

The Role of Technology in Teaching & Learning

Abstracts

2nd July 2013, 09.30-16.00 HR teaching rooms

Abstracts for sessions

Parallel Session 1a from 10:00-11:00

10:00-10:30: Project MAYHEM - Dr. Bela Chatterjee, Law

A new initiative for 2013 which will be rolled out for future years. The idea behind Project Mayhem is this: There is a set of self-selecting students who are confident in their skills in tort, and in law more generally, and are eager to be stretched. They will want, voluntarily, to enter into more complex debates about torts, and would do so unprompted by the demands of a seminar tutor or course convenor. There is also another set of equally self-selecting students who are not confident. These are the students who might email me for help with basic stuff like referencing, taking notes, finding articles, or getting their head around basic legal concepts. Or they might not email me, because they are just too embarrassed to own up to not knowing what's going on and just sit there in silence and nodding hopefully so the tutor won't recognise they're struggling. Project Mayhem brings the two groups together in a way that is hopefully productive for both and this session will explain more including the role of technology in supporting this initiative. A student poll asking "Do you think that Project Mayhem is a good idea?" has received positive responses from students, the following being one typical example:

"I do. It seems like a great way to increase /deepen one's understanding of the subject. I am Looking forward to be part of it.

10:30-11:00: Developing Social Cohesion in online groups - Dr. Judit Kormos, Linguistics & English Language

In this presentation I will describe tasks and techniques that help to create social cohesion in online learning environments where students do not meet face to face. I will share activities that we use in our web-based postgraduate programme to establish group bonding during the online orientation week and present techniques that can foster a co-operative learning atmosphere in online course modules.

Parallel Session 1b from 10:00-11:00

10:00-10:30: Using self-evaluative practices to improve TEL innovations - *Claire Raistrick, Educational Research*

The research to be shared in this session is about how educators use self-evaluation to make and improve their TEL (technology enhanced learning) innovations in higher education contexts. A framework will be introduced that is a neutral way by which educators can guide their professional practice and increase the success of their TEL innovation(s). This session provides an opportunity for colleagues to consider how they might use this knowledge to develop their own self-evaluative practices and improve their current or next TEL innovation.

10:30-11:00: How learning technology influences face-to-face pedagogy - *Syed Uzair Shah, Management Learning & Leadership*

The use of learning technology is having a growing influence on face-to-face pedagogy. Several authors have suggested that the study of learning technology could add to our understanding of its impact and/or to the nature of the scholarship of teaching and learning. Having said this, there has been little research to date that has focused on the teachers' experience of using learning technology within their 'conventional' 'face-to-face' pedagogical practices, and much of this research has been in the context of western universities. The study reported here focuses on the teachers' understandings of using learning technology within their face to face teaching. It is located in the context of a South-Asian university in Pakistan.

Phenomenography was used to explore the qualitatively different ways of understanding the teachers' use of learning technology. This study contributes to the extant literature as it provides additional ways of looking at the use of learning technology. The conceptions of 'retaining attention' or 'omnipotentially' have not been reported earlier. Due to the contextual limitations, the teachers in this study were unable to use and benefit from learning technology according to their pedagogical understandings.

Parallel Session 2a from 11:20-12:50

11:20-11:50: Using Social Media (fb, twitter) to support learning - *Matt Willett, Sheffield Hallam University*

Matt is using Twitter and Facebook to aid assessment and support learning. The session will include clips from video interviews with his students talking about the benefits. Matt will also use Twitter during the Q&A part of the session.

11:50-12:20: Using Grademark to engage students with assessment feedback - *Hannah Morgan, Applied Social Science*

Abstract to follow

12:20-12:50: Open Educational Resources, MOOCs and creating an Open Learning Culture - *Phil Tubman, ISS*

Abstract to follow

Parallel Session 2b from 11:20-11:50

11:20-11:50: Using 'clickers' to encourage interaction in lectures - *Dr. Viktor Tsepelin, Physics*

Abstract to follow

11:50-12:20: Increasing interaction in lectures - *Caroline Elliott, Economics*

Existing research indicates that to maintain concentration active rather than passive teaching methods should be adopted. This session will demonstrate a number of ways in which student/lecturer interaction was encouraged in a large lecture setting, specifically a large first year undergraduate Economics module. While the demonstrations will be Economics based, they are intended to encourage colleagues in other disciplines to think creatively regarding how lectures may be made more interactive and engaging.

