

# Scholarship and Research in ICT Learning and Teaching

where I'm coming from.....

we know we don't get great student evaluations

OLT-funded workshops on:

## Improving teaching practice in Engineering & ICT education

some reflections on workshop attendee practices...

# OLT-funded workshops over last 12 months

About 200 teaching staff  
11 institutions to date

Sue Wright as designer and facilitator

# What does make the most impact on learning?



- buildings and learning spaces?
- well-equipped labs?
- well-produced online resources?
- learner's family background?
- learner's financial status?
- quality of the teaching relationship?
- other?





Laurentius de Voltolina C14th

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evidence of scholarship in teaching?  
*apply* education theories to teaching practice

Constructivism

ZPD

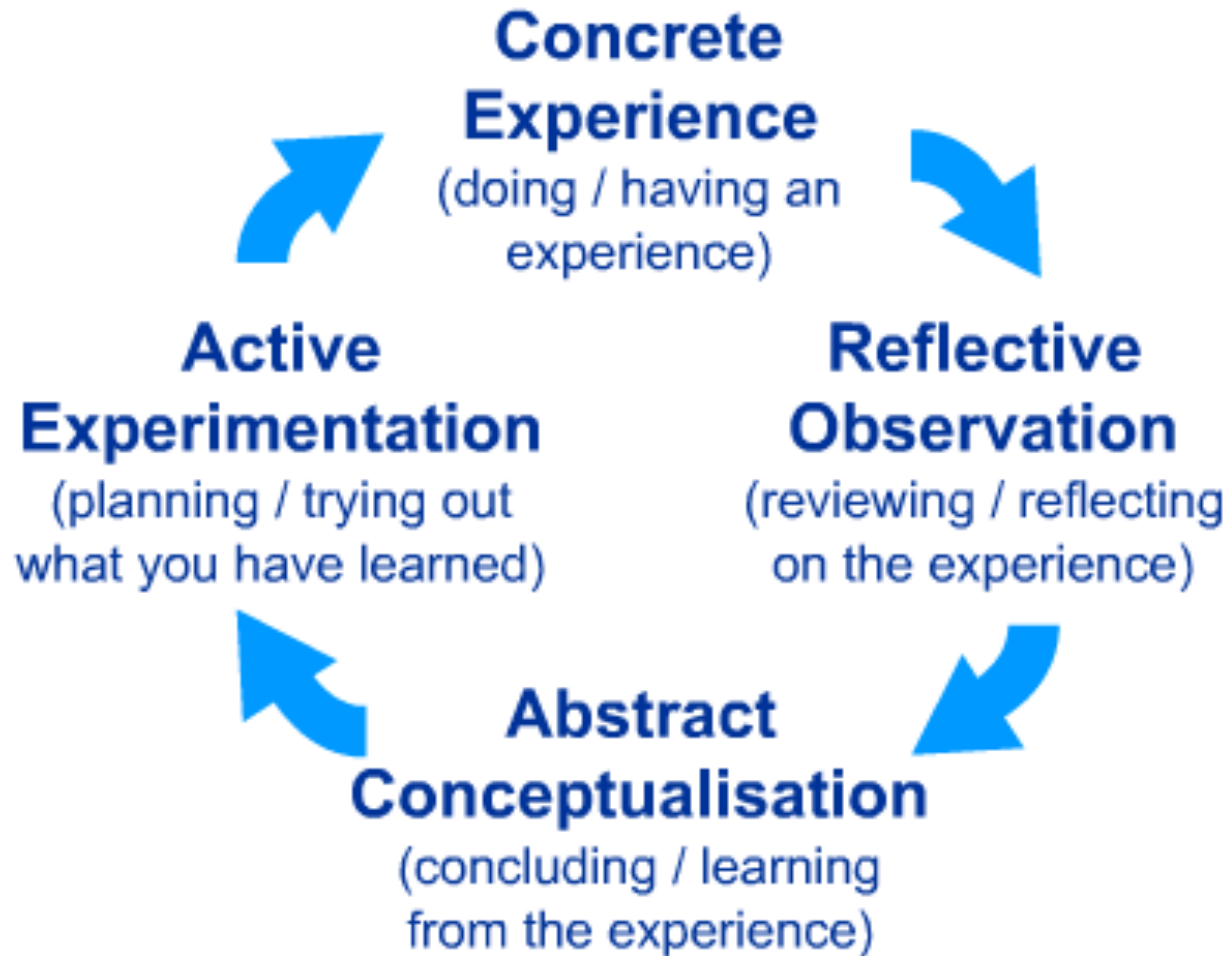
CLT

Bloom's taxonomy (revised)

