

Title: **'Horses for courses': a comparative approach to developing staff use of technology**

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Abstract:

Session Learning Outcomes

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

- Identify three models that could be used to support staff
- List the challenges and benefits of these models
- Discuss their own models and how successful these might be
- Develop some actions for their own institution

Session Outline

Key issues to be addressed are:

There are a number of ways to develop staff to use technology to enhance learning. These approaches will vary dependent upon individual staff confidence and knowledge in line with Salmon's (2002) five step model on using technology and Moule's (2005) e-learning ladder.

This session will discuss the approach used at three different Universities to develop staff and some of the challenges and benefits of these approaches. The three approaches include:

- Working with Associate Lecturers to expose them to the opportunities provided through technology enhanced learning and development of their skills. Technology enhanced learning embraces 3D visualisation suites to flipcams, video glasses and digital recorders
- Delivering a module focused on technology on the PG Certificate and the use (or not) of technology to support the programme overall in the context of institutional drivers and developments
- Involving learning development consultants in the module teams for all modules of the Master in Academic Practice programme to demonstrate and provide blended learning and through this, students have to engage with the range of tools supported through our virtual learning environment. There is also a module on technology enhanced learning which leads to a specific Postgraduate Certificate or Diploma technology

There are clear challenges with each of these models although many of these are common. Staff new to technology often feel anxious, lack confidence and in some cases try to avoid it. A personal understanding of what technology means to us as professional educators is

empowering. Undergoing experiences with the potential to affect how they think, feel and act with regards to technology, academics may begin to see and relate to technology differently, and be better able to choose how to employ these skills and attitudes in their teaching and when engaging with wider professional issues.

Session Activities and Approximate Timings

5 minutes	Welcome and introduction
15 minutes	Each of the three approaches will be outlined by the presenters
20 minutes	In groups of three to four participants identify the approaches used within their institutions and outline on a flip chart
15 minutes	Discussion and sharing of these institutional approaches within the large group and identification of specific approaches
10 minutes	Presenters will outline challenges and benefits of their three approaches
10 minutes	Back into groups for participants to identify their key challenges and benefits but also key tips for staff development with technology
10 minutes	Sharing the challenges, benefits and tips from the participants
5 minutes	Summary of key points, models and tips

References

Moule P (2007) Challenging the five-stage model for e-learning: a new approach *ALT-J* Vol.15. (1) p37-50

Salmon G (2002) *E-tivities. The Key to active online learning*. London Kogan Page

Other Information

VERT: Virtual Environment Radiotherapy Training - Virtual - <http://www.virtual.eu/publications/index.htm>