SOLSTICE & CLTR Conference 2012

Session Abstracts

Day One
Technology Enhanced Learning Focus
13th June 2012
ReVERiFy: Cultivating a Community of Practice on Video-Enhanced Assessment and Feedback

Presenter: James McDowell

Institution: University of Huddersfield

Theme: Creative deployment of technologies to enhance the student experience

Building on the successes of both the earlier VERiFy project (Video-Enhanced Response in Feedback Loops) and the award-winning VELOCITy strategy (Video-Enhanced Learning Opportunities in Computing and Information Technology), the ReVERiFy project has seen the cultivation of a community of practice on video-enhanced assessment and feedback at the University of Huddersfield.

Recognising a need for supportive peer-mentoring of academic colleagues to extend the benefits of the VELOCITy strategy across the institution, early-adopter Academic Champions have implemented and evaluated video-enhanced assessment and feedback (VEAF) practices within each of the institution’s seven Schools. As core members of a VEAF community of practice (CoP), Champions have developed a broad range of exemplar case studies across different disciplines and subject areas.

Employing a viral strategy, long-term sustainability of the initiative has been achieved by promoting broad uptake of VEAF practices to early and late majority academic colleagues using the case studies, engaging them as peripheral members of the CoP.

Around the institution, over 500 learners working in online and blended learning contexts now receive video-feedback on their work through a range of mobile, portable and desktop devices; case studies have been developed across diverse subject areas including Art and Design, Psychology, Education, Computing, Modern Languages, Marketing, and Applied Sciences.

This paper offers a comparative analysis of a selection of the case studies, highlighting examples of best practice from the varying subject areas, and reporting on both learner evaluations and tutor experience of video-enhancement of the assessment and feedback process.
Session 2

EVS and Peer Assessment in Computer Science and Life Sciences

Presenter: Dr Trevor Barker

Institution: University of Hertfordshire

Theme: Electronic assessment and feedback

The work described in this paper relates to the evolution of peer assessment in first year undergraduate students in Computer Science and Life Science at the University of Hertfordshire to foster the development of higher order thinking skills and deliver fast, effective feedback to learners.

First year computer science students on an E Media course, have to produce and evaluate a website related to their CV. In the past, this was problematic since they weren’t able to internalize the necessary criteria to complete the task. Last year, we showed that using peer assessment and EVS helped them develop the higher order thinking for this task, and this resulted in a statistically significant increase of 6% in their final score. This year it was decided to repeat and improve upon this initiative based on our previous experiences.

This involved:
- more structured training
- more detailed process of finding suitable examples
- more detailed marking rubric
- more well framed assessment event

In the school of Life Science, peer assessment of a laboratory report was introduced to the sports first year student last year. Unlike the Bioscience students in the same school, who have been doing peer assessment for the past 4 years and have been very positive, the sports cohort appeared to be suspicious or hostile.

This year the following steps were taken to improve the process:
- Link to professionalism
- Reward students for marking well
- Use a web based data collector to for reflection and evaluation

At the end, both projects gathered rich qualitative and quantitative data from students via questionnaires and focus groups. We will present the findings and seek discussion about them. Despite the success of the initiative, there were several critical success factors that need to be emphasized – and we will detail these in the context of our work.
Session 3

Hashtags & Retweets: using Twitter to aid community, communication and casual (informal) learning

Presenters: Peter Reed & Dr Ian Kay

Institution: Manchester Metropolitan University

Theme: Creative deployment of technologies to enhance the student experience

Although there are a range of blogs and websites discussing and promoting the use of Twitter in education, there is little published research into how Social Media is being used to support learning, learners and the student experience (Junco, Heiberger, & Loken, 2011).

Many sources cite student’s increasing use of Social Networking sites as their preferred communication channel, and often in favour of email. Pew suggest 60% of teens using Social Networks use it to discuss their education, and 50% talk about specific work. Furthermore, many suggest learners are forming their own Personal Learning Environments constituting of tools and services such as Twitter and other social media (Dabbagh & Kitsantas, 2011) (Hall, 2009). Hall also suggests these tools can impact upon the ‘blurring of the boundaries between personal, social spaces and formal learning contexts’ (p29). Of the few academic articles researching the impact of Twitter in HE, Junco, Heiberger & Loken (2011) suggest their structured use of Twitter has positively impacted on both student engagement and achievement.

With this in mind, this action research project set out to investigate student’s attitudes, perceptions and activity toward the use of Twitter in supporting learning, teaching and assessment. In so-doing, this research touches on a number of current debates in Higher Education.

