TITLE OF PAPER: Working across boundaries: tutor experiences of on-campus networked learning (blended with face-to-face teaching)

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Aim: To offer a model of university teachers' conceptions of teaching campus based students using communication and information technologies. The underlying rationale is that teachers' *conceptions* of teaching influence their *approaches* to teaching. A reasonable assumption might be therefore that teacher's *conception of using C&ITs for teaching* are likely to influence their *approaches to teaching using C&ITs.* The implication is that if approaches are to change, then firstly, there needs to be a change in their conceptions. But how are conceptions of using C&ITs for teaching formed, developed or changed?

Abstract:
This paper reports on research undertaken in one modern Scottish university to identify university teachers' conceptions of and approaches to teaching campus-based students using C&ITs. It starts from the premise that university teachers' conceptions of teaching have been established by previous researchers (e.g. Trigwell, Prosser and Taylor 1994, Kember & Kwan 2000, Samuelowizc & Bain 1992 and 2001) and explores if and how teachers' conceptions of and approaches to teaching differ when teaching using C&ITs. Using a phenomenographic approach (Marton 1993) 18 teachers from the business school were interviewed and their transcripts were analysed to identify their underlying conceptions and approaches to teaching generally. From this a theoretical sample of 7 teachers' transcripts representing the range of possible conceptions of teaching (Kember 1997) were analysed in detail using qualitative software (Atlas Ti) to identify their conceptions of teaching using C&ITs specifically. In addition two focus group discussions were undertaken with two different teaching teams piloting the use of a managed learning environment where teachers were asked to reflect on this experience.

Dialogue and feedback between the learner and the tutor are at the heart of effective technologies have different capabilities with no one C&IT meeting all teaching and learning needs. Further, C&ITs will not of themselves teach, nor will they teach to achieve the desired perspectives unless they are used in such a way to do just that. Mayes' (1997) learning cycle provides a framework of 'how' conceptions of teaching might be evidenced through the use of different C&IT courseware. Meanwhile Harasim et al. (1997), McConnell (2000) and Salmon (2000) develop the concept of networked learning, cooperative learning and e-moderating where the web enables and supports a distributed community of learners and their tutors.

However, such models focus more on the use of C&ITs from the learner's perspective than the teacher's. While the purpose of teaching is to make learning possible (Ramsden 1992) how are teachers actually using C&ITs to make learning possible? The data was analysed and three findings are offered. Firstly a model of teachers' conceptions of teaching campus based students using C&ITs; secondly a model of teachers' approaches to teaching campus based students using C&ITs and thirdly the importance of the 'experience' of teaching using C&ITs in influencing the formation and development of teachers' conceptions of teaching using C&ITs.