Constructive alignment

Experiential learning – Kolb

# Kolb's Learning Cycle



awareness of and *application* of learning theories is one thing.....awareness of and managing diversity is another

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diversity of learning styles

diversity of culture – Hofstede

collectivist/individualist

large and small power distance

# Collectivist vs Individualist societies

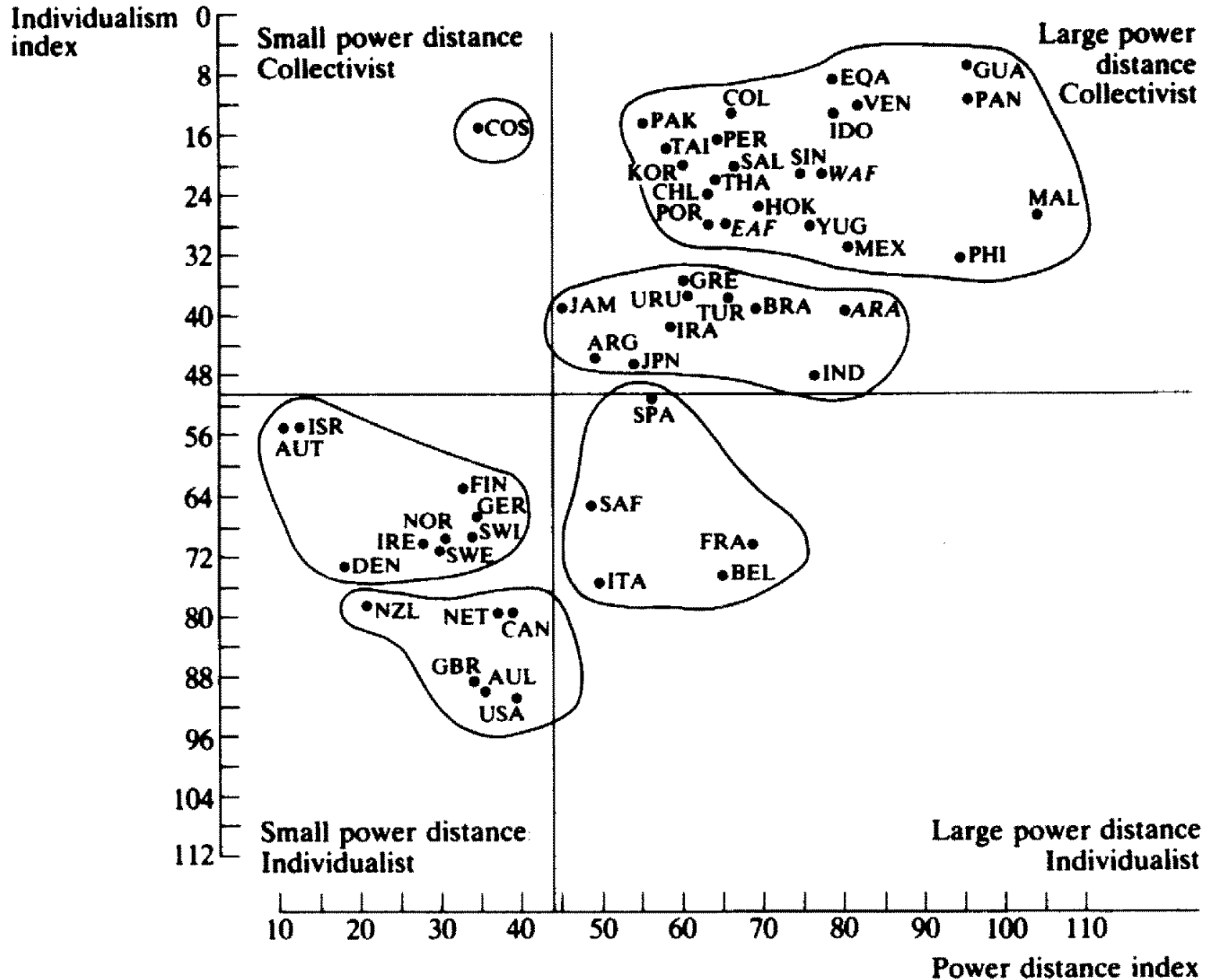
Collectivist	Individualist
Value traditional or “normal” ways	Value new ways
Place more value on seniority	Place more value on merit
Speak only when invited to do so	Initiate interaction, interject
Answer <b>only</b> if confident of being correct	Answer even if unsure “have a go”
Feel uncomfortable about asking for clarity, do not want to embarrass a teacher	Comfortable to challenge if they think a teachers is incorrect or needs to explain more
See themselves as a group	Put self before others – “go it alone”
Value the prestige of symbols eg certificates, ceremony esp with family	Symbols not as highly valued



# Small and large power distance

small	large
Student-centered curricula where initiative is valued	Teacher-centered curricula where order and control is valued
Teachers expect students to take initiative	Students expect teachers to initiate interaction
Students are comfortable questioning teachers	Teachers are never questioned
Teachers are considered equals or almost equals (first name basis)	Teachers are of a higher status
Truth or wisdom can be acquired from any competent person	Emphasis on truth or wisdom transferred from teacher

# Individualism/collectivism mapped with power distance (Hofstede)





# personal subjective assessment

About 200 teaching staff  
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evidence of scholarship in teaching?

