

# Inspiration card

## Sharing and commenting on student ideas

From Teaching Online Open Course (TOOC) 2014



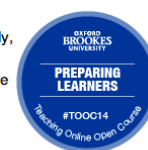
Home ► Courses ► TOOC14 ► 1: Inducting ► Task 4: Icebreakers (badge activity) (no more than...

### NAVIGATION

- Home
- Site pages
- ▼ Courses
  - ▼ TOOC14
    - Participants
    - Course info
    - ▼ 1: Inducting
      - Videos: experiences of induction to online courses
      - Task 1: Arrivals lounge (5 minutes)

### Task 4: Icebreakers (badge activity) (no more than 2 hours in total)

- Read through some [examples of icebreakers](#) and the [twenty-first century icebreakers](#) and select one that you could use or, preferably, design one of your own to suit either this course, or your own context.
- Write a short description of your activity. Explain how it is suitable for your chosen context, the subject area, and/or students (no more than a slide's worth of content).
- Create a slide for your activity in our [Icebreakers Google presentation](#) (see video below for a quick intro to using Google presentations). Use the 'notes' area if you need more space for background information.
- If appropriate, remember to leave space on your slide for people to participate in your activity.
- Remember, the earlier you post the more feedback you are likely to receive.
- Leave comments on other people's icebreakers, to offer feedback to each other.
- Participate in one of the icebreaking activities other people have posted.
- When you've finished, tick the completion box for this activity on the main course page, to be awarded the 'Preparing learners' badge.

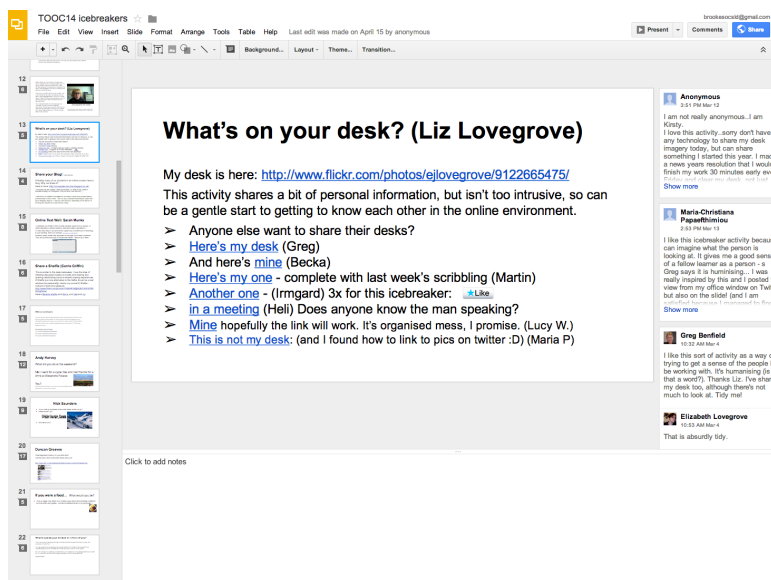


## What is it?

A shared Google presentation allows learners to pool their individual ideas and get others to comment on them

## How does it work?

Students add their ideas on a slide to the same Google Presentation. Students can be asked to evaluate others' ideas or contribute.