12:20-12:50: The role of technology in encouraging students to read - *Dr. Paul Ralph, Management Science*

Encouraging students to read in preparation for workshops and seminars is of benefit to individual students and the peers with whom they are working. This session introduces how the use of automated weekly quizzes has encouraged students to read materials in advance of sessions.

12:50 Lunch (please book to ensure lunch is available for all)

Parallel Session 3a from 13:30-14:30

13:30-14:00: Using Moodle to support PhD Students - *Martin Spring – Management Science*

This presentation discusses the use of a Moodle site (called 'LUMS-OMG') to support the periodic informal meetings of the Operations Management Group in Management Science, directed mainly at PhD students. Moodle has only just started being used in this way, but was born from the recognition that there are a number of staff who provide common advice and readings, as well as discussing similar concerns with their successive PhD students. This site is intended to be a FAQ/reading repository/discussion place, to complement twice-termly meetings around common themes, sitting somewhere between generic Doctoral training and individual supervision.

14:00-14:30: Students improving Wikipedia for course credit - *Mark MacDonald, Mathematics & Statistics*

This talk is an invitation to have lecturers assign a portion of their students' coursework to improving Wikipedia articles. Students, like anyone else, can improve Wikipedia. I will argue why this is beneficial to students, to Wikipedia, and indeed to humanity. Lecturers around the world have had success in using Wikipedia as a teaching tool – and you can too! These examples indicate that students, who know their contributions may be viewed by thousands of people, can collaborate to produce very high quality work.

Parallel Session 3b from 13:30-14:30

13:30-14:00: Using PeerWise to support students setting their own assessment questions - *Dr. Ian Bailey, Physics*

Abstract to follow

14:00-14:30 Students creating course materials for next year's students – an internship approach - *Dr. James Groves, Mathematics & Statistics*

Abstract to follow

14:30 Refreshments

Parallel Session 4a from 14:50-16:00

14:50-15:20 Lecture Capture – experiences of Panopto - *Caroline Elliott, Economics*

The use of lecture capture technology to record lectures and seminars has become increasingly common in recent years. The session outlines its introduction on a very large first year undergraduate Economics module.

I will go on to discuss student feedback on the technology as gleaned from survey responses. This feedback includes student evaluations that were solicited on the virtual learning environment, but also unsolicited and offered without prompt by students completing lecture feedback questionnaires. This avoids the concern that survey respondents may overstate their demand for a product or service when asked to value it.

However, the key aspect of this work I will introduce is the evaluation of lecture capture technology using a revealed preference approach that has not been used in the academic literature to date. Data indicates the number of distinct students on the module who have watched the lecture recordings, but also indicates the frequency with which they have watched the recordings, and the average length of viewings. Further, we have monitored the viewings of the recordings over the academic year, and can identify 'spikes' in the number of viewings in the days before module tests. Consequently, we can analyse the data to assess accurately the extent to which students use the lecture recordings, and also how and when they watch the recordings.

15:20-15:50: Simulation and role play - *Richard Meek, Marketing*

Perhaps the main idea of simulation and role play is to provide a high engagement learning environment that is very enjoyable for both students and tutors. In such an environment the potential to achieve higher learning levels is maximised. In this session, several approaches to the use of simulation and role-play, on various programmes, will be presented with the main objective to encourage colleagues to consider adopting this approach in their teaching.

Parallel Session 4b from 14:50-16:00

14:50-15:20: iLancaster developments - *Chris Dixon, ISS*

Abstract to follow

15:20-15:50: Distance learning on the move - the changing practices in where study takes place - *Dr. Sarah Brearley and Dr. Alison Collins, Division of Health Research*

As we try to anticipate the technology students are using, we ask are all tablets equal? We also see value in encouraging students to use tablets as a way to keep up with distance learning on the move, but this is necessarily changing practices in places of study – what are the implications for both students and tutors?

16:00 - End of event

The day is designed to allow ‘drop in’ as well as full day attendance, but please register your attendance at: <http://www.lancs.ac.uk/hr/oed/spday/booking.html> for catering purposes.

This is a Lancaster University Sharing Practice Day co-ordinated jointly by [Organisation & Educational Development](#) and the [Learning Technology Group](#)