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In Scientia Opportunitas

Opportunity from Knowledge

Extending Interactions with Text and other Media: EXIT-M

SOLSTICE

Centre for Excellence in Teaching and Learning

[voki](http://voki.com)

"We had the **experience** but missed the **meaning**, and **approach to the meaning** restores the **experience** in a different **form.....**"

(T.S. Eliot, The Dry Salvages)

“EXIT-M focuses on **conversion of** students’ often **surface engagement** with highly text-orientated media (as commonly placed within VLEs) **to more sophisticated interactions with multimedia**, organised to promote and encourage **conversion of surface to deeper learning [1]**”.

Concern and debate

The concern and debates around conflict in instructional design about the 'dumping of teaching materials' phenomenon still persists in 2013.

"A lot of these e-learning courses say 'Just got to get the content right. Bang it up in the website. Have a bit of a debate on the page underneath and that's good enough'". Heppel [8].

EXIT-M:

Media = Voice, images, video, music, art, artefacts/products, **text**, virtual worlds, games, web pages, articles, chapters, visiting speaker/expert, government or legal document, a clinical or other skill demonstration etc

**ENCOUNTERING THE EXIT-M (EXTENDING
INTERACTION WITH TEXT) CONCEPT: A
'TRUE APOCRYPHAL STORY'**

The Centurian

So what are the emphases within EXIT-M i.e. Learner and Learning Focused

- schema formation,
- schema re-formation/re-organisation and elicitation of ideas
- memory, and
- internal scaffolding as a product of metacognition and learning through dialogue.

Theorization: From surface to Deeper Learning

A learning trajectory informed by 4 key 'phase' questions

1. How can we give learners a **reason and a way to pay attention** to a medium (attention and engagement; transactions)?
2. How can we give learners **ways of interacting with a medium** (**transactions and deeper processing** beyond the ephemera of the experience)?
3. How can we get learners to **replay their individual processing of the medium** (**metacognitive, translational and reflective dimensions**, stretching ephemera)?
4. How can we engage learners in **sharing their experience** and processing of the medium (**social construction and negotiation of meaning and evaluation of the experience** to impact on learning that lasts)?

Approaches/Practical Frame for EXIT-M Activities (**Focus on Learners being Active in Significant Engagement with Media – Beyond Surface Interactions**) **STRATEGIES** for engagement

1. **Elicitation** of previous knowledge ('Starting where learners are at')
2. Establishing **purposes** (Creating or influencing reasons to engage)
3. **Locating** information
4. Adopting an appropriate **strategy** (Providing **ways to engage** with a medium)
5. **Interacting** with text (Engaging and **processing the experience** of a medium)
6. Monitoring **understanding** (**Reflecting**, 'self-talk' and **discussing** experiences and interpretations)
7. Making a **record** (**Capturing and interpreting** aspects of the experience)
8. **Evaluating** information (**Reasoning** and **justifying** the 'record')
9. Assisting **memory** (By repeat **processing** of information and **ideas** and insertion **into dialogue**)
10. **Communicating** information (Through **discussion** of extracts from the experience of a medium)

(Adapted from Lewis and Wray [3])

EXIT-M = A learning trajectory informed by 4 key 'phase' questions

1. How can we give learners a reason and a way to pay attention to a medium (attention and engagement; transactions)?

Enhanced perception can be influenced by providing a **variety of sensory media exposures (such as multimedia clips in YouTube etc.) and may impact upon greater **match with learning preferences** and **motivations** to encourage an individual to **pay attention to the medium in the first place.****

(e.g Cancer Nurses and the Patient's Journey)

2. How can we give learners ways of interacting with a medium (transactions and deeper processing beyond the ephemera of the experience)?

This element includes planning for **learners to make transactions with the medium**

- **Precise** the 5 main ideas and say why you selected them
- **Summarise** the 6 most important facts and say why you selected them
- **Raise 3 questions, 3 observations** and any **concerns**
- **Design 10 questions** that would help a someone to gain from interacting with this medium e.g. a journal article
- What are the **key implications** of this (experience from the medium) for practice/future action
- **Record three things that resonate** with you

With text,

- As a group, **interact with a word document using the 'comments' tool**. Produce a final version with questions/challenges at points in the text that will show your understandings and help others to engage with it
- Read a word document (**seeded with tutor's questions/challenges inserted via the comments tool**). **Discuss** the responses in groups.

3. How can we get learners to replay their individual processing of the medium (metacognitive, translational and reflective dimensions, stretching ephemera)?

