The Seventh International Blended Learning Conference
Wednesday 13 - Thursday 14 June 2012
Reflecting on our achievements -
What’s next for technology-enhanced learning and teaching?
Welcome to the Seventh International Blended Learning Conference, this year entitled “Reflecting on our achievements - what’s next for technology-enhanced learning and teaching?”

This year’s conference title neatly encapsulates its ambitions - to look backward and forwards at the same time! Reflection and evaluation is a cornerstone of academic practice and it is gratifying to see the wealth of presenters this year who have taken this brief to heart. But of course we have to use this intellectual activity to look to the future as the role of technology within learning becomes ever more critical. Universities have real challenges to provide an outstanding learning experience for their students and meet (and manage) their expectations of us, whether pedagogic, cultural or technological. I am, therefore, particularly grateful that our major partner in this year’s conference is JISC Advance, which has been leading and supporting the sector to innovate and embed technology within learning for the benefit of staff and students alike.

I would like to extend a warm welcome to our keynote speaker, Sarah Porter who will be challenging us to think about whether or not we are making the most of IT in relation to the student experience. I am particularly delighted to be welcoming Sarah in this capacity because Sarah has a long-standing connection to Hertfordshire - she was the first JISC representative on the Blended Learning Unit steering group and I am very grateful for the productive relationship with JISC that has flowed from that early connection. I am also looking forward to hearing our two international speakers, Professor Norm Vaughan from Mount Royal College, Canada and Professor Mark Brown, from Massey University, New Zealand. Despite the distances involved, I understand that both Norm and Mark are keen to generate plenty of audience participation during their sessions!

As well as engaging with presentations and participating in workshops, one of the benefits of a conference like this is the opportunity to network. Once again there are new and familiar names on the attendance list and I hope you will all make new friends over the course of the conference. Although the accommodation arrangements are different to previous years, I hope that many of you will be joining us at the conference dinner. One longstanding tradition that we are breaking is that this year we have a jazz trio playing at the conference dinner rather than a ceilidh. Pink Champagne come highly recommended and I am sure they will compare very favorably with the entertainment from previous years. I do hope you all enjoy the conference and look forward to meeting many of you over the following two days.

With best wishes

Dr John Alltree
Director of Learning and Teaching, University of Hertfordshire
Conference Programme

Wednesday 13th June

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Thursday 14th June

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Programme Day 1

**09:00 - 10:45**
Coffee and poster session

**10:45 - 10:55**
Keynote Speaker: Robyn Pollock, JISC

**10:55 - 11:15**
Thinking Spaces: How It Works

**11:15 - 11:45**
Coffee and poster session

**11:45 - 12:30**
Keynote Speaker: Dr Jon Alltree, University of Hertfordshire

**12:30 - 13:30**
Lunch and poster session

**13:45 - 14:30**
Dr Catherine O’Connell, University of the Catalan Autonomous Region

**14:45 - 15:30**
Janice Vaughan, University of Huddersfield

**15:30 - 16:15**
Thinking Spaces - reflections on day 1

**16:15 - 17:00**
Keynote Speaker: Amanda Jefferies, Mount Royal College Canada

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**Programme Day 2**

**09:00 - 09:15**
Coffee and poster session

**09:15 - 10:00**
Keynote Speaker: Simon Cross, Oxford Brookes University

**10:00 - 10:45**
Coffee and poster session

**10:45 - 11:30**
Keynote Speaker: Amanda Jefferies, Mount Royal College Canada

**11:45 - 12:30**
Lunch and poster session

**12:30 - 13:30**
Keynote Speaker: Norm Vaughan, University of Hertfordshire

**13:45 - 14:30**
Lunch and poster session

**14:45 - 15:20**
Dr Norm Vaughan, University of Hertfordshire

**15:20 - 16:05**
Keynote Speaker: Norbert Morawetz, University of Hertfordshire

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**04**
In the current context of dramatic changes to the funding of undergraduate education in the UK, the ‘student experience’ has become a top concern for all universities - and a hot buzz word in strategic documents and plans.

At the same time, learning technologies and their use within a blended learning experience are well understood and mature, they are a key part of the support of learners and learning in a way that is substantially different to ten years’ ago.

However, many people would argue that their usage is focused upon fairly pedestrian approaches and driven by administrative or procedural issues, such as the need to share resources cheaply, rather than truly innovative or learner-focused. We are often tied into legacy systems that slow down our ability to make changes quickly enough, and we are challenged by learner-owned devices and new technologies that can achieve widespread use outside the institution, yet have little impact on teaching and learning within our organisations.

The current context provides us with an opportunity for the experts in learning and innovation to have their voices heard - and perhaps to get support and exposure in a way that hasn’t been possible before.

This presentation will explore some of the potential that we have to take advantage of current opportunities and translate them into action - to the benefit of learners and their experience of higher education.

Sarah Porter
Student experience - are we making the most of it?

In the current context of dramatic changes to the funding of undergraduate education in the UK, the ‘student experience’ has become a top concern for all universities - and a hot buzz word in strategic documents and plans.

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Sarah’s role is to lead the JISC innovation group which develops strategies for innovation through technology in the further and higher education sectors. Current areas of work include innovative digital infrastructure (linked data, cloud services), research data, environmental sustainability, analytics, digital literacy and the student experience of ICT. She works in partnership with many UK and overseas organizations. Before joining JISC, Sarah worked at the University of Oxford where she ran a learning and research technology team.
Student engagement and blended learning: what’s the connection?

Over the past decade, there has been an increased focus on the topic of student engagement in light of rising tuition costs and concerns about student success and retention rates. In response to these issues many tertiary educational institutions have adopted a blended approach to courses and programs by combining face-to-face and online opportunities for learning. This session will explore the relationship between student engagement and a blended approach to teaching and learning.