*apply* education theories to teaching practice: *low–moderate*

Constructivism

ZPD

CLT

Bloom's taxonomy (revised)

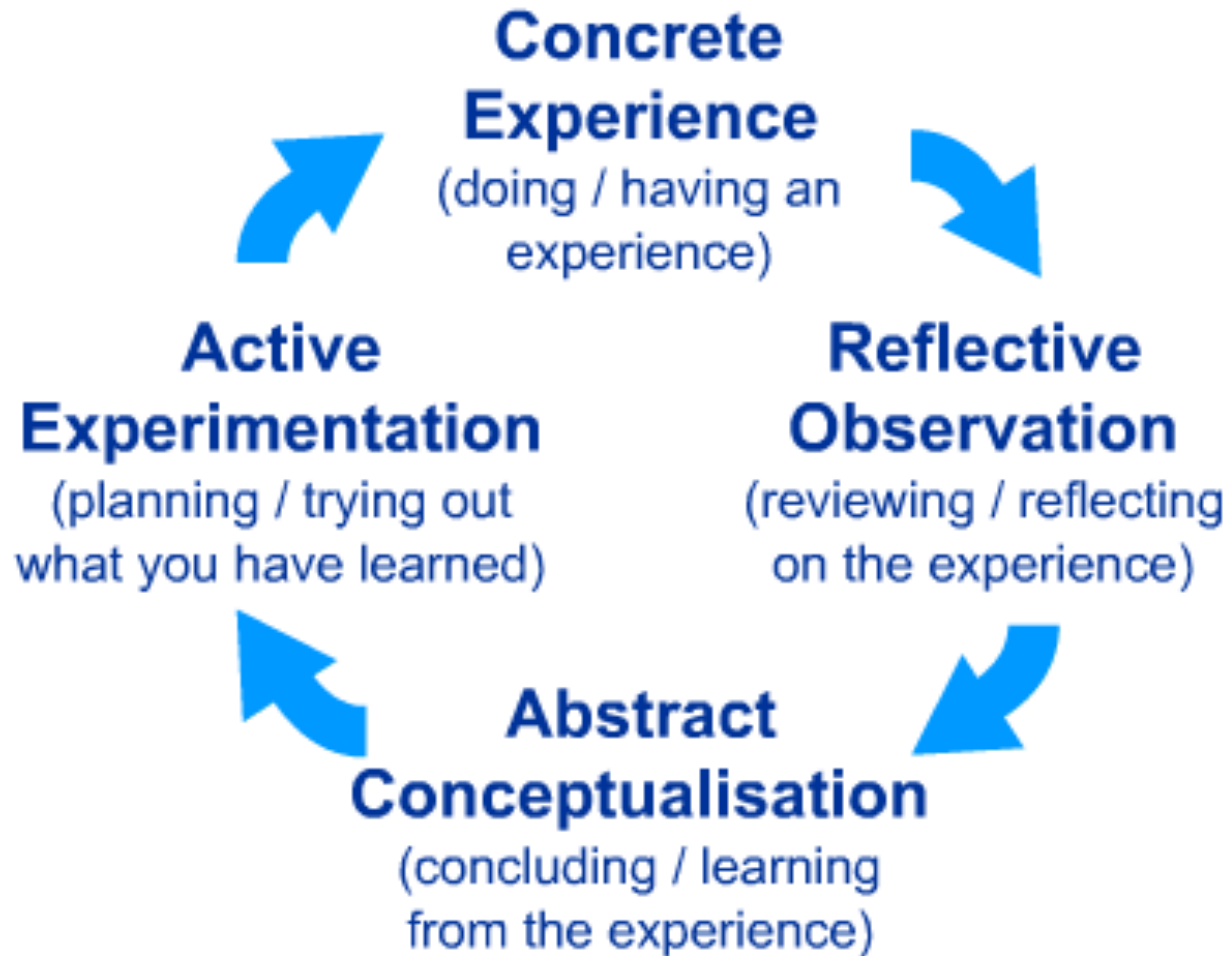
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Manage diversity: *moderate*