This paper will share the experiences of the teaching staff and students, using Twitter as a voluntary communication platform, and suggests the ‘3C’s of Twitter’ (TC3) in Education - Community, Communication, and Casual (informal) Learning. Two lecturers from different disciplines (Healthcare Science and Computing) encouraged students to sign up and use Twitter, as a potential solution to help encourage communication between students, provide a backchannel throughout teaching activities, and to aid the communication channels between students and teaching staff.
Session 4

Exploring the Impact of an Institution-Wide eSubmission and Assessment System on the Experience of L5 Students

Presenters: Dr John Butcher & Simon Birkett

Institution: University of Derby

Theme: Electronic assessment and feedback

The University of Derby introduced e-submission and assessment for all L4 students in 2011. We researched the unexpected use by L5 undergraduate students whose tutors voluntarily engaged. These students had submitted through the former paper-based system in their fresher year, providing a comparative benchmark.

We sought to discover the extent to which student engagement with assessment had been enhanced by the electronic process. A number of studies (Holt & Challis, 2007, Sharpe et al, 2006, Salmon, 2005) describe institutional policy directives around technology that do not necessarily lead to straightforward, predictable, and unproblematic teaching and learning outcomes. Derby’s decision was driven by a concern that a stubbornly low level of student satisfaction with assessment feedback was a persistent feature of the NSS, that student satisfaction would become an even greater driver for success, and that assessment workload and efficiency was considered.

A literature is emerging reporting that greater clarity, easier access and timeliness helped students learn more effectively from their assessment feedback. (Owens et al, 2011) The research was conducted as an institutional case study (Yin, 2003) employing mixed methods (Stake, 1995). Evaluative user surveys provided contextual data. Lecturers were surveyed to gather a snapshot of intentions amongst voluntary adopters of e-submission. Four focus groups (Kitzinger, 1994, Wilson, 1997) were conducted with an opportunistic sample of L5 students across the university. Qualitative data was digitally recorded, transcribed and analysed by the researchers.

Early analysis suggests a number of positive impacts:

- Speed of feedback
- Consistency of experience for students through the programme
- Personalised assessment
- Location irrelevant: meets the needs of the diverse student body
- Gives greater accessibility.

However, two key concerns have emerged:

- The challenge to non-text-based disciplines
- The anxiety experienced by some through a concern for failure of IT infrastructure.

Findings, while specific to Derby, have transferability to others in the sector grappling with e-submission and feedback.
Session 5

Harnessing the Creativity of Digital Multimedia Tools in Distance Learning

Presenters: Judith Williams & Dr Soraya Kouadri Mostefaoui

Institution: The Open University

Theme: Creative deployment of technologies to enhance the student experience

Over the past few decades, advances in information and communication technologies, and particularly the digitisation of information, have brought about radical changes in the way media can be produced, distributed and shared. The exchange of information, once predominately the domain of the written word, now embraces also the digital technologies of audio and video. User-generated multimedia content proliferates, and the presence of audio and video adds dimensions that greatly increase the amount of information an audience can assimilate, adding a richness and depth to the messages we want to convey.

This paper presents and discusses a creative approach to the use of digital multimedia production tools incorporated in the Open University’s 60 credit level 2 module, T215 Communication and Information Technologies.

These tools are used in a way that:

- explores new ways to help people understand technical concepts;
- supports the development of students’ technical skills;
- provides opportunities for students to be creative;
- provides an alternative to traditional text-based assessment.

We briefly explain the key decisions made by the module team during the design stages of the teaching materials and explain the common assessment framework used throughout the different blocks of the module. We then draw on the experience of two presentations of the module, each attracting around 500 students, to examine how students have engaged with the video creation activities and to identify issues that arise in supporting students for these tasks in a distance learning environment. Finally we discuss the success of the assessment task: a 30-second video designed to explain a technical concept related to one of the module topics.
Breakout Session 2: 11:30 – 12:00

Presentations

Session 6

Harnessing the Evil: recognizing and preventing cyberbullying

Presenters: Dr Sandra Murray & Dr Suzanne Manniss

Institution: University of Tennessee at Martin

With the growth of technology has emerged a new kind of bullying – cyberbullying. This method uses a cell phone or the Internet to harass a victim (Kraft, 2006). This includes “e-mail, instant messaging (IM), text messaging (SMS) by mobile phone, chat, websites, online web logs, online personal polling sites, and pagers” (Kraft, 2006, p. 156). Kraft (2006) further offers that traditional bullying is age specific, while cyberbullying has no age limit.

Ipsos for Reuters News conducted a survey covering 24 countries. They found that almost 80% of the participants felt that cyberbullying is a problem that needs to be addressed. “This study is interesting because it measures parental awareness and assessments of their children's experiences of cyberbullying, not opinions of kids themselves” (Gottfried, 2012 as cited in Smith, 2012, ¶ 4). The article further stated that cases of teenage suicide attributed to cyberbullying have been reported in the United States (Smith, 2012).