In North America, the National Survey of Student Engagement (NSSE) has grades and student satisfaction go hand in hand. This framework consists of the following five benchmarks:

1. active and collaborative learning
2. student interactions with faculty members
3. level of academic challenge
4. enriching educational experiences
5. supportive campus environment

How does a blended approach to teaching and learning impact student engagement and success?

This session will attempt to answer this question by presenting a series of case studies that will help you identify strategies and tools that are appropriate for engaging students in your own teaching and learning context.

An educator and researcher with interests in blended learning, faculty development and K to 12 schooling, Dr. Norm Vaughan is a Professor in the Department of Education, Faculty of Teaching and Learning at Mount Royal University in Calgary, Alberta. He is the co-author of the book Blended Learning in Higher Education (Jossey-Bass, 2008) and has published a series of articles on blended learning and faculty development. Norm is the Co-founder of the Blended Online Design Network (BOLD), a member of the Community of Inquiry Research Group, the Associate Editor of the International Journal of Mobile and Blended Learning and he is on the Editorial Boards of the International Journal of Excellence in e-Learning, Canadian Journal of Learning and Technology, the Journal of Distance Education, the Journal on Centres for Teaching & Learning, the Learning Communities Journal, and the Journal of Information Fluency. Further information about Norm can be found on his personal website.

Inspire a generation: thinking differently about our achievements

This keynote presentation reflects on our achievements to date and challenges some of the myths and taken for granted assumptions about the benefits of technology-enhanced learning and teaching. It tells a story which is littered with false claims, broken promises and often blind faith about the potential of educational technology to transform higher education, especially in the face of a number of wicked problems. Against this backdrop the growth of blended learning is claimed to be part of the problem as teachers are usually encouraged to tame rather than exploit and critically deploy the educational potential of new digital technologies. Moreover, blended learning is not a sufficiently disruptive force to challenge the hidden curriculum. A number of serious challenges and often unspoken realities confronting higher education are explored as the paper attempts to shift current discussion away from education in change to a more focused discourse of education for change.

Rather than focusing on ‘the next big thing’ the paper challenges us to think differently about the outcomes we seek from technology-enhanced learning as we prepare and try to inspire a new digital generation of global citizens. Finally, the keynote emphasises the importance of vision, leadership and commitment to an ambitious new game plan in order for technology-enhanced learning and teaching to deliver on its real promise.

Mark Brown is Director of the National Centre for Teaching and Learning at Massey University. He is also the Director of the Distance Education and Learning Futures Alliance (DELFa) which seeks to build a network of leaders at the forefront of new innovations in teaching and learning in higher education. Over the last five years Professor Brown has played a key leadership role in the implementation of several major university-wide digital learning initiatives, including the enterprise level deployment of Moodle (aka Stream). Mark has also been centrally involved in both the development and use of several open-source educational solutions, including the Mahara e-portfolios system. Professor Brown serves on several international journal editorial boards, has published extensively in the areas of online, blended and distance learning and is on the executive committees of the Australasian Society for Computers in Learning in Tertiary Education (ASCILITE) and the Distance Education Association of New Zealand (DEANZ). He is also a recipient of a National Award for Sustained Excellence in Tertiary Teaching.
The University of Hertfordshire has recently invested extensively in introducing EVS (Electronic Voting Systems) on a large-scale to academics and students. Working with 8 academic Schools during the 2010-11 academic year, the University provided nearly 4,000 handsets to mainly undergraduate students and additionally supported the investment with extensive training and support for staff and further investment in the infrastructure of the University to support campus-based use of the handset technology. From September 2011, those Schools plus another two Schools made the EVS handsets available to all students starting as first year undergraduates. The total number of handsets purchased over the past two years and available for use in class is now in excess of 7,000.

In the University, there has been a local group of researchers reporting on the use of EVS in Radiography and other departments since c.2004. The early work was generally concentrated in a small number of departments and led by those who might be described as technology enthusiasts (cf. Moore’s categorisation, 1991). Starting from the premise that there is more to using EVS than just objective testing in class, the authors will present their latest findings from a 2011-12 research project. They will discuss the student and staff views of how EVS are being used and their potential for wider class involvement. In line with the conference theme, the authors will explore how the outcomes from their quantitative and qualitative research have identified the need for different levels of training and support and the deeper embedding of the technology use across the university culture. The impact of the infrastructure developments required to move from small local initiatives to using EVS for a campus-wide model of use is also explored.

Developing agile and responsive curricula, which provide more flexible learning opportunities, is a key priority for higher education institutions as they strive to meet evolving demands. The four-year JISC Curriculum Design programme has been looking at how new technologies can support more flexible and efficient systems and processes which underpin teaching excellence and a high quality learning experience. Institutional projects have found that whilst technology can be a key enabler of curriculum innovation, real and sustainable change is only possible by effectively engaging staff in the change process. The projects have employed different strategies and approaches to do this including the development of paper-based design tools which have evolved from stakeholder research and been tried and tested in different engagement activities.

The aim of this workshop is to focus on two project examples: one from the University of Greenwich which uses a ‘Snakes and Ladders’ curriculum design tool to help academics and support staff better understand the needs and challenges of new students engaging with the curriculum and the other from Manchester Metropolitan University, which has developed an board game called ‘Accreditation!’ which supports staff through issues related to course design and approval. These and a range of other tools are freely available through the JISC Design Studio.

