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# Let's Talk About Tech.

An academic road less travelled. A (double) decade of digital discourse.

Solstice Conference 2016, Edge Hill University



CLICK!



# Simon Thomson

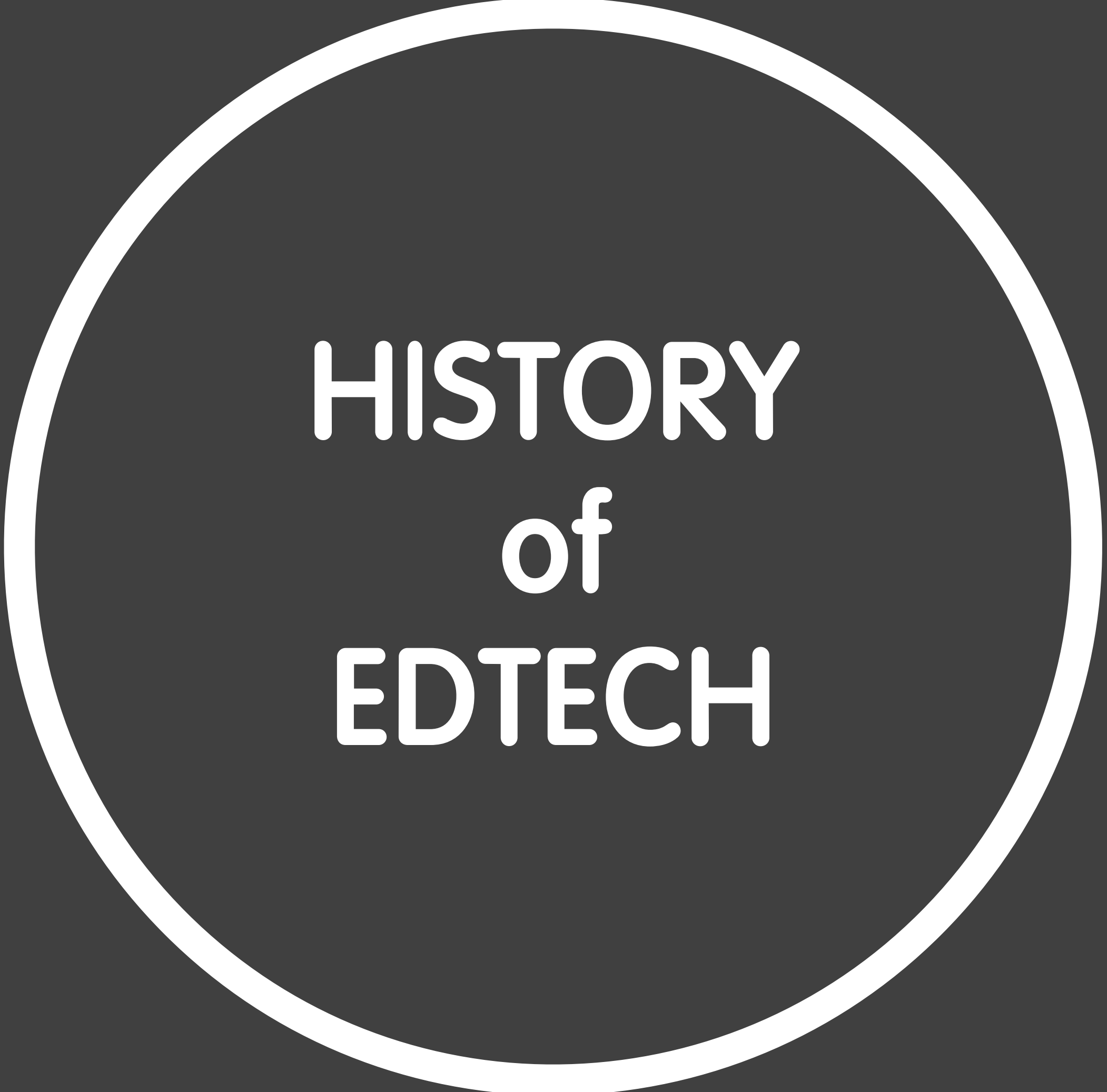
Head of Digital Pedagogy, Leeds Beckett University.