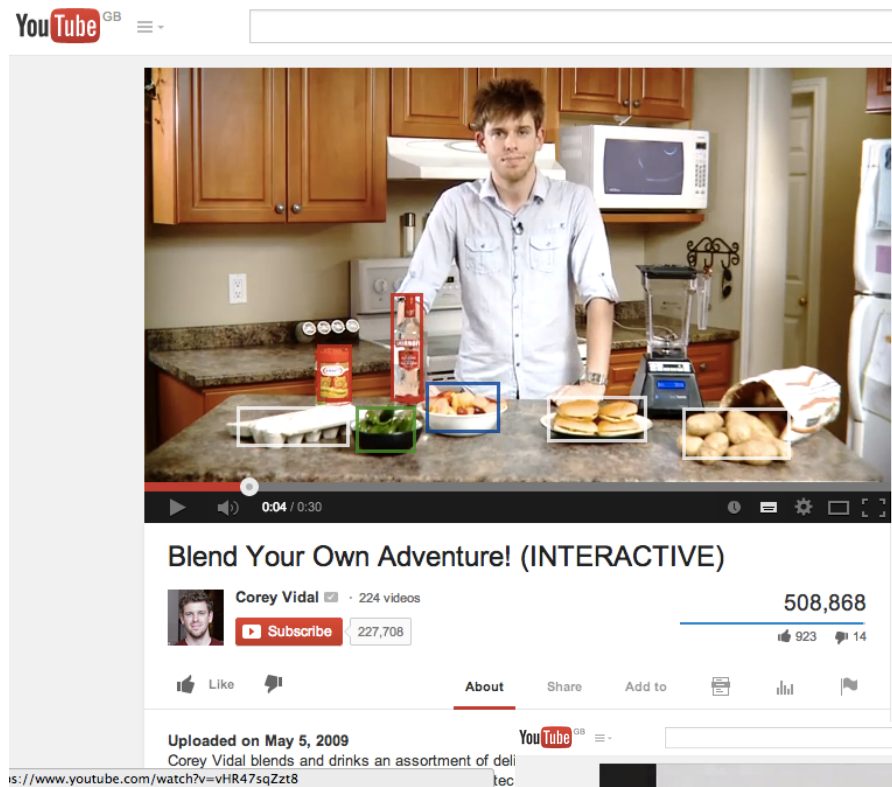


*Used on TOOC (open course in teaching online) to generate ideas about online icebreakers and to actually use those icebreakers, so it functions both as socialisation and as a subject-related activity. It's also a fun and easy way of getting people to play around with Google presentations, which TOOC uses later for group work.*

# Inspiration card

## Make your own adventure

Eg <https://www.youtube.com/watch?v=DcJFwy7KPBA>



### What is it?

Creating a Youtube video with hot-spots which determine what gets shown next.



### How does it work?

Students (or you) create a video with a number of decision points that affect the next stage of action. Could be people's responses, or a graphical representation.

Enables group-working on a shared artefact at a distance; could be used for technical descriptions as well as case study analysis

# Inspiration card

## Managing a marking exercise remotely

Eg <http://vlecture.brookes.ac.uk/p34d7wj7xh0/>

The screenshot displays the Adobe Connect interface during a webinar. On the left, the 'Events Index' shows a list of sessions, with 'w4 ex2 [0:53:58]' selected. The central video feed shows a participant named 'marion waite'. To the right, the 'TOOC chat' window shows a conversation between participants, including a link to a blog post. The right side of the interface is divided into four poll sections:

- w4 Core knowledge (example 2):** A poll with three options: Pass (0%), Merit (0%), and Distinction (100%, 6 votes).
- w4 Reflection and evaluation (example 2):** A poll with three options: Pass (0%), Merit (0%), and Distinction (100%, 6 votes).
- w4 Professional values (example 2):** A poll with three options: Pass (0%), Merit (16.6%, 1 vote), and Distinction (83.3%, 5 votes).
- w4 Critical analysis, synthesis and communication (example 2):** A poll with three options: Pass (0%), Merit (0%), and Distinction (100%, 6 votes).

Below the polls, there are sections for 'Exemplar assignments' and 'w4 Overall mark (example 2)', which shows a poll with three options: Pass (0%), Merit (0%), and Distinction (100%, 8 votes).

## What is it?

Using a webinar (Adobe Connect) to talk through marking criteria and using a separate layout to run a series of polls evaluating sample essays.

## How does it work?

In a webinar the cohort talk through the essays in relation to each of the marking criteria. Students vote on the mark they would award each essay on each of the criteria, then overall.

