

SOLSTICE 2010 Brochure

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Conference Programme

08:45 – 09:15	Registration and refreshments	Health Building Foyer
09:15 – 09:25	Housekeeping – <i>Lindsey Martin, Edge Hill University</i>	H3
09:25 – 09:35	Welcome – Professor Bill Bruce, Pro Vice Chancellor (Academic), Edge Hill University	H3
09:35 – 10:20	Keynote 1: Pathways to Learning Futures <i>Professor Gilly Salmon, University of Leicester</i>	H3

10:30 – 11:10	Breakout 1: Papers	
Session 1	Playing Real Group Games in a Virtual World <i>Dr Trevor Barker, University of Hertfordshire</i>	H202
Session 2	Supporting Student Learning Experiences through Blended Learning <i>Sybille Zederbauer & Gabriele Frankl, Alps-Adriatic University Klagenfurt</i>	H204
Session 3	OPEN-i - Building a Virtual Community of Practice for Photojournalism <i>Paul Lowe, University of the Arts, London</i>	H240
Session 4	One Step at a Time: Tutor Intervention to Support Online Engagement <i>Cathy Sherratt & Professor Andrew Sackville, Edge Hill University</i>	H241
Session 5	Use of the Moodle in Language Learning: Development and Challenges <i>Titi Fola-Adebayo, Federal University of Technology, Nigeria</i>	H242
Session 6	Demystifying Re-Usable Learning Objects <i>Beverly Leeds, University of Central Lancashire</i>	H243

11:10 – 11:40	Refreshment Break, Poster Presentations & Exhibitor Stands	Foyer
11:40 – 12:40	Breakout 2: Chaired Presentations (2 per chaired session)	
Chaired Presentations Session 7	<p>a) Teaching via Human Avatar: Enlivening Delivery Through Students Acting as Proxies for Remote Lecturers - <i>Robb Mitchell, University of Southern Denmark</i></p> <p>b) Understanding Online Role Play – <i>Sarah Cornelius, Carole Gordon and Margaret Harris, University of Aberdeen</i></p>	H202
Chaired Presentations Session 8	<p>a) Using Technology Enhanced Learning for the Delivery of Active Learning: Reflections from the Centre for Active Learning – <i>Martin Jenkins, University of Gloucestershire</i></p> <p>b) Digital Storytelling as a Research Method? Experiences from the Aimhigher Alumni Study – <i>Angie Daly, Edge Hill University & Jo McNeill Aimhigher Greater Merseyside</i></p>	H204
Chaired Presentations Session 9	<p>a) Deconstructing Digital Natives: Youth, Literacy and Digital Media in Japan – <i>Dr Michael Thomas, Nagoya University of Commerce, Japan</i></p> <p>b) Personal Response Systems for Teaching Postgraduate Statistics to Small Groups – <i>Dr Andrew Titman, University of Lancaster</i></p>	H240
Chaired Presentations Session 10	<p>a) Making Your Experience Count: Using Technology to Enhance the APEL Learner and Tutor Experience – <i>Dr Sarah Malone & Ann Minton, University of Derby</i></p> <p>b) Moving Assessed Student Presentations Online: How a Change in Practice Brought "...a breath of fresh air" to the Student Experience – <i>Megan Juss, Val Chamberlain & David Callaghan, Edge Hill University</i></p>	H241
Chaired Presentations Session 11	<p>a) Review on LJMU Innovative and Technologically Enhanced Learning Spaces – <i>Jim Turner, Liverpool John Moores University</i></p> <p>b) Embedded Audio Feedback: Can the use of Audio Feedback Help Students Participating in Online Courses Feel Less Isolated? – <i>Shirley Hunter-Barnett, Edge Hill University</i></p>	H242
12:40 – 13:40	LUNCH	Garden Café / Foyer

13:40 – 14:25	Keynote 2: So How Far Have We Travelled? Reflections on the journey from 2006 <i>Professor Peter Hartley, University of Bradford</i>	H3
14:35 – 15:15	Breakout 3: Demonstrations & Workshops	
Session 12	Development and Use of a Web Based Interactive Accounting Game <i>Stephen McNamee, University of Ulster</i>	H240
Session 13	The Ning Thing: Using a Social Network to Support the Year Abroad <i>Paul Duvall & Dr Robert Blackwood, University of Liverpool</i>	E4 – IT (Education Building)
Session 14	Here's Waving At You Kid - Using Google Wave and Twitter for Peer To Peer Feedback and Collaboration <i>Paul Lowe & Lindsay Jordan, University of the Arts, London</i>	E3 – IT (Education Building)
Session 15	Interpersonal Skills Online: Resources to Support Online Interaction <i>Carol Elston & Jade Kelsall, University of Leeds</i>	E10 – IT (Education Building)
Session 16	"Saving-Face": Interactive Techniques Utilizing Blackboard in a Counsellor Education and an Educational Leadership Program <i>Dr Suzanne Maniss & Dr Sandra Murray, University of Tennessee, USA</i>	H241
Session 17	Stitching the Web Together with Yahoo! Pipes <i>Jim Turner, Liverpool John Moores University</i>	SOL001 (Health Building lower ground floor)
Session 18	E-Enabling Work-based Learners <i>Martin Jenkins & Phil Gravestock, University of Gloucestershire & Beverly Leeds, University of Central Lancashire</i>	H242
Session 19	Technology and its Impact on the Student Experience <i>Barrie Hoban & Anthony Doyle, Blackboard Inc</i>	H243
15:15 – 15:35	Refreshment Break, Poster Presentations & Exhibitor Stands	Foyer

15:35 – 16:35	Breakout 4: Chaired Presentations (2 per chaired session)	
Chaired Presentations Session 20	<p>a) Student Perceptions of Video Conferencing versus Face-to-Face Communications: Amenability Towards Use of Video Conferencing for Distant Supportive Dialogue – <i>Teri Taylor, Northumbria University</i></p> <p>b) E-Learning In Pakistan: Enhancing Quantity And Quality Of Higher Education Through Information and Communication Technologies – <i>Muhammad Safdar, International Islamic University, Pakistan</i></p>	H202
Chaired Presentations Session 21	<p>a) Give & Take: Using Peer Group Audio Feedback to Develop Successful Collaboration within Blended and Online PD Courses – <i>Angela Smith, Edge Hill University</i></p> <p>b) Feedback to Feedforward: Enhancing Student Engagement with their Feedback – <i>Helen Parkin & Stuart Hepplestone, Sheffield Hallam University</i></p>	H204
Chaired Presentations Session 22	<p>a) An Investigation into the Social and Educational Affordances of Computer Mediated Communications Experienced by Students with Asperger’s Syndrome – <i>James McDowell, University of Huddersfield</i></p> <p>b) Discussion Boards; Love'em or Hate'em; Reflections on the Student Experience – <i>Linda Moss, Edge Hill University</i></p>	H240
Chaired Presentations Session 23	<p>a) The Delivery of Learning Material to the Workplace Using New Technologies – <i>Jeffrey Lewis, University of Wales Institute</i></p> <p>b) Using EJS Animations in Undergraduate Engineering Courses – <i>Dr Ulrike Zwiars, Bochum University, Germany</i></p>	H241
Chaired Presentations Session 24	<p>a) “Meeting Employers Needs”: E-portfolios Supporting Employee Development in Public Services Foundation Degrees: Evidence Based Research Outcomes – <i>Julie Swain, University of Plymouth & Sue Atkinson, City College Plymouth</i></p> <p>b) Take 100's of eDocuments Wherever You Go: evaluating e-readers for university business – <i>Dr Mary Dean, Edge Hill University</i></p>	H242
16:35 – 16:50	Closing Note - Professor Mark Schofield, Edge Hill University	H3

Keynote Abstracts & Profiles

Keynote 1:



Professor Gilly Salmon - Professor of eLearning & Learning Technologies, Beyond Distance Research Alliance

University of Leicester

Contact: gilly.salmon@le.ac.uk

Pathways to Learning Futures

Professor Gilly Salmon points to the evidence and enablers for learning in Higher Education to be fit for purpose for the rest of the 21st Century.

In this keynote Professor Salmon will explain the approach of research to practice, both incremental and radical, adopted by the Media Zoo at Leicester www.le.ac.uk/mediazoo and shares achievements and aspirations.

Profile

Professor Salmon joined the University of Leicester in the UK in 2004 as Professor of E-learning & Learning Technologies, after 15 years with the Open University Business School. The University of Leicester is heading towards creating a full mixed mode research-led university with half its 18,000 students on campus and half at a distance. She is also Visiting Professor at Caledonian Business School. Gilly has two research degrees- one in online training and one in change in education. She is known for her research and practice in the arenas of development and change for creating engaged and successful e-learning processes. Her focus is on designing for participation and intervening for learning using the best of networked technologies.

Prof Salmon is known for her many articles and commentary about the future for learning technologies and as an international speaker.

At Leicester she heads the 'Beyond Distance Research Alliance'. The Alliance, based at the University of Leicester, draws together teachers and researchers from a wide variety of areas to research in joint projects and provide for publications and dissemination.