@digisim

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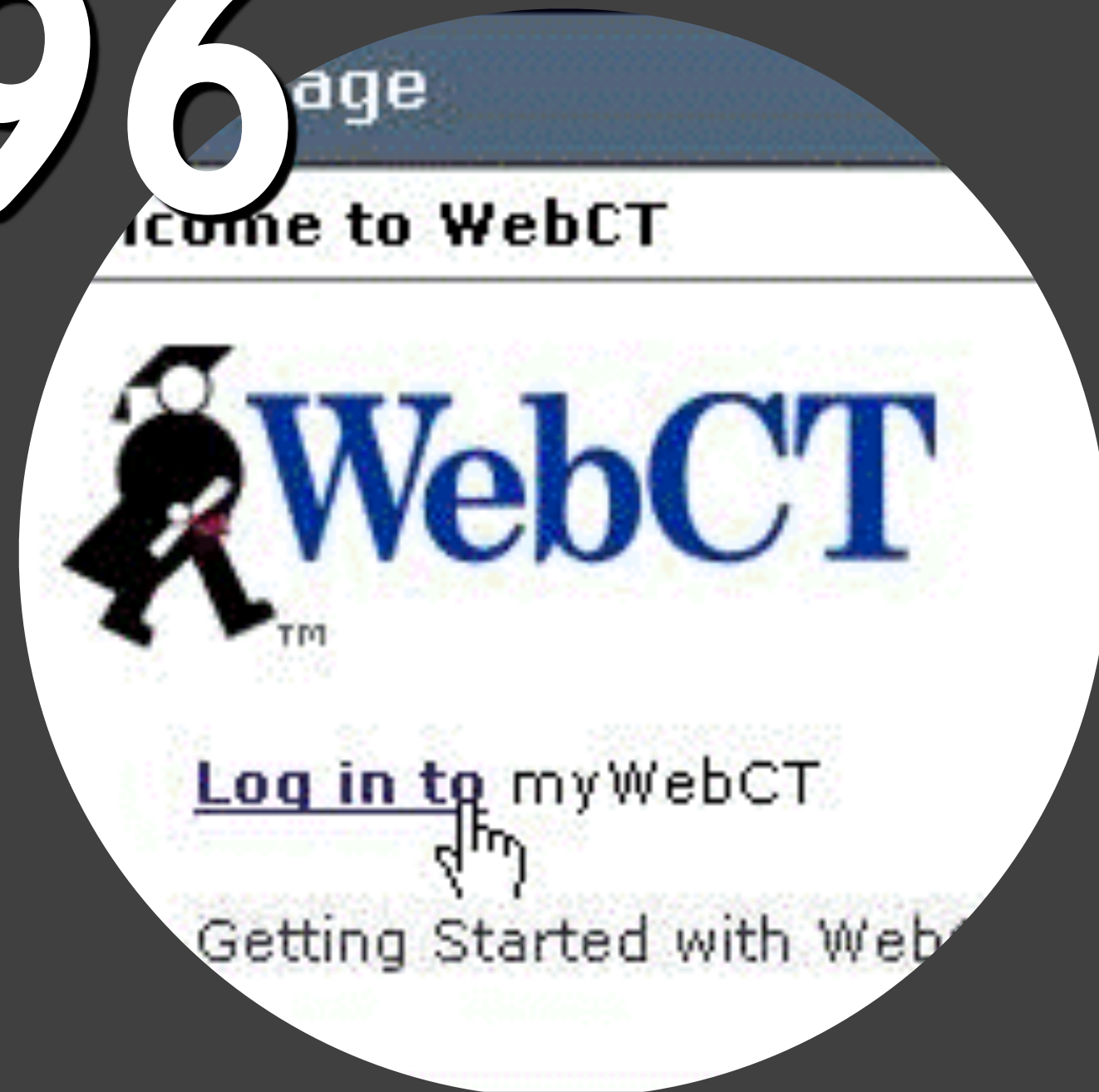
CLICK!



