Title: Technology for learning and teaching in the training of university teachers

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Abstract:

Session Learning Outcomes

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

- Understand more about variations in the coverage of educational technology in the training of University teachers in
- Discuss reasons for differing approaches to technology for learning and teaching in teacher training
- Discuss implications of inconsistencies

Session Outline

Key issues to be addressed are:

- variations in the coverage of educational technology in the training of University teachers in a surveyed group of HEIs
- reasons for differing approaches to technology for learning and teaching in teacher training
- implications of inconsistencies in educational technology coverage for the quality of university teaching and effectiveness of student learning

There is often a high degree of variability in courses for the training of university teachers (Mahoney, 2011), and an element that may be particularly inconsistent is the coverage of technology for teaching, learning and assessment. Many HEIs have recently benefitted from enhancement activities targeting this area (HEA, 2011; JISC, 2011), but it is unclear whether these initiatives have had a significant effect at the level of teacher training courses. Given the influence of teacher guidance on students' effective use of technology for their learning (Ellis et al, 2009; JISC, 2009), any deficits could have detrimental effects on the quality of both teaching and learning.

The session will provide an opportunity to report the findings of a study funded by SEDA and JISC RSC Wales into the coverage of technology for learning, teaching and assessment in courses for the training of University teachers at Welsh HEIs. Observed variations in approach will be outlined, and reasons and implications discussed. Delegates will also be encouraged to consider methods by which departments can modify their curricula for the benefit of their trainees.

Session Activities and Approximate Timings

The session will begin with an outline of study findings, indicating the nature of educational provision at different Welsh HEIs and the degree of variation observed (approx. 20 min). Delegates will be invited to discuss the following key questions:

1. To what extent are the approaches observed in Welsh HEIs, and their variability, mirrored in the rest of the UK and other countries?
2. What are the reasons for inconsistencies?
3. What is the potential impact of inconsistencies on the quality of teaching and learning?
4. What are the best ways to integrate technology for learning, teaching and assessment into training courses for University teachers?

References

Ellis, RA, Hughes, J, Weyers, M, Riding, P. (2009) 'University teacher approaches to design and teaching and concepts of learning technologies'. *Teaching and Teacher Education* 25, 109–117

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