



Stages of development and learning in embedding a new learning technology

1 Awareness: what does it do?

I need: to discover that the new technology exists, what it can do, and whether it has any relevance to my own learning and teaching practice.

I could: attend a presentation or demonstration of the new technology; speak to colleagues and get them to show me what they are doing with it.

2 Information: how does it work?

I need: to find out how the technology works and become more confident in its practical use.

I could: attend a training workshop to get hands-on experience; read practical tips from hand-outs, books or the web; try it for myself.

3 Management: how do I use it with my students?

I need: to plan and deliver some student learning that will make use of the new technology

I could: consult with learning technology experts in my department and institution; make sure I have all the help I need from support staff.

4 Reflection: how do I use it more effectively?

I need: to improve the educational effectiveness of the way I use the new technology

I could: log my activities and reflect on my own experience; attend workshops about the pedagogy of using learning technologies; talk again to colleagues, focusing on the learning outcomes of what they have done

5 Evaluation: what is the impact on student learning?

I need: to evaluate the effectiveness of the new technology in relation to student learning outcomes

I could: review the relevant research in new technologies; plan and implement my own evaluation study; contribute to local or national dissemination activities.

6 Effecting change: how can I help others to learn from what I've done?

I need: to be a force for change in my department or institution, or nationally

I could: lead workshops or seminars for other staff; become a learning technology champion or mentor; reflect critically on learning technology practice beyond my own experience; produce written publications and conference presentations.