**HISTORY**  
of  
**EDTECH**

# 1996

# A Beginning



Murray Goldberg developed the first version of WebCT in early 1996, first presented at the 5th international World Wide Web conference in Paris during the spring of 1996.

<https://en.wikipedia.org/wiki/WebCT>



Undergraduate Degree Completed



Birth of the VLE / LMS

2002

# A Middle



Originally developed by Martin Dougiamas, the first version of Moodle was released on 20 August 2002. A response to the desire to be more “open”.

<https://en.wikipedia.org/wiki/Moodle>



Moodle Developed

# 2014

# An end?



“A “red hot market” for an administrative ed-tech tool doesn’t necessarily translate into a “red hot” attention to teaching and learning. And it certainly doesn’t translate into support for the principles for which the Indie Web stands: in an LMS, students are not in control of their content, their data, their connections.”

Audrey Watters

<http://2014trends.hackededucation.com/indie>



**MOVE FROM CORPORATE OWNERSHIP TO INDIVIDUAL OWNERSHIP**



**CRITICAL OF MAKING MONEY FROM PERSONAL DATA**

image used under CC license: <http://2014trends.hackededucation.com/indie>

# 2014



# New Beginning?

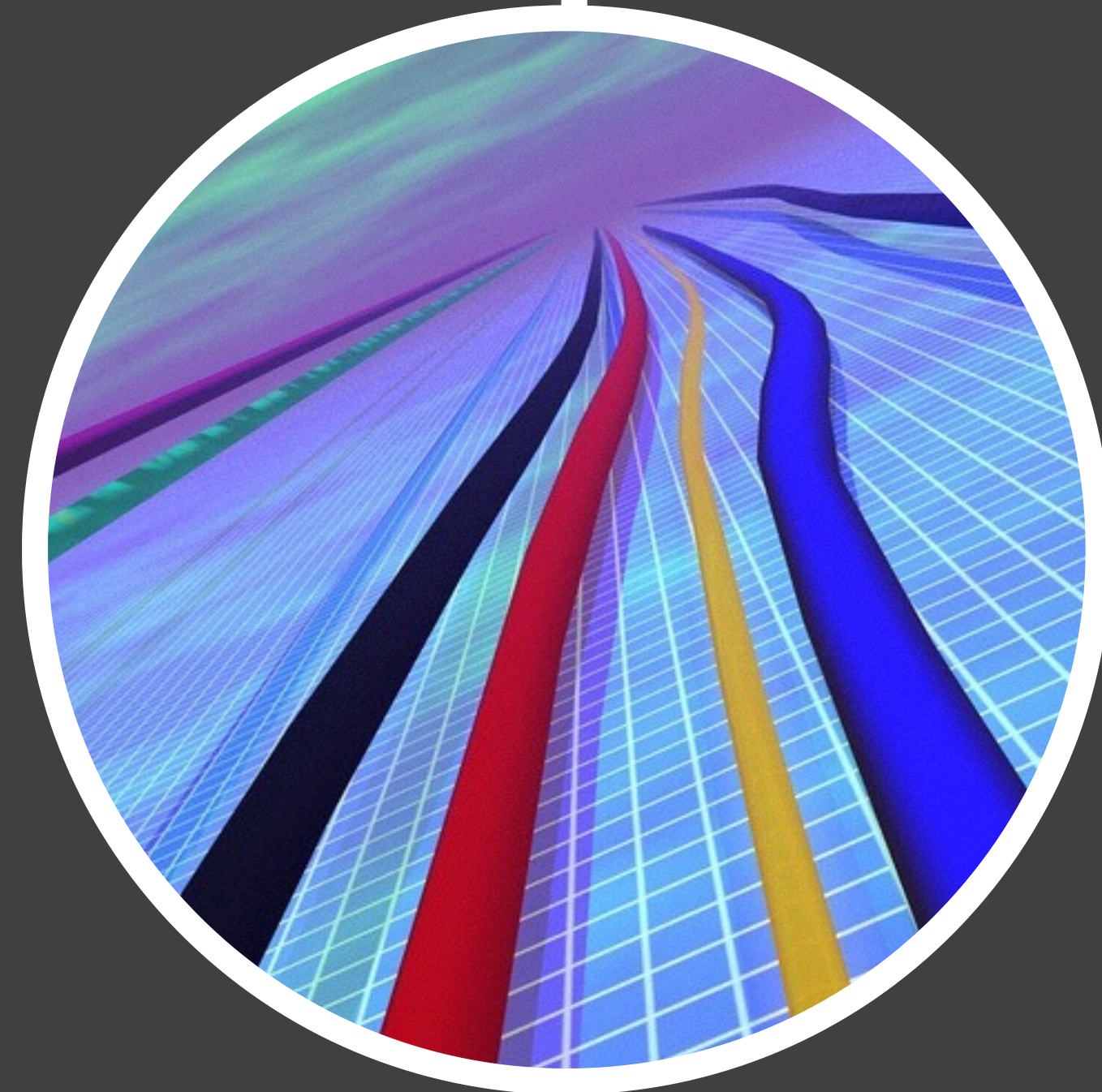
The DoOO project allows UMW students, faculty, and staff to register their own domain name and associate it with a hosted web space, free of charge while at UMW. With their Domain and corresponding web space, users will have the opportunity and flexibility to design and create a meaningful and vibrant digital presence.