Session 7

Employability on the Move

Presenter: Susannah Diamond

Institution: Sheffield Hallam University

Theme: Creative deployment of technologies to enhance the student experience
‘Employability on the Move’ an ongoing project at Sheffield Hallam University aims to improve support for students in developing their employability by ensuring that students can access key information and relevant services via mobile devices.

This presentation will outline the steps taken and progress made as follows:

1. Describing three key project drivers: an institutional focus on employability, rising student expectations for mobile support, and opportunities offered by changes to key service systems.

2. Comparison of our interpretation of employability to Yorke and Knight (2007).

3. Summarising student ownership of mobile devices, their preferences about communication modes, and opinions about effectiveness of the proposals for developing their employability.

4. Comparison of opinions of our student sample to Patterson and Low (2011).

5. Outlining principles and demonstrating a vision for maturity in mobile interactions, for example a possible interplay between dedicated mobile apps, mobile web interfaces, and communication methods such as texting or email, with reference to discourse amongst web developers e.g. Borley (2011).

6. Telling a story of successes and failures in achieving institutional change, i.e. overcoming the constraints of individual platforms and organisational obstacles.

The presenter is an educational developer in the Technology Enhanced Learning Team, within Quality Enhancement and Student Success at Sheffield Hallam University.

The presentation will be of value to those interested in enhancing the student experience through the use of technology, as well as to individuals more specifically interested in employability or teaching and learning.


Session 8

Blended Learning: open software and the application into mental health nurse education and beyond

Presenters: Judith Ball & Julie Ann Owen

Institution: Edge Hill University

Theme: Creative deployment of technologies to enhance the student experience

This presentation will demonstrate the work currently in practice within Edge Hill University and in partnership with the local NHS. The approach taken is a blended one with its history within the ‘mode neutral’ method of pedagogy which has evolved into a blended approach. The approach was adopted following the student evaluations and experience. The module enables students to share good practice through online and classroom-based provision. The online provision will be enabled through the VLE of the university and the preferred platform will be that of Blackboard™. This adheres with the Universities Teaching and Learning strategy (2004) to enhance the learning experience through access to the VLE.

Due to changes within the Blackboard™ platform to version 9.1 there have been major new developments within the module. It has been rebuilt using open source software, eXe™ to ensure maximum portability for the future. This will be demonstrated during the presentation.

The subject content areas covered within the module were identified through research carried out in collaboration with local NHS care providers during the summer of 2008. Module evaluation which considered curriculum content was carried out with Edge Hill University students in 2010. To date, insufficient programmes, courses and opportunities aimed at ward-based staff and the pressures of work often mean that inpatient nurses in particular have difficulty attending traditionally taught courses. The need for innovative training and education programmes specific to acute and inpatient care is considered important (DOH,2002). The focus of the education and training must address the ethos of the NHS plan and the National Service Framework.

A key theme for the module was to actively engage staff in a formal learning and development opportunity, which took into account the fact that face to face teaching may not be possible, and that there was a high staff turnover rate. The module has been developed with local NHS Trust partners in line with recommended good practice (Clarke,2004). In order to ensure that the learning equips the practitioner with the skills to make changes to their own practice, considerable attention has been made to the issues of clinical complexity and environmental and policy context.
Session 9

Transforming e-Assessment for Learning

Presenters: Deeba Parmar, Caroline Reid & Alex Chapman

Institution: Middlesex University

Theme: Electronic assessment and feedback

The TeaL Project (Transforming e-assessment for Learning) aims to develop an institution wide scaffold that supports the embedding of technological engagement and digital literacies throughout assessment and feedback and, within the curriculum therefore allowing graduates to apply these knowledges and skills within their lifelong learning.

Assessment and feedback is often flagged in the National Student Survey results as an area requiring improvement with on going student dissatisfaction. Middlesex University is attempting to address this in the form of a wholesale re-engagement with processes of e-assessment; e-submission, e-feedback and e-reflection The TeaL project affords us the opportunity to address students’ discontent and put in place more convenient submission and more effective feedback/forward processes.

This paper presentation will outline the stages thus far:

- a pilot stage to engage programmes across all 24 departments in transforming assessment to an ‘e’ context during the academic year 2010/11
- a scoping exercise to identify all current assessment types and appropriate transference to from of ‘e’ assessments 2011/12 sees the second phase of the TeaL Project with the move to e-assessment and feedback in all Level four assessments.

Achieving the transformation of e-assessment practice institution wide requires communication, persuasion and co-ordination on a grand scale, thus requiring a sound structure and cohesive approach. This presentation will reflect on the learnings from the project and demo the ‘e’ resources developed to aid the transformation and embedding of institutional wide e-assessment and e-feedback.

