



Why stop there? An exploration of practitioner attitudes towards Technology Enhanced Learning

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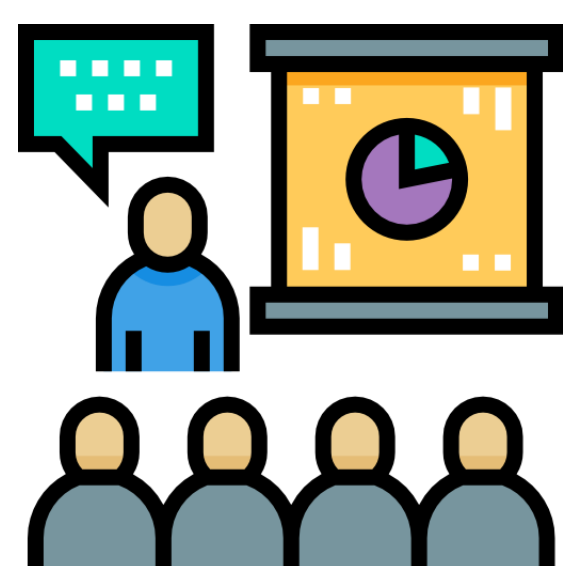
We know and understand from other research that Technology Enhanced Learning can be great when used effectively, so why don't more teachers use it?



Problem and context

Digital is not just the future, it is now – and as educators we have a responsibility to be good role models for learners in harnessing the power it holds.

Smith (2019) agrees – Students arrive with high expectations of their teachers being experts in their fields, the digital aspect of that is of increasing significance



Literature

Sennett (2008) emphasizes the point that the process of acquiring a practice is an incremental one which requires time, space and dedication to get right.

JISC conducted the largest digital skills survey in FE in recent years and came up with 3 key findings:

1. Investing in CPD is of paramount importance
2. The digital environment has issues which need to be addressed
3. Teachers have high aspirations for themselves and want to use more digital technology



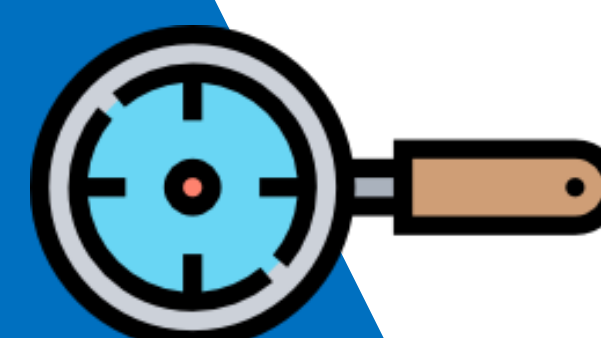
Method

I hope to build a picture small in scale but rich in authenticity, discovering the real reasons why teachers don't engage with educational technology. I hope to uncover the barriers which exist first hand, giving a voice to and telling the story of the teachers who worry about feeling left behind.

Initial Findings

The primary barrier is confidence – staff are very keen to improve and do recognise the importance of digital in their curriculum. The learning experience for the practitioner needs to be supported by experts who can build a growth mindset.

The second major barrier to practitioners is the time to test and implement something new. The learning process is iterative and problem finding and problem resolving is a key aspect in development.



Recommendations

1. Co design with practitioners a CPD programme to support and enhance digital skills and confidence
2. Give staff the time and space to breathe! This learning process should be iterative. Staff are unlikely to “get it right” first time, they need to reflect and the knowledge they gain will be incremental

Sennett, R. (2008). *The craftsman*. Yale University Press.

NEWMAN, T., BEETHAM, H. AND KNIGHT, S. (2018) Digital experience insights survey 2018: findings from students in UK further and higher education

SMITH, J. (2019) Co-designing Digital Pedagogy with FE Staff

