



Attitudes towards digitally enhanced practical skill teaching are mixed



Staff and Student Perspectives of Digitally Enhanced Practical Teaching

Introduction: Practical skills are not traditionally considered suited to technologically enhanced teaching methods. However, recent years has seen increased technological integration into practical teaching supports.

Aims and Methods:

A survey was distributed to university staff and students (n=137) to determine;

- 1) Attitudes towards digitally enhanced practical teaching
- 2) Perceptions of barriers and opportunities to digitally enhanced practical teaching
- 3) What helps and what doesn't when supporting practical skill acquisition with technology

Quantitative data was analysed using SPSS while all data including open box responses were considering in the context of the community of inquiry framework



Results:

- 78% used technology to teach practical skills
- 56% used digitally supported practical assessments
- Blended learning was strongly supported by staff and students
- Greatest Perceived Opportunity = Learning Flexibility
- Greatest Help = Supporting Revision
- Most Unhelpful = Lack of Hands-On Experience

Legend:

- Strongly Disagree
- Somewhat Disagree
- Neutral
- Somewhat Agree
- Strongly Agree

Figure 1: What component of digital technology was **helpful** when learning practical skills?

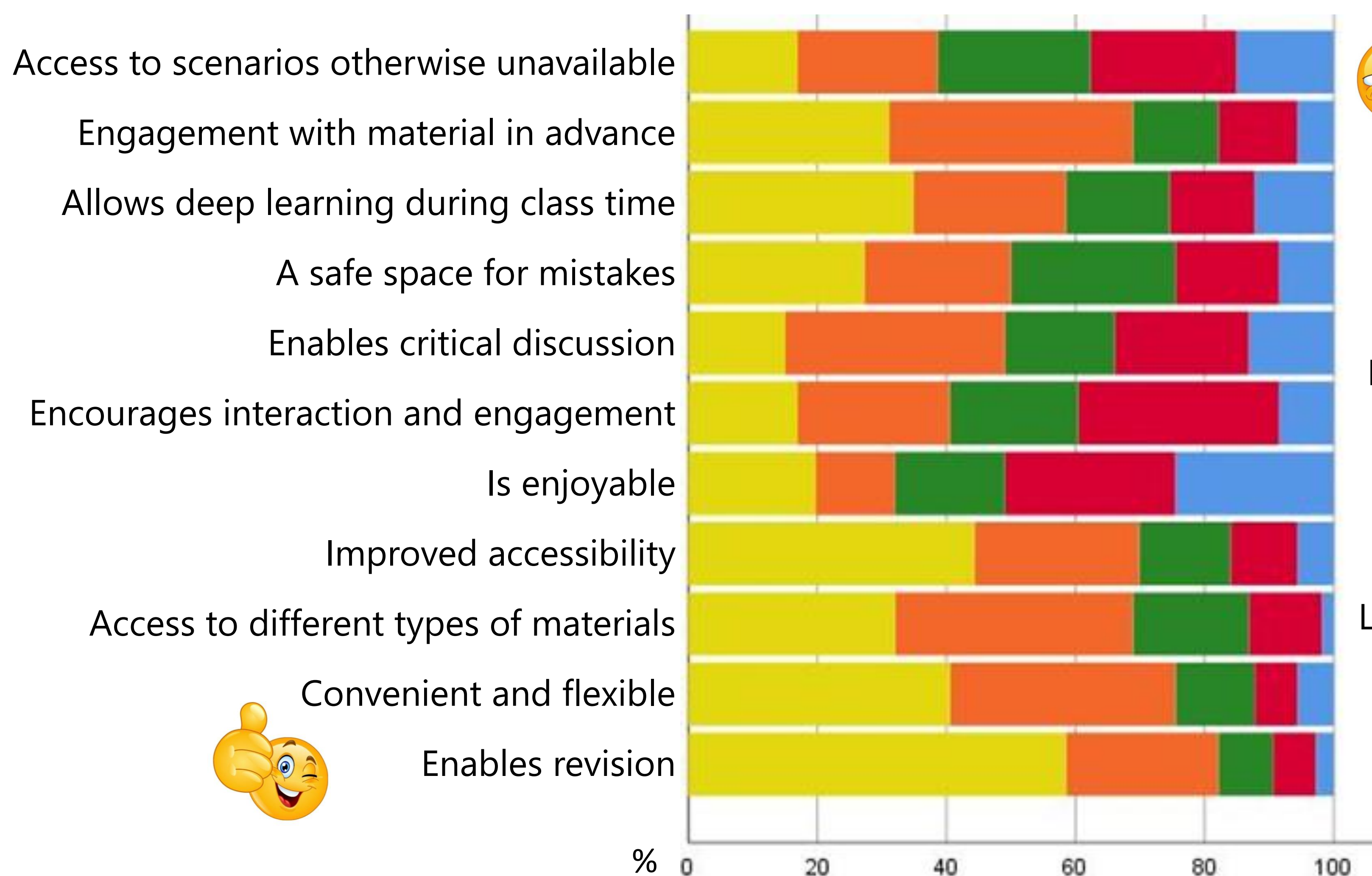
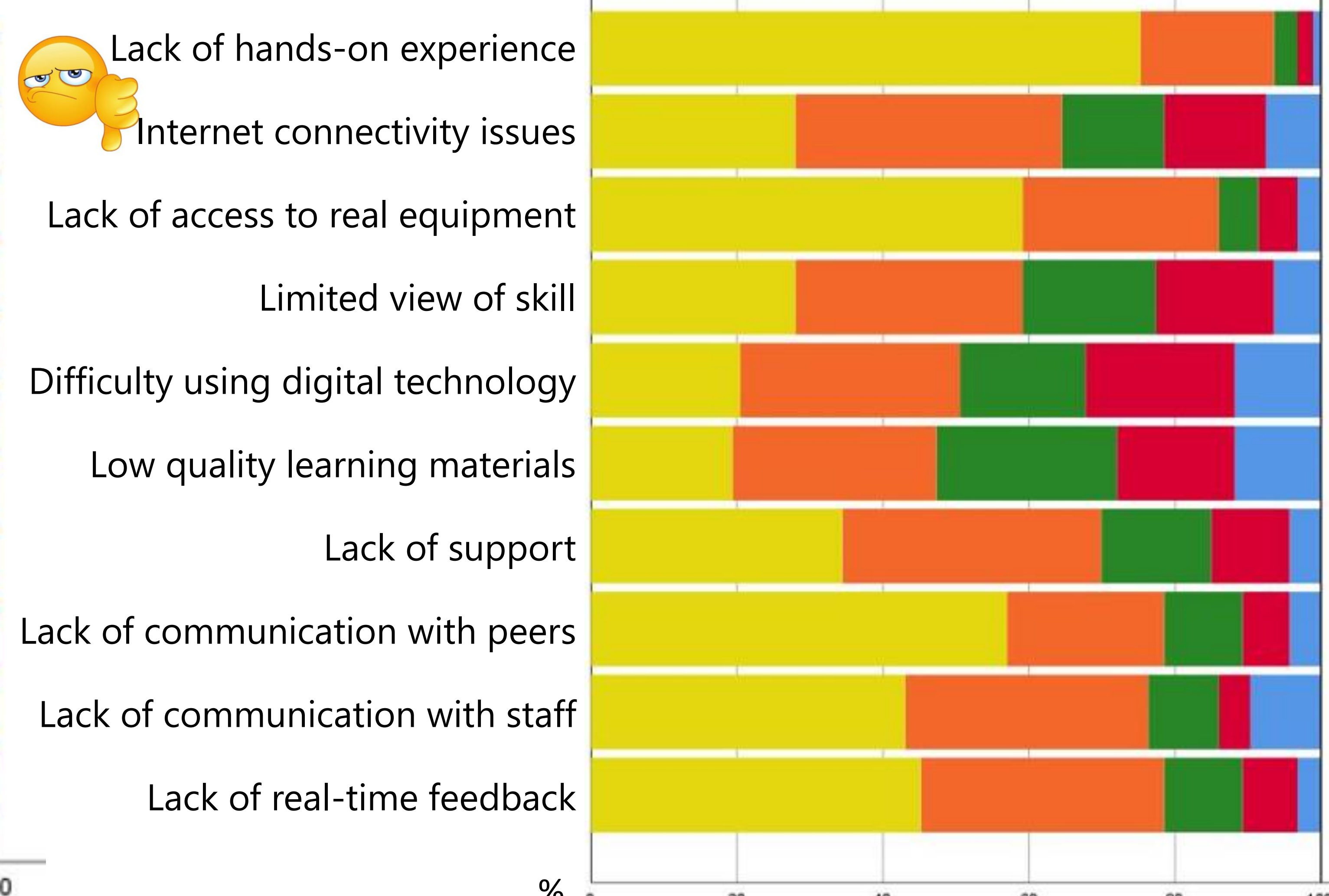


Figure 2: What component of digital technology was **unhelpful** when learning practical skills?



"The bite size pieces of information, really like chunking the lectures into those small parts... The value of that can't be underestimated"



"A blended approach will be exactly what we need. We've learned a lot ... I'm not going back to the old system... this is a better approach."

Conclusion:

While technology can lead to positive experiences within social and cognitive presences, a deficit in teaching presence due to the addition or omission of technology may undermine student success.