If technology is the answer, what is the question?

Simon Thomson
Head of E-Learning
If technology is the answer, what is the question?

Simon Thomson
Head of ‘Digital Pedagogy’

LEEDS BECKETT UNIVERSITY

CC BY
Digital Pedagogy is precisely not about using digital technologies for teaching and, rather, about approaching those tools from a critical pedagogical perspective. So, it is as much about using digital tools thoughtfully as it is about deciding when not to use digital tools, and about paying attention to the impact of digital tools on learning.

http://www.hybridpedagogy.com/digitalpedagogy/
POWERPOINT—OR NOT?

SLIDE 4

This is a picture of a barrel load of monkeys in Coventry. Just use your imagination!
Journeys
Let the Journey Begin

Our Journey Continues

Not lost, just confused!

More
This way
Less

Welcome to the fork in the road

The direction education starts a student will determine their future for life.
“Transformation is more about the human and organisational aspects of teaching and learning than it is about the use of technology”

KÜBLER-ROSS

Psychological Reactions to Change

- Perceived negative change
- Shock
- Disbelief
- Stubbornness
- Anger
- Awareness of reality
- Insecurity, Blame
- Learning new skills
- Applying new skills
- Letting go
- Commitment
- New focus
- Time

Adapted from the work of Elizabeth Kubler-Ross

HTTP://AGILESUTRA.FILES.WORDPRESS.COM/2011/11/PSYCHOLOGICAL-REACTION-TO-CHANGE.JPG
NEGATIVE THINKING

SORT IT TODAY - IT WON'T GO AWAY

A FEW TECHNICAL ISSUES

"Gulp!"

CREW

"Hit it with this"
POLL 2

pollev.com/digisim

https://www.polleverywhere.com/free_text_polls/ATontiR9D5eT153
People
Action
Impact
“Resistance to change is the action taken by people when they perceive the change to be a threat to their usual activities of daily living.”

Leedham (2013)
Technology
Conversation
Education is not just preparation for life - it is life itself!
“Transformation is more about the human and organisational aspects of teaching and learning than it is about the use of technology”

4E Framework

- Enhance
- Enrich
- Enable
- Empower
WHAT CAN TECHNOLOGY "ENABLE" US TO DO?

ENABLE

HTTP://PICJUMBO.COM/
ENHANCE

HOW CAN TECHNOLOGY "ENHANCE" WHAT WE ALREADY DO?

HTTP://PICJUMBO.COM/
HOW CAN TECHNOLOGY "ENRICH" OUR LEARNING EXPERIENCES?

ENRICH

HTTP://PICJUMBO.COM/
EMPOWER

HOW CAN TECHNOLOGY "EMPOWER" LEARNERS & TEACHERS?
YOUR OWN SMART DEVICE
“If you think you're too small to have an impact, try going to bed with a mosquito.”

Anita Roddick
WHAT HAPPENS WHEN WE BEGIN TO TALK ABOUT ...........

TECHNOLOGY

Enhance

Empower
DELIVERING THE TECHNOLOGY

INCREASE USAGE

DIGITAL LITERACY

HIGHER EDUCATION

FREE TABLETS FOR STUDENTS

SAFFRON'S TECHNO-Mobile

WELCOME

EDUCATION TURNS MIRRORS INTO WINDOWS

SCHOMS
WHO WAS INVOLVED?

Phase One:

Phase Two:
WHO WAS INVOLVED?

Phase One:
• Sport, Physical Activity and Health (L4)

Phase Two:
WHO WAS INVOLVED?

Phase One:

- SPORT, PHYSICAL ACTIVITY AND HEALTH (L4)

Phase Two:

- BSC COMPUTER FORENSICS (L5)
- BA PERFORMANCE (L5)
- BA DESIGN PRODUCT (L5)
- BA EARLY CHILDHOOD EDUCATION (L4)
- BSC HOSPITALITY LEADERSHIP & MANAGEMENT (L5 & L6)
- MSC ACCOUNTING (L7)
- PGDIP LEGAL PRACTICE (L7)
- BSC PHYSIOTHERAPY (L4)
- MSC PHYSIOTHERAPY (L7)
%AGE OF STAFF USE

<table>
<thead>
<tr>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Daily</td>
<td>0</td>
</tr>
<tr>
<td>4-5 Days</td>
<td>12.5</td>
</tr>
<tr>
<td>2-3 days</td>
<td>25</td>
</tr>
<tr>
<td>1 day</td>
<td>37.5</td>
</tr>
<tr>
<td>Never</td>
<td>50</td>
</tr>
</tbody>
</table>
%AGE OF STAFF USE

Phase 2 Survey 2

- Daily: 50%
- 4-5 Days: 37.5%
- 2-3 days: 25%
- 1 day: 12.5%
- Never: 0%

STAFF EXPERIENCE
AGE OF STUDENT USE

- **Daily**: 50%
- **4-5 Days**: 25%
- **2-3 days**: 12.5%
- **1 day**: 0%
- **Never**: 0%
%AGE OF STUDENT USE

Phase 2 Survey 2

- Daily: 50%
- 4-5 Days: 37.5%
- 2-3 days: 25%
- 1 day: 12.5%
- Never: 0%
PERSONAL/ACADEMIC USE

SCALE: 1=100% PERSONAL USE / 10=100% ACADEMIC USE
Have you used the device in a taught session?

