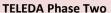
TELEDA Phase One

Embedding OER Practice; a **HEA funded Change** Academy project (2012), the adoption of Open Education philosophy and practice as a whole institution initiative



Pilot of Teaching and Learning in a Digital Age 1, looking at online design, communication, collaboration and assessment (30 PG credits)

TELEDA Phase Three

Evaluation and extension; pilot of Teaching and Learning in a Digital Age 2, e-resources and social media (30 PG credits)

TELEDA Phase Four

Evaluation and validation of PG Cert in Digital Education (4x15 PG credits)

Reseach Rationale

Background to VLE adoption in UK HE. Dearing (1997), HEFCE elearning strategy 2001/2008, promises technology will transform higher education



Literature review suggests focus on elearning and student digital literacies rather than eteaching and shift from f2f design and delivery to online. Herrington 2010 call for research into Educational Design using theoretical perspective. Siavo and Selwyn suggest critical approach which recognises marginalised perspectives.

My PhD is an Action Research project aiming to generate actionable knowledge from 'Teaching and Learning in a Digital Age' (TELEDA), a course delivered under UoL Teacher Education Programme. Thesis records TELEDA inception, design, delivery, evaluation, and validation as PGC Digital Ed.

TFLFDA relocates staff as students in an experiential learning cycle linking professional development with teaching and learning practice. This involves critical reflection on digital pedagogy, open education and inclusion via scholarly reference to published evidence base. Data collection includes staff responses to evaluation and semi-structured interview.

PHD Outline Sue Watling April 2014

Teaching and Learning in a Digital Age: an investigation to how a teacher education programme can enhance the use of a VLE in a UK higher education institution. Shows effective online learning does not cut costs or increase efficiency but requires initial investment into supporting staff professional development.

Challenging passive, behaviourist approach Inaction to Interaction through development of Activity Based Content (ABC), adopting a Pedagogy of Uncertainty, promoting experiential learning, reflective practice and critical thinking through digital version of Boyer's scholarship principles via CoP and CoI

Technology is socially constructed, (Bjiker), mirrors existing social divides, enables and disables, research has focused on dominant voices not excluded ones ie teachers

Invisibility of pragmatic digital solutions for staff who teach and support learning; their voices are missing from the research into digital literacies./scholarship

Underpinning philosophy

Postmodernism challenges grand narrative theories, sees knowledge construction as fluid; shaped by cultural interests and capable of being challenged and changed. It seeks to give voice to marginalised and excluded minorities. TELEDA centres on staff experience of VLE, creates space for discovery, integration, application and teaching through CoP and CoI

