



## Technology-enhanced learning

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In the years since the beginning of the COVID-19 pandemic, higher education institutions have adopted technology enhanced learning approaches to facilitate remote learning. The Learning and Teaching Repository collates research that reveals the use of technology to support remote learners in their university studies. This Spotlight provides a curated list of recent publications that incorporate the use of **technology enhanced learning** and reference to the COVID-19 pandemic.

### From the Learning & Teaching Repository



#### [Enhancing workplace learning through mobile technology](#)

Franziska Trede, Peter Goodyear, Susie Macfarlane, Lina Markauskaite, & Freny Tayebjee

Within the Australian university context, workplace learning (WPL) and technology-mediated learning have become major priorities. Both are fast changing practices providing new possibilities and challenges to conceptualising WPL programs. This is the final report from a project that explored how students can make best use of personal digital devices in WPL to bridge different learning spaces (classroom, workplace and virtual), connect learning and work, and to strengthen networked, collaborative, integrative communication processes between students, academics and workplace educators.



#### [Enhancing student employability skills through virtual field trips in the hospitality industry](#)

Technology-enhanced solutions that provide practice-based learning experiences in hospitality management education, include Virtual field trips (VFTs) as an alternative and flexible means for students to connect their classroom learning with authentic activities and assessment via structured experiences in participating hospitality businesses.



The **Australasian Council on Open, Distance and e-Learning (ACODE)** is the peak Australasian organisation for universities engaged or interested in technology enhanced learning and teaching.

[acode.edu.au](http://acode.edu.au)

[ltr.edu.au](http://ltr.edu.au)



## "My uni experience wasn't completely ruined": The impacts of COVID-19 on the First-Year Experience

<https://ltr.edu.au/vufind/Record/366061>



The first year at university is always challenging, but particularly in 2020 when COVID-19 triggered lockdowns and a rapid shift to online learning. This mixed methods study tracked the wellbeing and engagement of 60 new students in an undergraduate teacher education program at an Australian university throughout the first trimester of 2020. Follow-up focus groups with 14 students used interview and photo elicitation to explore how COVID-19 influenced wellbeing and engagement. Quantitative results demonstrate both student wellbeing and student engagement dipped strongly at the start of lockdown but recovered towards the end of the trimester. The findings lead to recommendations for supporting this cohort:



- **Reflect:** Explicit teaching of reflective and reflexive practices may support personal accountability.
- **Monitor:** Monitoring engagement through student management systems may help to identify those students who need in time support.
- **Facilitate:** Facilitating social networks that encourage student to student groupwork can be used to build relationships and maintain connection to short and long term goals.
- **Celebrate!** Celebrations to acknowledge student success in the form of academic outcomes, overcoming adversity, and leadership may be useful to complement intrinsic motivation.

## COVID case studies from universities

A range of universities have reported on the things they learned during the COVID-19 lockdowns and the subsequent move to emergency remote teaching:



[Academics' narratives of productive learning cultures during COVID-19 emergency remote teaching in Australia](#)

Academics at Bond University sought to discover how academics promoted learning when placed in a new technology environment that needed them to rewrite face-to-face teaching practises while managing students' stress, anxiety, and expectations.



[Balancing the COVID-19 disruption to undergraduate learning and assessment with an academic student support package: Implications for student achievement and engagement](#)

An Academic Safety Net was implemented at James Cook University to provide academic student support.



[Digital disruption in the COVID-19 era : The impact on learning and students' ability to cope with study in an unknown world](#)

An enabling course supported students through the forced transition from face to face classes to online learning, and investigated the students' ability to adjust to the disruption caused by the pandemic.

*The Universities Australia Learning and Teaching Repository is a collection of higher education learning and teaching research valuable to university academics. It welcomes submissions from Australian university staff. Email the Repository: [contact@ltr.edu.au](mailto:contact@ltr.edu.au)*

