



The impact of learning technologies on workload

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Abstract and Symposium Plan

Over the past decade, most Australian universities have moved increasingly towards online course delivery for both undergraduate and graduate programs. In many cases, online teaching is becoming part of routine teaching loads. Yet detailed and accurate workload data are not readily available. This symposium is timely as it addresses an issue of immediate National and International concern relevant to all education sectors as many struggle with how to allocate workload associated with the use of learning technologies. This symposium intends to explore workload based on data collected from across four institutions and seek input from the audience as to whether it 'rings true'. This Symposium will present some of the findings and conclusions of an Australian Learning and Teaching Council project which has undertaken a robust investigation of workload in relation to the use of learning technologies. The project used a Grounded theory approach and appropriate supporting methods. Drawing on the 88 interviews undertaken across the partner institutions and consequent analysis the four team members will discuss four case studies in regards to issues, barriers and concerns; the grounded methodology, findings from the NVivo analysis and focus on the various teaching demands of online programs, and whether workload demands are lighter, heavier or the same for online teaching compared with face-to-face teaching. The group will highlight recommendations for future practice for key stakeholders from the various perspectives of the presenters. Several questions from the interview schedule and the proposed survey tool will be drawn upon to engage the audience. In particular the survey tool, newly developed, will be tested using a 'cognitive' interview technique whereby audience members will be asked for their 'understanding' of the questions. This feedback will then be incorporated into the survey.

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