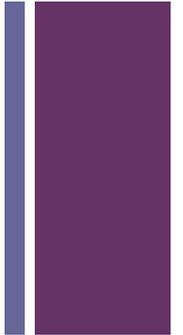


# Why use technology to support teaching & learning?

Dr. Pauline Rooney @paulinecieo



# Overview



- Why use technology to support teaching and learning?
- Using technology to support *collaborative learning*

# What is driving elearning?



# + Changing conceptualisations of the role of HE



# + Massification of HE



# + Increasing marketization of HE



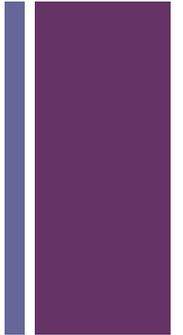


# Focus on student experience & learner-centred pedagogy



Bundesarchiv, Bild 183-41637-0004  
Foto: Krueger | 21. März 1960

# + Pressure to cater for “Net Generation”



# Policy Context

## The National Forum Workplan



- [Enhancement Themes](#)
- [Building Digital Capacity](#)
- [Professional Development](#)
- [National Learning Impact Awards](#)
- [Partnership & Collaboration](#)



# TEACHING AND LEARNING IN IRISH HIGHER EDUCATION

## A ROADMAP FOR ENHANCEMENT IN A DIGITAL WORLD 2015-2017



**NATIONAL FORUM**  
FOR THE ENHANCEMENT OF TEACHING  
AND LEARNING IN HIGHER EDUCATION

# DIT Context

## Our Key Goals & Objectives

Strategic Theme	Key Goal	Objectives
Distinctive Student Experience	1. Maintain academic excellence in professional programmes whilst promoting and further building on the Institute's practice based model	1.1 Ensure a high-quality, enriching successful student experience as part of a community, with a diversity of opportunities for student development to support career and life success and fulfilment
		1.2 Develop the Digital Campus to provide a modern and responsive academic and service experience for all students, supporting appropriate transformation of learning
Flexibility & Diversity – Expand Educational Opportunities	2. Provide multiple pathways and opportunities for our graduates to enhance their competitiveness for our graduates	2.1 Develop the Digital Campus to support flexible on-line, blended learning and part-time provision
		2.2 Develop the Digital Campus to support flexible on-line, blended learning and part-time provision
A Force for Research & Innovation	3. Build research & innovation capacity in a number of targeted fields, creating useful knowledge, enhancing the Institute's profile and addressing real challenges in new and innovative ways	3.1 Build capacity in Environment, Energy & Health; Information Communications & Media Technologies ; New Materials; and Society, Culture & Enterprise 3.2 Achieve sustainable growth in research & innovation outputs in designated research fields
International Institution	4. Advancing the institution to be a truly international institution providing global perspectives and global opportunities	4.1 Contribute to the quality of the education provided and ensure that internationalisation embraces and supports all of the Institute providing opportunities for staff and students to engage in international activity. 4.2 Promote the recruitment of international students ( all categories) in line with the scale and mission of the Institute 4.3 Seek opportunities to extend the Institute's reach internationally and continue to develop and grow targeted international partnerships that align with the Institute plan, including education and research initiatives
Great People in an Innovative Workplace	5. Develop and Implement a 'People Strategy' to empower staff to fulfil their potential within a challenging and stimulating environment, with learning and development opportunities that are flexible, relevant and accessible to	5.1 Attract, recruit, develop and retain the highest calibre of staff, to build a multidimensional diversified and inclusive workforce reflective of the wider community 5.2 Ensure equality of opportunity, diversity and inclusion