Prof Salmon is the author of the work now considered seminal in the field of teaching online called 'E-moderating', a 2nd Edition of which was produced in 2004, as well as a recent book about designing for low cost collaboration in all online learning situations called 'E-tivities'. Book web sites: www.e-moderating.com, www.e-tivities.com

Keynote 2:



Professor Peter Hartley - Professor of Education Development, Director of the Centre for Academic Practice & Head of the Educational Development Team

University of Bradford

Contact: p.hartley@bradford.ac.uk

So How Far Have We Travelled? Reflections on the journey from 2006

I was very pleased to be invited to deliver one of the keynotes at the very first SOLSTICE conference in 2006 where I suggested that the CETL faced a number of critical challenges, most particularly that:

1. Technology is both a physical and conceptual problem: we tend to see the future in terms of the present,
2. Our students are struggling to become learners, and that
3. Organisational dynamics and ideologies are not necessarily in our/your favour.

I also suggested that SOLSTICE could make a real contribution in the following ways, by:

- showing us *how* e-learning 'works'
- making the technology invisible
- giving us new ways of enhancing learning which we can all apply
- helping us to help our students become self-regulated learners.

So this keynote will reflect upon how SOLSTICE and other important initiatives in and across UK HE have responded to those challenges over the last 5 years, and speculate on what this might mean for the future of 'technology-enhanced learning'. Along the way, we will debate some critical issues, including whether this change of language (from 'e' to 'technology-enhanced') is significant or snake oil, whether our learners have caught up with the rhetoric or 'digital nativism', what might count as our most significant examples of progress, what we could and should be doing with our VLEs, and (for those with good memories of 2006) whether Wonder Woman and the other superheroes did finally come to terms with their ethical frailties.

Profile

Peter Hartley moved to Bradford in 2003 as Professor of Education Development to lead the University's educational development unit – the Teaching Quality Enhancement Group (TQEG). He was previously Professor of Communication at Sheffield Hallam University (SHU) where he became the first winner of a National Teaching Fellowship in 2001. His current research interests include: student group interaction; applications and implications of Learning Technology for lecturers and tutors in Higher Education; concept mapping; applications and implications of speech recognition software; and assessment practices in Higher Education.

Session Abstracts

Papers**Session 1****Playing Real Group Games in a Virtual World****Presenter:** Dr Trevor Barker**Institution:** University of Hertfordshire**Theme:** Technologies and learning environments - physical and virtual spaces

In previous research at the University of Hertfordshire, presented at Solstice 2009, a study was undertaken to establish the affordances of learning and teaching in the Second Life virtual environment. In that study, the benefits of the virtual environment for final year B.Sc. computer science students undertaking group project working were identified. Major positive factors reported by learners included the flexibility of access to the environment in terms of time and place, and also motivational and personal aspects of working with others in such spaces. In a follow up project, second year B. Sc. computer science and information technology students following an interaction and games design module used the environment to develop group games according to a brief. This group project was part of a coursework and was in two parts. In the first part, learners worked in groups to develop a real world game. Rules, narrative, roles and game-play were developed for the game and agreed within the group. In the second part of the assignment, these games were taken into second life and modified for playing in that environment. Learners were required to produce reflective reports of the process, identifying how the groups worked together to produce and modify the games and how the games were tested and evaluated. Each group produced screen grabs from their games and provided a list of rules and a description of the game-play. As part of the assessment, games were presented and video recordings made. Important general lessons were learned related to how games developed in the real world may be modified for play in other environments and also about how virtual environments are able to support group working on a real project. In this paper, the stages of the project are explained and examples of the games developed are shown.

Session 2**Supporting Student Learning Experiences through Blended Learning****Presenters:** Mag. Sybille Zederbauer & Mag. Gabriele Frankl**Institution:** Alps-Adriatic University Klagenfurt**Theme:** Researching eLearning notions of impact and effect using technologies

The Alps-Adriatic University of Klagenfurt has been implementing blended learning for several years to maintain a high quality of teaching despite budgetary reductions

and rising student numbers, particularly in mass studies. The promotion of blended learning is one of the university's declared goals to offer students up-to-date learning conditions. A survey was conducted among students and lecturers of the AAUK in July 2009 to investigate the status quo of blended learning at the university (n=423). It reveals the scope of blended learning at the university, its most common forms, the latest innovations as well as students' and lecturers' attitudes to these. The data analysis has shown no significant differences between students and lecturers concerning their evaluation of potentials and risks of blended learning, nor significant differences between different age groups. What is particularly helpful for the future of blended learning at the AAUK are the students' wishes expressed in the survey, e.g. more video recordings (currently mostly lectures and practice activities such as anamnesis conversations are being recorded) or a possibility to peek into previous courses in order to be able to select courses more efficiently. The survey is currently being conducted a second time to assess the effects of increased blended learning activities implemented in the last semester. These data permit to identify changes in the spread and types of blended learning as well as in the students' attitudes. In addition, the students were asked about their attitude to mobile learning as this form of learning is planned to be expanded in the near future. The AAUK can now report on the current status of blended learning as an integral part of its university education, about the students' attitudes and experiences with different forms of blended learning and the implications for the design of blended learning courses for the future.

Session 3

OPEN-i - Building a Virtual Community of Practice for Photojournalism

Presenter: Paul Lowe

Institution: University of the Arts London LCC Elephant and Castle London

Theme: Researching eLearning notions of impact and effect using technologies

This presentation outlines an ongoing project to build a virtual community of practice called OPEN-i, an online learning and networking space for photojournalism. OPEN-i is an international network, linking photographers, agencies, publications and educational institutions together with the aim of engendering a debate and discussion about the future of the medium in the world of web 2.0. The network was established by a team from the London College of Communication, University of the Arts London, and supported by a grant from the JISC Business and Community Engagement programme. One need that was absolutely key was to make the forum for debate global, and to involve practitioners from the majority world as well as from the West. OPEN-i runs a series of live webinars and discussion sessions presented by leading industry professionals to an invited audience of peers, academics involved in the critical debate around images, aspiring photojournalists from the majority world, and masters level students of photography, supported by a social networking group on the Ning platform with discussion forums and personal pages. All the presentations are archived and available for later viewing online. Several types of live sessions have been developed, including panel debates, presentations by individual photographers on their work, regional presentations highlighting developments particularly in the majority world, and 'working party' sessions where

smaller groups 'roll up their sleeves' and work on a particular issue or problem in a workshop format. One notable feature of the sessions is the almost instinctive way that the text box has been used as a 'backchannel' to amplify and comment on the presentations by the audiences. Without the intensity, flexibility and spontaneity delivered by live web conferencing this innovative model would not have been possible. The presentation will explore how we built the community and continue to evaluate and develop it.

Session 4

One Step at a Time: Tutor intervention to support online engagement

Presenters: Cathy Sherratt & Professor Andrew Sackville

Institution: Faculty of Education, Edge Hill University

Theme: Researching eLearning notions of impact and effect using technologies

This paper will report on the latest stage of ongoing analysis of "online discussion" using a simple VLE discussion board, in a portfolio of supported online postgraduate programmes in Clinical Education. It has been argued that tutors can influence the engagement and interaction of students in an online discussion forum simply by the frequency with which they intervene in discussion (eg Mazzolini & Maddison, 2003). A dynamic model of students' need for tutor support and intervention, in the context of online discussion and engagement, has been identified in earlier work, based on one of our Postgraduate Certificate programmes in Clinical Education (Sherratt, 2008); and ongoing analysis suggests that the phrasing and presentation of interactions is an additional subtlety which also seems to influence the development both of online discussion, and the overall experience of e-learning. In our role as tutors on a new Postgraduate Certificate, also within the Clinical Education programme, we have recently begun to test out this proposition. Experience to date seems to bear out the validity of the proposed model, and its usefulness for tutors, indicating that students who are academically able but lacking in confidence will respond well to certain types of tutor intervention, resulting in them becoming more engaged and interacting well with their peers as well as with their tutor. The need to vary our input as tutors and lessons for practice in online facilitation will be considered and discussed with regard to our research findings.

References: Mazzolini, M., & Maddison, S. 2003. Sage, guide or ghost? The effect of instructor intervention on student participation in online discussion forums. *Computer and Education*. Vol 40, pp 237-253. Sherratt, C. 2008. Working Together: Perceptions of the Role of the Tutor in a Postgraduate Online Learning Programme. Proceedings of the 6th International Conference on Networked Learning, May 2008, Halkidiki, Greece.

Session 5

Use of the Moodle in Language Learning: Development and Challenges

Presenter: Titi Fola-Adebayo

Institution: Federal University of Technology, Akure, Nigeria.

