Speaker 1

How do you use technology now?

Speaker 2 (Wayne Lang)

I’m a lecturer in computer education, and technology is part of my life, and a part of my teaching. It has been for the last 15, 20 years. I consider myself at the forefront of the development of education using technology, and I embrace new technologies. I am an early adopter, and so I can see often the potentials and the disharmonies that come through with the use of technology and learning. It’s a very exciting area to be involved in. My students come to me with great expectations of the use of technology and not really understanding the depth that can take place with their own learning, until they’re really exposed to some great teaching examples from my colleagues and hopefully from myself, for my students to learn the potential for technology to enhance learning, and that’s really the focus of my teaching.

Speaker 1

Are current assumptions about the preparedness of students to engage with IT in university correct?

Speaker 2

We should be making those assumptions because our students do come connected, and they’ve often, I see the change in the amount of technology that students are bringing to lectures and to tutorials, it’s increasing. The students I see in my teaching, they come with great, the students that I encounter come to my courses with confidence in using technology. They have a wide range of experiences, but not very much depth in the experience that they have with the technology. They are not intimidated by technology. Some of my colleagues are quite intimidated by the use of technology in teaching and learning, but the students just want to see how to use it, they get on with it, they learn how to use it and then they explore the depth to which they can go to with that technology.

Speaker 1

What core skills will learning and teaching academics need in 2020?

Speaker 2

My colleagues would need to have understandings of the needs of the 21st century learner, and technology is one of those needs but it’s about collaboration, being able to
investigate where knowledge comes from, how to find information, how to work in teams, how to really get my students to experience the same, and to see the people that my students will be working with in the future, they will need to be able to develop those abilities of being able to work in the 21st century.

Speaker 1

What will the University look like in 2020?

Speaker 2

I believe in 2020 that information will become much more easy to get access to, and I believe the university is working towards that ease of access, so our academics need to be able to show our students how to get that information, the information that they need, how to sort out the information from the amazing amount of information that’s available for them, and so our academics will need to not be the centre. They’ll need to be – there’s a term, the sage on the stage or the guide on the side. Certainly, the guide on the side. Students will be bringing their own devices to the university more often, and so therefore our students may not need to come to our university. They may be in other parts of the country, the world where their learning will take place, and I think there’ll be a much greater focus on online education, so it’s really about our academics being connected. If they’re not connected, they’ll be disconnected from their students.

Speaker 1

What will students be looking for in successful academics?

Speaker 2

Students will be looking for authentic tasks. They will be wanting our academics to present them with scenarios that engage real life experiences for them, and to be able to access the information that’s out there in the real world in classrooms, in schools, to be connected with schools whilst in their courses in the university.

Speaker 1

What will be the impact of technology on research in 2020?

Speaker 2

I see that research will have a really, a now dimension. It’s not something that it will be relying on finding information from the past. It’s now, we’re able to generate documents using video from the one device, audio from the one device, text from the one device, so it’s going to be a lot easier for us to gather data in our research.
Speaker 1

Will it still be important to have a physical place to learn?

Speaker 2

There will always be a place for place, particularly in my field of education because that face to face contact is very important for my students going out into classrooms in education systems. I feel that we shouldn’t be tied to our place. We need a variety of experiences, and I believe that the technology will provide us with that, the simulations that will be necessary for our students to see that there are more, there’s more than just a face to face contact, and I want my students to be able to see that they can bring the outside world into their classroom in a remote school in central Queensland, for example.

[end of recording]