<http://umw.domains/about/>



## UMW DOMAIN OF ONES OWN





And the EdTech Future?



**PROMISES**

# Bates (1997) Observations



“...what has really set fire to many university professors is the possibility of improving the quality of learning through the use of multimedia.”

“Other professors are fired up by the idea that all the world can access their ideas, their research, their wisdom through the World Wide Web - a passion to widen access to their teaching.”

“Some politicians and business people see technology simply as a replacement for labour, and therefore anticipate that technology when applied properly will reduce the costs of education.”

“The argument is that for the same dollar expenditure learning effectiveness can be increased, or more students can be taught to the same standard for the same level of investment.”



# What do you think?

[pollev.com/digisim](http://pollev.com/digisim)

# REALITY

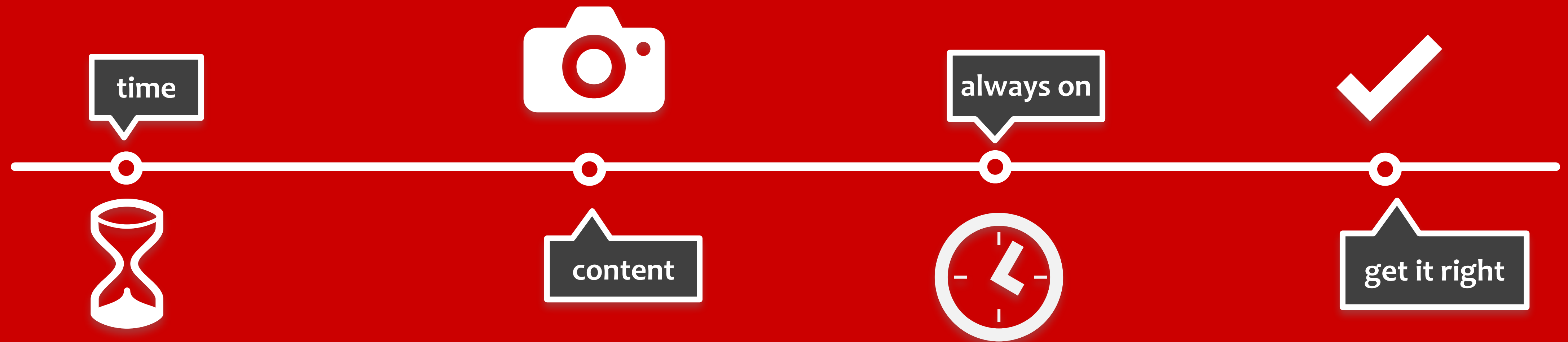
Promise



Delivery



# REALITY

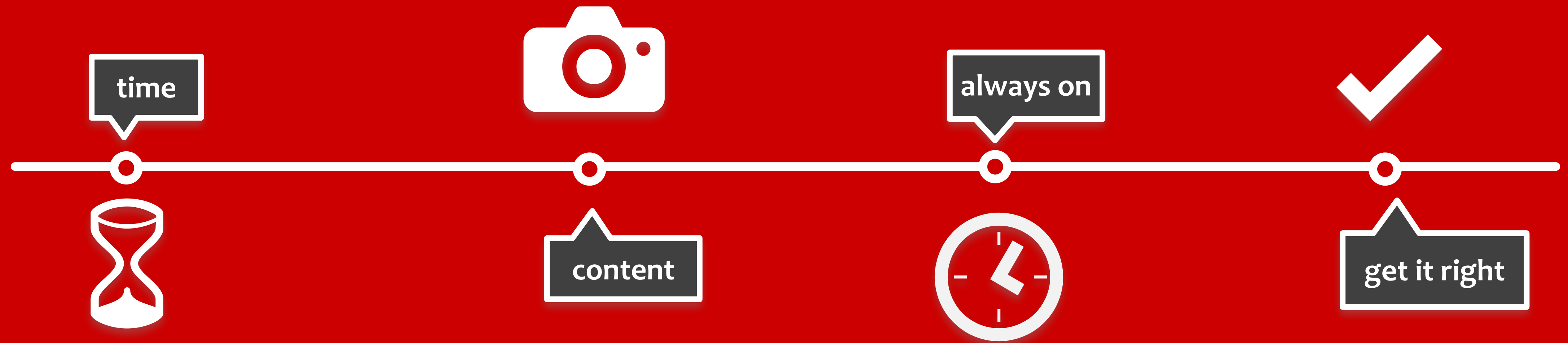


Promise of time saving. “I have to get more done in less time”.

Content developers as well as subject experts.

24/7 society - always online, accessible and available.

Having to get it right first time. “When do I get time to learn? There’s too much to learn”



# The Problem with Educational Technology is?

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**“There is no progress.....in how we teach, despite what might be possible with new technology”**