Theme: Technologies and learning environments - physical and virtual spaces

A few universities in Nigeria are now integrating ICT into language teaching and learning. The new technologies present opportunities for overcoming barriers to learning. They also address issues of educational inequities, social exclusion, underdevelopment and poverty. Olatokun (2009) argues that the ICTs' defining features are their capacity to harness access and apply information and diffuse knowledge at great speed to all types of human activities and endeavours. This way they give rise to contemporary knowledge-based economies and societies. Computer education and skills can help students from developing economies compete favourably in a modern, ICT-driven global market. This paper discusses the advances and challenges associated with the use of the Moodle for language teaching in the Federal University of Technology, Akure, Nigeria. This study presents some of the developments that our Communication and Study Skills course has witnessed over the years. This includes programme review; project sustainability; and now use of modern social networking platforms such as Wiki, forums and Moodle. The latter is an acronym for Modular Object-Oriented Dynamic Learning Environment; this is a free and open source system. This learning management system is anchored on the philosophy that learners and teachers can contribute to the educational experience in several ways. Empirical evidence indicates that a technology-enhanced learning experience facilitates the acquisition of language and research skills (Dougiamas & Taylor, 2003; Lixun, 2004; Kol & Scholnik, 2008; Nash, 2008; Fola-Adebayo, 2010). Some of the challenges associated with the use of the Moodle in facilitating language learning in FUTA include issues of internet access, lack of steady supply of electricity, finance and project management. The paper argues among other things that the lecturers who teach the course should have constant training and retraining. Adopting the Moodle as a teaching resource in other second language situations will benefit students and enhance the status of our language classes.

Session 6

Demystifying Re-Usable Learning Objects

Presenter: Beverly Leeds

Institution: University of Central Lancashire

Theme: Researching eLearning notions of impact and effect using technologies

This paper outlines the work of three funded projects at a UK university that created re-usable learning objects (RLOs) and an open access repository to locate and download these open educational resources. The RLOs were created by the E-

Evolve and REVOLVE projects funded by HEFCE and JISC and open access to the materials is being developed by the JISC funded EVOLUTION project, Based on research undertaken the projects have developed re-usable and accessible materials in the form of RLOs that are designed to be used in a variety of ways within a module or programme of study. The materials are available to review and download for use, re-use or repurposing from the EVOLUTION materials repository www.employability.org.uk. The materials are all SCORM 4 compliant and have been used in Blackboard, Moodle and WebCT.

There is much debate surrounding the definition (see Churchill, 2007) and granularity (Rehak and Mason, 2003) of learning objects which can be a mystery to academic staff not familiar with the concept. The EVOLUTION OER materials have been designed in a format aimed at being familiar to academics in order to facilitate the re-use and re-purposing of these objects. As a result all the materials were developed by practicing academics without any specialist IT knowledge. The re-useable objects have been developed at two levels; learning activities and re-usable materials. The learning activities are packaged learning content as a series of tasks using resources and materials. Each activity follows a specific pedagogy and provides learning outcomes for the activity. The re-usable materials are unpackaged raw materials such as worksheets and mini-lectures to be used in different combinations. The paper progresses by outlining the model for developing learning objects and designing for re-usability that is accessible for non-technical academic staff. Some issues surrounding the project will then be addressed, the main one being the issue of sustainability of the materials. The paper will also address re-use in different contexts including different subject disciplines and non-UK institutions. It concludes by discussing the use of the model to develop materials in other contexts and outlines the plans to maintain EVOLUTION.

Presentations (Chaired Sessions)**Session 7****a) Teaching via Human Avatar: Enlivening Delivery through Students Acting as Proxies for Remote Lecturers****Presenter:** Robb Mitchell**Institution:** University of Southern Denmark**Theme:** "In Development"

The purpose of this presentation is to report upon ongoing experiments with instruction delivery via a remote controlled human surrogate. This method is being explored with an intention to bridge the geographic and social distances between a group of co-located students and a remotely located lecturer. The lecturer transmits words to a student wearing headphones who attempts to clearly repeat their teachers' utterances. The lecturer monitors an audiovisual stream of the lesson which allows them to guide both the words and actions of their proxy in response to events in the classroom. The remote lecturer is not seen by the class and is only heard by one student at a time. The role of acting as the surrogate teacher is rotated amongst each student in turn so that the lesson appears to be delivered by many different teachers and every student is temporarily empowered to act as the facilitator of the learning session. The repetition or relay of the lecturer's words causes a delay that substantially reduces the quantity of information that may be imparted in comparison with face-to-face instruction or standard video-conferencing. However, initial trials in Danish higher and further education institutions suggest a variety of benefits to the learners. Students appear highly engaged through being taught by surrogate teachers with a variety of personalities drawn from their peer group. Acting as the lecturer's "avatar" requires intense concentration and may also scaffold the development of presentation skills.

b) Understanding Online Role Play**Presenters:** Sarah Cornelius, Carole Gordon and Margaret Harris**Institution:** University of Aberdeen**Theme:** Impacting on students' learning - cause and effect

Role play activities are often advocated for the development of soft skills and a wider perspective on the world. Their use as an online teaching approach is widespread, with examples ranging from simple uses of email to those employing Virtual Worlds and Web 2.0 technologies (Riddle, 2009; Jordan, 2009). The approach adopted for the Teaching Qualification in Further Education (TQFE) at the University of Aberdeen uses real-time anonymous discussion forums and has proved effective in

opening up learners to different perspectives on the issue of 'Quality in Further Education.' The TQFE role play activity has been the subject of research by course tutors keen to understand learners' experiences (e.g. Cornelius, Gordon and Harris, 2009). The new work to be presented for SOLSTICE draws on research undertaken in 2009/10 to examine the impact and effectiveness of the activity. Factors which influence role engagement and identity formation, and the importance of anonymity and authenticity have been explored through an investigative analysis of transcripts and semi-structured interviews from role plays involving more than 60 learners and 4 tutors. Data are currently being analysed, but preliminary findings provide an insight into learners' experiences and raise issues for facilitators which may be relevant for other online role play activities. A range of factors influenced role engagement, including prior experiences and contributions from peers. 'Identity guessing' took place, and there is evidence of some 'behind the scenes' communication. Although anonymity has been noted as a key benefit of the approach, some respondents have questioned its value, considering that it probably made no difference. Overall the activity appears to have been effective in enhancing awareness of different perspectives on quality, and the model has been adopted for other purposes by some of the participants, illustrating the generic potential of the approach in other teaching and learning contexts. (300 words) References Cornelius, S. ,Gordon, C. and Harris, H. (2009) 'Unfettered expression of thought'? Experiences of anonymous online role play. In: ALT-C 2009 "In dreams begins responsibility" - choice, evidence and change, 8 - 10 September 2009, Manchester. Research Proceedings. <http://repository.alt.ac.uk/632/> [accessed 26 January 2010] Riddle, M. (2009) The Campaign: a case study in identity construction through performance. ALT-J 17(1) 63-72 Jordan, L. (2009) Using online role-play to assess distance learning students in construction law. CEBE Case Study. The Higher Education Academy.

Session 8

a) Using Technology Enhanced Learning for the delivery of active learning: reflections from the Centre for Active Learning

Presenter: Martin Jenkins

Institution: University of Gloucestershire

Theme: Researching eLearning notions of impact and effect using technologies

It has long been recognised that Technology-Enhanced Learning (TEL) provides affordances to support the delivery of active forms of learning. However, it has also been long recognised that TEL has still to fulfil the potential claimed in the literature. Active learning is a broad umbrella term which can be said to include, for example, enquiry-based learning, problem based learning and case-based learning. The Centre for Active Learning (CeAL), at the University of Gloucestershire, is one the 74 Centres for Excellence in Teaching and Learning (CETL) created in England in 2005. CeAL has encouraged the development of active learning approaches across the institution. In doing so it has moved to encourage local ownership and interpretation of what active learning means to different disciplines. Based on CeAL supported projects it has been possible to identify common elements of University of Gloucestershire interpretations of active learning. These are: ▪ Collaborative learning opportunities ▪ Authenticity ▪ Reflection ▪ Clearly identified and structured student

support. With active learning commonly employed for the following reasons: ▪ Learner empowerment ▪ Collaborative learning ▪ Skills development and employability ▪ To encourage reflection ▪ Student motivation. What has been the role of technology in supporting these approaches? This paper will report on an analysis of how TEL has been used within the University of Gloucestershire as a mechanism for the delivery of active learning approaches. It will identify examples of the range of uses for TEL and the issues that have influenced the implementation and sustainability of these applications.

b) Digital Storytelling as a Research Method? Experiences from the Aimhigher Alumni study

Presenters: Angie Daly & Jo McNeill

Institution: Edge Hill University & Aimhigher Greater Merseyside

Theme: "In Development"

Responding to the criticism that there is relatively little research focussing on the impact of initiatives such as Aimhigher, HEFCE went on to advocate using mixed methods to collect data aimed at assessing widening participation interventions (Gorard et al 2007). They claim the objective is not to establish the strength of the association between interventions and outcomes, but rather ‘the likelihood that the outcome was influenced to a significant degree by the intervention; and that this is real and valuable knowledge,’ (HEFCE, 2006:16). Many activities aiming to widen participation rarely allow young people opportunities to shape these programmes or give their opinions. Gillborn and Youdell summed this up by saying “pupils are clearly positioned as the subject of numerous organizational and disciplinary discourses in which the young people themselves play little active role.” Encouraging young people to conduct research is a powerful way to include their voices. Digital narratives have been described as the “modern expression of the ancient art of storytelling” (Jenkins 5th November 2009). The purpose of the Aimhigher Alumni Longitudinal Study: Perceptions, Progression and the impact of Aimhigher Undergraduates in Greater Merseyside HEIs from 2008-2011 is to enable a rigorous exploration of the issues through reflecting with students who have been involved in Aimhigher interventions. Using mixed methods within a participatory approach the research draws on the experiences and opinions of undergraduates. To include students fully in the research process a small group have formed an Aimhigher Alumni research cluster to contribute data, analyse findings and present findings. Research methods include use of multi-media to create digital stories as case studies. This paper reflects on experiences from the first year of the project. It will explore the practical ways of using digital storytelling as a way of promoting participant voice and inclusion in the research process. It will then go on to discuss if and how digital storytelling could be used effectively as a research method.