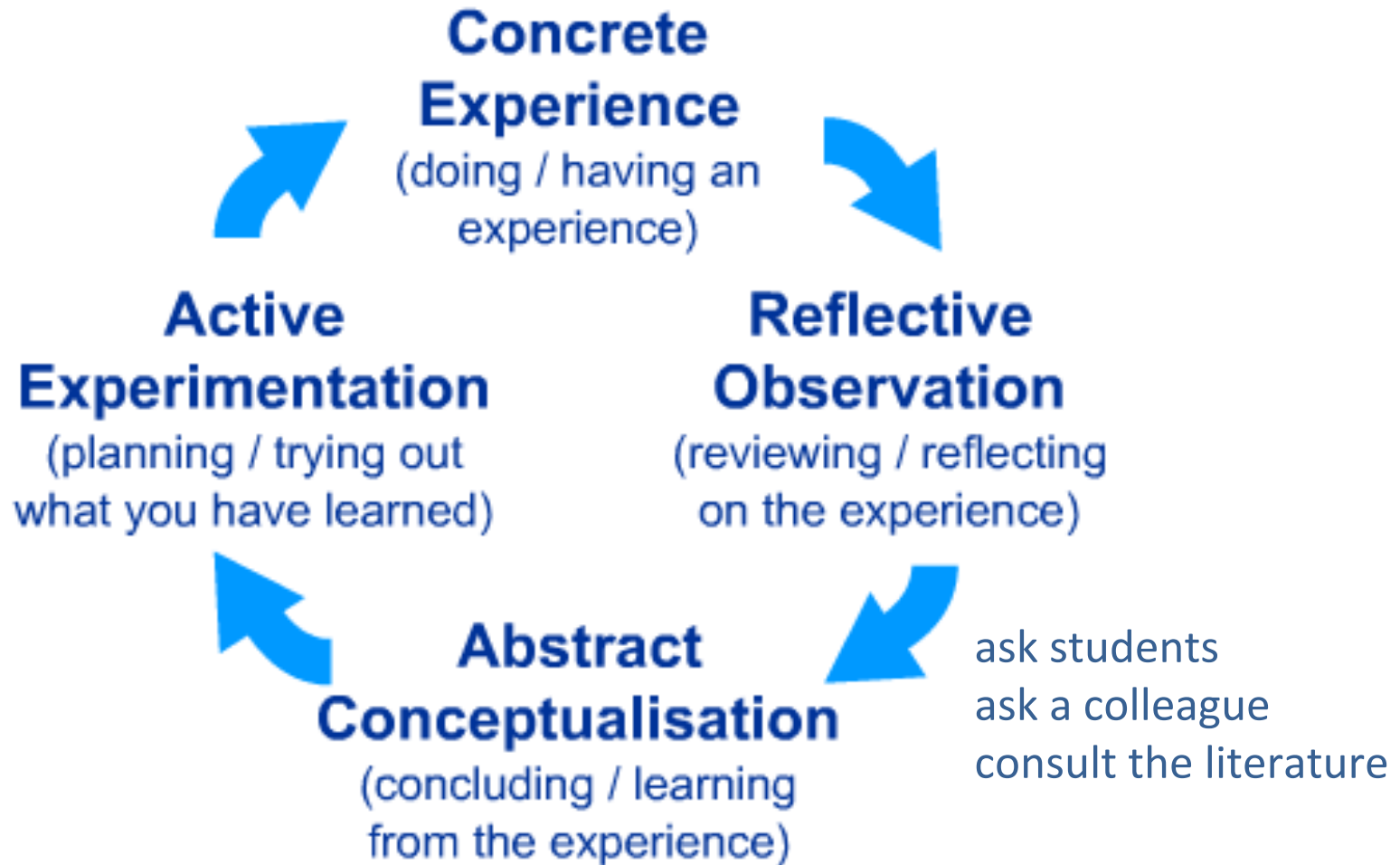
# Kolb's Learning Cycle

applied to scholarship of teaching



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# Levels of scholarship of teaching

## **Level 0     Teacher**

Teaches as taught

## **Level 1     Effective Teacher**

Teaches using accepted teaching theories and practices

## **Level 2     Scholarly Teacher**

Assesses performance and makes improvements

## **Level 3     Scholar of Teaching and Learning**

Engages in educational experimentation, shares results

## **Level 4     Education Researcher**

Conducts educational research, publishes journal papers

# Conclusion

what can we do to improve scholarship and research in ICT L&T to improve the *quality of the teaching relationship* in the classroom and/or online?