

## elearning@ed 2011

Friday 1 April 2011, at the National eScience Centre, Edinburgh

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9:00 Registration and Coffee

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- 9:30 Welcome by Jeff Haywood, Vice Principal Knowledge Management, UoE
- 9:40 Assessment in the 'Digital Age' and the role of the student – presentation by Ian Pirie, Assistant Principal, Edinburgh College of Art and Stewart Cordiner, Associate Head of Design School and Head of Visual Communication, Edinburgh College of Art
- 10:20 Instant mobile feedback for community-based ESOL – case study by Justin Sales, Stevenson College, and Colin Buchanan, Colleges Scotland
- 10:40 The mobile phone, the VLE and intravenous access – case study by Jo Spiller, MVM, and Sam Smith, Centre for Medical Education

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11:00 Coffee

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- 11:30 Student eportfolio competition: results and highlights – by Robert Chmielewski, IS Learning Services
- 11:50 MSc supervision at a distance - Translational Medicine as an example – case study by Douglas Roy, Division of Pathway Medicine, MVM
- 12:10 Easter Bush Farm: developing a Second Life project – case study by Sharon Boyd and Jo-Anne Murray, MVM, and Fiona Littleton, IS Learning Services

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12:30 Lunch

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1:15-1:40 Poster exhibition

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- 1:45 Positive disruptive effects of current and emerging technologies in higher education – presentation by Stylianos Hatzipanagos, eLearning team leader, King's Learning Institute, King's College London
- 2:25 Lecture capture and pre-recorded lectures in the School of Law – case study by James Chalmers, School of Law
- 2:45 Creating questions using PeerWise – case study by Karon McBride, Physics Education Research
- 3:05 Introducing a manifesto for teaching online – presentation by Jen Ross, Sian Bayne, Hamish Macleod and Clara O'Shea, School of Education

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3:45 Close

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## Abstracts

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### Assessment in the 'Digital Age' and the role of the student

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*Presentation by Ian Pirie, Assistant Principal, Edinburgh College of Art and Stewart Cordiner, Associate Head of Design School and Head of Visual Communication, Edinburgh College of Art*

During the past four years Edinburgh College of Art has developed and implemented a constructively aligned, grade profile and assessment scheme.

Since September 2010 assessment and feedback is now fully supported online within a purpose designed Learning Management System (LMS) that enables students to self-evaluate, reflect, grade their own work and write their own feedback and for staff to design their projects, create learning resources, provide written feedback, indicate required actions and conduct assessment.

Assessment and feedback is being used pro-actively to support students in their learning and to help them understand their strengths, weaknesses and where particular attributes and competencies begin to be developed.

The history of the student journey and progress made is available to the student and their tutors 24/7 - it now becomes quite difficult for students to maintain they 'never get feedback'.

The presentation will cover the journey so far and explore the types of information and data that the College is now in a position to collate and analyse to evidence improvement and inform further enhancements.

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### Instant mobile feedback for community-based ESOL

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*Case study by Justin Sales, Stevenson College, and Colin Buchanan, Colleges Scotland*

ESOL students consistently identify speaking and listening as the skills they most need to develop. Debates, presentations and pronunciation drills are all used to develop spoken fluency and accuracy, but to date it has been hard to give regular, detailed feedback in a timely manner – until now.

A simple yet successful model has been developed and implemented by a partnership between Scotland's Colleges, Stevenson College Edinburgh and ipadio.com, using phones and web technologies.

Learners broadcast their submissions direct from their phones to their own secure, personalised channel. Peers and tutors are then alerted via RSS, Twitter or email, listen and respond using their phones. Peers provide feedback on their friends' spoken language files, creating a virtuous cycle of broadcasting, feedback and improvement, with immediate alerts.

We intend for this presentation to be lively, interactive and participative, and are confident that this simple yet highly effective e-assessment feedback model can easily be implemented to suit delegates' own situations.

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## The mobile phone, the VLE and intravenous access

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*Case study by Jo Spiller, MVM, and Sam Smith, Centre for Medical Education*

Throughout 2010-2011, a research project has been running from within the Centre for Medical Education, to record students' cannulation practice. Each time a cannulation is performed, participating students are required to record whether the attempt was successful or not and whether it was supervised. In order to enable students dispersed across a number of NHS institutions, with perhaps periodic access to the internet, to be able to quickly and easily log this data to a personal performance record within the VLE (EEMEC), we developed a text message logging service so that data could be logged to the VLE via a mobile phone.