Gillbourn, D.; Youdell, D. (2000) *Rethinking Education: Policy, Practice, Reform and Equity*, Buckingham: Open University Press
HEFCE 2006. *Widening participation: A review*. Bristol, UK: HEFCE
Jenkins, M. (2009) *Digital Storytelling Workshop*, Edge Hill University, 5th November 2009
McDrury, J.; Alterio, M. (2003) *Learning through storytelling in higher education: using reflection and experience to improve learning*, London: Kogan Page
Ohler, J. (2008) *Digital Storytelling in the Classroom: New media pathways to literacy, learning and creativity*, London: Sage.
Stephen Gorard

with Nick Adnett, Helen May, Kim Slack, Emma Smith and Liz Thomas (2007)
Overcoming the barriers to higher education, Stoke on Trent: Trentham Books

Session 9

a) Deconstructing Digital Natives: Youth, Literacy and Digital Media in Japan

Presenter: Dr Michael Thomas

Institution: Faculty of Foreign Languages and International Studies Komenoki,
Nisshin, Aichi-ken Japan

Theme: Impacting on students' learning - cause and effect

There have been various attempts to categorize a so-called 'new generation' of learners who have emerged with the Web and new digital technologies in the early 1990s. Some of the prominent labels include 'cyberkids' (Holloway & Valentine, 2003), 'net generation' (Tapscott, 1998) or 'digital natives'. According to this argument, a digital native refers to a young person who was born after 1980 and grew up in a world in which the use of digital technologies and especially the Web has been normalized. The 'digital natives' hypothesis has three main aspects:

1. Digital natives constitute a largely homogenous group or generation;
2. Digital natives learn differently from preceding generations of students;
3. Digital natives expect and demand a new way of teaching and learning.

All three claims are in need of deconstruction (here defined as a process of interrogation in terms of their foundational validity). Existing studies of digital natives need to be more disciplinary specific and 'digital nativeness' cannot be expected to be applicable across all educational fields, contexts and variables such as gender, class or age. This paper considers data collected from ethnographic fieldwork in 2008-2009 in Japan and responds to the need for more 'discipline specific' research of digital literacy and young people (Bennett, Maton & Kervin, 2008) to examine the types of learning environment most suitable to today's increasingly globalised university students. By considering Japanese university students studying English as a foreign language, this paper argues for a more balanced, research-based view of digital natives that resists both 'dismissive scepticism' and 'uncritical advocacy'. The questions posed by research examined in this paper are to what extent and in which ways learners are changing (if at all) in the digital age and how a more pluralistic understanding of them can be developed that does not erase key differences.

b) Personal Response Systems for Teaching Postgraduate Statistics to Small Groups

Presenter: Dr Andrew Titman

Institution: Lancaster University

Theme: Impacting on students' learning - cause and effect

Technology is increasingly used to aid teaching in higher education. Personal Response Systems (PRS) involve equipping students with a handset allowing them to send responses to questions put to them by a lecturer. PRS can allow lectures to be more interactive and can help reinforce material. It can also allow the lecturer to monitor student's understanding of course content. PRS is most commonly used in large lectures where interaction from the students is particularly difficult. Its use in teaching statistics in general is quite limited. We assessed its use in small group (around 15 students) teaching of two cohorts of Statistics MSc students. A range of question types were considered, from short questions based on definitions to longer questions requiring students to perform calculations. On the basis of the pattern of response times of students to different types of questions we were able to determine which types of questions were more appropriate. The perception of students was assessed through a questionnaire considering aspects such as whether they felt it was useful in aiding their understanding, whether they found it enjoyable and whether they felt it was useful for the lecturer. The overall student perception was positive. However, some care is required in the design of questions to ensure the most efficient use of lecture time. Ideally, the use of PRS should be dynamic, with the next question to be set dependent on the way in which students have responded to the current question.

Session 10

a) Making Your Experience Count: Using technology to enhance the APEL learner and tutor experience

Presenters: Dr Sarah Malone & Ann Minton

Institution: University of Derby

Theme: Impacting on students' learning - cause and effect

This presentation will discuss how certain practical difficulties and perceived barriers associated with the APEL process, particularly; the investment of time necessary on a one to one basis between a tutor and the prospective APEL candidate can be ameliorated through the use of technology. It presents an overview of the development of an e-APEL system, which facilitates to a significant extent the informal pre-entry estimation of the likely scope for a claim, addressing the practical difficulties and subsequent potential barriers identified. It is anticipated that an interactive element of the presentation will be included to allow delegates to identify how the APEL process is currently being undertaken within their own institutions, and generate discussion on the uptake of APEL on a wider scale including any potential barriers for learners.

b) Moving Assessed Student Presentations Online: how a change in practice brought "...a breath of fresh air" to the student experience

Presenters: Megan Juss, Val Chamberlain & David Callaghan

Institution: Edge Hill University

Theme: Impacting on students' learning - cause and effect

This presentation will outline a collaborative project between a module leader and two learning technologists to enhance the assessment of student presentations through an online medium in a Language and Communication Literacy (LCL) ITT module. The project team aimed to design an appropriate assessment strategy which would 'engender intrinsic motivation ... involve active engagement by the student ...' (Rust, 2002:156) whilst at the same time providing an authentic application of digital literacy skills. The LCL module was concerned with developing students' knowledge and understanding of the concept of 'new literacies' in the field of primary education, thus for the sake of integrity, a key factor in the design and enhancement of the assessment, was the trainees' ability to employ their own developing digital literacies in the execution of the assignment. Our literature review suggests that there is relatively little written about the skills needed to create a presentation that is intended to be delivered / viewed asynchronously - i.e. in the absence of a presenter. This case study describes how the team designed an assessment strategy which facilitated the exploration of form and genre of online presentations, and encouraged both tutor and students to employ a range of academic, communication, technical and creative skills to construct, share and discuss academically rigorous digital content. Our presentation will address three key areas:

- 1) The pedagogy that underpinned the use of familiar and readily available technology (namely PowerPoint and the Blackboard VLE assignment submission and discussion tools) to facilitate assessed online asynchronous presentations,
- 2) The technology design and development processes that were involved in putting the assessment plans into practice,
- 3) The research results regarding the impact of the project on the student experience.

Initial findings gathered via an in-depth qualitative and quantitative questionnaire indicate a high level of satisfaction, one, comparing the approach to other assessment forms, said " ... it was a breath of fresh air". It is intended that our experiences will inform academics, learning technologists and information professionals, informing those interested in online assessment practices, literacies for the 21st century and collaborative ('new academic team') curriculum development approaches. It is intended that our experiences will inform academics, learning technologists and information professionals interested in online assessment practices, literacies for the 21st century and collaborative ('new academic team') curriculum development approaches. References Rust, C. (2002) The Impact of Assessment on Student Learning: How Can the Research Literature Practically Help to Inform the Development of Departmental Assessment Strategies and Learner-Centred Assessment Practices? *Active Learning in Higher Education*, 3 145-156.

Session 11

a) Review on LJMU Innovative and Technologically Enhanced Learning Spaces

Presenter: Jim Turner

Institution: Liverpool John Moores University

Theme: "In Development"

Purpose - This presentation will explore recent innovations in technologically-enhanced physical learning spaces at the LJMU. The University has funded different departments to explore these ideas. The presentation will critically review some of the different models developed, show findings from their evaluation and discuss how these findings can help develop practice in this area. Methodology/approach Each room design involved different pedagogical approaches, design processes and technology. The main research question from the evaluation was to establish the influence of the spaces on practice. This was carried out using a generic questionnaire of staff and students' perceptions. Findings Early evaluation suggests the importance of strong pedagogical design influence on practice.

b) Embedded Audio Feedback: Can the use of audio feedback help students participating in online courses feel less isolated?

