

**Title:** A 'Menu' of teaching approaches to transform engagement with technology-enhanced learning

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### **Session Learning Outcomes**

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

- understand how and why we have taken a pedagogy first approach to technology-enhanced learning and how we are designing staff development initiatives around this;
- gain a greater understanding of the variety of teaching approaches in use at Sheffield Hallam University;
- consider refining the 'Teaching Approaches Menu', resources and activities shared during this workshop for their own contexts and local frameworks.

### **Session Outline**

The Changing the Learning Landscape Programme initiative from the Leadership Foundation for Higher Education encourages universities to change their culture and to increase the use of educational technologies. Sheffield Hallam University's (SHU's) engagement in this initiative focusses on increasing and enhancing the use of technology-enhanced learning, and developing academics Technology/Pedagogy Knowledge (Koehler & Mishra, 2009) by allowing them to explore different teaching approaches and technologies.

This session is an opportunity to learn about the 'Teaching Approaches Menu'. This is a tool developed in partnership with academic colleagues at SHU to assist in transforming the student experience by identifying more engaging teaching approaches and the technologies that can support and facilitate these approaches. The 'Menu' complements the work of Gebre et al. (2014) exploring effective student-centred teaching augmented through technology, and having in place appropriate staff development to develop a conceptual change. The 'Menu' reflects practice at SHU and has been used as both a course planning tool, and as a method of guiding reflection on teaching approaches and technology by individuals and subject teams.

During the session, delegates will be shown the 'Menu', the resources produced, and activities designed, that support and encourage academic staff to:

- reflect on their current teaching approaches;
- consider the use of technology to enhance teaching approaches;
- explore the balance of teaching approaches and technology across modules;
- develop an action plan of how they will enhance their teaching approaches.

SHU has made the 'Menu' and supporting materials available to other institutions, and this workshop is an opportunity to engage external colleagues in the ongoing development of the resource. Activities during the session will provide opportunities for the audience to engage with and to discuss their own work within the context of the 'Menu', and to provide feedback on the future development of the resources.

### Session Activities and Approximate Timings

The outline of the workshop is as follows;

<b>Activity</b>		<b>Time</b>
Workshop opening:	Introduction and agenda	1 min
Presentation:	Background and approach to the project	19 min
Presentation and handouts:	Look at the project resources	15 min
Questions:	Audience questions so far	5 min
Activity 1:	Sample scenarios to engage the audience in using the 'Menu'	30 min
Activity 2:	Localising the project resources within the delegates' own contexts	10 min
Workshop closing:	Audience questions and final comments	10 min

### References

Gebre, E., Saroyan, A. and Bracewell, R. (2014), Students' engagement in technology rich classrooms and its relationship to professors' conceptions of effective teaching. *British Journal of Educational Technology*, 45: 83–96.

Koehler, M. and Mishra, P. (2009). What is Technological Pedagogical Content Knowledge (TPACK)? *Contemporary Issues in Technology and Teacher Education*. 9 (1), pp. 60-70. AACE.