Session 10

Using Twitter to Enhance Students’ Wider Subject Awareness

Presenter: Paul Smalley

Institution: Edge Hill University

Theme: Creative deployment of technologies to enhance the student experience
Twitter is a popular micro-blogging application which enables users to ‘publish’ 140 character microblogs to followers, that is users who have subscribed to their feeds. Although many use this for interpersonal chatter, or to keep up with the latest celebrity figures, many journalists and academics use this as an immediate way to direct followers to their own longer blogs or articles, or those which are perceived to be of interest, through the use of shortened urls (internet address links). This evolution of Twitter, from its original focus on broadcasting personal activity to a real-time source of consumer-to-consumer recommendations within the field of marketing, is noted by Rinaldo et al (2011).

This presentation presents the current findings of a piece of Action Research carried out with undergraduate students training to be Religious Education teachers. A common feature of undergraduate courses is the demand for students to ‘read around’ their subject in order to better educate themselves. Working within a connectivist paradigm (Siemens 2005), this research investigates the use of Twitter as a tool for an academic to direct students to short, topical, relevant articles, easily accessible through their mobile device or laptop. Siemens’ (2008) adoption of Bonk’s (2007) view of the ‘educator as concierge’ who directs the learners to resources with the intention of encouraging learners to explore on their own is the basis of the pedagogical model upon which this study is based. Interviews with focus groups and individual students have provided information and insights into the students’ developing ‘Connective Knowledge’ (Downes 2005) which may be transferable to other cohorts and disciplines.

Session 11

The Growth of a Blogging Community for Teaching and Learning at the University of the Arts London

Presenter: John Jackson

Institution: University of the Arts

Theme: Creative deployment of technologies to enhance the student experience

In August 2011 University of the Arts London (UAL) made available a teaching and learning blogging platform which is proving popular with students and academic staff across the six distinct colleges that comprise the university.

Designed and built using a blend of Wordpress and Buddypress, this blogging community - based at http://myblog.arts.ac.uk - currently (as of 1 March 2012) hosts 1600 blogs and has approximately 2500 registered users with public content also being accessed by thousands of unregistered users.

This presentation will explore the research and planning behind the launch of this online community, what it offers users and the many and diverse ways it is being used to benefit teaching and learning. We will also share lessons learned so far and how we are responding to user feedback to further develop this online resource.
An Holistic Approach to Video-Enhancement of Learning, Feedback and Assessment in Computing and Information Technology

Presenter: James McDowell

Institution: University of Huddersfield

Theme: Creative deployment of technologies to enhance the student experience

Work exploring the video-enhancement of assessment and feedback has focused primarily on the use of video-based learning materials to scaffold the learning experience, with numerous case studies highlighting the benefits of instructional tutorial videos. Recently, emerging pockets of work have begun to explore video as a medium through which to present learners with generic feedback in response to summative assessment, however integrated approaches to video-enhanced assessment and feedback with the potential to inform the development of new pedagogies currently remain under-developed in the literature.

The award-winning VELOCITy strategy interweaves three strands of video-based activity to form a coordinated, holistic approach to the integration of video technologies within an overarching framework. Mayer’s Multimedia Theory of Learning and Laurillard’s Conversational Framework provide the backdrop to an integrated series of participatory action research projects in which learners engage actively and interactively with video-based activities. Initially, learning is scaffolded through engagement with instructional tutorial videos embedded within an e-portfolio system, then supported with video-based formative feedback, enabling learners to transcend threshold concepts. Concurrently, short learner-generated, video-diary entries document the development of a portfolio of work, and culminating in a self-assessment of their achievement over an academic year.

This paper presents findings from research underpinning the VELOCITy strategy, exploring how asynchronous video technologies are leveraged to enhance learner engagement on an undergraduate course in the Informatics department of a UK HEI, and examines how key elements from these video-enhanced learning opportunities combine to form an integrated pedagogic strategy. Results from learner evaluations indicate that VELOCITy promotes deeper engagement with the assessment and feedback process within a blended learning community, facilitates a broad range of opportunities for reflexivity, and affords greater inclusivity for learners affected by dyslexia and/or Asperger’s Syndrome.
Session 13

Working in Partnership to Create a Nutrition Electronic Education Resource for Nurses

Presenters: Anne Coufopoulos, Alan Seatwo & Anne Hyson

Institution: Edge Hill University & St Helens & Knowsley NHS Trust

Theme: Creative deployment of technologies to enhance the student experience

Over recent years there has been a rapid growth in the use of electronic learning environments and recognition that the effective development of such requires skills not inherent within teachers and lecturers (Axley 2008). Whilst lecturers and practitioners have the subject knowledge and practical experience to inform the curricula, translating this into a stimulating, interactive online learning experience requires the support and collaboration of colleagues working within technology enhanced learning.

The purpose of this paper is to describe the process of the development of an externally commissioned electronic nutrition resource for use with nurses within an NHS Trust in North West England. The paper will discuss key issues from inception through to completion including: understanding the needs of the customer; developing the groundwork; product design and collaborative working. The paper concludes with key recommendations for future similar work and suggests that the experience from this project can be adopted to develop e-learning packages within the university.


