

TYPE/ QUOTES/ TOTAL MENTIONS[1]	WHATS IN IT FOR ME & perceived advantage	TOP DOWN, BOTTOM UP	BY EXAMPLE, PEER PRESSURE, SHOW AND TELL, OTHERS EXPERIENCES	TRAINING: BY DISCIPLINE / COURSE DESIGN	TRAINING: GENERIC	OWN EXPERIENCE	INCLUSIVITY & DEMOGRAPHICS	EFFECTIVENESS (T&L)	STUDENT INPUT & EXPECTATION	PROBLEM SOLVING	ASSUMPTIONS
LEGEND: GUIDE TO THEMES WHATS IN IT FOR ME & perceived advantage [staff motivation] TOP DOWN, BOTTOM UP [institutional] BY EXAMPLE, PEER PRESSURE, SHOW AND TELL, OTHERS EXPERIENCES [ICT & E-learning support] TRAINING: BY DISCIPLINE / COURSE DESIGN [ICT & E-learning support] TRAINING: GENERIC [ICT & E-learning support] OWN EXPERIENCE [staff motivation] INCLUSIVITY & DEMOGRAPHICS [compliance/digital divide] EFFECTIVENESS (T&L) [learning quality] STUDENT INPUT & EXPECTATION [student centered] PROBLEM SOLVING [staff motivation] ASSUMPTIONS [false assumptions] GENERAL COMMENTS	To get people to adopt any new thing, you have to find the WiIFM (What's in it for me)	For those professors who need to use more technology but don't, setting up a large program for technology use is not likely to be well received	"show and tells"	They only wanted to hear stories of projects at the same institution and in subjects cognate to their own	Give them context—teach them how to integrate the technology into the work they do, not just instructions on how to work the technology.	those who use technology in their own lives	Is it to help reach a diverse student population	Is it just for the sake of using technology	Students have input too and often do not like to be encouraged to use something they see as too worthy even though it provides greater learning opportunities than the latest smartphone or particular app that they would prefer and insist we must be engaging with [...] This attitude I summarise with reference to students even being unhappy in using their university assigned email address but it goes further	look at areas that are currently problematic to then find the tools to enhance or displace traditional practice	(chalk) board teacher
	how can it help them teach their courses better, faster, or more easily? How does it improve student learning outcomes	I wouldn't pressure these faculty to do anything they don't see value to—at least initially	some will quickly adopt an idea because it came from a peer, rather than from us	Any learning technologies/educational developer needs a bag full of appropriate stories	The key thing is to start with the pedagogy	when delivering a session about the use of onlinediscussion tools to enhance teaching and learning in languages, I used the discussion tools to deliver the session - this way, through a first person experience of the tools, teachers had a lot of fun, realised they were actually interacting far more than in a traditional development workshop and built their confidence in how to use the technology	I had a significantly higher than normal number of students with learning difficulties... I came to appreciate that the technological tools ALREADY exist (hardware and software) to improve teaching. Not all students like to or can write to the extent that maybe the professor expects. Likewise, not all students are visual learners. Technology exists to address all of these issues	Technology needs to make something better - and from a learning and teaching perspective the first thing it needs to do is enhance learning in some way...	the important issue of the student expectations and learning style... When students get very disparate experiences indifferent modules, they tend to be dissatisfied and to complain. I have often come across students who were complaining about the lack of resources on the VLE for certain modules - a few years ago this only tended to happen when students had had an exceptionally positive experience in a previous module, but this is gradually becoming an outright expectation	In addition to "what's in it for me?" the real question is "what problem are you trying to solve?"	For those professors who need to use more technology but don't, setting up a large program for technology use is not likely to be well received
	find the 'relative advantage' of using the technology	but if the support systems are missing (pedagogical, technical, professional, etc.), the technology may become more of a hindrance to learning for the faculty member and the students	it was 'war stories' that they wanted to hear. They wanted to find out precisely what had gone wrong for anyone who had used it before	... the attitude overlooks students whose programmes take them across subject, school and even discipline lines	training is focussed on the functionalities of the tools, many lecturers leave the room bored, do not use the tools soon enough to remember how they worked and then give up altogether at the next attempt	the one thing I have found to be most useful is using the technology for learning and embedding content into it. The method by which they are taught has more weight that the method that they are taught	Technology has a lot to offer in enhancing the experience and the access to those with learning- and life style - differences	After all that time and energy, excitement and frustration will it achieve what I want it to achieve. Will the learning happen?		challenging their beliefs about teaching	
	The most common stumbling block was the notion that using technology meant more work for no more pay	working for an institutional administration that "gets it".	It proves very challenging to spread an innovation even to different departments in one school, beyond the small group which has already signed up to the project. In addition, if just one or two staff who were particular enthusiasts move on, then even in that initial department, the support for the approach can quickly die	hostility to 'not invented here' was incredibly strong as was the belief that a subject's students were utterly unique even to those in cognate areas [...] extended as far as barring them from attending generic induction events for fear of them being 'contaminated' or 'infiltrated' by non-subject specific approaches.	Time and labour.... Using the right technology takes time.... Sometimes it is just easier to go back to old habits	Trust.... Trust in the network, hardware, in my skills at execution at the time I need it.	technology, if used properly, can be more inclusive and if we have the opportunity to be more inclusive with our teaching practice, then should we not aspire to change our methods	A teacher who is passionate about "causing" learning in students would do everything within his/her power (and that includes the use of technology) to drive learning. In other words, the issue is one of teacher motivation		these faculty will likely be slow to adopt a new technology or way of teaching because their belief system is so engrained.	
