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Abstract

The effective use of digital technologies for learning and teaching

Universities in Hong Kong have ambitious plans for curriculum and teaching innovations, exemplified by HKPU itself, to meet the demands of an era of challenge for universities. Digital technologies have helped to motivate the changes needed, and they also offer many different kinds of contributions to help teachers and learners in developing higher education. While the education and technology industries have often focused on the requirements of students, however, there is very little focus on the needs of the academic staff whose responsibility it is to implement these changes. The presentation will address this question by considering how the academic community who wish to use technology enhanced learning (TEL) can work together to make optimal use of the opportunities they offer.

The presentation is based on four key assumptions:
  i)   Academic staff will be required to use progressively more TEL
  ii)   The academic community should be at the forefront of TEL innovation, and not cede responsibility to other professionals or industries
  iii)   The development of new knowledge, in this case about professional teaching practice, should be carried out in the spirit of reflective collaborative design.
  iv)   The same technologies that are changing the way students learn can also support academics learning about new ways of teaching.

In contrast with course and lesson planning for a conventional environment, the innovative nature of TEL presents a new kind of design challenge. Academic staff need support in working out how to introduce technology gradually, within resource constraints, to exploit existing materials and to optimise TEL for the benefit of their students. The aim of the presentation is to look more deeply into what it takes to teach in the university of the 21st century.