Session 14

Virtual World – Practical Legal Skills

Presenter: Paul Rogers

Institution: University of Western Sydney, Australia

Theme: Creative use of technologies in the classroom

Legal educators have the opportunity to embrace major online developments to complement existing teaching and learning initiatives. One of those developments is Second Life, an interactive, virtual world or ‘metaverse’ in which users interact as avatars in a similar way to real, or first, life. Avatars can buy things, build houses, run businesses, meet people and develop personal and professional relationships. In an educational setting, Second Life presents significant opportunities for real-time interaction and engagement between students and teaching staff.
This paper explores the potential for using Second Life to teach practical legal skills. It draws upon the authors various experiences in teaching practical legal training and mooting. The author explain how Second Life works, covering both live interactions between avatars and recorded ‘machinima’, and examine the practical and pedagogical rationales for using a virtual world such as Second Life for teaching and learning. It is well established that law students benefit from the opportunity to practise legal skills before using them in real life. Practice involving avatars in Second Life allows students to ‘fake it’ in the virtual world until they ‘make it’ in real life.

While there is real pedagogical potential for using Second Life in legal education, there are also some important issues and constraints. This paper examines a range of practical, technological and access issues that need to be addressed to ensure that using Second Life advantages all students in the cohort, not just those with ready access to high-speed computer resources. The paper also sets out plans for a pilot of Second Life in the School of Law at the University of Western Sydney. These plans include construction of a virtual moot court, development of simulations for practical legal skills, such as negotiation and client interviewing, and the use of Second Life as part of training law students for volunteer clinical practice in the Parramatta Community Justice Clinic.

The author is from the School of Law, University of Western Sydney (UWS) Sydney Australia - Paul Rogers holds the position of Senior Lecturer, and is the Head of Practical Legal Training and is a Lawyer of the Supreme Court of NSW, Australia

Session 15

TELing All: the student experience

Presenters: Dawne Bell, David Wooff & Students

Institution: Edge Hill University

Theme: Creative use of technologies in the classroom

This workshop is designed to enable delegates to interact with final year students who, with support from their tutors will facilitate and present aspects of work produced for the submission of a concept product design module. The module, designed to engage student teachers in the design, development and creation of a futuristic concept product, utilised the creative deployment of new technologies to explore the potential for enhancement of both the student experience and module outcomes. Previously work involved the production of a paper based portfolio and 3D block model. Using the notion of design fiction as a catalyst for work, the module was redeveloped introducing creative and innovative approaches so trainees could; capture, chart and reflect upon using Technology Enhanced Learning (TEL). Trainees had a ‘free choice’ and were not obliged to adopt this approach, which ultimately included the use of blogging and Prezi™. Supplemental work engaged trainees in the utilisation of QR Codes to communicate design decisions to others.
One third of the cohort (n=17) will be engaged in the workshop, the objectives being to:

- Present the tangible benefits gained through working with TEL
- Present the limitations, difficulties and issues arising from engagement
- Create space for discussion, to explore the specific advantages and disadvantages associated with these approaches, particularly in relation to the creation of practical work.
- Discuss implications for future practice; from the perspective of all stakeholders.

Dissemination will involve students sharing their experiences, rather than delegates receiving an account of the tutor’s ‘interpretation of the experience’.

Delegates will have the opportunity to discuss directly with students:
- The impact upon their personal achievement
- Project work designed in light of this module which uses TEL to enhance engagement and achievement of learners

Session 16

Helping Students Get More ‘Quality Time’ with Lecturers: how technology is freeing academics

Presenter: Kellie Cox

Institution: University of Exeter

Theme: Adding value to large group teaching using technology

The University of Exeter’s TEL Strategy (revised in September 2011) states that one approach being adopted by staff in Higher Education is “complementing and strengthening existing learning environments, activities and assessment strategies ... by the introduction of technology into a blended learning environment”. Acknowledging that “Staff continue to require specialist support ... to use technologies [in this way]”, and adhering to the principles that “Access to a rich virtual learning experience should be seen as a key element of the student experience”, funding was obtained from the University to focus work around the development of high quality online learning materials. Called the Exeter Online Learning team (eXol) and situated within the eLearning team, work started in September 2011.

This session will outline the role of the eXol team, including a brief look at how existing generic Academic Skills resources were the starting point for a move into more discipline-specific content creation for Exeter’s Virtual Learning Environment (VLE). Using video and other examples, the session will focus in particular on how the team’s work with academics has begun to enhance large group teaching by freeing lecturers from particular areas of their teaching in order that they can focus in more depth on more complex aspects of their disciplines. It will also look at how the
flexibility of the adopted design process has enabled eXol developers to write and create highly specialised content, keeping in mind the guiding principle that “Pedagogic requirements should underpin the uses made of technology” (University of Exeter’s TEL Strategy, 2011).