	realising that something could be rendered more efficient in terms of teaching and learning or course administration with technology was a very important adoption factor.	The support from above can be the difference between success and failure	Showcases - the peer to peer extension - also work extremely well as it has a non threatening aspect to it and it usually makes people think	I think that if faculty are provided the right context, there would be greater 'buy-in' to adopt newer technology, but only if the strengths and weaknesses of that technology are explained clearly in that particular context	I found some of my colleagues are not willing to take high technology tools in teaching because of the worries on technical problems during access. Training and better technical support would be helpful in this case	Personally I find Trust is my biggest part	Perhaps in the past they would have dropped the course and their learning would have ended). Since introducing greater choices in format through tech, the students who have been most affected are those that have been traditionally on the lower end of the grade scale; they are catching up to their peers	Why would you want to encourage people to use technology? There is precious little evidence that it enhances learning... If you are going to try something new, why not try something with a proven high effect-size?		keep on with it but they became perceived quite quickly as eccentric	
	...The second thing is to make some tasks easier helping us use time and energy better	Institutional buy-in is vital but too often this does not percolate down to the 'front line' of lecturers using the technology on a day-to-day basis	For instance, when delivering a session about the use of onlinediscussion tools to enhance teaching and learning in languages, I used the discussion tools to deliver the session	I don't think that Universities can remain places where A and B just teach how they see best fit, but instead T&L plans have to be developed at course level and institutional level.... Arguably this is part of the marketisation and branding of Higher Education, but when this is done openly, consultatively and from within a genuine community of practice, it has enormous benefits	a number of colleagues feel very worried about having to improvise or use different tools when the technology is failing - something which of course can happen. So in addition to training and technical support, the ability to teach flexibly or have a back up plan	it was discussed that it was important to use the VLE in face to face sessions too, some colleagues raised the fear of finding themselves in a classroom where the data projector does not work		Some of the technologies enhances the presentation and improves communication (sic)		You can't force other people to do anything they don't want. Other than making use of new hardware, and new digital/social technologies, I wouldn't create an atmosphere of expecting others to do what I would wish them to. In higher ed, that is a sure fire way to dysfunctionality	
	technology must be seen as being useful and it must be as easy to use as a toaster... if you show them that it will solve a problem that they are having with teaching and learning, they will be more likely to use it	I found some of my colleagues are not willing to take high technology tools in teaching because of the worries on technical problems during access. Training and better technical support would be helpful in this case	The method by which they are taught has more weight that the method that they are taught	Use of technology is an added facility to learning provided it is suitable to taught discipline and is in proper and functional form	very eager to minimise risk ... Risk aversion can actually make it go wrong. Staff can be overly hesitant in introducing the technology and this is quickly communicated to students who then avoid using it because they feel it is not a solid approach and may be withdrawn soon after	I am starting to adopt a more person- (rather than teaching-) focussed approach. So providing my colleagues with experiences in which they can develop their digital literacy without specifying the context in which it might be used. As they integrate the practice, they are generating their own ideas about how they might apply it in their teaching, research and more generally		As for the lack of evidence that technology promotes learning as stated by Mike, well I would have to look at those studies to see how they measure learning and whether the tech was used appropriately.			
	Once they experience its effectiveness they will be able to relate well to the benefits of technology - be it for teaching or for other professional tasks. This would include "WiIFM" in practice	You can't force other people to do anything they don't want. Other than making use of new hardware, and new digital/social technologies, I wouldn't create an atmosphere of expecting others to do what I would wish them to. In higher ed, that is a sure fire way to dysfunctionality	1 Lead by example 2 Sharing Good Practices 3 Any PDF in service training workshops must incorporate ample use of technology to make staff learning experience interesting.			even when I was formally trained to use the technology (ex. smart podium), the previous lecturer may have adjusted the podium in a way that rendered it ineffective. So frustrating! - my solution: I acquired a portable laptop		In my experience, for those students who have made their learning differences known to me, they all have voiced their appreciation concerning the choices in format and the ability to review material at their discretion through services provided by me on the learning management system (Blackboard Vista) = tech. The consequence is that they stay on with the course and continue to learn (whereas perhaps in the past they would have dropped the course and their learning would have ended)			
	forcing approaches and tools on colleagues is something which rarely gives positive results					Trust.... Trust in the network, hardware, in my skills at execution at the time I need it.		my retention rate has increased, dropping from 16% to about 8% by the official drop date for a class of about 80-100 students. Well, arguably I have increased learning just by retaining more students because now more students are being educated even if the level of learning on a per student basis is the same (based on the exam performance for example)			
		First of all it has to be a bottom up, not a top down process. It shouldn't be imposed on the faculty by the powers that be				Personally I find Trust is my biggest part		How is learning measured? By an exam? That is cognitive? But a person is more than cognitive. So how do we evaluate the outcome of technology with the other dimensions of the human person?			
	remove all possible barriers							the similarity between existing professional education media skills of the BBC broadcaster and existing methods used by academics and grafted one onto the other to develop media savvy teaching. There is no need to encourage just how to work more efficiently, more powerfully and be a more effective educator/ with greater options for employability)			

