Ghostbusters: exorcising the ghosts of TEL past and TEL present. Who you gonna call for TEL Future?

Intro:

‘Education is on the brink of being transformed through learning technologies; however, it has been on that brink for some decades now.’ (Laurillard, 2008: 1)

Are we still on the brink?

Twenty years from the Dearing report (1997) the Teaching Excellence Framework (TEF) offers another ‘once in a worklife’ opportunity to transform learning and teaching. To break the pattern we need to evidence impact of learning designs including the use of Learning Technology. We are suggesting a shift in focus from technology enhancement to learning enhancement. To support teaching excellence in your institution who are academic staff gonna call?

Main:

Have we moved from Islands of Innovation and is Learning Technology really the new norm? For years we have communicated with ‘the same old faces’, typically the kind of staff who don’t need much help from us. The people who did need to talk have generally had little motivation to do so. From working in and with other institutions nationally and internationally we know that our context is not at all unusual.

This interactive session will collaboratively explore some of the challenges and opportunities that TEL Advisers face in this new age of excellence. We now need to realise the promise of learning, supported through the use of technology, alongside other areas of life where technology is indeed the new norm. We will argue that a focus is now needed on evidenced learning designs and indeed on evidencing the learning design process itself.

We will draw on our own experiences as well as extensively from the literature. We will consider current learning design practice in the context of three ‘new’ influences: TEF, learning analytics and agile project management processes.

This session is designed as a discussion. In the spirit of generating evidence we need to test our ideas and get feedback from our peers, we need the help of delegates here.

Some areas to be considered:

- what does the literature tell us?
- have we been asking the right questions relating to the impact of TEL?
- impact of TEF and of learning data (learning analytics) more generally
- evidencing and sharing learning designs and design processes
- Digital Capabilities
- cultural barriers
- getting ready for the call for help – supporting excellence and building capacity
Participants will leave the session having had an opportunity to discuss some of the issues for them in driving forwards a new future for TEL. Many questions will be surfaced, some without answers, but our hope is that we all leave with ideas for moving forwards in our own institutions and collectively.

Perhaps together we can begin to pack a ghostbusting toolkit.

The facilitators will bring a wealth of TEL experience relevant to the discussion. Of particular note will be international insight into learning analytics and learning design.

References:


Sue Watling is an Academic Technology Enhanced Learning Adviser with interests in learning design, inclusive practice and developing digital capabilities at the University.

Sue is experienced with teaching in online environments and is researching around the conceptualisation of learning and teaching in a digital age with a particular focus on the study of technology enhanced learning designs in UK higher education. [https://digitalacademicblog.wordpress.com/](https://digitalacademicblog.wordpress.com/).
ALT Brief

Beyond islands of innovation – how Learning Technology became the new norm(al)

Key dates

- Webinar for potential authors: recording now available or you can download in MP4 format
- Deadline for submissions is extended to Midnight BST, Monday 27 March 2017
- Notification of acceptance: May 2017
- Register to attend: May 2017
- Webinar for accepted authors: August 2017

Proposals for different session formats:

You can submit proposals for one of the following:

- Posters (displayed in print and online)
- 5 minutes: Lightning talk, usually a presentation
- 20 minutes: presentation with time for questions or a brief discussion
- 40 minutes: research presentation, technical demonstration or discussion, all with an interactive element for participants
- 1 hour: workshop or panel discussion, fully interactive format.

Full call here: https://docs.google.com/document/d/1N_DrvM4MUy0X943TV3D9NhSQKEm81R0PAghcRs4v4Y4/edit

Themes

- Empowerment in Learning Technology: supporting students through staff/student partnerships, students as influencers, developing skills and supporting staff at all levels
- Learning Spaces: impact of Learning Technology on the physical and the virtual, strategies for enabling innovation, effectively managing change
- Moving from the practical to the ‘publishable’: reporting from the forefront of innovation and research, policy and strategy fit (or not) for what’s ahead, sharing practice and scaling up Learning Technology through large scale institutional projects
- At the forefront of innovation: ethical implications of ‘data’ for learning and teaching, making use of data in assessment, the hype around AI, machine learning and learning analytics and what’s beyond;
- Wildcard: you are free to contribute any aspect of your research, practice or policy work.

Formatting your submission:

Your 500-word proposal needs to show clearly how your session is going to address the relevant theme, and should, where possible, include recent research, case studies, practice or learner perspectives from any learning context including schools, colleges, universities and industry.

The most common reason why proposals are rejected is that authors do not include all the
information required in their 500 word proposal. Most commonly is the error not to include any references.

Below is a sample abstract which should help you with your submission:

- Intro paragraph - introduce the main question/topic that your session will address and the context. Clearly state how your session relates to the conference theme.
- Main paragraph - the proposal you submit for review will, if accepted, also be used for inclusion in the conference programme and is the primary way for participants to choose which session to attend. Include a clear outline of the session, what participants will gain from it and what you will present.