The session will start with a general overview and introduction to the two tools and approaches (20 minutes). Participants will then break into two facilitated groups to experience the tools in more depth and discuss how they might be effective in their particular contexts (30 minutes). Participants will then reconvene to discuss which strategies and approaches have the potential to be most effective in their organisations to enable curriculum change (15 minutes).

The session is particularly relevant to participants looking for tools and techniques to engage staff more effectively in curriculum design processes.

(1) http://www.jisc.ac.uk/curriculumdesign
(2) http://jiscdesignstudio.pbworks.com
Session 03
Los Watkins and Maria Angus
University of Hertfordshire

Changing horses in mid-stream: an investigation into the radically different epistemology of learning/teaching delivery in a twenty-first century law school.

Using a narrative approach to data collection, and a generally phenomenological approach, the authors consider the process of delivering teaching changes within the context of LB delivery with a core team.

The University of Hertfordshire School of Law moved campus to its new ‘business park’ site in 2008. This move necessitated retooling the delivery with a number of new software and support solutions, this research addresses the process and the perceptions of the change from staff and student viewpoints, and seeks to review the success of the strategies from a critical standpoint.

Session 04
Helena Allen
Staffordshire University

Using the e-design template to plan and share engagements, interactive and scaffolding online learning activities.

The e-design template has been used to share examples of best practice and as a tool in professional development activities to engage practitioners in the process of designing online activities for their student body. The project will explore the principles that are used by students and share the different models. From this, the community and the Learning Development and Innovation team will work with the projects, which are e-learning designers who have been developed as the e-Design Template.

The e-Design Template is a simple Word based tool that guides teaching staff when creating online courses on basic principles of digital activities for blended or distance learning students. The template embeds a number of principles of e-learning derived from the relevant research, considering the opportunities available for sharing e-learning activity designs.

Session 05
Marc Bow, Infield
York St John University

Exploring attitudes to and facilitating cultural change around electronic assessment.

Increased expectations from students, and the rise in prevalence of supporting electronic systems, has led to the need for Higher Education Institutions (HEIs) exploring methods for electronic assessment and submission. Using existing systems such as Virtual Learning Environment (VLE) one to make reality straightforwardly for students to submit assignments electronically. However, there are challenges that need to be overcome in order to successfully implement these changes. The project will explore the principles that are used by students and share the different models. From this, the community and the Learning Development and Innovation team will work with the projects, which are e-learning designers who have been developed as the e-Design Template.

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Session 06
Simon Bell, Alastair McNaught and Shirley Evans
JISC TechDis

Accessibility maturity in TEL in HE: JISC TechDis lifts the lid on a decade of progress.

JISC TechDis developed an Accessibility Maturity Model to highlight the stages of development that different institutions were exhibiting. Key stakeholders can now see which stage an institution is at, and at a glance, the problems they are facing. Notable ones identified by staff concern changing and creating online learning content for students who have disabilities, and there will be a discussion on the problems and possible solutions for e-learning practitioners and designers. The project is based on the Accessibility Maturity Model and will explore how it could be used as a direct response.

In 2012 between 8% and 10% students are disabled. Some institutions have grown in accessibility maturity and there are many examples of good and best practice in the sector. At the time less than 4% of students in the United States in 1999 DIS in HE set out with a direct response. At the same time the service will continue to work as part of JISC Advance in creating and evaluating accessible digital content and methods of working.

The Accessibility Maturity Model identifies different stages of development that different institutions are at. The project aims to identify the stages of development that different institutions are at and then work with them to move from one mode of understanding, to the availability of accessible digital content and methods of working.

Initial findings suggest that tutors do value targeted interventions, when they are based on an individual understanding of the needs of students. The training, support and considerations that were provided served to engage them with the changes more than if they had been left to their own devices. However, the intervention was as well resisted. Some such as the Apple iPad, was resisted in the early stages. The move from one platform to another was relatively straightforward for students to submit assignments electronically, but much more challenging for tutors to engage them with the change process more directly.

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The development of pedagogic practice is a continuous process rather than a one-off activity. Academic staff need access to information, advice and guidance at the right time when they are reviewing or designing a course. They also need ongoing access to communities of practice, share good practice and help solve problems. This workshop will begin with a brief outline of the JISC Assessment and Feedback programme and how it is supporting colleagues in universities in the JISC Curriculum Design Project to improve the development of learning design skills in staff and how they have shared that learning to mutual benefit. Participants will then split into groups to look at the project posters produced by the Open University and the University of Ulster on developing feedback in a simple, user-friendly reflective tool which promotes critical and effective approach to the curriculum design process. The resource will include assessment and feedback, information literacy, curriculum and learner engagement, and to relate these to key points in the feedback cycle identified in previous workshops. The participants will then discuss key points of particular interest to them. The posters have already been piloted in a range of different modules, institutions and subjects where very positive feedback is already freely available from the JISC Design Study (2011) and later.

The session will end with the groups briefing feedback on the usefulness of the resource and ideas for applying them in their own institutions. (15 mins)

Delegates will gain:

- An overview of the strategic impact of improved learning design in a range of universities
- Hands on experience of a set of useful resources and staff development material
- The opportunity to discuss application of the learning design resource with a range of peers
- Links to an active community of practice that can assist them in developing more sustainable, relevant and authentic models of assessment and feedback

For this session, we expect delegates to provide comments and feedback on the posters and discuss how the pilot work might be extended in their own institution.

Delegates will gain:

- Links to an active community of practice that can assist them in developing more sustainable, relevant and authentic models of assessment and feedback
- The opportunity to discuss application of the learning design resource with a range of peers
- Experience and best practice from colleagues in other institutions weighing in on the current thinking around improving the learning design resource
- The opportunity to share and learn from colleagues in other higher education institutions across higher education in the UK and internationally

This workshop invites participants to discuss application of the learning design resource with a range of peers and to discuss the learning design resource as an example of the best practice in 21st century pedagogy.