This screenshot shows a different view of the webinar interface. The video feed is visible on the left. The chat window on the right shows a discussion about marking criteria. A slide titled 'Drawing inspiration from #TOOC14' is displayed on the right side of the interface. The slide lists the following points:

- Outputs of learning activities + forum posts + resources + reading
- Asynchronous + synchronous interactions
- Expertise of other learners + teaching assistants + tutors
- Specifically Week 4 activities, "supporting student learning in online environments"

Below the slide, there is a section for 'Exemplar assignments' with a poll asking 'Have you already read the sample assignment?'. The poll shows three options: 'Yes, both' (23.0%, 3 votes), 'Yes, one' (23.0%, 3 votes), and 'No' (54.0%, 7 votes).

*In this case the polls started off set to secret, and results were shared when most students had filled them in, to avoid influencing responses.*

# Inspiration card

## Commentaries on contemporary issues

From 2<sup>nd</sup> Year UG Publishing

The screenshot shows a blog post on a dark-themed website. The title is 'Future of Digital Technology in Publishing'. Below the title is a navigation bar with 'HOME' and 'THE FUTURE OF DIGITAL TECHNOLOGY IN PUBLISHING'. The main image is a photograph of a large, multi-level library with rows of bookshelves filled with books. Below the image, the post title is 'Imago's new venture - iBiblios' with a date of '26/11/2012'. There are '0 Comments' and an 'Author' section for 'Lorna Bottomley, 2nd year Publishing student at Oxford Brookes'. The main text of the post begins: 'Imago, a book production company with 30 years experience, launched a new digital consultancy at this year's London Book Fair. It is called iBiblios, is being run by publisher Simon Rosenheim and 'Working with the very best experts in their field, iBiblios has the knowledge to offer everything from simple advice to detailed problem solving - to an

### What is it?

Each week, students are asked to write a short blog posts of around 400 words on the lecture topic (or a subject of their own choosing relating to the topic) relating it to current issues.

### How does it work?

Students publish their blog posts each week, and peer assess each other's work based on different criteria each week (Intended audience/Structure/Analysis/Interpretation of data/Critical evaluation of sources/De Bono thinking hats etc). They have all semester to continuously edit and improve each blog before the final deadline in week 10.

*In this instance, the module leader has agreed with students to make these blogs public because students are then more conscientious of the quality of the work that goes live. They love using the analytics to track how many people have commented on their posts. Occasionally their work has been picked up for republishing via the student newspaper and industry blogs.*

The screenshot shows a blog post on a light-themed website. The title is 'Sock puppetry of a different kind...'. The date is '10/11/2013' and there are '2 Comments'. The author is 'Sophie', a 'Second year publishing undergrad at Oxford Brookes University'. The main text of the post begins: 'For all the amazing opportunities the Internet has afforded the publishing industry, it has also facilitated somewhat less positive practices that both undermine and completely bypass traditional publishing methods such as piracy, copyright and self-publishing. As David Streitfeld wrote in The New York Times in 2012, "for decades a largely stagnant industry...book publishing is fragmenting and changing at high speed."' There is a 'Categories' section on the right.



# Inspiration card

## Embedding videos in ebooks

UK's Open University (OU), for example, logged over 60 million downloads via the Open University on iTunes U since its entry into that channel in mid 2008. The OU currently offers more than 400 eBooks for download with more than 5,000 hours of study. Additionally the OU currently provides more than 50 free open online courses via iTunes U and more than 600 via its web platform OpenLearn.