Presenter: Shirley Hunter-Barnett

Institution: Edge Hill University

Theme: Researching eLearning notions of impact and effect using technologies

Recent research shows that the use of audio seems to improve certain areas of learning. This paper discusses the utilisation of audio as a feedback tool and considers how this technology can be used to improve the feedback process. Participants consisted of twenty widening participation students many of whom "[entered] university with little idea of the institutions culture" (Lee & Chan, 2007), no experience of online study, and a feeling of insecurity related to learning new skills (Knapper, 1988). This together with lack of social interaction with tutors and peers can generate a feeling of aloneness, quite common "even on-campus [with] students undertaking an online course" (McInerney & Roberts, 2004, Pg: 74). The aim of this study was to explore the potential of using embedded audio feedback as a tool to alleviate the feeling of isolation whilst promoting the delivery of feedback in an alternative format. A research methodology that incorporated techniques from qualitative and quantitative methods was used for the empirical data collection, in order to gather rounded reliable data. Data was collected over a period of thirty weeks and triangulated through the use of multiple methods which primarily made use of surveys, structured interviews and semi structured focus groups. The data gathered was mostly perception based views on the potential use of audio as a form of feedback Evidence-based recommendations advocating the use of audio as a feedback tool to enhance student learning and as a prevention against the feeling of isolation are given. The results of this study also indicate how technology can impact on students learning experiences and what makes it successful/unsuccessful.

Demonstrations & Workshops**Session 12****Development and use of a Web Based Interactive Accounting Game****Presenter:** Stephen McNamee**Institution:** University of Ulster at Jordanstown**Theme:** "In Development"

This presentation will discuss the development and use of a web based interactive accounting game. The game is used to assist in the teaching of important accounting principles to accounting and non-accounting students. The game demonstrates:

- The principles of double entry bookkeeping, the method of recording accounting transactions.
- The difference between profit and cash.
- The relationship between the Income and Expenditure Account and the Balance Sheet.

Students are presented with a series of transactions for a business and are required to draw up that period's financial accounts. These are compiled using 'drag and drop' technology. The game is designed to supplement rather than replace traditional teaching methods. It should enhance the student learning experience by:

- Presenting double entry bookkeeping in a more accessible format.
- Providing immediate feedback to students on their understanding of double entry.
- Allowing large groups of students to work together simultaneously.
- Assessing students' understanding in a creative manner.

Students' attitude to the game is evaluated by means of a questionnaire completed immediately after first use of the game. Students' usage of the game is subsequently recorded to a database for further analysis.

Session 13**The Ning Thing: Using a Social Network to Support the Year Abroad****Presenters:** Paul Duvall & Dr Robert Blackwood**Institution:** University of Liverpool**Theme:** Technologies and learning environments physical and virtual spaces

Over the past two years the School of Cultures, Languages and Areas Studies (SOCLAS), within The University of Liverpool, has overhauled its technical support

provision for students in their year abroad. A customised social network is now utilised (created within the Ning platform) which allows them to stay in contact with their supervisors and fellow students. They are also encouraged to share photos, participate in public discussions access further online resources. This is now an official element of the university's year abroad support and will be further developed in the coming years. It is hoped that the use of this environment will improve the overall student experience, the staff supervision and the assessment resulting from year abroad project essays. Early indications and usage statistics suggest successful engagement. The workshop will provide an overview of this initiative over the past two years, covering the background, pilot network, evaluation and current developments. Participants will then be able to view the network and be shown how to create their own if they so wish. This workshop may be of particular interest to anyone involved with supporting language students while abroad, or indeed students on placements anywhere as the same issues and difficulties of supporting and supervising students at a distance are relevant. Our approach can be offered to others within HE as a model which other institutions can adapt for their own requirements using the benefit of the experiences at Liverpool. This initiative has already been the subject of a LLAS HE Subject Centre workshop in May 2009 and is currently being used as a case study in report to be produced by the Open University. I would greatly welcome the opportunity to share my experiences at the SOLSTICE Conference.

Session 14

Here's Waving at you Kid - Using Google Wave and Twitter for Peer to Peer feedback and collaboration

Presenter: Paul Lowe

Institution: University of Arts London

Theme: Impacting on students' learning - cause and effect

Google Wave and Twitter have rapidly established themselves as a significant presence in the social networking environment, dividing opinion between those who see them as irrelevant gossip and those who see them as powerful tools for collaboration, networking and information sharing. The MA Photojournalism and Documentary Photography, London College of Communication, University of the Arts London, uses web 2.0 platforms to deliver its online part time mode. Together the student body and the course team have explored using Twitter and Wave in real time to create a collaborative environment in which to research, plan and discuss their ideas for their projects on the course. Twitter is used as a 'push pull' device to provide a fast and lightweight way for the course team and students to communicate about issues and stories relevant to the concerns of the course. Collectively those using Twitter generate a constant stream of useful links, ideas and thoughts that are then fed into the course website via an RSS feed so that the whole group can benefit from these leads. Wave is used as a 'brainstorming' space to share ideas with peers and receive critical feedback, advice and support. One idea that has been particularly successful is to have a weekly 'Wave day' where students and staff regularly check in with wave to respond to each others comments and responses, making wave an almost real time experience and creating powerful feedback loops.

Overall, Twitter and Wave have proven to be excellent vehicles to enhance communication, collaboration and interaction. This workshop will examine how to set up and use Wave and Twitter for collaborative projects

Session 15

Interpersonal Skills Online: resources to support online interaction

Presenters: Carol Elston & Jade Kelsall

Institution: University of Leeds

Theme: "In Development"

From pre-arrival discussion rooms aimed at undergraduates to synchronous chat rooms for postgraduates, it is clear that the student journey through higher education involves an increasing degree of online interaction. As new technologies combine with shifting pedagogies, online students and tutors are becoming jointly responsible for knowledge construction and for building and sustaining communities of practice. This journey however is not without its pitfalls; the lack of non-verbal and visual cues in online interaction can increase the need for effective communication and interpersonal skills. As co-ordinators for the LearnHigher CETL (Listening and Interpersonal Skills) we have engaged in a research project exploring interpersonal skills in online learning. In this workshop we will introduce participants to the range of innovative e-learning resources that are being designed to help both students and tutors manage the challenge of interpersonal communication in an online situation. With an emphasis on induction and the management of student groups, this interactive session will highlight our research outcomes and demonstrate the resources that have been developed, allowing time for group discussion and an exchange of participant experiences of the interpersonal aspects of online tutoring.

Session 16

"Saving-Face": Interactive Techniques Utilizing Blackboard in a Counsellor Education and an Educational Leadership Program

Presenters: Dr Suzanne Maniss & Dr. Sandra Murray

Institution: University of Tennessee

Theme: Technologies and learning environments - physical and virtual spaces

Current economic and technological factors have significantly impacted higher education. Colleges and universities grappling with these factors have frequently turned to technology enhanced learning in the forms of online and hybrid courses of study. Aligning learning in these programs with the unique characteristics of a body of learners as well as the material to be learned while remaining informed but not driven by technology is difficult. Remaining learner focused while using virtual learning environments or course management systems such as Blackboard or WebCT is most difficult in programs delivered fully online and in disciplines involving experiential or action learning. Disciplines that require experiential components in the

form of internships or practica such as counsellor education and educational leadership test the resourcefulness and creativity of faculty members teaching online. Experiences from recently developed online programs in each of these disciplines are presented and discussed with the aims of identifying practices that work, exploring existing challenges and predicting what will be beneficial to future students. Dr. Maniss was the primary developer of the online counselling program at the University of Tennessee at Martin and has significant experience as a counsellor educator and a Licensed Professional Counsellor. Dr. Murray has extensive experience as a school administrator as well as an online instructor and has been instrumental in revising the currently online program in Educational Leadership at the University of Tennessee at Martin. Both presenters will demonstrate a course from their respective programs.

Session 17

Stitching the Web Together with Yahoo! Pipes

Presenter: Jim Turner

Institution: Liverpool John Moores University

Theme: "In Development"

Purpose - This workshop will demonstrate an online tool provided by Yahoo! called Pipes. The Pipe's simple drag and drop interface allows you to combine, organise and search RSS feeds, building them into single new feeds. This tool has been around for a number of years, but could prove a valuable addition to those wishing to pull information streams together. **Outcomes** - Attendees will: understand how to build a simple feed, have an overview of some of the more advanced Pipe functions, recognise the possible uses for the tool within educational context, and discuss the implications for practice.

Session 18

E-Enabling Work-based Learners

Presenters: Martin Jenkins, Beverley Leeds & Phil Gravestock

Institution: University of Gloucestershire & University of Central Lancashire

Theme: Impacting on students' learning - cause and effect

The Government has strongly articulated a Business Community Engagement agenda for UK higher education. Within this agenda there are clear expectations for more flexible delivery modes and greater involvement of employers through the co-generation of curricula. A key challenge of this agenda is 'supporting the learner in 'translating' their prior and current achievements outside the university into a discourse whereby they can be recognised by the academic community' (Walsh, 2008: 15). Universities need to engage with this agenda whilst maintaining academic standards. This workshop will provide a forum for discussion about how technology-enhanced learning (TEL) can be used to support this agenda, help to maintain

academic standards and to enhance the learning experience of work-based learners. Issues to be addressed include:

- How TEL can be used to help translate employer requirements into accredited courses, and how a dialogue to assist this process can be supported.
- The nature of the work-based learner.
- The use of e-portfolios in the support of work-based learning.
- The use of TEL in supporting APEL processes.

