TECHNOLOGY SHOWCASE

TOWARDS FLEXIBILITY IN HIGHER EDUCATION

FOLLOW-UP EVENT FOR THE LEARNING AND TEACHING CONFERENCE 2009

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Students and Teacher Perceptions of the Educational Value of eLearning Activities Designed to Replace a University Lecture

ABSTRACT

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Abstract:

The idea that university lecturers *ought* to exploit web-based technologies to enhance students' learning experiences has gained almost universal acceptance amongst staff and students in academic communities. However, *how* to use the technology is not always clear. In particular, the task of transforming teaching and learning materials historically delivered in a lecture format, to a virtual learning environment (VLE) can be a challenging one.

This presentation will outline how elearning was delivered in place of a lecture for part-time students undertaking a twenty credit, level six module delivered by blended learning. The elearning comprised of three activities, two of which were undertaken independently (power point presentation and a multiple-choice quiz), and one which was undertaken collaboratively within three discussion groups. Design of the elearning followed the format suggested by Jacques and Salmon (2007), and the lecturer posted a summary and critique of the group discussions on the VLE the following morning.

Gaining student feedback was integral to the process of exploring the effectiveness of the elearning and was undertaken via questionnaire one week after the event. The main focus of the questionnaire was to establish the extent to which students perceived the e-learning activities as valuable for learning. Students were asked to provide their responses on visual analogue scales.

Developing a different teaching and learning strategy to address learning outcomes previously addressed by a didactic face-to-face lecture was an attempt to extend pedagogical repertoire within a VLE. This presentation will briefly outline a personal perspective of the opportunities and challenges for both students and staff when teaching and learning strategy switches from lecture to elearning.