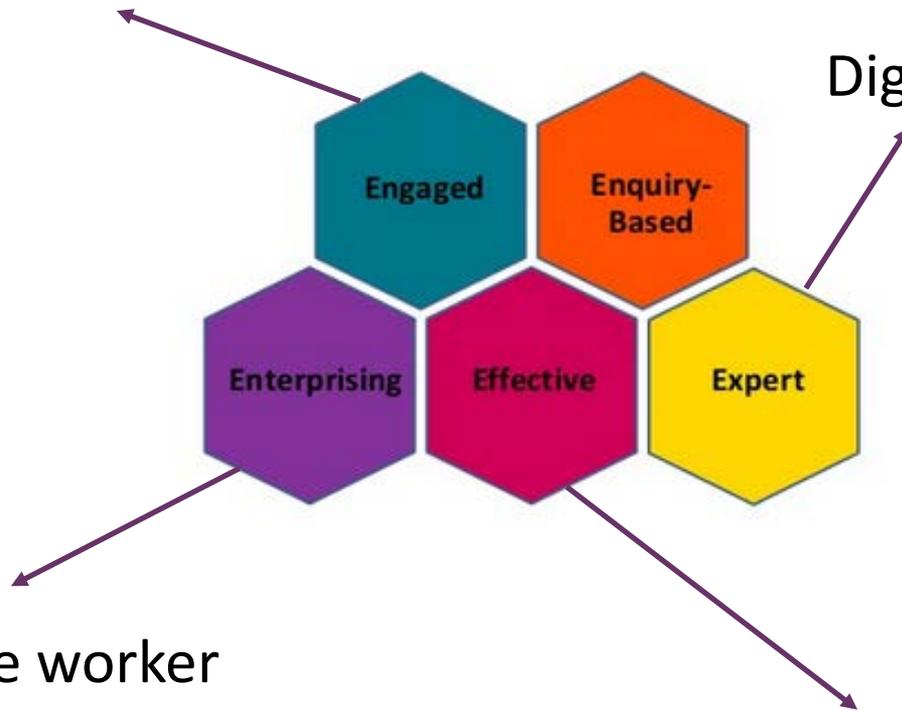
Institution objective	Performance indicator	Baseline	Final target, end 2016, comment
To provide professional, career-focused learning and discovery for a diverse range of students	Flexibility of accessing provision as indicated by the percentage of part-time, distance and e-learning students	Year 2010/11  24%	<p><u>Target Year 2016/17 – 30%</u></p> <p><b>Commentary</b> In 2016/17 the percentage achieved was 31%</p> <p>As indicated in previous sections, there was a growth in DIT part-time students, particularly in areas such as hospitality, ICT &amp; digital technology, and in e-learning.</p> <p>In terms of e-learning, a high volume of academic content is made available in a virtual learning environment (VLE). In 2016/17, students accessed over 3,000 separate sessions of content through a range of means of supporting and managing the assessment and feedback process. Over 10,000 assignments were submitted online from 1<sup>st</sup> April 2017 to 12<sup>th</sup> May 2017.</p> <p>Online project supervision is provided for some cohorts of students, who complete a significant part of their studies. A distance learning accounting module is also delivered to provide the necessary pre-requisite learning for students who wish to study for a business honours degree.</p> <p>‘Blended’ learning is the approach most heavily adopted by DIT staff currently, with this becoming increasingly evident with a small but growing cohort of academic staff delivering content through providing fully online opportunities - including a Springboard programme delivered nationally; and the Dublin School of Architecture is facilitating an EU-wide programme of retrofitting.</p> <p>DIT is the educational partner for the IBEC Global Graduates programme (International Business Programme). DIT has delivered a Postgraduate Diploma programme to support the IBEC Global Graduates Postgraduate Diploma in Global Business is delivered using a blended learning approach with a block delivery (depending on the cohort) followed by 17 months of online learning. A large number of resources to engage students over that time including live webinars and recorded by leading international academics.</p>

# + DIT's Graduate Attributes



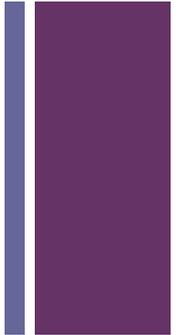
Excellent communicator

Digitally literate



Collaborative worker

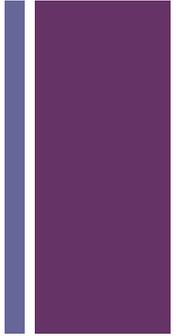
Active team player



**Why collaborative learning?**

**Tools and strategies**

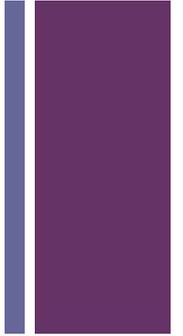
**Potential challenges & how to  
overcome these**



