EUNIS Conference 2015

Technology in Learning and Teaching – A disruptive influence?

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The History of Technology in Learning and Teaching
The changing nature of HE

Globalisation | Massification | Privatisation
The changing nature of HE

Globalisation  |  Massification  |  Privatisation
The changing nature of HE
Globalisation | Massification | Privatisation
Student expectations

Many students have never known a world without:
What do they want?  
Understanding the needs of today’s students

<table>
<thead>
<tr>
<th>VALUES</th>
<th>PRIORITIES</th>
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<tbody>
<tr>
<td>Autonomy</td>
<td>Friends</td>
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<td>Authenticity</td>
<td>Fun</td>
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<td>Connecting &amp; sharing</td>
<td>Music</td>
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<td>Creativity</td>
<td>Real-time interaction</td>
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<td>Individuality</td>
<td>Self presentation</td>
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<td>Constant stimulation</td>
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<td>Complexities</td>
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<td>Devices &amp; phones</td>
<td>Bad design</td>
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<td>Identities</td>
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<td>Cool stuff</td>
<td>Things that get in the way of expression</td>
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<td>Stuff friends like</td>
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<td>New stuff</td>
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VALUES  
PRIORITIES  
LIKES  
HATES
We need to find a balance
Blending digital lifestyles and digital work styles
Making change possible
Three key considerations

- People
- Process
- Technology
Time to Pause & Reflect?

Why is everyone talking about MOOCs?

- “What is it about MOOCs that causes despair and excitement in equal measure. One part of the answer to this question is that unlike almost any other educational development, MOOCs have attracted considerable media interest” (Weller 2015)

- “I can’t express adequately how pissed off I am about MOOCs – not the concept, but all the hubris and nonsense that’s been talked and written about them. At a personal level, it was as if 45 years of work was for nothing.” (Bates 2014)

- “The MOOC movement started off in a tech whirlwind; the people who pushed it forward were so caught up in the technological possibilities that they scarcely considered decades of research into educational psychology.” (Konnikova 2014)
In the ascendency…?

Gartner Hype Cycle
New Pedagogy for New Technology


- New Pedagogy for e-books
- Publisher-led short courses
- Assessment for Learning
- Badges to accredit learning
- MOOCS
- Rebirth of academic publishing
- Seamless learning
- Learning Analytics
- Personal inquiry learning
- Rhizomatic learning
New Pedagogy for New Technology


- MOOCs
- Badges to Accredit learning
- Learning Analytics
- Seamless Learning
- Crowd Learning
- Digital scholarship
- Geo-learning
- Learning from Gaming
- Maker culture
- Citizen inquiry
New Pedagogy for New Technology


- Massive open social learning
- Learning design informed by analytics
- Flipped classroom
- Bring your own devices
- Learning to learn
- Dynamic Assessment
- Event-based learning
- Learning through storytelling
- Threshold concepts
- Bricolage
Who is best in class?

Glasgow School of Art Digital Design Studio
The OpenScience Laboratory
www.opensciencelab.ac.uk

- Virtual instruments & labs
The OpenScience Laboratory
www.opensciencelab.ac.uk

• Interactive screen experiments
The OpenScience Laboratory
www.opensciencelab.ac.uk

• Robotic labs & observatories
The OpenScience Laboratory
www.opensciencelab.ac.uk

• Immersive field trips
The OpenScience Laboratory
www.opensciencelab.ac.uk

- Citizen Science

We're making a map of Britain's trees and their ecosystem benefits.

You can help by adding trees in your area.

You can also get involved with many other citizen science tree projects.

Get Started
• Crowd sourced data
The OpenScience Laboratory
www.opensciencelab.ac.uk

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Get Started
What about the future?

The danger of predictions!

- "I think there is a world market for maybe five computers." -- Thomas Watson, chairman of IBM, 1943
- "Radio has no future. Heavier-than-air flying machines are impossible. X-rays will prove to be a hoax." -- William Thomson, Lord Kelvin, British scientist, 1899
- "There will never be a bigger plane built." -- A Boeing engineer, after the first flight of the 247, a twin engine plane that holds ten people
- "I see no good reasons why the views given in this volume should shock the religious sensibilities of anyone." -- Charles Darwin, The Origin Of Species, 1869
- "It will be years -- not in my time -- before a woman will become Prime Minister." -- Margaret Thatcher, 1974
- “If this exit poll is anywhere near accurate I will publicly eat my hat” -- Lord Ashdown just before the Lib Dems were reduced to only 8 MPs in the House of Commons
Conclusions

- As throughout history technology will and should be embraced by those responsible for educating the current and future generations.

- It is vital that consideration is given to the pedagogy which underpins the use of technology rather than just using technology for the sake of it.

- Students should be the co-creators of content and delivery of learning and this will include how technology is used.

- Technology will continue to act as an enabler to improving teaching and learning but only when underpinned by evidence based pedagogy and reflects the needs of students.
Technology in Learning & Teaching – a disruptive influence?

YES!

However

Technologies may change, but the innovations in pedagogy bring lasting benefits
References


- Weller, M 2015 MOOCs and The Silicon Valley Narrative, Journal of Interactive Media in Education 2015(1); 5 pp1-7, DOI: http://dx.doi.org/10.5334/jime.am
Question Time!