Checklist:
- Word limit (incl references): 500 words (250 words for poster & lightening talk proposals)
- Have you anonymised the proposal, i.e. removed all author names, institutions and references to the author’s work
- During the submission process you will need to: select a conference theme, select a session type, provide the names and contact details of the authors, provide the session title and the 500 word proposal (abstract).

Proposals will be refereed according to:
- Relevance to the conference title ‘Beyond islands of innovation – how Learning Technology became the new norm(al)’ and to one or more of the conference themes
- Usefulness to conference participants, including those from outside the UK
- Contribution to the provision of reliable evidence for scholarship and research into the integration of learning technologies into education
- Appropriate reflection and evaluation
- Clarity, coherence and conformity to guidelines.

Here education is considered broadly and includes formal and informal learning settings in schools, colleges, universities, the workplace, homes and communities, at any stage in learners’ lives.

Koper, R. (2007) ...
Slavin, R 2008, 'Education reform requires teachers to apply research-proven methods' Health Education Journal, no. 110, pp. 7-10.

‘...it is not evident that a shared understanding has been developed in higher education of what constitutes an enhancement of the student learning experience.’ p1
'The term TEL is too often used in an unconsidered manner. While technology has increasing influence throughout higher education, there is still much to be learned about its effective educational contribution.' p24

http://oro.open.ac.uk/36675/1/TEL%20in%20Higher%20Education-What%20is%20enhanced%20and%20how%20do%20we%20know.pdf

In 2007 Koper wrote of research in the area of eLearning ‘... this research tends not to be ‘theory-oriented,’ but rather ‘technology-oriented’ in character.’ In 2008 Slavin wrote ‘Throughout the history of education, the adoption of instructional programs and practices has been driven more by ideology, faddism, politics, and marketing than by evidence.’ Laurillard? Although Slavin wasn’t speaking specifically about TEL, our own search for impact led us to question whether anything had changed significantly in this area over the past 20 years. Issues of evidence, impact and realising the benefits espoused being key questions.

Twenty years from Dearing report (1997) the Teaching Excellence Framework (TEF) offers another ‘once in a worklife’ opportunity to transform learning and teaching. To do this needs evidence of impact of learning designs including the use of Learning Technology. We are suggesting a shift in focus from technology enhancement to learning enhancement. To support teaching excellence who are you gonna call? is represents a threat to academics and an opportunity for learning technology (consideration of cultural aspects relating to ‘teaching’ – something here about HEA and QAA etc?)

Themes

Might be best to select one or two

- Empowerment in Learning Technology: supporting students through staff/student partnerships, students as influencers, developing skills and supporting staff at all levels
- Learning Spaces: impact of Learning Technology on the physical and the virtual, strategies for enabling innovation, effectively managing change
- Moving from the practical to the ‘publishable’: reporting from the forefront of innovation and research, policy and strategy fit (or not) for what’s ahead, sharing practice and scaling up Learning Technology through large scale institutional projects
- At the forefront of innovation: ethical implications of ‘data’ for learning and teaching, making use of data in assessment, the hype around AI, machine learning and learning analytics and what’s beyond;
- Wildcard: you are free to contribute any aspect of your research, practice or policy work.

ALT talk with Patrick

40 minutes slot – discussion
Beyond islands of innovation – volcanic islands with peaks occasionally sticking out of the sea – moving from santorni or sertsy – where is the lasting evidence of a peak – don’t leave enough –

Have we done enough?

20 years since Dearing

PSF – learning spaces

All the above and more –

Under learning design banner

Changing what we do

New questions for learning technology

Has LT enhancing learning –

Its people not technology

We’re saying its what

We need to talk

Where next?

20 years on from Dearing

Are we asking the wrong questions?
Struggle to find evidence for impact

Since asking question on the Alt list…..

In our search for evidence – we haven’t found much

How do other LT address the challenges of evidence, impact and TEL –

QAA research

QAQE – old presentation of Patricks

One of the inspirations for this proposal

Why was the question on jisc list asked

If we’re asking the wrong question what is the right

There is a challenge

We need to talk

Where next?

Drivers for presentation

Conversation

We need to talk

Abstract –
Facilitate activities – if a workshop then collaboration

Ghostbusting from Hull

We need to talk/are we asking the right questions - in collaboration with Warwick and Bishop Grott

We need to teach!

Build course – late entry – CPD – MA in LT in HE model – new LEAP????

Patrick to look up validation from School of Education – distance course with weekend study -

20 years since Dearing – 20th century to 21st century – real opportunity for change –

TEF – return to enhancing teaching and learning – looking at data in new ways

Are we asking the right questions

20 years since Dearing

New once in a work time opportunity

TEF matters –

Looking backwards - Looking forwards – TEF matters – we need to talk – are we asking the right questions
Learning analytics

Literature and Alt conversation in sector – plus #LTHE chat – lack of evidence of impact

Digital capabilities – Jisc plus discovery tool – advantages and barriers -

Check with Jisc if they are presenting at alt – can we join them?
The next big thing will be a lot of small things.