

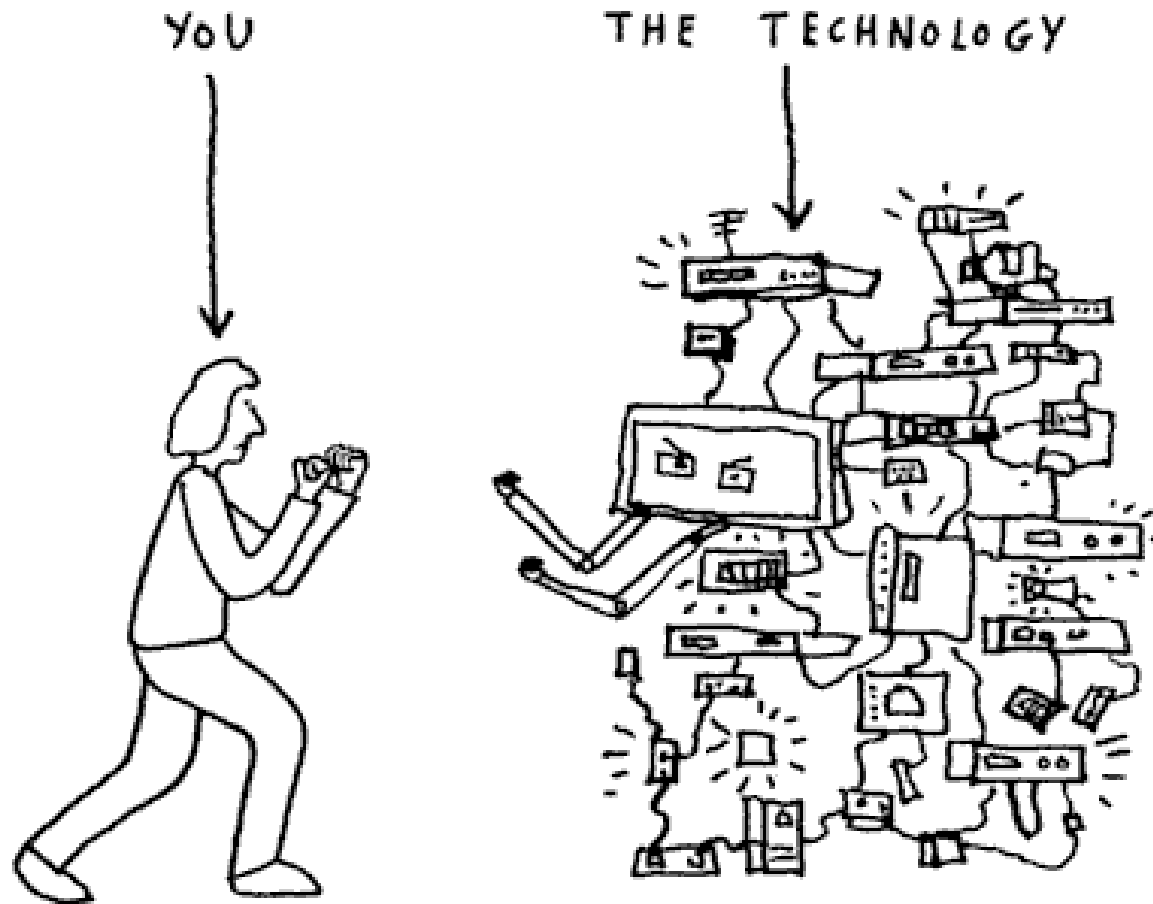


UNIVERSITY OF
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e-learning, e-teaching, e-literacies enhancement versus exclusion