Movie 1.2 provides an example of such a learning app: 'Chinese Characters' allow learners to train stroke order and direction in the writing of symbols. Being linked to the 'Beginning Chinese' course offered by the OU, the app adds reading and listening tests. TEL research is growing in sophistication, so that it is increasingly possible to match lab-based testing of learning apps to real-world (post-

Movie 1.2 Example app: Chinese Characters

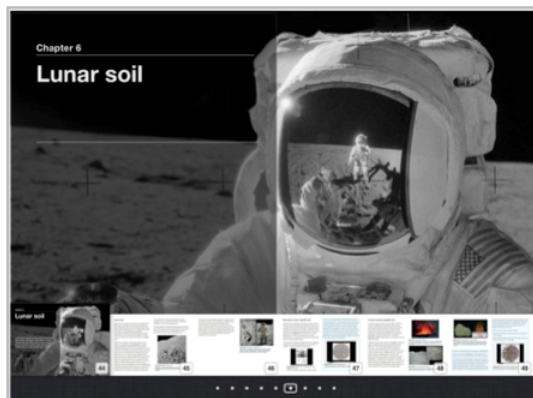
This OU app lets learners practice the drawing of Chinese characters; it also helps to test reading and listening skills.



training) demands on users; examples include helping users to maintain accuracy of stroke direction whilst holding a device on public transport; or to listen accurately against a noisy background.

Figure 1.1 demonstrates the capabilities of modern eBook readers. Enhanced layout facilities such as implemented in the latest authoring formats create an appealing reading experience. These new ebook formats allow for the embedding of audio and video material,

Figure 1.1 Example eBook: Moon Rocks



simulations, interactive exercises, and all other sorts of gadgets. The eBook is more and more compatible with the abilities of a regular web browser. Again, TEL research can move out of the lab (congenial conditions for e-reading) and into the post-training world of the learner.

Reading a well-made eBook can become a very engaging and satisfying experience that goes well beyond what we have been used to with books. This is starting to extend to all common book reader platforms, causing a seismic shift in publishing, affecting everyone from the publisher, to book store, to library.

It is said that 'a picture is worth a thousand words'. TEL makes it possible to provide learners with pictures that can be personalised and animated dynamically (in real-time), to take into account the context of the picture, i.e., the semantics of the accompanying text in the eBook;

## What is it?

Mixing text, graphics and video in an ebook. This enriches the reading experience, enabling learners to read about a topic and play a video to hear or see further explanation

## How does it work?

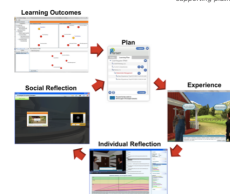
Moodle books and Apple iBooks allow you to embed video and graphics to display alongside text. Not currently possible in all forms of ebook.

impact that will affect and change the situated context of the Story. Whilst experiencing a Story, the system will monitor the actions of the learner, taking into account the desired learning outcomes, thus making changes to the Story if necessary. As examples, these changes may be modifying the personality of a Non-Player Character to be more confrontational or delaying tasks within a project.

• **Individual Reflection.** This phase initiates with the termination of the learner's experience of the Story. The learner is then presented with the final assessment of their competence during the experience in the form of a timeline. The ability of looking back on their decisions by reviewing how the story unfolded whilst cross-referencing the assessment of their competence at each point in time, allows the learner to evaluate their performance leading to reflection from an individual perspective.

• **Social Reflection.** Evidence demonstrates that externalization of tacit knowledge and learning is useful in making that knowledge active (in the sense of a learner being able to transfer knowledge to a new context, such as day-to-day challenges they face as new hires in an organization). According to the SECI framework [1], the learning community plays an important role in the learning process in externalization of knowledge through socialization. Furthermore, the social aspects address the need of an ability to deal with flux and instability, and to thrive in situations of flux. Consequently, in TARGET, social learning is here seen as an eco-system with constant interplay between the learner and their context. Through the engagement with others and reflection, the learner will internalize their experience, thus enabling them to enhance their repertoire.

Figure 6.2 Overview of the TARGET learning process and the supporting platform



### 3 The TARGET Impact

Becoming and staying globally competitive is an imperative for Europe. TARGET addresses a key point: how to lead in the knowledge economy in an affordable and sustainable way. The solution explored in TARGET takes into account of changes in the external environment, in ways that allow users to become aware about those changes, and modify their learning plans to suit. This gives a new slant to the idea of 'just-in-time-learning', giving organizations and individuals earlier warning of what challenges they will face (e.g. when new industries