

HOW HIGHER EDUCATION TEACHERS ARE USING WEB TECHNOLOGY IN THEIR EDUCATION ACTIVITIES: A CASE STUDY

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1. INTRODUCTION

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**HOW HIGHER EDUCATION TEACHERS ARE USING WEB TECHNOLOGY IN THEIR EDUCATION ACTIVITIES:
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- ❑ Integration of technology has been acknowledged to bring forth positive student engagement;
- ❑ Societal demands have led to a pedagogical perspective that favors a *constructivist, reflective, student-centered approach*.



Challenge for teachers to reinvent educational contexts, their educational practices as well as *themselves* as individuals.

| 1. INTRODUCTION

- ❑ The need to *rethink* teacher capacity in HE and the need for both **technological** and **pedagogical** training.
- ➔ In education, the resistance to change depends on the teacher's own approach to and conception of teaching (pedagogical approaches) and innovation (from a technology perspective), the context (both institutional and social), as well as the very nature of the course.

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| 2. CASE STUDY

□ School of Accounting and Administration of Oporto (ISCAP): Project **PAOL** and now as **GAIE**

➔ Objective: help teachers implement computer assisted learning environments, using b-learning models, as well as assist teachers and students in their adjustment to educational technologies, by promoting training opportunities, developing and providing resources, offering technical facilities and sharing examples of good practice.

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- ❑ School of Accounting and Administration of Oporto (ISCAP): Project **PAOL** and now as **GAIE**
- ➔ 10-project (2003 – 2014) has demonstrated that sustainable, flexible, innovative and technology-supported learning process needs to be analyzed from three interventional and interconnected vectors: **institutional**, **technical** and **pedagogical dimensions** without ignoring the relevance of **teacher choice**.

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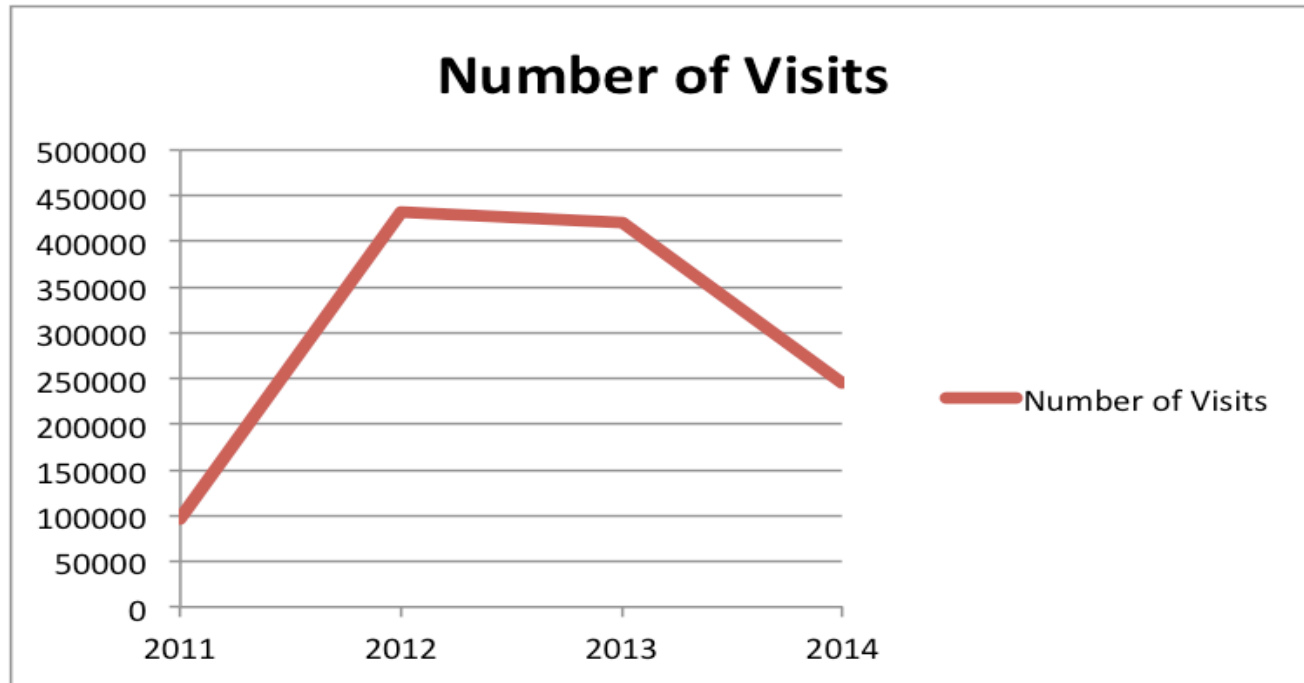
□ School of Accounting and Administration of Oporto (ISCAP): Project **PAOL** and now as **GAIE**

➔ 2003/2004 – 3 teachers founded project using WebCT;
2004/2005 – 14 teachers were using Moodle;
2007/2008 – 162 of the 230 teachers were using Moodle;
2013/2014 – 182 out of 230 were using Moodle

2014 – 548 courses (84% of the total number of courses available at ISCAP); with a total of 3915 students enrolled.

