stream Capture (UoL)
  – Blackboard/Turnitin
• Supporting the ‘Transition’
  – ‘Academic Literacies’ & Student Identity
  – Analytics (‘At Risk’ & Retention)
• Personalisation
  – Flexible Access & Empowerment
• Feedback
  – Automated; assignments; variety of formats
Accelerating Technology Adoption - Key Trends

Johnson, Adams Becker, Cummins, Estrada et al. (2016)

**Policy**
rethinking how institutions work; measuring learning

**Leadership**
shift to deeper learning approaches; increase in blended learning designs

**Practice**
cultures of innovation; re-designing learning spaces
Accelerating Technology Adoption - Challenges

Johnson, Adams Becker, Cummins, Estrada et al. (2016)

Policy

blended formal/informal learning; balancing the ‘connectedness’

Leadership

improving digital capabilities; keeping education relevant

Practice

competing models of education; personalised learning
• Despite the potential impact, uptake not always guaranteed
  – Resources, infrastructure, people, policies, learning, evaluation & support (RIPPLES) (Sury et al. 2005)
  – Technology, process, administration, environment & faculty (Reid, 2012)
• Many approaches for training faculty (Georgina and Hosford, 2009)
  – But we should not forget the ‘local’ context
• Low level use of technology enhanced learning is often widespread
  – Educators to examine their beliefs about teaching, learning & technology (Ertmer, 2005)

  “The curriculum development part should drive what technologies we use, rather than saying ‘we’ve got Turnitin - let's write an essay and submit it on there and check for plagiarism.’” (P4, Health)
Not the effectiveness of the technology, but the academics’ perception of the effectiveness

Zhoa and Cziko (2001)
“We have no culture which forces people to engage. I’m not saying assessment here is bad, but it can be localised and influenced by ‘corridor mythology’ [...] and staff need up to date information on how you can set objective tests and see how they achieve different things [because] everyone has done the simple ‘how many legs has a dog’ multiple choice questions, but not everyone here in my estimation has done much more complex demanding questions.”

“From a staff viewpoint, [we need] training to set up the tests, making sure all the boxes are correct and feedback is given back at the right time. I think we also need some guidelines so that everyone does it consistently.”
Institution

- **Strategy 2026**: Education Review (Learning Environment)
  - Student/staff support
  - IT infrastructure
  - Physical/virtual environment
- The ‘reward’ for doing ‘extra’?
  - 12 x Learning & Teaching Fellowships; individual/team applications

Faculty

- Bridging the pedagogy/technology ‘gap’
  - 8 x Lecturer (Learning Technology) - TEL Academic Team
    - Variety of subject discipline & institutional backgrounds
- Staff Development Framework
ILT TEL Staff Development Framework
Empowering Staff

Supporting Core TEL activities
- Admin & Management
- Providing Content
- IPR & Copyright

Assessing Enhancements & Efficiencies
- E-Submission & Marking
- E-Quizzes & Tests
- Peer Marking
- Reflection

Extending Beyond to Core+
- Collaboration
- Advanced Content
- Audio & Video
- eLectures
- Apps & Mobile
• ‘Time’ for training/development
  – Updates in software; teaching students; collaboration
• Commitment to investing/maintaining infrastructure
  – Both physical & virtual environments
• Sharing of in-situ ‘good practice’ across departments
• Policies that reflect the increased use of technology in teaching and learning

But there’s more ...  
PhD research (policy & practice in HE)
• Impetus on staff to use a *variety* of learning & teaching methods
  – “Natural affinity with technology” (Waycott, Bennett, Kennedy, Dalgarno, & Gray, 2010, p. 1202)

But ...

• Lack of adequate support is one of the major factors for non-engagement in online teaching and learning (Hiltz, Kim, & Shea, 2007)
  – Infrastructure does have an effect on the ‘perception’

• Academics want to see the benefits up front before they truly engage
  – Staff development that makes use of case studies/real world examples
  – Awareness of innovative practice in other areas is ‘invaluable’


