

**"We're moving with the times" ...  
Unpacking university responses to students' use of new technologies**

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Over the last five years we have seen a remarkable rise in the prominence of Web 2.0 or social technologies: Facebook, YouTube, Flickr, Twitter. These technologies have gained widespread attention in higher education circles, partly because both their underlying philosophy and their technical attributes align well with student-centred approaches to learning. Social technologies enable students to create, adapt, publish and share digital material online, and educators are finding effective ways to build them into the learning designs of their subjects and courses. But critical questions still remain about how we are able to get the most out of these technologies within universities. As many universities scramble to 'move with the times', it is often not entirely clear where they are going and to what end.

In this presentation I will provide an analysis of how higher education institutions and students make use of traditional and emerging technologies. By drawing on case studies that demonstrate the effective use of technology in learning and teaching, I will seek to show how universities can make more nuanced and effective responses to technology adoption in the provision of student services. Rather than simply 'moving with the times', I will argue that universities need to think more carefully about how new technologies can be adopted so they are 'fit-for-purpose' and are more seamlessly integrated with existing university structures and programs.

### **Biography**

Gregor Kennedy is the Director of eLearning at The University of Melbourne based in The Centre for the Study of Higher Education. As the Director of eLearning he leads the University's strategy in technology-enhanced learning and teaching, supports staff in the use of learning technologies, and undertakes research in the area of eLearning. He has a background in psychology and has spent the last 15 years conducting and overseeing research and development projects in educational technology in tertiary education. His research interests include staff and students' use of technology, contemporary learning design and emerging technologies, approaches to educational technology research and evaluation, computer-based interactivity and engagement, and the use of electronic measures for educational research and evaluation. He has published widely in these areas.