**Laurillard 2002, p141.**

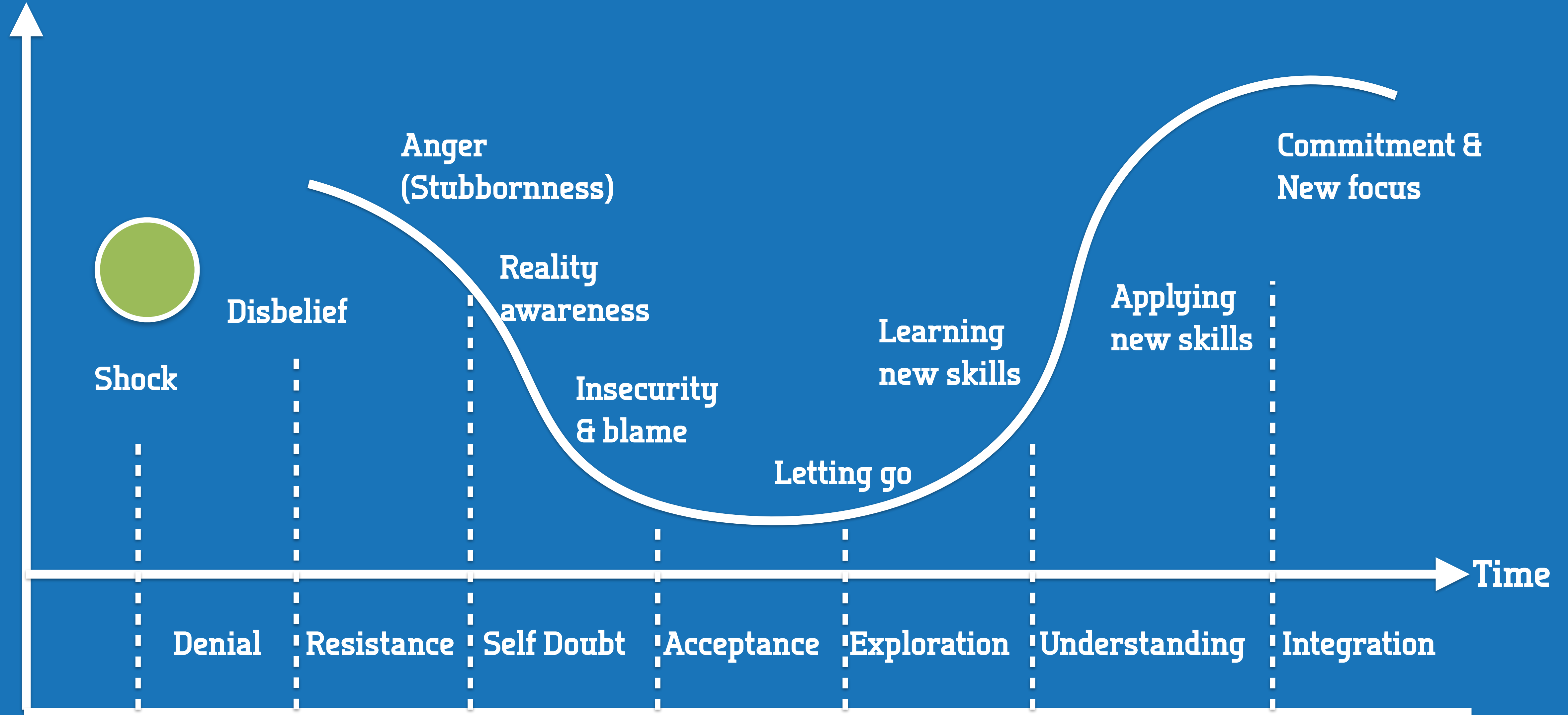




CULTURE

# ENGAGING PEOPLE

Competence



Adapted from the work of Elizabeth Kübler-Ross (5 Stages of Grief)

# TIME & VALUE

## Use of RSA time.



Lack of time remains the leading barrier to TEL development, consolidating its position at the top of the list which it has held dating back to the 2005 Survey. - UCISA Survey 2014.

# TIME & VALUE



SUBJECT

100%



PEDAGOGY

60%



TECHNOLOGY

5%

## What about you?

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**CHANGES**

# DECADES of DISTINCTION

“The first decade of e-learning was spent experiencing the new. The focus was on learning to manipulate the technology and seeing what it could do. As inevitably happens, however, the technology got ahead of the pedagogy.”

Garrison 2011, p124.



PLAYING WITH NEW THINGS



TECHNOLOGY FOCUSSED



PEDAGOGICALLY WEAK

# DECADES of DISTINCTION

“The second decade of the 21st century.....we enter the age of technological adolescence in higher education, educators are becoming more aware and responsible in terms of applying technology with greater understanding and purpose.”

Garrison 2011, p126.



PEDAGOGIC  
AWARENESS



STUDENT  
EXPERIENCE



INCREASED PERSONAL  
USE OF DIGITAL

# EMERGENCE



## DATA

Making use of data effectively to improve the learning experience.



## SOCIAL

Use of social networks for the development of online learning communities. (Informal & Formal).



## TOOLS

Combination of institutionally provided tools & those available on the open web.



## USABILITY

A shift from functionality of technology to the usability of it.



## PEOPLE

Putting people (learners) at the heart of the technology implementation.





