

New Technologies, Pedagogical and Professional Development



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Introduction

This work contributes to areas associated with new technologies and pedagogical and professional development in the changing university setting. Essentially it explores the relationships between learning technologists and academic developers and their roles within higher education.

The work is based on an exploration of existing practices, frameworks and definitions, first hand experience and an analysis of literature including policy documents and research reports. The work:

- is reflective, current and forward thinking
- is analytical and integrative
- draws on narrative, literature, definitions, policy documents and discourse in the field
- uses an integrative framework for analysis

(Boyer, 1990, Palmer, 1998; Taylor, 2005)

The Context

'The medium, or process, of our time-electric technology is reshaping and restructuring patterns of social interdependence and every aspect of our personal life. It is forcing us to **reconsider and re-evaluate practically every thought, every action, and every institution** formerly taken for granted.'

(McLuhan & Fiore, 1967)

'How can the role of the scholar be defined in ways that not only **affirm the past** but also **reflect the present** and adequately **anticipate the future**?'

(Boyer, 1990)

The Context of Change and the Emergence of New Roles

Higher Education - globalisation, massification, changing characteristics of the student body
 national policy, resources, sources of funding, initiatives, targets

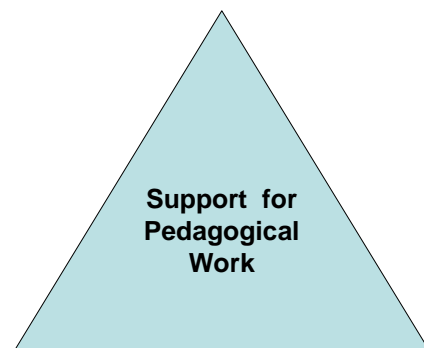
The curriculum - distance, open, flexible, blended.....mobile

Educational Technology - PCs, multimedia (IV), CDI, CD-ROM, internet wireless

Academic Practices - teaching, learning, assessment and research

Roles - new roles and new relationships

The Changing University



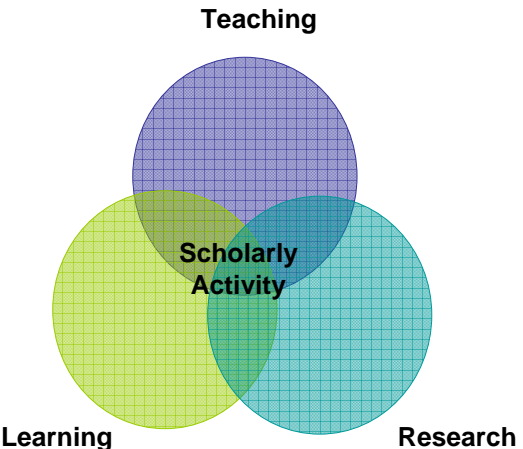
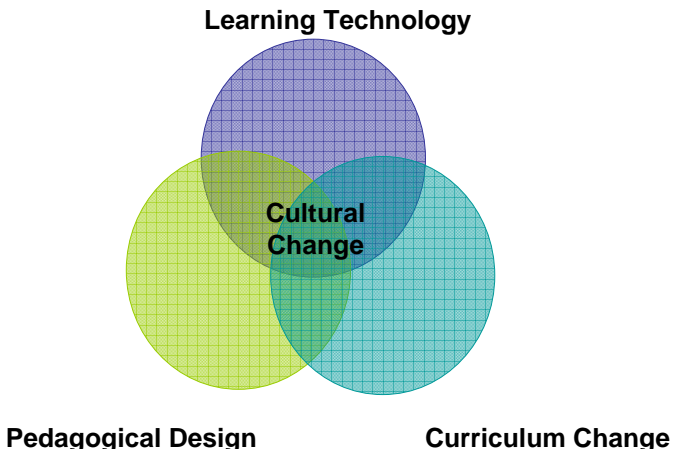
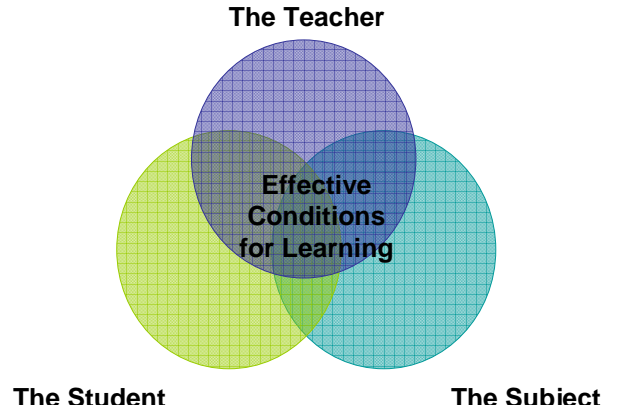
New Technologies

Curriculum/Cultural Change

New Technologies, Pedagogical and Professional Development New Roles and New Relationships



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<p>Educational/Academic Developers</p> <p>Support the quality enhancement of teaching and learning and the academic performance of institutions of higher education. Implicit within the role are practices which support educational change.</p> <p>Dimensions of Practice</p> <p>Policy</p> <ul style="list-style-type: none"> shaping and implementing strategy and academic processes <p>Academic/educational</p> <ul style="list-style-type: none"> promoting scholarly activity, research-based practices – increasing involvement regarding research into new technologies <p>Professional development</p> <ul style="list-style-type: none"> personal growth and the development of professional practice 	<p>Academic Developers: key principles</p>  <p>A Venn diagram with three overlapping circles. The top circle is purple and labeled 'Teaching'. The bottom-left circle is green and labeled 'Learning'. The bottom-right circle is blue and labeled 'Research'. The central intersection of all three circles is labeled 'Scholarly Activity'.</p>
<p>Learning Technologists</p> <p>Support the quality enhancement of teaching and learning through the effective use of media and the broad range of communication information and related technologies. Implicit within the role are practices which support change.</p> <p>Dimensions of Practice</p> <p>Organisation and management</p> <ul style="list-style-type: none"> managing resources, projects and people – increasing involvement regarding policy and strategy <p>Academic/educational</p> <ul style="list-style-type: none"> developing specialist knowledge specifically regarding new technologies, implementation and application, creating content – increasing involvement regarding educational research <p>Professional development</p> <ul style="list-style-type: none"> consultancy, raising awareness, training, mentoring. 	<p>Learning technologists: key relationships</p>  <p>A Venn diagram with three overlapping circles. The top circle is purple and labeled 'Learning Technology'. The bottom-left circle is green and labeled 'Pedagogical Design'. The bottom-right circle is blue and labeled 'Curriculum Change'. The central intersection of all three circles is labeled 'Cultural Change'.</p>
<p>Teachers</p> <p>Understand and care about the subject matter deeply enough to be able to structure, select, and organise it in order to effectively communicate <i>with</i> students</p> <p>Have a commitment to creating new knowledge, applying knowledge, synthesising knowledge, and understanding how students learn.</p> <p>Create the conditions that help students to learn.</p>	<p>Teachers: key relationships</p>  <p>A Venn diagram with three overlapping circles. The top circle is purple and labeled 'The Teacher'. The bottom-left circle is green and labeled 'The Student'. The bottom-right circle is blue and labeled 'The Subject'. The central intersection of all three circles is labeled 'Effective Conditions for Learning'.</p>



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An Activity

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Please write your job title on a post-it and place it in a position on the Venn diagram in a position that reflects your working practice.

Teacher

