Ten years with technology - innovative practice or incremental change?

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Does ICT have the potential to revolutionise higher education?
Has it changed teaching & learning in higher education?
Really?
Many factors both extrinsic & intrinsic influence adoption of ICT by academics:

- Resources, infrastructure
- Organisation & structure of institution
- Support technical & pedagogical
- Teaching cultures (subject specific)

- Approaches to teaching & learning
- Attitudes to technology
- Approaches to teaching & learning with technology
Research study

In what way do teachers’ beliefs and attitudes to teaching, learning and technology affect course design and ICT implementation? Does technology use facilitate pedagogical development
36,000 students

large number of online/distance courses (48%)

Number of distance students increasing (70% of all new students are online)
Umeå University, Faculty of Arts
Range of training activities for academic staff in the form of courses, seminars and workshops on various aspects of teaching.

Consultation - design and implementation of ICT in teaching and learning.

Strategic planning – advise university management
Bachelor in Pharmacy Programme

Three-year programme, started 2003 (Master in Pharmacy 2010)

- Course content & course administration use an LMS (Ping Pong)
- virtual meetings via Adobe Connect
- alternative ICT tools available as add-ons
- obligatory meetings for laboratory work
  – local & virtual tutors

• 30 academic staff involved in the programme
• CTL provide technical & pedagogical support
Technology or pedagogy?
Data

- Archived course material (course content, structure and discussion boards),
- Stimulated recall – initial course design, course design now or at revision points
- Interviews with teachers, ATI inventory
- Student evaluations, student results,
- Program evaluations
Preliminary results

• 25% innovative use of ICT tools – blogs, wikis, simulations and second life. PBL, case etc. New methods of assessment

• 65% showed incremental change, use of new tools for ‘traditional’ teaching. Add ons...

• 10 % showed no change......
TPACK

Mathew Koehler http://tpack.org/
Preliminary conclusions

- Technology *can* contribute to pedagogical change/innovation.

- ICT use spread to other courses & programmes

- Teachers need to reflect on and make visible their teaching beliefs – with or without technology.

- Professional Communities

- Change takes time/needs resources – must be backed by management committed to change/quality development!
Thank you!

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