Exploring the Impact of Technology Enhanced Learning:
A Gender Specific Case Study

Framed epistemologically within a social practice lens, this study seeks to explore the potential of learning technologies as a tool to enhance the engagement and attainment of male, undergraduate Initial Teacher Education (ITE) students.

Constructivist grounded theory has been chosen as the methodological approach, because its concurrent data gathering and analysis allows outcomes from each programme phase to set the purpose and direction of subsequent ones. In this first phase, preliminary findings presented here build upon previous work (Bell and Jones 2013, Bell and Wooff 2013a, 2013b) and illustrate the impact engagement with technology at university made to fourteen male alumni, all of who are now in their secondary phase school sector teaching.

Empirically grounded data, elicited through electronic survey, email discourse, and semi-structured interviews were used to gather stakeholder viewpoints specifically in relation to their personal reflections and perceptions. Findings indicate that participants perceived the utilisation of learning technology was a significant pedagogical tool that increased their attainment at university. They also believed that technology had a direct impact on their ability to secure employment and is instrumental in supporting their planning and lesson delivery, and enhances the learning of the pupils they now teach.

"Using technology helped me to approach tasks in different ways"

"I used technology in my interview lesson, the school were impressed and I know it helped me to secure the job!"

"I enjoy using TEL, it helped me to improve my grades in university and on teaching practice...and I use what I learnt in my teaching everyday"

100% of participants believe engagement with technology improved their engagement and motivation

100% of participants believe engagement with technology increased their attainment whilst studying at university

100% of participants believe the use of technology improves the quality of their teaching

100% of participants believe the use of technology enhances their pupils learning

100% of participants secured employment

References