References for further reading:

- JISC Assessment and Feedback programme (2011) ‘A Frame...
This paper presents the preliminary findings of a research study which (referred to) as a critical friend. The HEFCW's Learning and Teaching Strategy supports with respect to learning development in TEL. Specifically, this paper will report on data generated in the same way that student innovation is developed in research with respect to the use of digital technologies and learning whilst students and learners experience with respect to learning developments in TEL.

HEFCW's Learning and Teaching Strategy and so can be used to inform future developments in TEL. Although Glamorgan based, the findings of this study will open up discussion on working with our critical friend. The project is producing a set of Open Educational Resources (OER) for use with FE and SVT from students to inform new courses not only about whether to study business but also how to start that point to constructively build transfer the future career. It will be populated with video interviews from entrepreneurs, stakeholders and colleagues and video clips will run in business and will open for use as a set of separable learning objects.

This is not the first OERs that have been produced. This case study will illustrate our learning by presenting findings on OERs for use with 16-18 year olds. For instance we have had to consider technical as well as content issues when producing a resource that will be used in institutions which have a far simpler ICT structure than our own. Using students to film and interview participants has changed our perspectives on the resource. This project has also taken on board the choices students will make in their own futures. The project has also taken us into issues around remix and reusing material from the choices students will make in their own futures. The project has also taken us into issues around remix and reusing material from the choices students will make in their own futures. The project has also taken us into issues around remix and reusing material from the choices students will make in their own futures. 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The Seventh International Blended Learning Conference

Session 15
John Murphy and Philip Cowan
University of Herfordshire

Teacher, leave the kids alone, teaching IKEA style

After many years of unimpressive results from a Level 6 journalism module, Journalism Government and the People, the team tried a different model of blended learning. The team initially focused on developing a blended learning module on the subject of privacy and the Internet. The module was designed to be delivered through a combination of lectures, seminars, and online learning activities. The team believed that this approach would be more engaging and effective for students, and they were encouraged by the positive feedback they received from students.

Main premises/ideas
- The importance of privacy and the Internet
- The need for a more engaging and effective teaching approach
- The potential of blended learning

Relevance for future research and practice
- The need for further research into the effectiveness of blended learning
- The potential for other teaching areas to benefit from blended learning

Session 16
Martin Rich, Clive Holtham and Ann Brown
Cass Business School

Workshop blending transmissive and didactic learning, and physical and digital channels, in the redesign of a professional degree

The transmissive model where knowledge is transferred from a lecturer to a student requires re-design. For example, courses will need to make greater use of student activity based learning methods (Cross, 2007; Goodyear, 2001), find ways to integrate the various elements and subjects of a degree and efficiently embed skills training within the core material (Colby et al, 2011).

Main premises/ideas
- The need for a more student-centered learning approach
- The importance of integrating various elements of a degree
- The potential of digital and physical channels

Relevance for future research and practice
- The need for further research into the redesign of professional degrees
- The potential for other teaching areas to benefit from this approach

Session 17
Gillian Jones and Jim Armstrong
Teesside University

Mapping open educational resources to the UK professional standards framework for teaching and supporting learning in Higher Education (UKPSF) (2011) - a case study

The central aim of a new first year module in a BSc (Business Management) degree at Teesside University is to develop students as independent learners in a world that blurs the physical and the digital, and also blends the transmissive and the constructivist. The workshop is in the form of two exercises each only with very brief introductions, with an emphasis on group discussion and feedback. The implications for future research and practice

Main premises/ideas/findings/experience (as appropriate)
- The importance of developing independent learners
- The potential of digital and physical channels
- The need for further research into the redesign of professional degrees

Relevance for future research and practice
- The need for further research into the redesign of professional degrees
- The potential for other teaching areas to benefit from this approach

Session 18
Phil Bradfords
Arts University College Bournemouth

iPod trial in Higher Education

In October 2011 the Digital Media Production course at the Arts University Bournemouth was successful in not just introducing a trial using iPads as part of a controlled experiment with 37 first year honours degree students. The proposal was that each student would receive an iPad on enrolment this would give the students a unique learning experience and access to a wealthy of on-line resources, individually published content and the opportunity to explore new learning methods on a day to day basis.

As part of the trial the students have worked on a project with Harper Collins exploring a range of new publishing tools.

Main premises/ideas/findings/experience (as appropriate)
- The importance of developing independent learners
- The potential of digital and physical channels
- The need for further research into the redesign of professional degrees

Relevance for future research and practice
- The need for further research into the redesign of professional degrees
- The potential for other teaching areas to benefit from this approach
**Session 19**

Workshop
Nicholas Halsall, Wood and Janet Findlay
Learns/University College London

Bringing personal development to life using students as agents of change. A coaching case study of the BA (Hons) Sport Business Management students 2009-2012

Coaching in a academic sense of the word has taken some of its influence from the visible aspects of today’s workplace, which has helped to shape the ‘shaping and approaches to understanding the assessment.

As the students progress, the coaching emphasis turns to ‘empowering skills’ and a self-assessment of each student’s personal choices. Each student coaches another to enable them to bring out a common sense approach to enhance specific skills (or areas), e.g. Work Placement. (Parsloe and Leedham 2003:5) in our case study Coaching.

We have embodied a coaching ethos in the new student curriculum, where staff, student communities through critical thinking, where the student is fully involved in their own learning.