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		<p>The one thing that encourages the adoption of a new technology or application is fear ... find tools that would allow attendance monitoring of international students in order to comply with UKBA (UK Border Agency) requirements ... there was a sudden focus that had probably not been witnessed for a long time ...</p> <p>Maybe this is why so much discussion about MOOCs has focused on fear factors with all the claims that they will destroy conventional universities. Those promoting MOOCs seem to have learnt that this is a more effective tool for encouraging the adoption of an application than pointing to the positive aspects</p>									
TOTAL NUMBER OF QUOTES	8	12	8	7	7	10	5	11	2	2	6
Contextual Category codes:	EK, RE, PA, HS, IAH	HS, EK, RE, PA, IAH	RE, EK, IAH	EK, RE, PA, IAL	EK, HS, IAL	PA, EK, IAH	DC, EK, PA, IAL, P&C	RE, EK, IAH, DC, PA	DC, PA, IAL	PA, IAL	HS, PA, IAL

1. WHATS IN IT FOR ME & perceived advantage [staff motivation]

TOP DOWN, BOTTOM UP [Institutional]

BY EXAMPLE, PEER PRESSURE, SHOW AND TELL, OTHERS EXPERIENCES [ICT & Elearning support]

TRAINING: BY DISCIPLINE / COURSE DESIGN [ICT & Elearning support]

TRAINING: GENERIC [ICT & Elearning support]

OWN EXPERIENCE [staff motivation]

INCLUSIVITY & DEMOGRAPHICS [compliance/digital divide]

EFFECTIVENESS (T&L) [learning quality]

STUDENT INPUT & EXPECTATION [student centered]

PROBLEM SOLVING [staff motivation]

ASSUMPTIONS [false assumptions]

GENERAL COMMENTS