

The National Student Forum Annual Report (2009)
 www.bis.gov.uk/assets/biscor/higher-education/docs/n/09-p83-national-student-forum-annual-report-09
 JISC Effective Practice in a Digital Age (2009)
 www.jisc.ac.uk/media/documents/publications/effectivepractice/digitalage.pdf











The context in which students learn today has changed significantly. "Learners are increasingly dependent on technology to help them fit learning into their complex, demanding lives. Ownership of personal technologies – from computers to mobile devices – is now pervasive, and use of the internet, including Web 2.0 technologies, is commonplace".

The National Student Forum Annual Report 2009 calls for "universities and lecturers to review their teaching methods... to assess whether they are sufficiently taking advantage of new technologies". These new technologies not only give an opportunity to refresh teaching methods, but also act as a starting point for more flexible, personal and improved learning environments.

Student expectation is changing and to respond to this the modernisation of teaching and learning practices should be a priority for institutions. Enhancing learning, teaching and assessment through the use of technology is one of a number of ways in which institutions can address their own strategic missions; it has the potential to vastly improve course management, the learning environment and the overall student experience.

As the student population is increasingly diversifying to include greater numbers of part-time, distance, and work-based learners technology really has the potential to significantly improve or enhance the learning experience for these cohorts. Additionally, technology will give international learners access to better course information, and assist with the recruitment and retention of these learners.

The use of technology in higher education is all about maintaining excellent teaching underpinned by good practice in the use of technology in the world-class provision of UK higher education.

-  All institutions should have an ICT strategy that is regularly revised
-  Institutions should invest in staff development and should give recognition to the effective use of technology in learning
-  All staff and students should receive comprehensive and appropriate training and support
-  Institutions should consider the accessibility and implications of technology-enhanced learning for all student groups
-  Innovative use of digital technology should be supported by the curriculum design process
-  Administration should be made more accessible through the use of technology, including e-submission, feedback and course management
-  Institutions should understand and highlight the link between technology-enhanced learning and employability
-  Using technology to enhance learning and teaching should be a priority when making investment decisions
-  Institutions should conduct wider research into student demand and perception of technology
-  Digital technologies should enhance teaching and learning but not be used as a replacement to existing effective practice

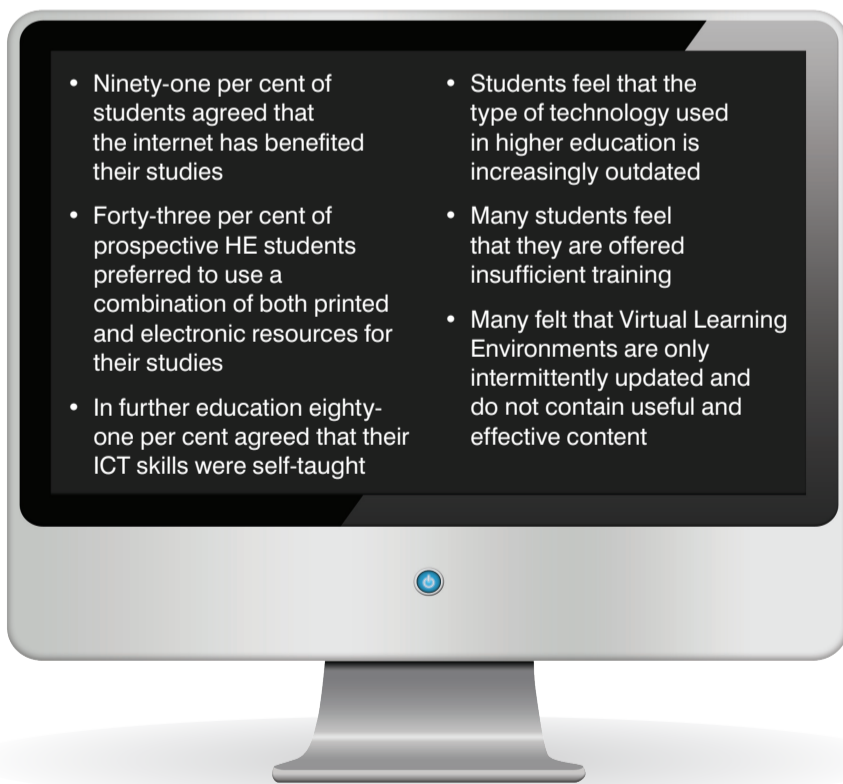
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Student Perspectives on Technology

The NUS report *Student Perspectives on Technology* (2010) looked at the perspective, demand and training needs of both current higher education students, and prospective students in FE. Download the full report from www.nusconnect.org.uk/he



- Ninety-one per cent of students agreed that the internet has benefited their studies
- Forty-three per cent of prospective HE students preferred to use a combination of both printed and electronic resources for their studies
- In further education eighty-one per cent agreed that their ICT skills were self-taught
- Students feel that the type of technology used in higher education is increasingly outdated
- Many students feel that they are offered insufficient training
- Many felt that Virtual Learning Environments are only intermittently updated and do not contain useful and effective content

Where can I go for more information?