When students enter Level 6, they are guided by a Level 3 coach, which helps them throughout the development of their personal and professional development. By working with the students and understanding their personal and professional development, the coaching ethos is an integral component in a newly devised ‘empowering’ pathway for each of our students. This coaching methodology has helped students to enhance their learning and understanding of the assessment.

This workshop will detail: the Level 2, Level 3 and Level 6 students’ coaching models and how these can be applied to the student’s personal e-portfolio.

**Session 20**

Ingrid Hall and Kirby Boulter
The Open University

What do I need?! - evaluating learner perceptions of digital literacy function, teams and competition: a case study

The ability to demonstrate digital literacy (DL) skills, defined by the European Commission as confident and critical use of ICT for work, leisure, learning and communication, is a key requirement for graduates, demanded by the Quality Assurance Agency for Higher Education (QAA). DL skills enable learners in the current digital environment to engage effectively in study programmes, in particular at:

- use of generic activities
- contextualisation of skills activities in terms of relevance to subject and/or workplace
- involvement of skills learning design features which optimise learner engagement with the material and to a dramatic improvement in attainment. Data was collected by a student researcher on the motivation of the students and their approach to learning, and this data will be presented in relation to their attainment.

Engaging students through the electronic voting system homework function, teams and competition: a case study

Background/Context
Students of English Language Linguistics need to see the link between the language and technology-enhanced learning, based on skills required for graduates, demanded by the Quality Assurance Agency for Higher Education (QAA). DL skills enable learners in the current digital environment to engage effectively in study programmes, in particular at:

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Engaging students through the electronic voting system homework function, teams and competition: a case study

Findings
It was found that this approach led to a significant improvement in student engagement with the material throughout the module and in a dramatic improvement in attainment. Data was collected by a student researcher on the motivation of the students and their approach to learning, and this data will be presented in relation to their attainment.

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Session 23
Rebecca Galley, Mirjam Hauck and Sylvia Warnecke
The Open University
Working with identity, creative agency and participatory literacy: developing new approaches to supporting social and situated learning communities

The potential of Web 2.0 tools and social networking environments for enhanced peer interaction is increasingly attracting attention in educational practice, and many institutions are gradually shifting from a “elearning as future” approach to their blended and online learning programmes. In this contribution, we will explore the avenues which aim to enable students to fully benefit from this paradigm shift.

Session 24
Gordon Joyce, Gray and Ros Smith
University of Nottingham
Crossing the threshold: moving e-portfolios into the mainstream

In this contribution, in accordance with Morgan (2011), we highlight the need for a re-conceptualisation of what happens in online learning contexts taking into account aspects such as identity, creative agency and participatory literacy as represented by Galley et al’s (2013) framework of community Indicators (CLI). We argue that this framework is particularly well suited for understanding and supporting the development of situated learning communities as reflected in participatory literacy. Participatory literacy remains small in scale. Implementation of e-portfolios across whole programmes or institutions still presents challenges (Joyes & Gray, 2010). This workshop aims to assist managers, learning technologists and teaching practitioners in such contexts, assess their current position against successful wide-scale implementation in UK institutions.

Session 25
Robert Manders, Marilyn Leask and Deborah Jones
University of Nottingham
An investigation of how a UK ‘new’ university’s students use and blend e-books and the Moodle virtual learning environment in various learning scenarios

The purpose of this paper is to report on a Carnegie e-Book project aimed at exploring how students use their e-books and the Moodle virtual learning environment in various learning scenarios. Using a newly launched toolkit developed by our project partners the Institute of Leadership and the E-Book vendor.

Session 26
Nicola Langton, Dan Ferrett and Kay Tillyer
Oxford Brooks University
Role reversal and reward: students as partners in developing digital literacies

Since its inception in 2010 the Developing Digital Literacies project has identified and articulated a range of possible student partnership roles (students as tutors, trainers, design partners, evaluators, ambassadors) which will be examined to:

- The type of partnerships and digital roles engaged in
- The core competencies and skills, knowledge and understanding in particular settings
- Possible structure

This workshop will be structured to offer opportunities for engagement in, discussion and debate on our approaches and findings.

How can students help develop digital literacies and be rewarded for their contributions? The Oxford Brooks Institution’s Student as a partner for Learning Technologists (2009-2011) project, led by Dan Ferrett, was supported by the University of Oxford. The purpose of this paper is to report on a Carnegie e-Book project aimed at exploring how students use their e-books and the Moodle virtual learning environment in various learning scenarios. Using a newly launched toolkit developed by our project partners the Institute of Leadership and the E-Book vendor.
The role of digital literacy in curriculum design and resourcing

Mark Kerrigan, Antony Coombs and Juliet Hinrichsen
Session 29

Assessing and progressing digital literacies as a strategic concern

Helen Beetham, Kyriaki Anagnostopoulou and Neil Witt
Session 30
Session 31
Andrew Doig and Lisa Mann
Southampton Solent University
An integrated strategy for video-enhanced learning, assessment and feedback

Work exploring the video-enhancement of assessment and feedback has focused primarily on the use of video-based technologies to scaffold the learning experience, with little attention being paid to the development of instructional tutorial videos. Recent work (Doig & Mann, 2010) has sought to begin to explore video as a module through which learners can interact, explore and reflect on material, and assess their own learning. Building on this, this paper presents findings from research underpinning the VELOCITy strategy, exploring how asynchronous video technologies can leverage to enhance learner engagement on an undergraduate course in the Information department of a UK HEI, and examines how key elements from these video-enhanced learning strategies combine to form an integrated pedagogical strategy. Results from learner evaluations indicate that VELOCITy provides deeper engagement with the assessment and feedback process within extended learning community, facilitates a broad range of opportunities for reflexivity, and also provides valuable insights for learners affected by dyslexia and/or Asperger’s Syndrome.