The discussion will be informed by work from the Universities of Gloucestershire and Central Lancashire, who are running JISC-funded Life-long Learning and Work-force Development projects: Co-genT and TELSTAR respectively. These projects are establishing processes and tools to exploit accreditation frameworks and provide more flexible forms of delivery and co-generation of curricula. The Co-genT (Co-generative Toolkit) project is developing tools that will help translate employer requirements into academic outcomes. These outcomes can be presented to the learner through a Learner Profile, which will be automatically generated and uploaded into an e-portfolio. The TELSTAR (Technology Enabled Learning Support for Training and Accreditation Recognition) project will provide a technology-enabled Learning Framework, accessible via a web portal, which addresses the needs of work-based learners and their employers.

Session 19

Technology and its Impact on the Student Experience

Presenters: Barrie Hoban & Anthony Doyle

Institution: Blackboard Inc

Theme: Technologies and learning environments - physical and virtual spaces

Technology has established itself as a crucial element in education - in driving teaching, learning, the institution's brand name and the virtual learning experience that your students and staff have with their institution. Technology and how people interact with it is changing continuously. Innovations and new developments play an important role - whether from improved virtual learning environments or from mobile technologies. In this session, Blackboard will explore the strategic role that technology has in education today.

Presentations (Chaired Sessions)**Session 20****a) Student Perceptions of Video Conferencing versus Face-to-Face Communications: amenability towards use of video conferencing for distant supportive dialogue****Presenter:** Teri Taylor**Institution:** Northumbria University**Theme:** Technologies and learning environments - physical and virtual spaces

From an initial pilot project (phase 1) that explored the use of video conferencing in the support of student during placements, further phases of study have allowed more specific investigation of its fitness for purpose in this role. Currently, Phase 3 of this investigation looks to explore the perceived difference between communications via video link and those conducted face-to-face, and to unpick the cause of any perceived differences in relation to fitness for purpose as a distant support medium. In addition, this phase explores whether there may be correlation between students' amenability towards the use of video conferencing and their preferred learning styles. Whilst not a new technology within distance learning or in business, available literature cites video conferencing communications as experiencing problems arising from limitations caused by transmission delay to issues with effective accessing of non-verbal communications. The medium is widely used and successful in numerous forms. However, in order to ensure equity and quality of distant student support, fitness for purpose of any alternative method of communication needs to be established. Exploration of the video conferencing conversation in comparison with face-to-face is hoped to highlight potential limitations of use and to investigate possible solutions to perceived limitations. It is anticipated that this will lead to the development of a blueprint for a menu of communications options available to students for distant support.

b) eLearning in Pakistan: Enhancing Quantity and Quality of Higher Education Through Information and Communication Technologies**Presenter:** Muhammad Safdar**Institution:** International Islamic University Islamabad**Theme:** Technologies and learning environments - physical and virtual spaces

Pakistan the second largest country in South Asia, is sixth most populous country in the world, with a population of 176 million of which about 100 million young men and women are below the age of 30. According to the Report of the Steering Committee on Higher Education (2001) only 2.6% (approximately 475,000) of our students aged between 17-23 were enrolled in higher education institutions. It was worst as compared to 10% of India, 20% in China, 32% in Malaysia, 43% in Thailand and

68% in Korea, even less than Rwanda. Besides inaccessibility of higher education to 97% of this age group, quality education and gender disparity were another two major concerns to Pakistani higher education. Doubtless to say that information and communication technologies (ICTs) have the capacity to address these concerns simultaneously. Therefore, to tackle these problems with technology in this information technology era, Virtual University of Pakistan (VUP) was established in 2002. In the holy period of 7 years, the VUP has added feathers in the cap of Pakistani higher education by providing high quality education to thousands of male and female students through state-of-the-art technological infrastructure. Approximately 47,000 students have appeared in fall 2009 midterm examination held in more than 90 exam centres in 80 cities all over the country. Despite of this elegance, majority of the people are still unaware of this niche facility of higher education at their thresholds especially in the rural and far-flung areas of Pakistan. Therefore, media campaign may be launched so that enrolment may be increased by leaps and bounds. The VU may establish more Private Virtual Campuses (PVCs) to facilitate the remote area students. With the collaboration of Pakistan Telecommunication Company Limited (PTCL) an attractive package/incentive may be given to the culturally restricted female students for Internet surfing. Key words: Higher Education, ICTs, Virtual University, Quantity and Quality of Education, Media Campaign

Session 21

a) Give and Take: Using Peer Group Audio Feedback to Develop Successful Collaboration within Blended and Online PD Courses

Presenter: Angela Smith

Institution: Edge Hill University

Theme: Impacting on students' learning - cause and effect

This is a case study of two groups of online post graduate learners who were asked to work in groups to collaboratively create audio feedback on presentations delivered by two different groups on the same course. The challenge was:

1. To encourage group collaboration in online & blended courses.
2. To embed peer review within course delivery.
3. To more easily explore the potential for audio feedback using easily accessible mobile technology.

To meet these challenges, the following were investigated:

- Views of peer group audio feedback prior to and post the activity
- Post activity feelings of giving as well as receiving audio feedback
- Consideration of issues to consider when using audio feedback in a range of professional contexts.
- The activities were embedded into two roll outs of an online MA module. Following the experience, learners reported :

- Interest in adopting audio feedback in schools
- Use of audio feedback for staff training in ACL & work place

A qualitative methodology was employed to identify key themes of interest or concern. Participants used a discussion forum, a blog and personal journals. Following investigation of the importance of feedback on student achievement

(Hattie, 1987; Black & William, 1998) and on the benefits of audio format (Race, 2008. Bridge & Appleyard, 2007)., a social constructivist approach was adopted and collaborative practice stimulated to encourage a community of practice (Wenger). Conclusions Students concluded that giving and receiving group peer audio feedback had been extremely worthwhile, enjoyable and had encouraged analysis of their own performance

b) Feedback to Feedforward: Enhancing student engagement with their feedback

Presenters: Helen Parkin & Stuart Hepplestone

Institution: Sheffield Hallam University

Theme: Impacting on students' learning - cause and effect

Feedback is an integral feature of effective and efficient teaching and learning, and there is clear evidence (Black and Wiliam, 1998; Gibbs and Simpson, 2005) that changes to assessment practice that strengthen the use of feedback produce significant and substantial learning gains. This presentation will share the outcomes of a 12-month research project at Sheffield Hallam University which explored the potential of technology-enabled feedback to improve student learning. The project aimed to develop a deeper understanding of how the appropriate use of learning technologies can support efficient and effective feedback strategies including encouraging students to engage with their feedback and formulate actions to improve future learning. Technical interventions explored in this study include; the use of the Blackboard Grade Centre for online publication of student feedback and marks; the adaptive release of marks through the use of a bespoke Assignment Handler tool which encourages students to engage with their feedback and identify key learning points in order to activate the release of their mark; and an electronic Feedback Wizard tool linking feedback to learning outcomes to generate consistent individual feedback documents. The session will explore and share with participants how the characteristics of the applications of technology described above impact upon students' engagement with their feedback, exploring the potential logistical benefits of convenience, ease of access and legibility, and learning benefits of fostering deep reflection and action planning for further personal improvement. The benefits and issues of using technology to provide feedback will be shared, along with practical solutions and guidance to enhance the student assessment experience.

References: Black, P. and Wiliam, D. (1998) 'Assessment and classroom learning', *Assessment in Education*, 5 (1), pp. 7-74 Gibbs, G. and Simpson, C. (2005) 'Conditions under which assessment supports students' learning'. *Learning and Teaching in Higher Education* (1) pp. 3-31

Session 22

a) An Investigation into the Social and Educational Affordances of Computer Mediated Communications Experienced by Students with Asperger's Syndrome Participating in Group Work

Presenter: James McDowell

Institution: University of Huddersfield

Theme: "In Development"

The UoHTube Project at Huddersfield is currently engaged in the development of task-focused video tutorials designed to assist studio-based games technology students. Students are asked to reflect on their learning to identify strengths and weaknesses, and to use this knowledge to engage in the development of learner-generated content highlighting best and worst practice. This presentation will illustrate how the project aims to afford greater inclusivity for students with Asperger's Syndrome (AS) by building on an earlier qualitative research project which examined the benefits of using computer mediated communications (CMCs) to assist AS students to participate in group work. Findings from this earlier study suggested that while AS students found group work inherently challenging due to high incidences of face-to-face cues and non-verbal indicators, AS students were able to use an eportfolio system such as Mahara to engage in group work, and were observed taking the lead within certain phases of a game's development. Moreover, the findings of the research suggested that AS students experienced improved levels of confidence and self-esteem as a result of this intervention. Extensive use of video-based materials carries the potential to isolate learners; to minimise effects of social exclusion, the UoHTube project aims to address the needs of AS students by encouraging the growth of a community of practice around a repository of online video tutorials, supported by eportfolio tools including blogging facilities and discussion fora to facilitate dissemination of best practice between learners. Building on the earlier study, it is anticipated that the provision of CMCs will enable AS students to communicate with other community members, affording greater inclusivity of educational opportunity, while promoting closer integration of AS students with peers is hoped to further develop the soft skills which often cause problems for AS students in the transition from study situation to work environment.