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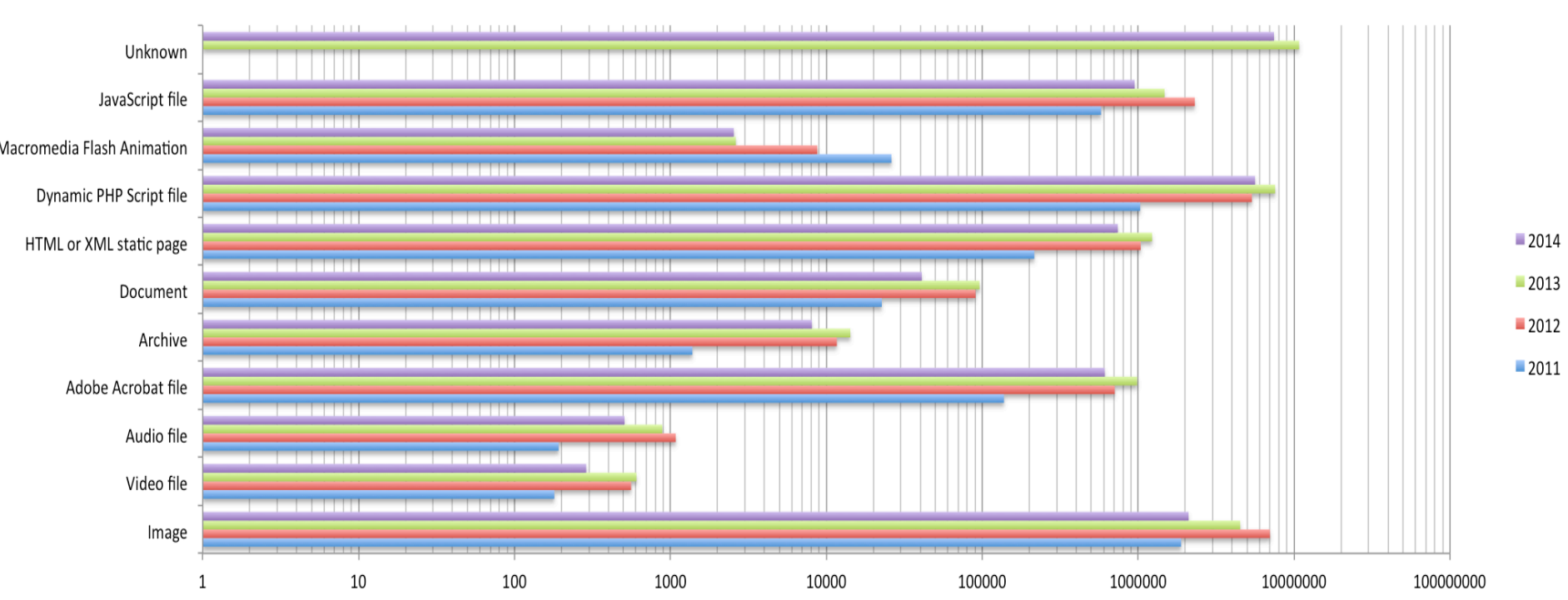
□ Statistical Analysis



Number of Visits between January 2011 and September 2014

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Statistical Analysis



Number of Hits per type of file from January 2011 to September 2014

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□ Statistical Analysis

Activities and Resources created in Moodle in the last two academic years:

- The number of Folders increased by 8.39%;
- The number of Discussion Forums had an increase of 67.99%;
- The number of Hot Potatoes exercises also increased 9%;
- The number of Quizzes placed online nearly tripled;
- Scorm packages doubled;
- The number of Wikis also increased by 40%.

□ Qualitative Perspective

Survey using LimeSurvey :

- 83,75% of the respondents are Moodle users,
- 12,5% admitted to having never used Moodle,
- 3,75% used Moodle but decided to quit.

WHY?

- Students' dependability on what is uploaded, while neglecting other important references;
- Inability to work with technology;
- Lack of time.

❑ Qualitative Perspective

- Moodle platform is regarded as extremely important (47,5%) or even essential (38,75%).

WHY?

- Widens student opportunities to access class-related content.
- 66% are clearly satisfied, while the remaining teachers reveal a degree of dissatisfaction, pointing out the need for greater upload capacity.

❑ Qualitative Perspective

- Some teachers already use Online Assessment.

WHY?

- Immediacy of the results;
 - Possibility of presenting different test questions to a group of students
-
- Finally, teachers would like more information regarding student use of Moodle.

| 4. CONCLUSIONS

- ❑ *Visits* to Moodle have increased exponentially over the last four years;
- ❑ The types of files used are varied (this statistical description does not allow us to perceive *how* teachers and students use them);
- ❑ Moodle is being used for formal and informal assessment;
- ❑ ISCAP's teachers are venturing into collaborative practices (Wikis and Forums)

BUT...

The use of technological innovations does not necessarily translate into *pedagogical innovations*.

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Is GAIE moving beyond Moodle?

GAIE aims to promote the conciliation between the pedagogical necessities of HE and with the efficient integration of technology in education.

Thus, we need to study ISCAP's pedagogical practices, and identify *how* activities are being proposed and verify to what extent the workshops promoted by GAIE are fruitful.

We need to know how students view the technology our teachers are currently using and their projections regarding the its integration HE.

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