Session 32
Simon Friss
The Open University
Defining the learning design problem space: creating a better learning solution

Learning and Curriculum design have become synonymous with thinking about how design languages, practices and tools can help to advance the approach universities take in teaching and learning experiences. Yet, learning design has yet to fully develop as a field of study and research practice developed by other design disciplines, thereby limiting the rigor of its applied practices and the development of design factors constant, and requires opportunities for critical engagement.

In this paper, I examine the design practices of identifying and articulating the design problem space. This paper, “The designers’ mindspace,” which is an essential process for any design process but one often skipped by ‘novice’ designers, who often move too quickly to the embodiment phase. Therefore, I am looking to the current of the written board and online tutorials. I will support a Learning Design Problem Space model that represents the complete solution design model such as VLEs which are the backbone of the model. Using this framework, I will be able to identify the various levels on which the actual design will contribute to a clearer understanding of the design problem space. I will also be able to develop a reference model that can be used to support the design process.

Session 33
University of Huddersfield
REVerify: cultivating a community of practice on video-enhanced assessment and feedback

Building on the successes of both the earlier VERiFy projects (VERiFy project: Video-Enhanced Response Feedback Loops) and the award winning VERiFy strategy (Video-Enhanced Learning Opportunities in Computing and Information Technology), the ReVERiFy project has seen the cultivation of a community of practice (CoP) to develop and deliver 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 VERiFy 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 subject areas. Currently 15 subject areas, including computer science, psychology and engineering, have adopted and participated in ReVERiFy, a community of practice (CoP), Champions have developed and implemented video-enhanced assessment and feedback across different disciplines and subject areas. As a result, the University has delivered an increased learning and feedback process and now has over 2000 learners participating. 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 feedback of video-enhanced assessment and feedback process.

Session 34
Hildesheim International Business Academy
Promoting participation via a multiple-discussion online forum: student experiences on the perspective

The value of online discussions in developing communication as well as reflective skills among students has received increasing attention in recent years. Consequently, the use of these online discussion forums (ODFs) to support the integration of online discussions in a blended learning context is beginning to prove a valuable enhancement to traditional delivery. The value can be assessed to the students in terms of the development of their communication skills, their self-confidence and the learning outcomes that can be achieved. This paper will offer an analysis of the student experience of the use of ODFs in such a context. The analysis of student experience will be based on the results of a student survey investigating various aspects of the ODF experience. This study is a contribution to the European project named the ReVERSE project (REVerse: Promoting participation via a multiple-discussion online forum: student experiences on the perspective). The aim of this project is to carry out an examination of models and methods supporting participation in a multiple-discussion online forum. This study is a contribution to the European project named the ReVERSE project (REVerse: Promoting participation via a multiple-discussion online forum: student experiences on the perspective). The aim of this project is to carry out an examination of models and methods supporting participation in a multiple-discussion online forum.
The work described in this presentation relates to the evolution of peer assessment in that year undergraduate students in Computer Science and Life Sciences at the University of Hertfordshire to foster the development of higher order thinking skills and to deliver fast and effective feedback to learners. Peer year computer science students on an Emedia course, have to produce a multimedia CV. In the past, this was problematic since they weren’t able to internalize the necessary computer science students on an Emedia course, have to produce a multimedia CV. In this study, the focus is on how to make this a more effective CV by using a more well-framed assessment event.

The Academic Skills Unit (ASU), a team in the University of Hertfordshire’s Business School, offers both training and support for staff and students for a variety of academic skills. The ASU team consists of a Coordinator, a Reference Librarian, a Numeracy, Statistics, Research and IT Fellow. The ASU team was launched in October 2010, and had its 28,000th unique homepage hit in the first year. The team worked closely with the Learning and Teaching Team on the University’s Managed Learning Environment (MLE) StudyNet. The new site was promoted across the Business School, and has an Environment (MLE) StudyNet. The new site is now more easily accessed, is promoted across the Business School, and has an increasing amount of online resources available to students, including user guides, videos and podcasts.

Teamwork is at the heart of the modern working culture; the ability to work well in a team is a key employability skill employers seek in graduates. However, two issues frequently arise when considering online collaboration tools to meet these needs.

1. Typically little or no consideration is paid to the effectiveness of team learning at University:

As a result, teamwork at university often suffers from the following problems;

- An uneven, unbalanced distribution of group work; which makes academic achievement a struggle for less integrated students.
- Highly homogenous teams (poor development of interpersonal skills, very weak teams), which makes academic achievement a struggle for less integrated students.
- Strong development of interpersonal skills, very strong teams), which makes academic achievement a struggle for less integrated students.

University of Hertfordshire
Norah Mccou, Sam McCall and Lynette Pye

First steps in bridging the gap between the virtual learning environment and social media - students attitudes

The 28,000th unique homepage hit in the first year was a team effort.

How to improve teamwork with matchmaking technology

The session introduces TeamMatch, an online tool that directly addresses the above issues and helps students improve their teamworking abilities. TeamMatch uses insights from occupational psychology and matching technology to sort students into balanced teams. Each team receives a tailored report that analyses the team and recommends how to work together effectively.

Norah McCou, Sam McCall and Lynette Pye
University of Hertfordshire
How to improve teamwork with matchmaking technology

The ASU website will continue to be updated and developed on a regular basis, especially as the team grows and expands into further areas. More recently there has been an increase in the variety of technology used to create resources on the ASU site, and as the Business School site has been re-launched in order to meet the needs of students.