b) Discussion Boards; love 'em or hate 'em; reflections on the student experience

Presenter: Linda Moss

Institution: Edge Hill University

Theme: Impacting on students' learning - cause and effect

An action research approach was used to explore the student experience of the discussion board as an aid to learning. A second year, module within a course for undergraduate nurses was used to explore the impact of replacing face to face classroom experiences with a series of on-line exercises. The activities were

completed and results fed into an asynchronised discussion board. A longitudinal study was undertaken exploring student evaluation and teacher reflections. This session provides an account of the findings and begs the question if as teachers and facilitators, we are always cognisant of the needs of undergraduate students as learners in the virtual learning environment. Multiple variants affect each and every learner in different ways making the VLE either a useful tool or a nightmare. The social aspects of participating in on-line discussion are explored and the question of why some learners seem to embrace the technology and glean much from the experience, when others still have difficulty in engaging. Issues of disclosure will be discussed. This particular module included some interpersonal skills and exercises related to this. In turn, this meant that the students were asked to disclose personal experiences on-line. The difficulties of this will be examined.

Session 23

a) The Delivery of Learning Material to the Workplace using New Technologies

Presenter: Jeffrey Lewis

Institution: University of Wales Institute, Cardiff

Theme: Technologies and learning environments - physical and virtual spaces

There is an expanding interest in work based learning (WBL) and the Learning and Teaching Development Unit within UWIC has liaised closely with Cardiff School of Health Sciences to develop a model for the delivery of one of its programmes to learners in the workplace. This paper will explain the evolution of an initial L&T Fellow project to the delivery model being implemented and further developed today.

The initial L&T project established links between the educational provider and the workplace (in this case dental laboratories) using Adobe Connect Pro® web-based video-conferencing. This equipment allows traditional types of information along with highly detailed images to be captured and used either live or as re-usable learning objects (RLOs) for either demonstration or revision purposes; to illustrate methods of good practice as well as faults via peer review opportunities and/or to project live laboratory practical procedures. The synchronous system used, allowed live motion images to be viewed at the remote site along with a simultaneous verbal description, effectively setting up a live video-link.

The cohort of students were situated at independent geographic sites not only from the educational provider, but also one another and met in the virtual 'classroom' on a weekly basis. The Institute's traditional VLE (BlackBoard) was also used to support the students with access to learning material.

As additional support for the learners, work-based mentors were identified and were responsible for the student at each laboratory. Three mentoring training sessions was held over the first year to introduce the role and associated responsibilities of mentoring to this group. Any problems regarding access to specialist facilities and/or equipment has been addressed by the use of under-utilised resources in local hospitals, or in other privately owned laboratories.

Student's participation and uptake of the technology has been excellent and the motivation of employer's involvement to educating and training their staff has also improved. Evaluation has been undertaken regarding (a) the learning experience, (b) use of technologies and (c) knowledge base throughout the project and feedback has been excellent. It is evident from assessment results that the student learning experience and level of attainment has not in any way been compromised; in fact initial analysis suggests that there may be an improvement in student performance.

It is felt that the model developed here allows the same techniques for delivery of material to be used with remote learners at the workplace, as those in a traditional setting. It is suggested that it offers an opportunity of greater interaction between lecturer and student.

b) Using EJS Animations in Undergraduate Engineering Courses

Presenter: Dr Ulrike Zwierns

Institution: Bochum University of Applied Sciences

Theme: Technologies and learning environments - physical and virtual spaces

In recent years the way engineering subjects are being taught has changed with the introduction of various software packages encouraging students to create their own simulations, thus engaging in constructive modelling and interactive visualization. When introducing computation into basic engineering courses, however, it is critical that the computational work supports the course content rather than to replace it. While an animation is well suited to increase the interest in studying a certain subject and to aid the understanding of a phenomenon or concept, its actual coding provides a learning benefit only to those who already have a good knowledge of the underlying theory and possess solid programming skills. Especially at the undergraduate level, however, students enter courses with such a diverse range of skills and background knowledge that computer-enhanced learning units should allow for an individualization of the learning process. To this end, animations or, more general, simulations may be used at different levels of involvement ranging from pure visualization and simple parameter variation to code modification and simulation of advanced problems. Commercial packages like MATLAB are frequently used to introduce simulation concepts to engineering students. For certain tasks, however, such as designing graphical user interfaces, building stand-alone applications, or creating animations, those packages require programming skills that can neither be assumed nor taught in a basic engineering course. With the free, open-source software Easy Java Simulations (EJS), the task of creating simulations is greatly simplified providing a high grade of flexibility in designing computer-based learning tools. The presentation at hand exemplifies how typical topics of basic engineering courses can be studied by means of educational animations and individual student projects using EJS, supplemented by a review of experiences reported by students, which reveals a high motivation for animation-enhanced learning, but a rather moderate interest in creating simulations from scratch.

Session 24

a) “Meeting Employers Needs”: E-portfolios supporting employee development in Public Services Foundation Degrees: evidence based research outcomes.

Presenters: Julie Swain & Sue Atkinson

Institution: University of Plymouth Colleges

Theme: Impacting on students' learning - cause and effect

Large public sector organisations such the police, fire service and health care professions are strongly committed to workforce development. This is manifested in a number of ways, but this paper focuses on the context of employees who are seconded to undertake an HE programme of study (a Foundation Degree) whilst continuing in their mainstream work role. In this case study, the employees are seconded to study at one of 19 colleges which form the University of Plymouth Colleges Faculty. In all cases employees are engaged in formal CPD processes in their working context. Three formal elements support the individuals learning and progression: the employer, the HEI and, in the cases we explore, a web-based e-portfolio hosted by the Institution. Using a sample of individuals engaged in this learning, we explore the successes and challenges of this mediated learning through focus groups and individual interviews with stakeholders. This research identifies the need for strong and robust collaboration between the University of Plymouth Faculty whom are responsible for disseminating Institution e-portfolio systems and staff teaching HE in FE delivering directly to the learners and engaging with employers. Our research shows that e-portfolios can be highly successful instruments in mediating learning, but are only successful when a range of conditions are met to bring efficiency and ensure ‘added value’ is achieved.

b) Take 100’s of eDocuments Wherever You Go: evaluating e-readers for university business

Presenter: Dr Mary Dean

Institution: Edge Hill University

Theme: “In Development”

Take 100’s of e-documents wherever you go: evaluating e-readers for university business

The market for e-readers, low technology devices capable of storing many books in electronic format (e-books) is growing and new, improved models are continually being launched. The eInk technology makes reading easier than from a laptop screen and the light weight enables readers to take many e-books wherever they go. For studying or business purposes, older models have limited capability due to lack of keyword searching and annotation capabilities. Some current e-readers provide these options.

Although e-readers were developed principally as an electronic substitute for books

they support a number of file formats, such as PDF, making them a suitable alternative to printing paper documents in some circumstances. The aims of this project are to trial e-readers in two institutional committees that traditionally have large volumes of paper as a method to reduce printing and to determine if e-readers are 'fit for purpose' in that context. This will involve changes in behaviour for participants and development of strategies for new ways of working. Participants are involved in the evaluation of the e-reader for committee business and are expected to explore the use of the e-reader in their work.

The methodology for bench marking of e-readers against criteria for committee usage was developed and the evaluation resulted in the selection of the Sony Touch Edition PRS-600 for the trial. The initial part of the trial is under way and the training and support materials are being reviewed. The presentation will share the criteria and bench marking framework for e-readers, e-reader testing and training aspects. Early results from the use of e-readers in committee and the challenges they pose will also be presented.

Poster Presentations

1. Design, Production and Evolution of an Inter-professional Virtual Workshop

Presenter: Mark McCalmont

Institution: Queen's University Belfast

Theme: Technologies and learning environments - physical and virtual spaces

Interprofessional education is defined by the UK Centre for the Advancement of Interprofessional Education (CAIPE) as “occasions when two or more professions learn from and about each other to improve collaboration and the quality of care”. There is a growing awareness that students in health professions need to be taught interprofessionally to improve practice in health and social care, but as the numbers of health profession students in UK universities continue to grow, new ways of teaching interprofessionally need to be found. The Centre for Excellence in Interprofessional Education (CEIPE) at QUB organised a number of parallel interprofessional workshops on “Medicines Governance” involving medical, nursing and pharmacy students. Due to timetabling constraints and the numbers of students in each year group it was decided that a set number from each profession would be permitted to attend on the day and the remaining students would complete the workshop online. The entire “live” workshop was video and audio recorded, edited, and formatted for the web, a chat board for group discussion was designed, and a wiki put in place for each group to report their findings. From an educational point of view, research has still to be done to conclude whether or not the same learning outcomes were achieved as those doing the workshop in a face-to-face environment; however, preliminary analysis of the post-workshop questionnaire data indicates an overall positive view of the online workshop; the following comments were made regarding the online group discussion:- “As it is virtual and not face to face people are more likely to express their true opinion”, “excellent - anonymity put you more at ease”, suggesting this to be a very viable alternative method of presenting a workshop to a large number of students.

