Enhancing student engagement in the digital classroom. An investigation of the interaction between pedagogy, space and technology

The discussion paper illustrates and analyses the changes implemented in a Business final year undergraduate module in Corporate and Business Strategy resulting from an ongoing reflection on the interaction between pedagogy, space and technology. Our reflection aimed to develop a better understanding of how and to what extent space and equipment, if part of an interactive pedagogy (Madigan and Sirum, 2006), influence learning dynamics and students’ engagement and inclusivity.

An understanding that the dichotomist lecture/seminar model doesn’t suit the needs of a varied student population (Keyser, 2000) was central to the process. In 2018/19 the module’s seminar time was doubled to allow for more opportunities for interaction; whilst the formal lecture was removed and replaced by short recordings made available on the virtual learning environment. The module was taught in the digital classrooms in the Templeman Library. A broader and more tailored use of collaborative technologies was introduced together with a spiral learning approach (Grove et al., 2008) focusing on the identification and reinforcement of previously acquired knowledge. Students could also use different core resources and choose their own team members.

Students responded positively to the changes and showed a high level of engagement in seminars and group work.

References:


Keyser, M. W. (2000), ‘Active learning and cooperative learning: understanding the difference and using both styles effectively’, in Research Strategies, 17, 35-44