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**EQUAL**

# EQUALITY OF VALUE



SUBJECT

+



PEDAGOGY

+

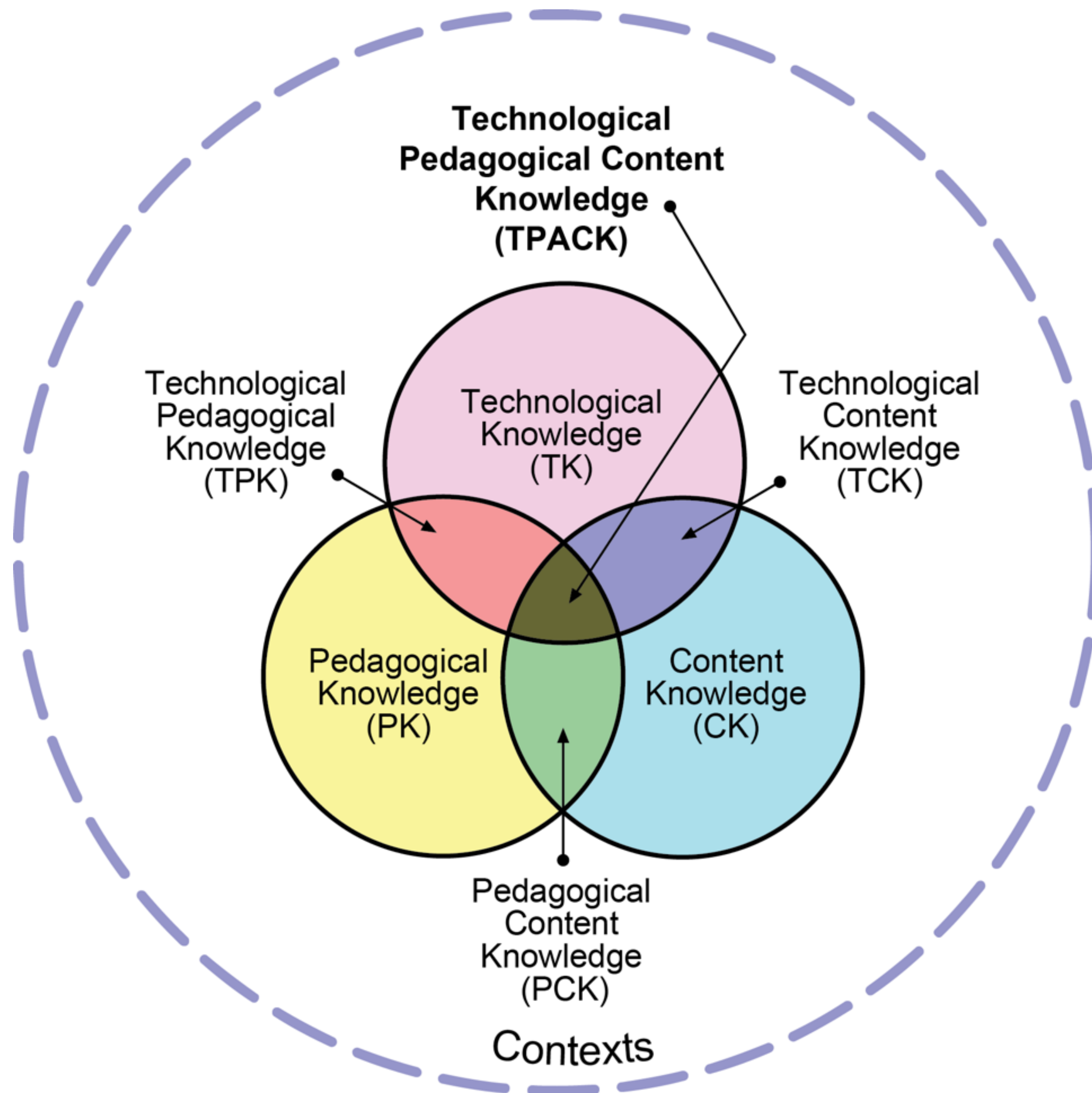


TECHNOLOGY

=



ACADEMIC



“At the heart of the TPACK framework, is the complex interplay of three primary forms of knowledge: Content (CK), Pedagogy (PK), and Technology (TK). The TPACK approach goes beyond seeing these three knowledge bases in isolation. The TPACK framework goes further by emphasizing the kinds of knowledge that lie at the intersections between three primary forms: Pedagogical Content Knowledge (PCK), Technological Content Knowledge (TCK), Technological Pedagogical Knowledge (TPK), and Technological Pedagogical Content Knowledge (TPACK).”