2. Employing Personal Learning Spaces to Facilitate APL Processes: The TELSTAR project

Presenters: G. Watkins, B. Leeds, and A. Wright.

Institution: University of Central Lancashire

Theme: Technologies and learning environments - physical and virtual spaces

The current financial environment dictates that alternative approaches to providing higher education need to be considered in terms of both funding and delivery, with suggestions that greater financial burden could fall upon employers to support staff throughout their studies. Shell frameworks provide a flexible approach to provision that could prove more attractive to employers than traditionally structured courses, permitting students to tailor their personal program of learning to their individual needs and experience.

Consisting of a number of core components together with greater choice and space for negotiated learning, such frameworks could pave the way for a move toward work-based learning. This approach would inevitably lead to a greater emphasis on

APL and related systems, as learners look to acquire academic credit for their prior learning, whether accredited or experiential. Most institutions will already have processes in place to support APL applications; however, uptake may vary greatly. Ensuring that these systems are able to cope with increased demand presents a key challenge to the implementation of new models of work-based learning. Aims TELSTAR is an ongoing project with the intention to develop and implement a flexible framework within which work-based learners can gain HE awards.

Central within this objective is the employment of technology to streamline existing APL procedures and ensure that systems are sufficiently robust to cater for a potential increase in demand. Working in tandem with other institutions to provide solutions to a common problem the project has adopted a personal learning space (PebblePad) to facilitate APEL processes. The personal learning space provides a user friendly environment within which learners can accumulate evidence and work together with university staff to prepare and present applications for APEL.

3. PDP Online: Researching and Evaluating PDP for Learners through a VLE

Presenter: Dr Maria Rodriguez-Yborra

Institution: The University of Bolton

Theme: Technologies and learning environments - physical and virtual spaces

This interactive poster presents on-going research of the challenges, results and evaluation faced during the implementation of pilot studies of an ePDP exercise in the School of Arts, Media and Education (SAME), at the University of Bolton (UoB). The inclusion of personal development planning (PDP) is a University requirement for all programmes and was traditionally embedded through a text based/visual journal approach in Art and Design. With the emergence of new technologies that could support the traditional PDP the school explored a more flexible approach using an open source VLE (Moodle) to implement the existing PDP framework. The experience provided the school with data to inform full implementation of ePDP and to further explore the optimum process, infrastructure and research that was needed to support future developments across the SAME more effectively. This research relates to the experience in the SAME in a number of modules and programs. Students were willing to engage in the new platform and minor adjustments were made based on their recommendations and tutor findings. The Interactive Poster will describe the process using Cowans' (2006) reflective diagram to underpin the methodological approach. While Moodle resulted in a more flexible VLE for ePDP, cross platform and cross browser issues were apparent in Art & Design. In addition it became apparent that students and staff require more holistic support for understanding and applying PDP despite the technology and a more flexible approach to the use of the existing PDP framework to cater for the diverse range of disciplines in the SAME. The culture of ePDP is slowly changing due to the greater involvement of students and staff with technology and the challenge is to ensure that the PDP concept is fully and holistically understood and embedded within the SAME and the agreed VLE platform the university is progressing

4. Embedded Audio Commentary to Support and Enhance Student Understanding and Learning

Presenter: Sue Murrin-Bailey

Institution: Edge Hill University

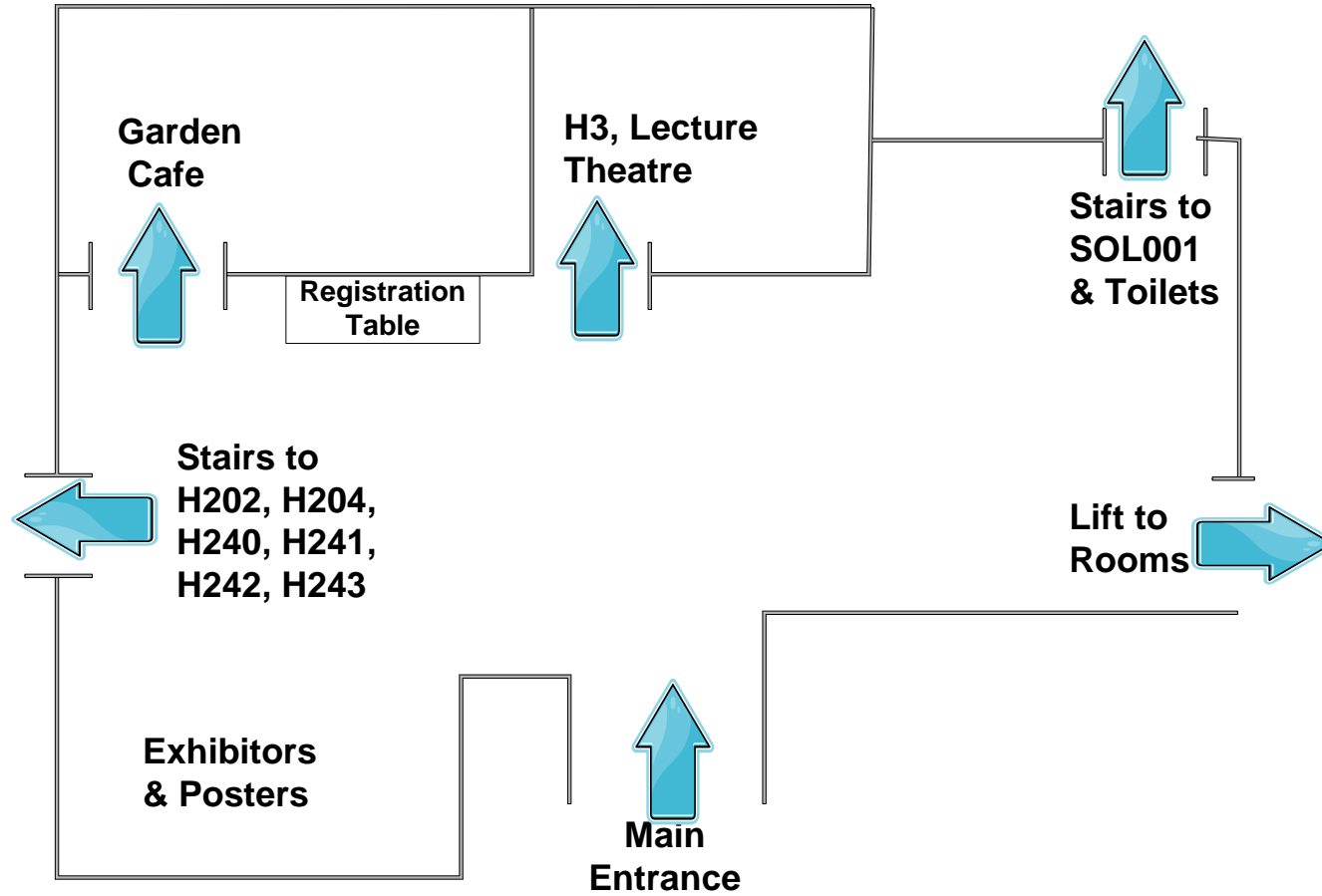
Theme: Technologies and learning environments

The poster will review a research project investigating the use of an embedded audio commentary (into a Powerpoint lecture) to support and enhance student understanding and learning of a business model, Porter Five Force within a Business Information & Communications Under-graduate Module.

This work develops from the notion as suggested by Diane Laurillard (Laurillard, 2002) that new approaches using technology in teaching and learning should sit firmly within sound pedagogical principles and practices. The poster will review the rationale for meeting these suggestions with the inclusion of the audio commentary for purposes of positive reinforcement and development of thorough understanding surrounding student learning. This work rekindles research conducted over twenty years earlier identifying (Durbridge, 1984) that audio's educational advantage has the ability to influence cognition through the clarity of the instruction given, and given the emotional aspects of learning for students, will convey immediacy and accessibility to extended learning and assist in building a form of connection with the tutor/teacher. This is particularly important as a number of the students in the study are Part Time and therefore more *remote* from University life. The research has used a phenomenographic qualitative model and has been introduced to measure student perception into their use of the embedded audio commentary within their learning experience overall and understanding of the business model. In particular it will review whether this experience has create a "*deep*" understanding as opposed to a "*surface*" appreciation of the Porter Five Forces model.

References: Durbridge, N. (1984). Media in Course Design, No. 9 Audio Cassettes. *The Role of Technology in Distance Education*. Laurillard, D. (2002). *Rethinking University Teaching*. London: Routledge.

Faculty of Health Floor Plan



Faculty of Education Floor Plan

