

Title: **Is it possible to be smart? - addressing the inevitabilities, opportunities and challenges of using personal smart technologies to support learning in higher education**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

Knowledge Based Learning Outcomes:

- Describe the distinctive qualities associated with the concept of Bring Your Own Devices for Learning (BYOD4L);
- Compare opportunity statements pertaining to small-scale academic innovation with challenge statements, using the integration of personal smart technologies for teaching and learning in higher education as an example;
- Understand the need to develop effective leadership strategies to enable innovation in the effective use of personally owned technologies for learning and methods to do this.

Session Outline

This paper discusses academic innovation by considering the opportunities, challenges and inevitabilities that personally owned smart technologies bring to teaching and learning.

Bring Your Own Devices for Learning (BYOD4L) situates personal and ubiquitous smart technologies (Kukulska-Hulme & Traxler, 2005) as the basis of a realistic, user-centred view of transformed teaching and learning. BYOD4L signals inevitability, not just an opportunity, and this makes it different to any previous expression of learning technology. Beetham's (2011) suggestion of a "learning context saturated with digital technologies" establishes the basis of the inevitability, the opportunities and challenges: technology is no longer special and different, it is something to do with each of us.

This paper draws upon research conducted by the author since 2009 into the opportunities and challenges associated with adopting personal technologies for learning. The research has used Challenge and Opportunity cards distributed to academics, educational developers and learning technologists at sector-wide events considering academic innovation.

The data from these activities identify both specific barriers to innovation faced by diverse stakeholders as well as hundreds of pedagogically sound ideas for academic innovation. However, an analysis of the data reveals an unspoken barrier to change: Innovators, Early Adopters (Rogers, 1962) and Mavericks (Lynch, 2003) engaged in small scale technical

experiments are typically ill-equipped as change agents because they do not have the autonomy to transform their practice. Innovation, therefore, typically happens safely at the periphery of practice. Academic change strategies based upon the sharing of good ideas and peripheral small-scale innovation, though enjoyed by peers, are unable to deliver the promise of a sustained rich, expansive, user-centred and technologically transformed learning environment. Academic innovators struggle to influence the development of policy, and infrastructure and consequently struggle to sustain transformation in their own practice or significantly influence that of peers (Puentedura, 2014).

Session Activities and Approximate Timings

The outline of the workshop is as follows;

- Introduction (5 minutes)
- Considering Challenge & Opportunity Cards as a method to investigate academic innovation (5 minute simulation activity, 5 minute presentation of findings from research)
- Bring Your Own Devices for Learning – the qualities and promise (5 minutes)
- Discussion facilitated around two small group breakout questions (10 minutes) with responses flip-charted and tweeted (10 minutes)
 - Inevitable change? How can academic innovators overcome challenges and communicate opportunities to influence sustained change?
 - Personal smart technologies vs institutional barriers: how inevitable is change?
- Conclusions: successfully framing and supporting BYOD4L innovation. (5 minutes)

References

- Beetham, H. (2011). How far have we (really) come? 16th Annual SEDA Conference “Using Technology to Enhance Learning”, Birmingham, UK, 17 - 18 November 2011.
- Kukulka-Hulme, A., and Traxler, J., eds. (2005). Mobile learning: a handbook for educators and trainers. Open & Flexible Learning series. London and New York: Routledge.
- Lynch, J. (2003). Promoting innovation in university teaching against the tide of centralised control and institutionalised risk avoidance. Australian Association for Research in Education Conference 2003, Brisbane, Queensland.
- Puentedura, R. (2014). SAMR: A contextualised introduction. Online at: <http://www.hippasus.com/rrpweblog/archives/2014/01/15/SAMRABriefContextualizedIntroduction.pdf>
- Rogers, E. M. (1962). Diffusion of innovations. New York: Free Press.