During the session you will have the opportunity to see and peer review some of eXol’s work, consider the challenges and benefits of the model implemented at Exeter, and discuss areas of good practice and aspirations in respect of enhancing large group teaching in your own institution.

Session 17

Online Learning at Your Fingertips

Presenter: Carol Chatten

Institution: Edge Hill University

Theme: Creative deployment of technologies to enhance the student experience

In 2010 our students said they wanted to access the VLE on their mobile phones. In 2011 we made this possible with the purchase of Blackboard Mobile Learn. Now, just over 6 months into the roll-out, we will share our experiences.

Interest in Mobile Learn has gathered momentum and students have been found making use of time they ordinarily would not have had to study in, such as when travelling or simply on a coffee break.

The presentation will chart the recent introduction of Mobile Learn at Edge Hill University. Sharing quantitative and qualitative data about our Institution wide adoption and introducing a brief case study of real use (Clinical Education CPD Doctors using Mobile Learn in and around the workplace) will frame discussions around how mobile technologies are encouraging us to rethink the way academics and students use the VLE.

The presentation will provide an overview of the implementation strategies, user reaction and adoption rates as well as observations on the benefits and challenges that Mobile Learn has presented to us.

Key issues:

- Expectations - What can and can't be done with Mobile Learn? The app isn't a replacement for accessing the full version of the VLE.
- Engagement - Monitoring uptake with analytics, central promotion and marketing.
Course Development - Optimising content and using features suited to mobile learning.

Changing Practice - Mobile Learn is exposing some bad habits in VLE use which impacts on the users’ ability to make the most of the app. Responding to feedback about what is important to students, what works and what could be better is paramount.

Breakout Session 4: 15:35 – 16:05

Presentations & PechaKucha Presentations

Session 18

The Art of Technology and Humor: a teaching strategy in nursing education

Presenter: Dr Joseph Molinatti

Institution: College of Mount Saint Vincent, USA

Theme: Creative deployment of technologies to enhance the student experience

The work environment for nurses can be improved with the use of new technologies. These resources can enhance safety, and quality of care (Turisco, & Rhoads, 2008). Further, the use of technology can increase the amount of time that they can spend with actual patient treatment. Among these technologies are Clinical Information System, Electronic Health Records, Drug Retrieved-and-Delivery System (bar coding), Mobile carts, tablet computers, Medical devices, and Personal Digital Assistants. Nurse educators are faced with the dilemma of teaching student nurses to integrate these technologies into their every day regime, while maintaining the necessary human touch.

This presentation will deal with the integration of these tools into the curriculum giving the why, what, how, and how of both technology and humor. Through the incorporation of humor in the teaching arena, this typically clinical subject can help to enhance student success.


Session 19

Improving Feedback – The Development of an Online Assessment Tool (OAT)

Presenters: John Jackson & Marc Griffith

Institution: University of the Arts London

Theme: Electronic assessment and feedback

This presentation outlines how a theoretical base of diffusion of innovations has informed the development and piloting of an online assessment tool. The University of the Arts London has pro-actively developed and promoted technology enhanced learning (TEL) designed to extend the functionality of the well embedded VLE with a range of tools to support our specialist requirements, learning in the classroom and to improve the student experience. The development of the Online Assessment Tool (OAT) contributes to the enhancement of the student experience.

OAT’s development is featured in phase 2 of a change process relating to how the University provides feedback to students and builds on manual processes introduced earlier. OAT’s design makes marking faster, facilitates better quality feedback, provides a single data entry point and a mechanism for providing more reliable, accurate and legible feedback for students.

This presentation focuses on the development of OAT as part of the broader change agenda designed to improve the student experience relating to feedback and presents the findings from initial evaluation of its use by staff and students. The presentation highlights how CLTAD is managing: the systemic tension introduced into existing practices by the innovation. The complex process of mandatory innovation adoption through the diffusion of innovation cycle ensuring that the complexity of the tool is minimised while the relative advantage is clearly articulated and easily observable. We share the experiences from the development and pilot participants since the launch of a rolling pilot of OAT at the end of November 2011. Since its launch the use has grown steadily and initial feedback from both staff and students is positive. The presentation concludes with a discussion of the findings and the implications for the future.

Session 20

Successful Migration to a New VLE – Lessons Learnt and Where to Next?

Presenters: Jacqui Basquill & David Callaghan

Institution: Edge Hill University

Theme: Getting the best out of the VLE
In order to ensure an outstanding student experience, the migration to a new version of a Virtual Learning Environment (VLE) was planned and implemented over a two year period from 2009 to 2011. This process involved major changes for staff and students alike. This journey culminated in the institutional adoption of Blackboard Learn, Release 9.1 at Edge Hill University in September 2011.