Deepened engagement and learning is proposed by furthering interaction with the medium, through translation tasks such as changing an audio-visual form to a text or diagrammatic form, writing a precise, or constructing a related 'elevator conversation.'

Capturing experiences and promoting reflection

4. How can we engage learners in sharing their experience and processing of the medium (social construction and negotiation of meaning and evaluation of the experience to impact on learning that lasts)?

The processes in 2 (interactions) and artifacts from 3 above can then act as a **feed into further extension of interaction and deeper processing through discussion** e.g. involving use of **online, synchronous and asynchronous discussion**, voice technologies within a VLE, Twitter, Web-logging, Skype or Sight Speed communal calls and engagement in other social networking environments.

CONCLUSION

Design for engagement so as to impact upon deeper learning from media is conceptualised here in the EXIT-M model.

The model may serve to describe what many good designers and teachers do already and may perhaps stimulate others to do things better and to do better things with text and audio visual media objects online, if they are to achieve any true status as 'learning objects'.

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Case illustration:

Audio of lectures online/podcast From
'Quick Fix' to 'intelligent deployment'

Undesirable —————→ *Desirable*

Surface analyses and predictions *Continuum of Dialogues* *Deeper analyses and predictions*

—————→

Continuum of outcomes, related to a continuum of dialogues

Undesirable dialogue and outcome

Lecture recorded and placed in VLE, with little consideration of strategies to encourage learners active engagement with the audio recording.

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Lecture recorded and placed in VLE, with consideration of a range of strategies to encourage learners active engagement with the audio recording, based upon sharing of experiences of similar ventures and their successes in relation to varied preferences and types of learners.

Lecture recorded and placed in VLE, with consideration of a range of strategies to encourage learners active engagement with the audio recording, based upon sharing of a broad range of past experiences of similar ventures and their successes in relation to varied preferences and types of learners. This is informed by the academic's research of a similar activity in the past.

Lecture recorded and placed in VLE, with consideration of a range of strategies to encourage learners active engagement with the audio recording, based upon sharing of experiences of similar ventures and their successes in relation to varied preferences and types of learners. This is informed by the academic's research of a similar activity in the past.

Lecture recorded and placed in VLE, with consideration of a range of strategies to encourage learners active engagement with the audio recording, based upon sharing of experiences of similar ventures and their successes in relation to varied preferences and types of learners. This is informed by the academics' research of a similar activity in the past and the inputs from the Learning technologist's own research on deployment of audio-streaming and reception quality in the VLE via headsets.

Lecture recorded and placed in VLE, with consideration of a range of strategies to encourage learners active engagement with the audio recording, based upon sharing of experiences of similar ventures and their successes in relation to varied preferences and types of learners. This is informed by academics research of a similar activity in the past and the inputs from the Learning technologists own research on deployment of audio-streaming and reception quality in the VLE via headsets. The Learning technologist also informs the selection of interactive approaches, based upon their own research and scholarship which has focused upon strategies for extending the degree of interaction with audio and deeper information processing.

Desirable (SOLSTICE) dialogue and outcome



EXIT-M: Extending interactions e.g.s from my classes

Read/Watch/listen to this and highlight/record the three most important sentences/oints, ideas, facts

Watch/listen and raise **three questions** that would be useful for someone to ask to help their understanding, and provide the answers

Listen/watch and **retell** this through the eyes of one of the characters

Read this and highlight the **5 most important** sentences and write about why you chose

Each take a chunk of the text (medium) and write a **precise**compile

Give a three minute **presentation summarising** the experience of the medium

ANYTHING that encourages more than superficial reading, watching or listening

And sharing it with the tutor and peers in dialogue and question and answer modes!

Small Print/ Disclaimer/ Bid for going with a risk etc

We will have to use a little **license and creativity** in the discussion activity as, in most circumstances, you would be applying EXIT-M approaches in your **own**, unique chosen, **authentic context**. **It may be helpful to** select a medium from **your** own sources of current or proposed teaching activity..... Time is the enemy!

Tasks: Imagine how we could EXIT-M?

- Video
- Paper review (Schofield EXIT-M; EXIT-M Resources)
- Listening to podcast
- Interacting with assessment feedback

Task/s or Homework!:

1. Reflect on medium/media
2. Consider EXIT-M as a way of planning to deepen learning
3. Capture your thoughts/Reflect
4. Feedback and Discussion (on the boat?)
5. Say hello in email schom@edgehill.ac.uk

Over to you

What has arisen?

- Questions
- Observations
- Resonances
- Advice