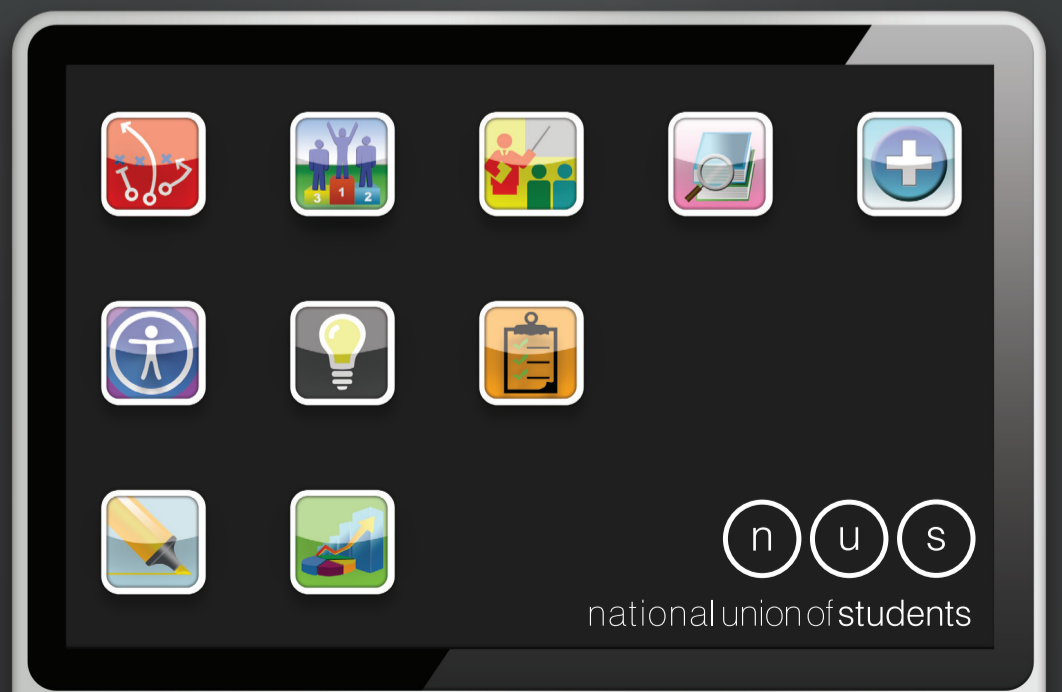
For more information on technology in teaching and learning in higher education take a look at the NUS Students' Perspective on Technology report and our ICT: Students and Technology briefing at www.nusconnect.org.uk or contact the Vice President (Higher Education) usman.ali@nus.org.uk

www.jisc.ac.uk - JISC inspires UK colleges and universities in the innovative use of digital technologies.

www.he.ac.uk - The Higher Education Academy has developed an Enhancement of Learning through Technology (ELT) programme with a range of generic and discipline-based resources and activities.

n u s Charter on...

Technology in Higher Education



n u s Charter on... Technology in Higher Education



1. All institutions should have an ICT strategy that is regularly revised.

Enhancing learning, teaching and assessment through the use of technology is one of a number of ways in which institutions can address their strategic missions. Institutions need to move beyond pockets of innovative practice to adopt an institution-wide approach and consider ways that technology can improve both the student and staff experience. It is important that students are key strategic partners in the formulation of this strategy and that the students' union is involved in forming these strategies.



2. Institutions should invest in staff development and should give recognition to the effective use of technology in learning.

Support should be given to help teaching staff develop technology-enhanced learning and innovation should be recognised, celebrated and shared. The effective use of technologies should become embedded into the ethos of the institution and the practice of its staff.



3. All staff and students should receive comprehensive and appropriate training and support.

Training must be holistic and practical to ensure that both students and staff utilise the full potential of digital technologies. Students should be offered needs analyses of their capability at the start of their programme to identify their requirements and staff should be offered regular training and development on how to make the most effective use of technology with their students. All training should be properly accredited and support for staff should include training in both pedagogical and technical use.



4. Institutions should consider the accessibility and implications of technology-enhanced learning for all student groups.

It is imperative that institutions ensure that any technology used is made accessible to all. This includes the entire diverse student population including part-time students, placement students, international students, distance learners, and learners with disabilities. Additionally IT infrastructure needs to be sufficient for the demands placed on it and made available for all.



5. Innovative use of digital technology should be supported by the curriculum design process.

Institutions need to initiate more agile processes of curriculum design & delivery and technology can provide the efficiencies and flexibility they need. However, technology should be applied to enhance the teaching and learning experience and the methods used should be fully appropriate to the course studied. The focus should be on learning design with the assistance of technology – supporting learning with technology.



6. Administration should be made more accessible through the use technology, including e-submission, feedback and course management.

The use of technology in institutional administration will simplify and improve assessment, feedback, registration and module selection. Technology should also be utilised to support effective communications within institutions for both students and staff.



7. Institutions should understand and highlight the link between technology-enhanced learning and employability.

Embedding the acquisition of digital literacy in the curriculum is essential as students face an increasingly competitive job market. Technology should also be used for work with personal tutors to track and archive personal development.



8. Using technology to enhance learning and teaching should be a priority when making investment decisions.

Appropriate IT infrastructure needs to be in place in order to maximise the potential of digital technologies in higher education. Investment in this infrastructure should be a priority for institutions to meet student expectation and demand; including wifi, appropriate learning spaces and access to computers.



9. Institutions should conduct wider research into student demand and perception of technology.

Consultation with the student population will ensure that institutions are fully aware of demand and perception. Wider research will also ensure that expectations of future students can also be understood and be responded to. The institution should seek the advice and support of the students' union in conducting this research.



10. Digital technologies should enhance teaching and learning but not be used as a replacement to existing effective practice.

Technology should be used to enhance teaching and learning but not act as replacement to quality teaching. Retaining face-to-face contact time between academic staff and student as well as peer-to-peer interaction is fundamental to providing a holistic learning experience. Digital technologies should be used to enhance higher education with a blended teaching approach being adopted.