



TECHNOLOGY ENHANCED LEARNING

WHAT IT IS AND HOW TO USE IT



WHAT IS IT?

Technology enhanced learning (TEL) can be understood as the concept of using technology to add additional elements to the learning experience. Technology enhanced learning, or TEL, can be conceptualized either to augment existing pedagogical practices or supplement them. Regardless of the modality of your course, TEL can be implemented in in-person, online, or blended courses to provide students with an enriching learning experience. TEL can also provide innovative and creative ways for students to apply their understanding of course content in ways that are meaningful and relevant to their lives in ways that traditional approaches to pedagogy may have fallen short.



WHY IS THIS IMPORTANT?

TEL is beneficial for supporting student growth for a variety of reasons. TEL in the classroom can help support and promote accessible education for many students by allowing them to use technology to deeply engage with course content. When used effectively, TEL can help minimize barriers to access and it can be implemented to support learning inside and outside the classroom by making content that is engaging. But although TEL has the potential to make learning more accessible and engaging, it is important to remember that TEL is not meant to serve as a replacement for interpersonal interaction. Rather it is meant to enhance the learning experience and provide students with an educational environment in which they can thrive and engage in meaningful and deep learning.

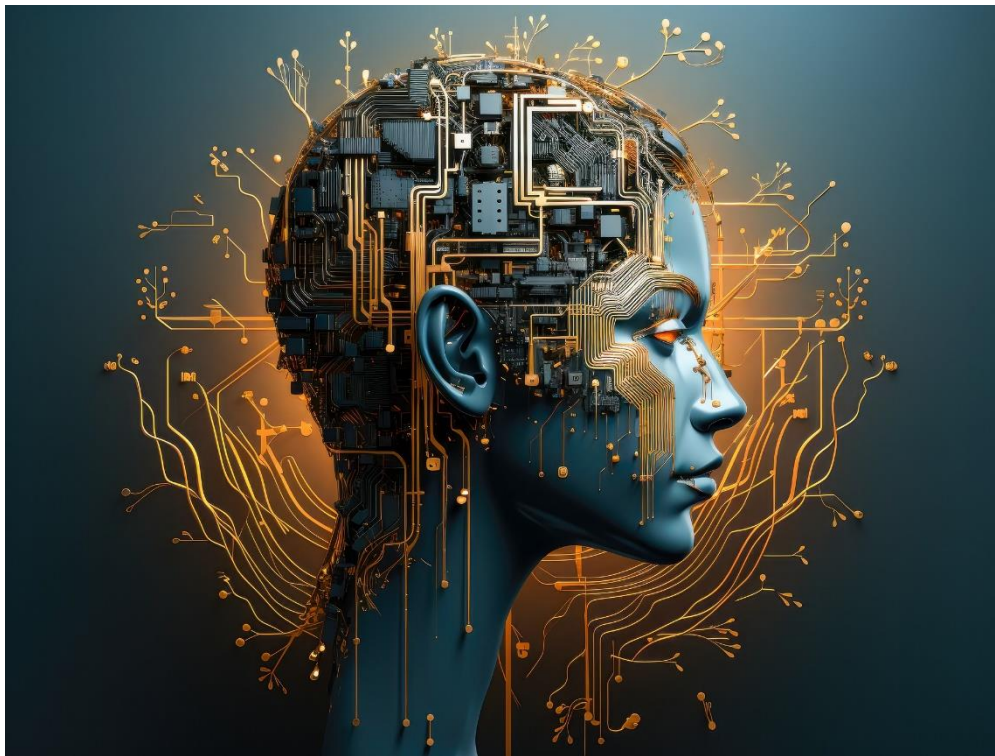


HOW CAN INSTRUCTORS SUPPORT TECHNOLOGICALLY ENHANCED LEARNING IN THE CLASSROOM?

For instructors who are interested in implementing technology enhanced learning in their own courses, consider the following suggestions:

1. **Increase student motivation by getting students involved in the process.** Motivation is one of the key factors that help make the implementation of TEL successful and, without it, the effectiveness of TEL is undermined. To avoid this from happening, find ways to motivate students throughout the course and get them actively involved in the learning process can help enhance the TEL experience. For instance, assigning students the task to create content using digital technologies to demonstrate their understanding of course concepts allow them to develop a personal investment in their own work. This can help keep students focused on their assignments and become more personally invested in their learning.
2. **Consider free digital technologies to prevent inequities in the classroom.** Given that some students may not have the same access to the most recent technologies, such as smartphones or laptops, using digital technologies that are free, readily accessible, and are not resource-intensive can help to close the digital and technological divide that might exist in your courses. For example, [Google Docs](#) can provide a space where students can work together to collaborate on a written task and share their contributions in real-time which can make for a dynamic and fluid learning experience. It is also important to be mindful of barriers to access, and to ensure that students can fully develop their [digital literacy and competencies](#) to use these technologies in support of, rather than as a hindrance to, their learning.