# SUMMARY



The technology was the focus, what could we do with it, overstating promises and lacking any consideration for the learning process.

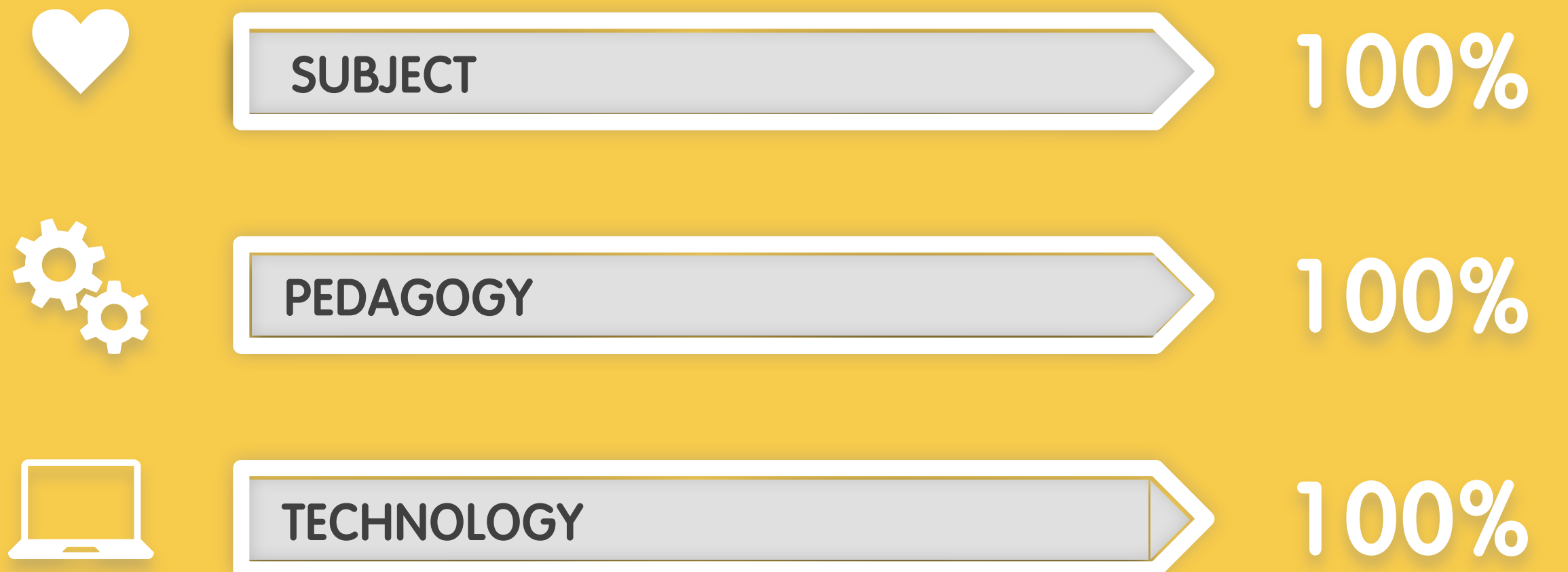
Realisation that pedagogy was a key element of effective use of technology in learning & teaching.

Technology is more “mainstreamed”. Models of learning emerge from the effective use of technology (flipped classroom).

Holistic approaches to the development of and research into subject, pedagogy and technology.

# EQUAL TIME & VALUE

## Use of RSA time.



It is no longer acceptable that the digital development of our academic staff should be valued less than their subject knowledge or pedagogic research.



THANK YOU

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# Connect.



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[s.thomson@leedsbeckett.ac.uk](mailto:s.thomson@leedsbeckett.ac.uk)