- No: 59%
- Yes: 41%
HAVE YOU USED THE DEVICE IN A TAUGHT SESSION?

- Yes: 77%
- No: 17%
- Not Sure: 6%
HOW CONFIDENT IN USING DEVICE? (SCALE 1-5)

1 = Not very confident
5 = Very confident

Survey 01
Survey 02
ENABLE
ENABLE

DRAFTING OF LEGAL DOCUMENTS TOGETHER AT THE SAME TIME
ENABLE

DRAFTING OF LEGAL DOCUMENTS TOGETHER AT THE SAME TIME

STUDENTS CAN LEARN AT A TIME OF THEIR OWN CHOOSING AND PROVIDED THE STUDENTS WITH A MEDIUM BY WHICH THEY CAN DISCUSS AND SHARE IDEAS
ENABLE

Drafting of legal documents together at the same time

Students can learn at a time of their own choosing and provided the students with a medium by which they can discuss and share ideas

Instant sharing of material with students in a format that is accessible
ENABLE

DRAFTING OF LEGAL DOCUMENTS TOGETHER AT THE SAME TIME

STUDENTS CAN LEARN AT A TIME OF THEIR OWN CHOOSING AND PROVIDED THE STUDENTS WITH A MEDIUM BY WHICH THEY CAN DISCUSS AND SHARE IDEAS

INSTANT SHARING OF MATERIAL WITH STUDENTS IN A FORMAT THAT IS ACCESSIBLE

GOOGLE HANGOUTS TO DO REMOTE FEEDBACK/SUPERVISION
ENABLE

DRAFTING OF LEGAL DOCUMENTS TOGETHER AT THE SAME TIME

STUDENTS CAN LEARN AT A TIME OF THEIR OWN CHOOSING AND PROVIDED THE STUDENTS WITH A MEDIUM BY WHICH THEY CAN DISCUSS AND SHARE IDEAS

INSTANT SHARING OF MATERIAL WITH STUDENTS IN A FORMAT THAT IS ACCESSIBLE

GOOGLE HANGOUTS TO DO REMOTE FEEDBACK/SUPERVISION

STUDENTS POSTING QUESTIONS/ COMMENTS/ ANSWERING QUESTIONS/ CARRYING OUT ACTIVITIES - PROJECTED IN REAL TIME DURING TAUGHT SESSIONS
ENABLE

DRAFTING OF LEGAL DOCUMENTS TOGETHER AT THE SAME TIME

STUDENTS CAN LEARN AT A TIME OF THEIR OWN CHOOSING AND PROVIDED THE STUDENTS WITH A MEDIUM BY WHICH THEY CAN DISCUSS AND SHARE IDEAS

INSTANT SHARING OF MATERIAL WITH STUDENTS IN A FORMAT THAT IS ACCESSIBLE

GOOGLE HANGOUTS TO DO REMOTE FEEDBACK/SUPERVISION

STUDENTS POSTING QUESTIONS/ COMMENTS/ ANSWERING QUESTIONS/ CARRYING OUT ACTIVITIES - PROJECTED IN REAL TIME DURING TAUGHT SESSIONS

STUDENTS POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS WHILST UNDERTAKING PRACTICAL EXERCISES
ENHANCE
ENHANCE

STUDENTS TO POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS WHILST UNDERTAKING PRACTICAL EXERCISES
ENHANCE

STUDENTS TO POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS WHILST UNDERTAKING PRACTICAL EXERCISES

RECORD STUDIO REHEARSAL AND PLAY IT BACK TO STUDENTS THERE AND THEN.
ENHANCE

STUDENTS TO POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS WHILST UNDERTAKING PRACTICAL EXERCISES

RECORD STUDIO REHEARSAL AND PLAY IT BACK TO STUDENTS THERE AND THEN.

STUDENTS ABLE TO ACCESS ONLINE RESOURCES AND CARRY OUT LEGAL RESEARCH ONLINE IN CLASS
ENHANCE

STUDENTS TO POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS WHILST UNDERTAKING PRACTICAL EXERCISES.