Using EVS and peer assessment in two schools: a longitudinal study

Fang Lou, Steve Bennett and Trevor Barker

Desperately seeking skills - online academic and employability skills support for staff and students

The Academic Skills Unit (ASU) is a team in the Business School at the University of Hertfordshire, who offer both training and support for staff and students for a variety of academic skills. The ASU team consists of a Coordinator, a Reference Librarian, a Numeracy, Statistics, Research and IT Fellow. The ASU team was launched in October 2010, and had its 28,000th unique homepage hit in the first year. The team worked closely with the Learning and Teaching Team on the University’s Managed Learning Environment (MLE) StudyNet. The new site was promoted across the Business School, and has an increasing amount of online resources available to students, including user guides, videos and podcasts.

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University of Hertfordshire
Norah Mccou, Sam McCall and Lynette Pye

First steps in bridging the gap between the virtual learning environment and social media - students attitudes

The 28,000th unique homepage hit in the first year was a team effort.

How to improve teamwork with matchmaking technology

The session introduces TeamMatch, an online tool that directly addresses the above issues and helps students improve their teamworking abilities. TeamMatch uses insights from occupational psychology and matching technology to sort students into balanced teams. Each team receives a tailored report that analyses the team and recommends how to work together effectively.

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Using EVS and peer assessment in two schools: a longitudinal study

Fang Lou, Steve Bennett and Trevor Barker

Desperately seeking skills - online academic and employability skills support for staff and students

The Academic Skills Unit (ASU) is a team in the Business School at the University of Hertfordshire, who offer both training and support for staff and students for a variety of academic skills. The ASU team consists of a Coordinator, a Reference Librarian, a Numeracy, Statistics, Research and IT Fellow. The ASU team was launched in October 2010, and had its 28,000th unique homepage hit in the first year. The team worked closely with the Learning and Teaching Team on the University’s Managed Learning Environment (MLE) StudyNet. The new site was promoted across the Business School, and has an increasing amount of online resources available to students, including user guides, videos and podcasts.

Teamwork is at the heart of the modern working culture; the ability to work well in a team is a key employability skill employers seek in graduates. However, two issues frequently arise when considering online collaboration tools to meet these needs.

1. Typically little or no consideration is paid to the effectiveness of team learning at University:

As a result, teamwork at university often suffers from the following problems:

- An uneven, unbalanced distribution of group work; which makes academic achievement a struggle for less integrated students.
- Highly homogenous teams (poor development of interpersonal skills, very weak teams), which makes academic achievement a struggle for less integrated students.
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The objective of this workshop is to disseminate the shared learning, emerging from a new - in-class and online - Enterprise and Employability intervention.

The particular emphasis of this workshop revolves around how technology informed toolkit(s) have been used, and received, across a number of blended formats (online, in classroom), across a number of disciplines (Engineering, Law, Accounting, Creative Arts, Economics), at different levels (L4, 5, 6 & 7) and beyond our own Institution (The Royal Veterinary College [5th Yr. Undergraduates], Cambridge University [Executive MBA]).

Background
We know that Generation Z refers to the group of people born around the mid 1990s. This cohort is the first to have grown up with the World Wide Web, in the digital age; technology has simply grown up around them. Equally, we know they have been introduced to the virtual world via games, and the ways that they interact with technology are influencing the ways of learning and the production of knowledge (Gros, 2007). As Educators, we need to consider the basic question of, how we are expected to respond to such change.

Outputs
There has been much discourse on the merits or otherwise of games in education (esp., computer based games). It has been argued that they can be multi-sensory. It has also been argued they can produce learning activities that are both engaging and mapped onto intended learning outcomes.

Perhaps the most important aspect to consider is, how a multi-sensory game could support Learning and Teaching across disciplines. Our objective is to ask colleagues, to what extent do we need to change, or develop our teaching methods in an effort to enhance the enterprise and employability skills that future graduates will need in an increasingly digital, and digitized, society?

We hope to provide usable feedback, from multiple perspectives, to demonstrate the ways that a games-based educational toolkit can support educators and education, across levels and disciplines, in order to deliver Enterprise and Employability skills development.

Thinking Spaces...

During these two days Joy Jarvis and Sally Graham will work with participants to help to make the thinking at the conference visible. Through words, pictures and narratives participants will be able to identify common themes, make connections and identify questions for our practice. This will enable us to move forward in a principled way in using blended approaches for learning.

As Wenger (1998:187) notes in his work about developing effective Communities of Practice: ‘With insufficient reification, co-ordination across time and space may depend too much on the partiality of specific participants, or it may simply be too vague, illusory or contentious to create alignment.’

Come and join us as together we make a reification in our Thinking Spaces!
Poster 01
Salman Usman, Sheen Nabhani and John Fletcher
Kingston University London
Self-evaluation for success: using electronic tools for assignment review prior to submission

A common concern expressed by academics is that students often do not follow assignment instructions and lose marks as a result. Providing students the opportunity to self-assess their work prior to assignment submission may help bring better awareness of assessment criteria and improve assignment performance (Hunt 2004). In light of this, a checklist was introduced for an essay-based assignment on a Level 7 MPharm module. Students were required to go through the checklist three days prior to the assignment submission deadline in order to gain access to assignment digital drop box.

Student feedback was solicited through paper-based questionnaire which had a response rate of 29% (n=125). Student feedback was positive. 85% of the respondents said that the checklist prompted them to make changes to the assignment. Of those who did not make changes, 85% stated that they had already covered the points mentioned in the checklist. Nevertheless, 82% of all respondents said that the checklist brought awareness of the assignment criteria. Almost all the students (90%) reported that they would use a similar checklist for assignments of other modules. Comparing the savings of the assignment marks with the previous cohort showed a relative decrease of 85%. A follow-up study with the same cohort is currently under way to gather further insights into efficacy of assignment checklists with a different type of assignment. Further research is recommended to further investigate the impact of a similar approach on subsequent cohorts.