This presentation identifies critical success factors such as the support and guidance of a multidisciplinary steering group, staff development, support from stakeholders, and the automation of course creation and enrolments based on our administrative systems. Contemporary surveys (student and staff) and reports suggest evidence of a successful transition to Blackboard 9.1 – The most significant driver underpinning the whole process was the need to enhance student engagement and success at the university.

Using the evidence from the above sources, we discuss lessons learnt and how we may progress to further enhance the student experience through stimulating, relevant use of new resources in the VLE. We will consider how support for colleagues has been identified as a critical factor and needs to be accessible and inspirational. In order to ensure a positive student experience it is necessary to ensure that students have the IT skills, and confidence in using the variety of resources at their disposal to fully engage with their programme.

This presentation will offer suggestions and opportunity to discuss methods of developing this to ensure students' knowledge and understanding is supported, consolidated and extended by engaging with a stimulating VLE.

Session 21

Understanding Students' eLearning Experience

Presenters: Helen Rodger & Gladson Chikwa

Institution: Sheffield Hallam University

Theme: Getting the best out of the VLE

In our presentation, we will share results of a study we are currently conducting at our University regarding students' perspectives of the use of a Virtual Learning Environment (VLE). It is our hope that this session will provide a forum to discuss important questions such as: ‘should universities have a set of minimum standards for use of a VLE?’

At Sheffield Hallam we are working towards establishing a set of VLE threshold standards. It is in line with this goal that we have embarked on a study to elicit the views of the relevant stakeholders including academic staff and students. The primary purpose of our study is to gather stories that reflect a range of student experiences of e-learning that we can use in conjunction with established and recognised pedagogic rationale to promote good practice and understanding of
effective ways of using Blackboard. We also anticipate making a significant
group of e-learners. This view has been echoed by Sharpe & Benfield (2005, p.1) who posit
to establish the value of particular e-learning course designs, teaching methods or
tutor interventions'. Our study seeks to unlock the voice of students who are often
neglected as argued by Fielding (2001, p.123) when he says, 'teachers, researchers,
parents and adults in general speak too readily and too presumptuously on behalf of
students] whose perspectives they often misunderstand and, in many contexts,
frequently disregard'. We will argue that listening seriously to students' stories of
experiences as learners has the potential to alert staff of their current performance
and possible ways of addressing their deficiencies (ibid.).

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Session 22

Blended Learning for Large Classes: a pedagogical template for low-resourced
contexts

Presenter: Dr Peter Aborisade

Institution: The Federal University of Technology, Akure

Theme: Adding value to large group teaching using technology

The value of technology application in education is no longer in doubt (Dillenbourg,
1999; Kyriakicou, 1999; Bransford, Brown Cocking, 2000) but studies have
underlined the centrality of pedagogy for meaningful integration (e.g. Beatty, 2003;
Dudeny and Hockly, 2007).

For Africa where socio-economic and political problems continue to have a major
impact on the creation of viable learning environments for the large classes in poorly
resourced institutions (Coleman, 1989; LoCastro, 2001; Aborisade, 2010), a blended
approach to technology integration remains the most viable option. For the largely
digital immigrant teachers and students (Aborisade, 2005a) a template is required
for initiating and managing change in supporting courses with technology in Higher
Education.
This presentation draws evidence from an on-going teacher-initiated project of supporting EAP courses with technology at the Federal University of Technology, Akure Nigeria over six years in two phases, the Wiki and Moodle phases. Its pedagogy emphasizes a learner-centred, enquiry-based and collaborative approach while requiring teachers to learn technology use from their students. The presentation portrays a pattern of pedagogical approach that has emerged and is working well as good practice; a pattern that integrates content with pedagogy and technology within a learner-centred, socio-constructivist mode (Dudley-Evans, 1984; Hopkins, 1988; Vygotsky, 1978, 1982). It provides practice enabled concepts to understand the pedagogical underpinnings of our Blended Learning, its constituents and strategies for implementation and sustainability. Evidence from particularly students’ use of technology in the courses, from staff - academic and technical, and administration is provided for illustration. The proposed template can be contextualised for various large class situations and subject areas.

Session 23 – A Collection of PechaKucha Presentations

23(i) Racing to an eLearning Makeover: pedagogical, technical & legal considerations for distance learning

Presenter: Adam Palin

Institution: Manchester Metropolitan University

Theme: Creative deployment of technologies to enhance the student experience

The Department of Exercise and Sport Science at Manchester Metropolitan University has been running an undergraduate distance learning course in Sport Science for 18 years. Typical of early distance learning courses, the learning material centred on printed and/or online workbooks with online formative and summative tests available through the University’s Virtual Learning Environment (VLE). For a number of years, an e-learning makeover has been needed to maintain our position within the sector.