In this case study we will describe some of the background and purpose of this project as well as demonstrating how data is logged to the VLE using the Edutxt service and how that performance data is rendered graphically to students.

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## PebblePad Student Competition - presentation of results

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*Presentation by Robert Chmielewski, IS Learning Services*

The PebblePad Winter Student Competition aimed to seek out the most interesting and useful ways that UoE students have devised to make use of PebblePad, either within their course or as part of their personal and social activities.

During this presentation we will summarise the competition proceedings, and also review and show the most genuine, reflective, engaging, attractive and transferable entries.

The winning students will be invited to join us to share their experiences of PebblePad and collect the prizes!

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## MSc supervision at a distance - Translational Medicine as an example

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*Case study by Douglas Roy, Division of Pathway Medicine, MVM*

The online MSc in Translational Medicine is a part-time programme which attracts working professionals from diverse sectors in academia and industry. A key aim of the final year dissertation phase is to ensure the project work is as relevant as possible to the student's professional interests so that they might then apply their studies directly in the workplace.

To enable this, we encourage the production of projects in formats most relevant to the student's career and work objectives, and the identification of a local mentor who takes on a project supervision role.

This approach has potential benefits for the students but also comes with some interesting challenges. Issues surrounding this approach will be discussed.

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## Easter Bush Farm: developing a Second Life project

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*Case study by Sharon Boyd and Jo-Anne Murray, MVM, and Fiona Littleton, IS Learning Services*

Easter Bush Farm on Second Life was created to facilitate tutorials for the fully online MSc/Dip/Cert in Equine Science. Our experience of using it with distance learning students inspired us to consider other ways in which the space could also be used with undergraduate students.

This session will discuss how the project developed, what we have learned and where we plan to go in the future, and the support available for others considering a similar approach.

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## Positive disruptive effects of current and emerging technologies in higher education

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*Presentation by Stylianos Hatzipanagos, eLearning team leader, King's Learning Institute, King's College London*

The three important conceptual frameworks influencing higher education today (1) lifelong learning (2) technology enhanced learning and (3) open and distance learning have had an impact on how students learn in the 21st century. However, technology has not had a major positive disruptive effect so far on formal learning and where informal learning occurs, outside traditional institutional boundaries.

The presentation explores the affordances of a range of learning technologies that have the potential to impact on student learning and transform learning and teaching.

I will discuss:

- emergent technologies like social media that can help students to morph into active communities of practice;
- the relationship between formative assessment and emergent learning technologies; and
- the opportunities for computer mediated communication and dialogue in online learning environments.

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## Lecture capture and pre-recorded lectures in the School of Law

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*Case study by James Chalmers, School of Law*

The School of Law has used lecture capture and pre-recorded online lectures for a variety of purposes across undergraduate courses, ranging from routinely capturing all lectures in a course to choosing to deliver a course partially online in order to change the pace at which students cover a course across different parts of the teaching term.

This presentation will give an overview of the approaches adopted by the School, paying particular attention to the way in which it has been used to reshape existing courses.

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## Creating questions using PeerWise

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*Case study by Karon McBride, Physics Education Research*

In Physics 1A (Foundations of Physics) we broke the mould by asking the students to write their own physics questions. This contrasts with the traditional approach of students doing questions set by their lecturers.

Using a web-based system called PeerWise, students created, shared, answered and rated multiple choice questions. By introducing this exercise into the course we hoped to increase students' engagement with the intended learning outcomes and encourage the application of higher-order cognitive skills.

In this presentation we report preliminary findings suggesting that performance in the summative examination at the end of the course is independent of the number of questions answered by the students but is positively correlated to the quality and number of questions they create.

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## Introducing a manifesto for teaching online

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*Presentation by Jen Ross, Sian Bayne, Hamish Macleod and Clara O'Shea, School of Education*

"Student writing: innovative online strategies for assessment & feedback" has been a two year research project, funded by the Principal's Teaching Award Scheme. It has explored digital writing, feedback and assessment on the MSc in E-learning programme, in partnership with students.

One of the key outputs from the project will be a manifesto for teaching online, which celebrates what is challenging, controversial, and exciting about these practices.

This session will be an opportunity to hear about and discuss some key points from the manifesto.