RECORD STUDIO REHEARSAL AND PLAY IT BACK TO STUDENTS THERE AND THEN.

STUDENTS ABLE TO ACCESS ONLINE RESOURCES AND CARRY OUT LEGAL RESEARCH ONLINE IN CLASS.

SHARE DOCUMENTS AND INFORMATION WITH STUDENTS ON PLACEMENT AND GIVES THEM THE CHANCE TO UPLOAD EVIDENCE.
ENHANCE

Students to post live comments to staff and other students whilst undertaking practical exercises.

Record studio rehearsal and play it back to students there and then.

Students able to access online resources and carry out legal research online in class.

Share documents and information with students on placement and gives them the chance to upload evidence.

Biggest single enhancement has been that of accessibility to the students outside of the physical constraints of the classroom.
ENHANCE

STUDENTS TO POST LIVE COMMENTS TO STAFF AND OTHER STUDENTS WHILST UNDERTAKING PRACTICAL EXERCISES

RECORD STUDIO REHEARSAL AND PLAY IT BACK TO STUDENTS THERE AND THEN.

STUDENTS ABLE TO ACCESS ONLINE RESOURCES AND CARRY OUT LEGAL RESEARCH ONLINE IN CLASS

SHARE DOCUMENTS AND INFORMATION WITH STUDENTS ON PLACEMENT AND GIVES THEM THE CHANCE TO UPLOAD EVIDENCE

BIGGEST SINGLE ENHANCEMENT HAS BEEN THAT OF ACCESSIBILITY TO THE STUDENTS OUTSIDE OF THE PHYSICAL CONSTRAINTS OF THE CLASSROOM

SEEN A CHANGE IN THE APPROACH OF ACADEMICS AND HOW THEY WORK WITH NON ACADEMIC SUPPORT STAFF. IT HAS FOSTERED A DIFFERENT TYPE OF WORKING
ENRICH
ENRICH

USING THIS AS A LIVE SCREENING DEVISE / INTERFACE FOR ONLINE RESEARCH OF ONLINE MEDIA
ENRICH

USING THIS AS A LIVE SCREENING DEVISE / INTERFACE FOR ONLINE RESEARCH OF ONLINE MEDIA

ABILITY TO COMMENT INTERACTIVELY ON THE TECHNICAL EXERCISES THEY ARE COMPLETING IN REAL TIME
ENRICH

USING THIS AS A LIVE SCREENING DEVISE / INTERFACE FOR ONLINE RESEARCH OF ONLINE MEDIA

ABILITY TO COMMENT INTERACTIVELY ON THE TECHNICAL EXERCISES THEY ARE COMPLETING IN REAL TIME

ENCOURAGE STUDENTS TO ENGAGE WITH SESSIONS, SUCH AS VOTING, IS A GREAT WAY TO ENCOURAGE EVEN THOSE WHO DO NOT NORMALLY WANT TO VOICE THEIR OPINIONS A VOICE
ENRICH

Using this as a live screening devise / interface for online research of online media.

Ability to comment interactively on the technical exercises they are completing in real time.

Encourage students to engage with sessions, such as voting, is a great way to encourage even those who do not normally want to voice their opinions a voice.

Better communication between students and staff outside of formal taught sessions.
ENRICH

USING THIS AS A LIVE SCREENING DEVISE / INTERFACE FOR ONLINE RESEARCH OF ONLINE MEDIA

ABILITY TO COMMENT INTERACTIVELY ON THE TECHNICAL EXERCISES THEY ARE COMPLETING IN REAL TIME

ENCOURAGE STUDENTS TO ENGAGE WITH SESSIONS, SUCH AS VOTING, IS A GREAT WAY TO ENCOURAGE EVEN THOSE WHO DO NOT NORMALLY WANT TO VOICE THEIR OPINIONS A VOICE

BETTER COMMUNICATION BETWEEN STUDENTS AND STAFF OUTSIDE OF FORMAL TAUGHT SESSIONS

ENCOURAGES SHARING OF IDEAS AND INFORMATION VIA GOOGLE CIRCLES AND COMMUNITIES
ENRICH

Using this as a live screening devise / interface for online research of online media

Ability to comment interactively on the technical exercises they are completing in real time

Encourage students to engage with sessions, such as voting, is a great way to encourage even those who do not normally want to voice their opinions a voice

Better communication between students and staff outside of formal taught sessions

Encourages sharing of ideas and information via Google Circles and communities

Learning becomes an ongoing process and we share that with others through the medium of social media
EMPOWER
EMPOWER

HANGOUTS ON AIR GIVES STUDENTS THE OPPORTUNITY TO GO BACK TO TAUGHT SESSIONS AT THEIR LEISURE AND ASK QUESTIONS
EMPOWER

HANGOUTS ON AIR GIVES STUDENTS THE OPPORTUNITY TO GO BACK TO TAUGHT SESSIONS AT THEIR LEISURE AND ASK QUESTIONS USE IN PROFESSIONAL / OFF SITE TEACHING LOCATIONS
EMPOWER

Hangouts on Air gives students the opportunity to go back to taught sessions at their leisure and ask questions.