The aim of the project was to ‘deliver’ the distance learning material in a thoroughly modern and more effective manner. This was facilitated by the appointment of a dedicated e-learning officer and coincided with a change in the VLE from WebCT to Moodle in 2011. The first phase of the makeover concentrated on converting existing workbooks into eBooks delivered via Moodle with links to interactive activities using the VLE’s quiz function. The second, all be it parallel phase, concentrated on videoing teaching sessions from the Department’s campus-based Sport and Exercise Science course. These were subsequently sectioned into shorter chunks for both pedagogical and practical reasons. These videos, other Departmentally created instructional videos, interactive activities and other Web 2.0 technologies, were then integrated into each unit’s eBook.
The first year of the project concentrated on improving the educational experience of level 4 students and we plan to have completed the makeover for all 15 modules at all three levels by the end of 2015. This will be done on a level by level basis so that students starting on the course in 2011/12 will progress through the programme with the enhanced resources.

This presentation will concentrate on the pedagogical, technical and legal considerations of the project, and provide student and staff evaluations of the makeover.

23(ii) Creating Sustainable Change: sharing good practice in the VLE

Presenters: Steph Comley & Amy Sampson

Institution: University College Falmouth

Theme: Getting the best out of the VLE

This presentation highlights the importance of effective sharing and communication of good practice within the VLE, how we are working to increase this and the positive impact on student experience. We support staff from University College Falmouth and University of Exeter using the VLE for teaching and learning. There are excellent examples of innovative, engaging and often interactive resources which have a positive impact on students and invariably attract excellent feedback.

An ongoing challenge within the Technology Enhanced Learning (TEL) team is to encourage staff across all departments to use the VLE in this way, to understand that it is a relevant, interactive platform for students to communicate, collaborate and learn. Conole and Jones (2010) highlighted a ‘gap’ between the potential for learning technologies to support teaching and learning and their actual use. One reason put forward for this was a lack of understanding in how these technologies can be applied to specific learning outcomes. Not only do the tools and understanding have to be available but as Gray et. al (2011) found there needs to be ‘cultural change’; our challenge has been to instigate this change and make it as natural and welcomed as possible. Fundamental to this is building upon the success of ‘early adopters’ in order to reach those who are still reluctant to engage with TEL; encouraging change through providing examples of where TEL has been applied to real learning outcomes successfully.

We are working to increase sharing of good practice across the VLE using student and staff feedback to justify change and improvements. Various methods are being used to disseminate good practice including video interviews, podcasts, news bulletins and establishing sites and guidelines of good practice. We are aiming to instigate greater communication and sharing between subject areas on how best to use the VLE.
23(iii) Using Assistive Technology as a Vehicle to Enable Disabled Learners in HE

**Presenters:** Dr Sue Wilkinson & Jeff Lewis

**Institution:** Cardiff Metropolitan University

**Theme:** Creative deployment of technologies to enhance the student experience

Students with specific learning difficulties (e.g. dyslexia), medical conditions, mental health difficulties and physical disabilities sometimes face barriers to learning and access to learning due to the impact their condition has on their ability to engage in learning and teaching activities at university. Using assistive technologies can help to break down these barriers and allow easier access to learning, helping students develop strategies to enable them to become autonomous learners.

This presentation addresses the barriers to learning for disabled students in Higher Education and outlines the creative and innovative ways in which technology can be used to enhance the learning experience for these students. It will discuss use of assistive software such as voice recognition, text to speech, video-conferencing, digital recording, mobile applications, and concept mapping/planning software as vehicles to enhance the learning experience for disabled students.

An overview of these assistive technology tools will be provided, along with an explanation about how they can be used, and how they may enhance learning. Tools such as web-based video-conferencing can be used to reach students who are unable to attend campus due to physical, medical, or mental health conditions, and helps bridge any gap between the student and the institution’s support services. Improving and enriching the learning experience will not only augment learning but will also equip students with the confidence and transferable skills they need to progress into the workplace, improving their chances of future employment.

23(iv) Awareness & Attitudes to the Open Content Movement

**Presenter:** Peter Reed

**Institution:** Manchester Metropolitan University

**Theme:** Creative deployment of technologies to enhance the student experience

The Open Content Movement and Open Educational Resources (OER) can be seen as a potential method for reducing time and cost of Technology Enhanced Learning developments, however it’s sustainability, and to some degree, it’s success, is dependent upon a critical mass and large-scale participation.

This presentation will discuss findings from a study, where teaching staff were invited to participate in a questionnaire. Respondents (n=59) were open to the idea of sharing their own content, and similar to other studies, demonstrated existing practices of sharing resources locally, amongst colleagues, however there was little
formal, large-scale sharing using suitable licenses. The data gathered concurs with other research suggesting a lack of awareness to the Creative Commons licenses as well as a lack of participation with large Learning Object Repositories.