Sue Watling

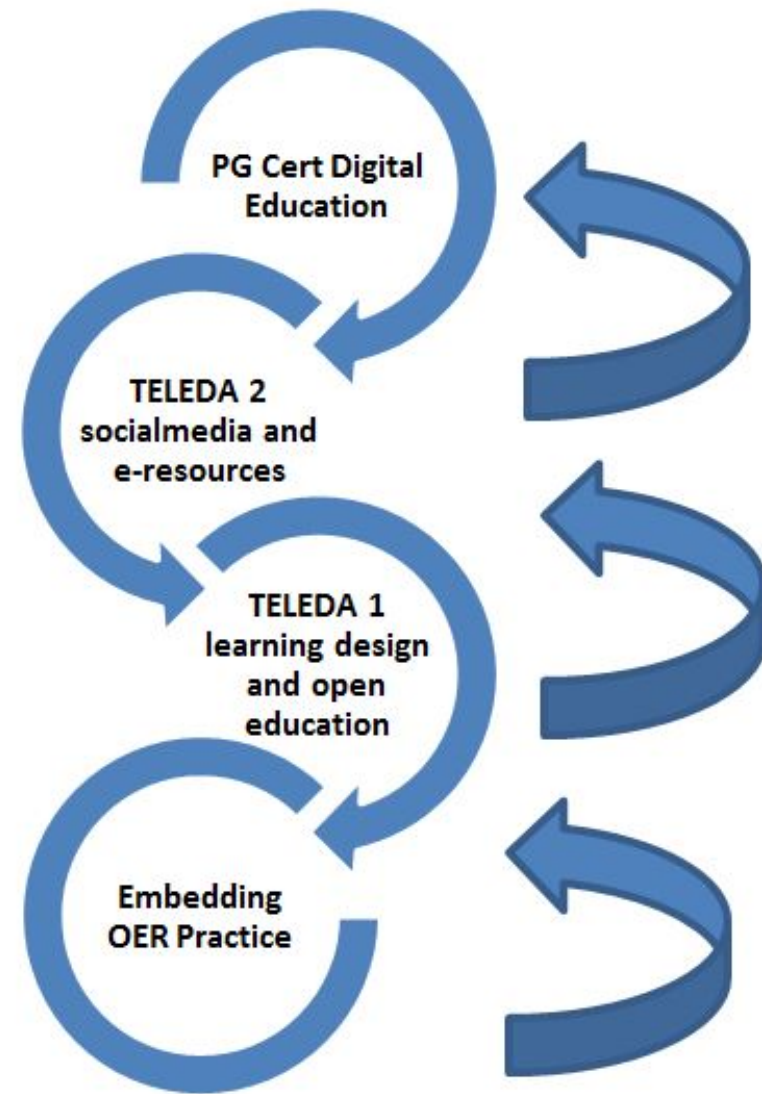
**Educational Development and Enhancement Unit (EDEU) University of Lincoln
Flipping the Institution University of Greenwich Academic Practice and Technology
#uogapt July 7th 2015**