Use in professional / off site teaching locations.

Students will be in a position to use whatever means they feel is best for their learning, be it audio, video, or electronic notes.
EMPOWER

HANGOUTS ON AIR GIVES STUDENTS THE OPPORTUNITY TO GO BACK TO TAUGHT SESSIONS AT THEIR LEISURE AND ASK QUESTIONS USE IN PROFESSIONAL / OFF SITE TEACHING LOCATIONS

STUDENTS......WILL BE IN A POSITION TO USE WHATEVER MEANS THEY FEEL IS BEST FOR THEIR LEARNING, BE IT AUDIO, VIDEO, OR ELECTRONIC NOTES

STUDENTS/STAFF CAN USE DIFFERENT APPS TO DISPLAY INFORMATION, SUCH AS AN ONLINE PORTFOLIO
EMPOWER

Hangouts on Air gives students the opportunity to go back to taught sessions at their leisure and ask questions.

Use in professional / off site teaching locations.

Students will be in a position to use whatever means they feel is best for their learning, be it audio, video, or electronic notes.

Students/staff can use different apps to display information, such as an online portfolio.

Blogger could be used as an example to upload information, documents, videos and pictures as an electronic storage board or portfolio of work.
EMPOWER

HANGOUTS ON AIR GIVES STUDENTS THE OPPORTUNITY TO GO BACK TO TAUGHT SESSIONS AT THEIR LEISURE AND ASK QUESTIONS.

USE IN PROFESSIONAL / OFF SITE TEACHING LOCATIONS

STUDENTS.......WILL BE IN A POSITION TO USE WHATEVER MEANS THEY FEEL IS BEST FOR THEIR LEARNING, BE IT AUDIO, VIDEO, OR ELECTRONIC NOTES.

STUDENTS/STAFF CAN USE DIFFERENT APPS TO DISPLAY INFORMATION, SUCH AS AN ONLINE PORTFOLIO.

BLOGGER COULD BE USED AS AN EXAMPLE TO UPLOAD INFORMATION, DOCUMENTS, VIDEOS AND PICTURES AS A ELECTRONIC STORAGE BOARD OR PORTFOLIO OF WORK.

STUDENTS ARE ABLE TO PREPARE FOR WORKSHOPS WHEREVER AND WHENEVER THEY HAVE THEIR DEVICE.
Where are we now?
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Description</th>
<th>Enable</th>
<th>Enhance</th>
<th>Enrich</th>
<th>Empower</th>
</tr>
</thead>
<tbody>
<tr>
<td>Management Accounting</td>
<td>Module site on MyBeckett</td>
<td>Enables students to access lecture slides, seminar answers etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Corporate Finance + Law</td>
<td>Use MyBeckett module</td>
<td>Enables students to access lecture slides, seminar answers etc.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Managing Resources for PR + Marketing</td>
<td>Module site on MyBeckett</td>
<td>Seminar activity written feedback (solutions) available on VLE, not hard copy, enabling learning/reflection. All teaching materials used on MyBeckett site as repository (for UK and franchise). Course work released in VLE with links to other VLE resources.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Introduction to Accounting</td>
<td>MyBeckett for module</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strategic Planning and Control</td>
<td>Use of VLE, lecture recordings, access to CESIM business game. Use of Turnitin</td>
<td>All of these things enable students to access a wide range of learning materials at a time and in an environment that is conclusive to their learning. Use of CESIM business game to make classroom learning &quot;real&quot;.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Financial Management</td>
<td></td>
<td>Enables access remotely. Enables students to revisit lecture, in particular international student for whom English is not their first language. Access to lecture notes and all materials for the week of the lecture (or start of exam).</td>
<td>Opportunity to more effectively prepare for each week (lectures and exams).</td>
<td>Improves availability to prepare and research for VLE includes links to business literature.</td>
<td>Students work in groups to prepare presentations. With choice of media e.g. Flowchart, analysis matrix, etc.</td>
</tr>
</tbody>
</table>
POLL 3

pollev.com/digisim

https://www.polleverywhere.com/multiple_choice_polls/j5t65s9mfYVpq4w
So................................
technology may be the answer, but.............
first you need to understand the question.
Always start with the.....
conversation

Always start with the...
"AT LAST WE SEE EYE TO EYE — IT DIDN'T HURT DID IT?"