

The EAP Practitioner: Competencies & Controversies



The global forum for
EAP professionals

TEAP CPD and New Technology

Garry Maguire

BALEAP Durham PIM. WEDNESDAY, 9TH JUNE, 2012



The global forum for
EAP professionals

TEAP CPD and New Technology

This short talk highlights the difficulties, inherent to a university working environment, of developing EAP staff competence in the use of **new technology for teaching & learning**. An illustration of an innovative and possibly controversial use of a VLE will be provided and suggested as a means of getting round some of these difficulties. Participants will have the opportunity to evaluate this, discuss their experiences and collaborate on developing a practical approach to professional development in this area.

TEAP CPD and New Technology



The global forum for
EAP professionals

Current Competency Framework

Student Autonomy

the use of new technologies to support autonomous learning

Revised pilot Competency Framework

+

Teaching Practice

how to use a range of learning technology resources to enhance learning and inclusivity for different groups of learners

TEAP CPD and New Technology



Researching own discipline and practice

Feedback

Assessment

Plagiarism

Materials

VLE

Assessments & projects

Audiovisual
resources

Literature
searches

Staff & student
communication

Distance

Blended

Tutorials

+ Inclusivity



The global forum for
EAP professionals

TEAP

General CPD

Constraints

External

Internal

TEAP CPD External Constraints



General CPD

Staff contract types

Staff turnover

‘Accidental privatism’ in best practice

Fragmented CPD Activity

CPD activity accessibility difficulties

Specific CPD in new technology

Increasing need for new technology in teaching

Increasing pace of digital technology developments

TEAP CPD Internal Constraints



The global forum for
EAP professionals

Peer observation - driven

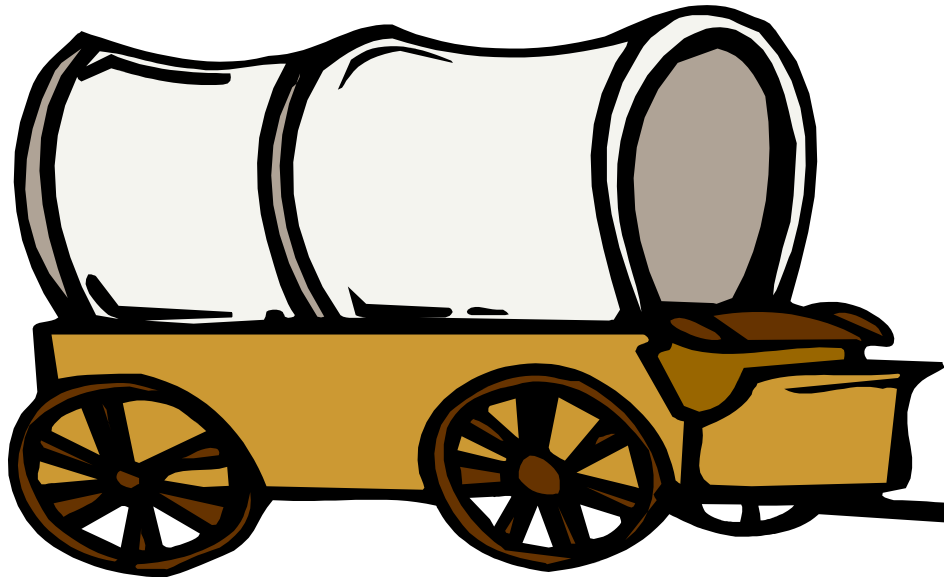
Face-face workshop based

TEAP CPD and New Technology



The global forum for
EAP professionals

TEAP CPD



New technology

How?



The global forum for
EAP professionals

A screenshot of a Mozilla Firefox browser window displaying the Blackboard Learning System. The browser's address bar shows the URL: https://vle.brookes.ac.uk/webct/urw/1c102116011.tp0/cobaltMainFrame.dowebct. The page title is "Oxford Brookes International Pathways Centre CPD". The interface includes a left-hand navigation menu with "Course Tools" (such as Course Content, Announcements, Assessments, Assignments, Calendar, Chat, Discussions, Goals, Learning Modules, Mail, Media Library, Profile, Search, Syllabus, Web Links, Who's Online) and "Designer Tools" (such as Manage Course, File Manager, Grading Forms, Selective Release). The main content area features a header for "Oxford Brookes International" and a list of links: "Overview to this CPD Resource", "IC Course Induction" (with a sub-note: "This contains academic induction material for specific International Centre courses."), "CPD Resources", "Teaching Resources", and "Record of CPD Activity". A footer contains links for "ONLINE STUDENT SUPPORT RESOURCES", "PERSONAL INFORMATION PAGES", "ONLINE MODULAR HANDBOOK", and "LIBRARY". The system tray at the bottom left shows the time as 09:21 on Wednesday, 17/06/2009.

<https://vle.brookes.ac.uk/webct/entryPageIns.dowebct>

Rationale for VLE centred CPD

Current Fragmentation of
CPD Activity

Collaborative development

Current 'Accidental Privatism' in
best practise

One stop best
practice shop

Current CPD awareness
opportunities difficulties

One stop CPD shop

Accessibility difficulties

Flexible access

Current urgent need
for CPD in teaching
with new technology

Loop input delivery mode

+ Record of all CPD activity



The global forum for
EAP professionals

Bibliography and CPD resources

Ageel, Mohammed and Woollard, John (2012) Enhancing university teachers' information and communication technology usage by using a virtual learning environment training course. In, *6th International Technology, Education and Development Conference, INTED2012, Valencia, ES, 05 - 07 Mar 2012*. 11pp.

DeFT: 2012 'Digital Futures in Teacher Education' JISC funded project

<http://www.jisc.ac.uk/whatwedo/programmes/ukoer3/digitalfutures.aspx>

DeFT: Digital Futures in Teacher Education' JISC 2012 Online resources for learning, teaching and assessment

<http://www.jisc.ac.uk/academyjiscresources>

Milligan. C (1999) Delivering Staff and Professional Development Using Virtual Learning Environments, JISC Technology Applications Programme

<http://www.jisc.ac.uk/media/documents/programmes/jtap/jtap-044.pdf>

Shepherd, K. 2005 The on-line tutorial : developing and evaluating resources and disseminating experience

[http://www.heacademy.ac.uk/resources/detail/subjects/escalate/1040_The_on-](http://www.heacademy.ac.uk/resources/detail/subjects/escalate/1040_The_on-line_tutorial_develop)

[line_tutorial_develop](http://www.heacademy.ac.uk/resources/detail/subjects/escalate/1040_The_on-line_tutorial_develop)

Discussion Questions

In your learning & teaching context...

a. To what extent are the *internal* and *external* constraints on **general** TEAP CPD activity similar to those described?

b. What are the main development needs in terms of new digital technology use?

c. What are the difficulties in developing TEAP practitioner competency in the use of new technology for learning & teaching?

d. Would the use of a VLE as the main focus for TEAP professional development or tools such as webinars be appropriate?

e. What other ways forward to overcome these general constraints on **general** CPD and **specific** new technology needs might be feasible?