**Why engage students in collaborative activities?**

# Why engage students in collaborative activities?

- Engage students (decrease attrition)
- Build community
- Facilitate peer learning / knowledge construction
- Address need for human interaction
- Model how work unfolds outside classroom
- Develop student skills in communication, team work.



**What collaborative tool(s) have you used and how have you used them?**

<http://bit.ly/2FOXZUt>





# Collaboration (16 tools)

Curated by [Pauline Rooney](#)

Tools for facilitating online collaboration

<https://edshelf.com/shelf/paulinerooney-collaboration/>



**Dropbox**  
File Sharing

19 1318 1195



**Evernote**  
Note Taking

10 1182 1030



**Google Docs**  
Text Editors

21 1071 956



**Google Hangouts**  
Video Conferencing

2 136 124



**Wikispaces**  
Wiki Creators

7 150 141



**Google Sites**  
Wiki Creators

13 716 658



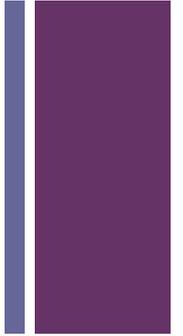
**MindMeister**  
Mind Mapping

4 128 115



**Skype**  
Video Conferencing

6 150 137



**What challenges have you faced during online collaborative work?**

*coggle*



coggle

Public Diagram



For some great ideas see [50 ways to Use Twitter in the College Classroom](#)



Here's an interesting article about building a community of learners online. [Creating a community from behind a computer screen](#)

We will be looking at e-assessment later in this module but at this point I want to raise the fact that feedback is one very important way for you to communicate with your students. Here's a great article to get you thinking about it [Seven Keys to Effective Feedback](#)



...to share additional content

...for admin purposes



**Etiquette** (referred to as 'netiquette' when working online) must be adhered to by both you and your students when communicating online. Read the following article for some tips and hints: [12 Ground Rules for online Discussions](#)

Sometimes, presenting game-like quizzes/challenges/simulations can liven things up a bit and encourage interaction with the topic under review. For example, take [Betty's Netiquette quiz](#) here

...to facilitate reflection



By using tools such as Twitter and LinkedIn, not only are you communicating with your students but you are also introducing them to tools that will allow them to start building their own Personal Learning Networks, which will begin to prepare them for their professional lives. Encourage them (possibly through set class activities) to follow 'names' in their field and interact with them via these means of communication.

...to provide support



This article [Learner Support Services for Online](#)

<http://bit.ly/233nBxv>



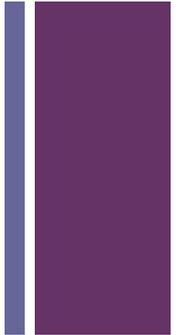
# + Evaluating collaborative mindmapping in TELTA (Tools)

What tools did you use?





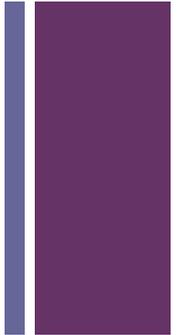
# What would make your team function better in future tasks?



- Additional synchronous time for collaboration
  - Schedule at end of webinar
  - Agree initial actions/deadlines straightaway
- Communicate clear schedules among team members
- Appoint a team leader
- Better workload balance among team members
- More notice of group tasks



# What students felt they learned



- More time needed in order to be able to focus on process more
- Need for ongoing communication (not last minute!)
- Value of peer feedback
- Needed for greater diligent, decisiveness and clarity in what you want to achieve
- Challenge of reconciling different perspectives
- Challenge of maintaining momentum

# Any Questions???

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