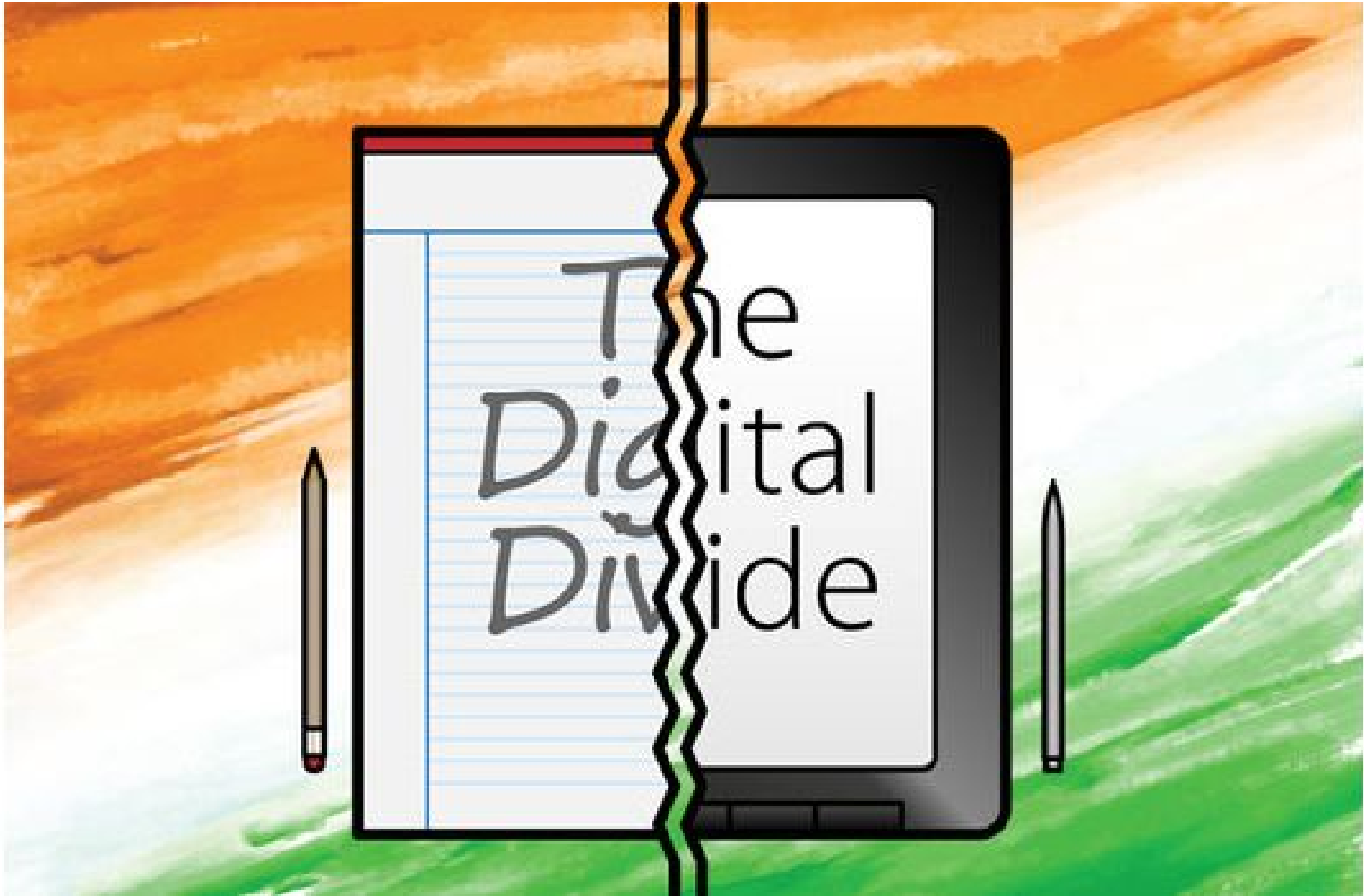
THE BATTLE WE ALL FACE

weblogcartoons.com

- **What:** investigation of influences on the practice of different academics with their virtual learning environments
- **How:** action research methodology applied to three years of development of Teaching and Learning in a Digital Age (2x30 PG credits)
- **Why:** sector focus on e-learning not e-teaching. The digitally shy academic voice is missing from the literature.
- **Further information:**
<http://suewatling.blogs.lincoln.ac.uk>



Technophan or Technophobe?



UCISA TEL Survey 2014

Barriers to development (staff): Lack of time, knowledge, money and institutional culture

UCISA Digital Capabilities Survey 2014

Barriers to development (staff): competing strategic initiatives, institutional/departmental cultures, lack of money, lack of digital confidence

Recommendations: motivation/reward opportunities

Credit bearing training for staff was largely incorporated into teaching qualifications of one form or another. The vast majority of institutions did not offer this type of training to staff or students.

Literature Review



Widening Participation

'C&IT will overcome barriers to higher education, providing improved access and increased effectiveness, particularly in terms of lifelong learning. **Physical and temporal obstacles to access for students will be overcome with the help of technology.** Those from remote areas, or with work or family commitments need not be disadvantaged. Technology will also allow the particular requirements of students with disabilities to be more effectively met by institutions.'

(Report of the NCIHE, 1997: 13.4)

Data analysis

- Making assumptions about digital ways of working is risky and leads to failure
- Digital literacies are complex and personal
- Academics need protected time and space for developing digital confidence
- All staff want students to have the best possible learning experience – but not necessarily with technology
- e-literacies evolve from teaching not training

Myths of Digital Competence



Data surprise



bwalles.com

I know my students are digitally savvy... they're always online in lectures, but since we adopted the policy of making module guides only available on Blackboard they don't seem to be accessing them. It's like they want us to push the information towards them and are not prepared to look for it.

I think the internet is the problem. Students express frustration at where to find things, to the extent some give up looking.

'...you've got to slow up the digital environment, which is a challenge. I think that's the danger of virtual learning, that's the difficulty, students are not really reading. I think digital environments does somehow discourage deeper reading and it affects degrees. I think it's that fundamental.

Conclusion - takeaways

- The corollary to e-learning is e-teaching.
- Apply 'teaching not training' lens to e-literacies.
- Flipping the institution offers opportunities to revisit support for developing digital capabilities.

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