In light of these results, the practice mentioned in this case study can be easily emulated in a VLE with participants using the technologies within their own teaching and assessment.

Poster 02
Alice Mauchline, Deniz Franco and Katherine Welch
University of Reading
The enhancing fieldwork learning project

Fieldwork is an important component of higher education in a number of subjects. As a learning space it provides good educational opportunities for students, including the teaching & practice of skills from observation, data recording & analysis to report writing & teamwork. The Enhancing Fieldwork Learning project aims to enhance fieldwork learning using technology in a variety of ways.

The ‘Personal Learning Environment’, which at its simplest is a student, can be extended and enriched by adding a ‘context’ and ‘period’. The addition of a camera, mobile phone, netbook or tablet computer provides the means to enrich learning spaces by focusing on the needs of the individual student. Furthermore, mobile technologies improve in portability, battery life and functionality they can be used with increasing flexibility in field situations.

Incorporating appropriate technology into fieldwork teaching can be enabling, fun to use and innovative. It gives students problem solving opportunities in the field and provides a vehicle for the development of a variety of subject specific, generic and employability skills.

The enhancing fieldwork learning project aims to enhance fieldwork learning using technology in a variety of ways. It is clear that fieldwork has a vital role to play within the disciplines of geography and environmental science and that the educational benefits are significant for students and staff alike. However, it is important to be mindful of the types of fieldwork that also provide students with research and to assist in furthering the integration of teaching and research. Furthermore, feedback from students indicates an increasing reliance on field based feedback for final exam projects at the level of dissertation work, with a lack of knowledge of field techniques that may fall outside those commonly covered in undergraduate programmes being perceived as a significant barrier preventing greater participation in field based research.

Poster 03
Phil Porter and Martin Smart
University of Keele
Linking teaching and field research: student engagement with reusable learning objects

Within the Post Graduate Certificate in Learning and Teaching in Higher Education (PGCert L&T in HE) we have embedded technology enhanced assessment and feedback methods to enable participants to re-evaluate their different forms of assessment to increase efficiency savings for staff. A new team took over the PGCert L&T in HE in 2009 which included a limited assessment diet making the module feel out of date. Throughout the initial year of teaching the new members raised a number of concerns associated with the assessments.

1. The types of assessment across all modules were very similar.
2. There were no opportunities for formative assessment.
3. There were no opportunities for students to feedback on the summative assessment earlier raising the possibility of double counting across modules.
4. Participants were not assessed on group work.
5. Participants were not assessed on group work.

Over the last three years the team have developed the programme and changed the assessments within all modules to reflect a more balanced assessment diet and also to enable participants to experience a range of tools that they may then be able to use within their own teaching. Within our poster we will describe the evolution of the PGCert L&T and highlight some of the changes within the formative assessment and feedback methods we now use including:

- Reflective blogs
- Group skills
- An online curriculum design toolkit
- Electronic submission and electronic feedback
- Audio feedback
- Online formative peer assessment of a journal article

The poster will further include an evaluation of the activities including comments from participants, comparisons with previous participants and an evaluation of impact in terms of participants using the techniques within their own teaching and assessment.
The Fielder Centre is proud to host the International Blended Learning Conference 2012. Purpose-built for day conferences, meetings and training events, the Fielder Conference Centre means business. It offers contemporary facilities, dedicated and highly trained staff, a comfortable working environment and first rate service levels all at a highly cost effective, all inclusive rate. With additional free parking for up to 200 vehicles and excellent disabled access, it has all the attributes of the perfect meeting facility. We will work with you to customise your event to suit your needs and you can rest assured your delegates will be well looked after and benefit from unrivalled service and surroundings.

We hope that the conference is a success and that we exceed your expectations.

For more information on the Fielder Centre please have a look at our website, www.fieldercentre.co.uk

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The Seventh International Blended Learning Conference
Delegates at this year’s International Blended Learning Conference may already be familiar with the University of Hertfordshire Learning and Teaching Institute e-journal, ‘Blended Learning in Practice’. The journal has a multi-media format and is intended to appeal to all who teach within the further and higher education sectors as well as being of appeal to established pedagogic researchers.

Blended Learning in Practice therefore contains a range of research papers designed to showcase innovative practice in blended learning, together with a range of more general articles providing practical advice and ‘hints and tips’. We also have a regular ‘student voice section where we ask the student community for their views on issues of interest to the teaching and learning community.

Blended Learning in Practice is available at http://www.herts.ac.uk/blip and the latest issue is a special edition, as it celebrates the University of Hertfordshire’s 150th anniversary and ongoing collaborative relationship with Intercollege, Nicosia, Cyprus. Since 2010 Intercollege have been running franchised UH programmes at Undergraduate and Postgraduate level and eight UH programmes are currently being taught there.

We are therefore delighted that three of our colleagues from Intercollege have written articles for this special edition of Blended Learning in Practice, covering topics including problem-based learning and the use of the UH Learning and Teaching Institute’s online curriculum design toolkit. We also hear from Intercollege Students about their views of studying on a franchised programme in our regular ‘student voice’ section.

These contributions from our colleagues in Cyprus not only support the international flavour of this year’s Blended Learning Conference, but discuss of the curriculum design toolkit clearly addresses one of the key themes for submitted papers, as well as supporting the overall conference theme of technology-enhanced learning.

It is therefore hoped that the contents of the June 2012 issue of Blended Learning in Practice will provide much useful material to delegates and we hope that you will find this special edition of Blended Learning in Practice to be both enjoyable and useful.