3. **Provide students with clear guidelines and structure to ensure that TEL is focused and purposeful.** To help keep students on track and to avoid activities and assignments from being riddled with distractions, setting up clear guidelines and detailed instructions can help students understand how best to use technology in their learning. Similarly, including a detailed rubric with clearly identified components, as well as a sample answer, can help students remain focused as they are engaging with digital technologies.
4. **Collaborate with other faculty members and test out different technologies that suit your academic discipline.** Given the numerous digital technologies available to support student learning, it is easy to get overwhelmed or become intimidated by the choices. Engaging with colleagues within your discipline, and sharing different strategies of success, helps to foster the collegial bonds within your department. It also provides a chance to collaborate and learn from each other with the goal of supporting student success.
5. **Stay up to date with digital technologies and invest in your own professional development.** For TEL to be effective in the classroom in support of student learning, instructors need to feel confident, comfortable, and empowered to use these digital technologies effectively. To assist in this, consider engaging in professional development specifically designed on [eLearning](#) and [blended and online learning](#). As instructors become more familiar with these tools, and as they become more fluent in digital literacy, they can apply them in more impactful and purposeful ways for their students.



ADDITIONAL RESOURCES (Internal)

York University. Technology-Enhanced Learning (TEL).

<https://www.yorku.ca/vptl/strategic-priorities-teaching-innovation/elearning/>

York University. BOLD Blending and Online Learning Design. Going remote. <https://www.yorku.ca/bold/>

ADDITIONAL RESOURCES (External)**Explore in 15-30 Minutes**

Dunn, T. and Kennedy, M. (2019). Technology enhanced learning in higher education; motivations, engagement and academic achievement. *Computers & Education*, 137, 104-113.

Giannini, S. (2023). Generative AI and the future of education. *ADG; UNESCO: Geneva, Switzerland*, 2. <https://www.laifitalia.it/wp-content/uploads/2024/01/385877eng.pdf>

Explore in 30-60 minutes

Kilag, O. K., Miñoza, J., Comighud, E., Amontos, C., Damos, M., & Abendan, C. F. (2023). Empowering Teachers: Integrating Technology into Livelihood Education for a Digital Future. *Excellencia: International Multi-disciplinary Journal of Education (2994-9521)*, 1(1), 30-41.

Daniela, L.; Visvizi, A.; Gutiérrez-Braojos, C.; Lytras, M.D. Sustainable Higher Education and Technology-Enhanced Learning (TEL). *Sustainability* **2018**, 10, 3883. <https://doi.org/10.3390/su10113883>

Dakhi, O., JAMA, J., & IRFAN, D. (2020). Blended learning: a 21st century learning model at college. *International Journal Of Multi Science*, 1(08), 50-65.

Explore in 60+ minutes

Adrian Kirkwood & Linda Price (2014) Technology-enhanced learning and teaching in higher education: what is 'enhanced' and how do we know? A critical literature review, *Learning, Media and Technology*, 39:1, 6-36, DOI: 10.1080/17439884.2013.770404

Serrano DR, Dea-Ayuela MA, Gonzalez-Burgos E, Serrano-Gil A, Lalatsa A. Technology-enhanced learning in higher education: How to enhance student engagement through blended learning. *Eur J Educ.* 2019; 54: 273–286. <https://doi-org.ezproxy.library.yorku.ca/10.1111/ejed.12330>

Would you like to learn more?

Contact us at Teaching Commons for additional resources, handouts, applications, courses, workshops, examples, advice, assistance, one-on-one consulting, and everything else related to teaching and learning. We are happy and eager to assist you!



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1050 Victor Phillip Dahdaleh (formerly TEL) Building, 4700 Keele Street, Toronto, ON M3J 1P3



416.736.2100 ext. 55754



Created by [Andrew Molas](#) & [Robert D. Winkler](#)



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