

**The teaching and learning experience – a look back at the last ten years and the way ahead for the School of Divinity, University of Edinburgh**

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**Introduction**

- What do I mean by e-learning
  - Teaching using technology usually via the web (not for us to do with teaching spaces)
- Our approach
  - Strong pedagogic basis
  - Teaching first, tool (technology) second

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**Our mode of teaching**

- Traditional
  - Level 8 (1<sup>st</sup> and 2<sup>nd</sup> year UG) – lecture and tutorial based
  - Level 10 & 11 (3<sup>rd</sup> and 4<sup>th</sup> year UG and PGT) – seminar based
- E-learning used in most; not an addition but seen as an enhancer of the teaching/learning experience

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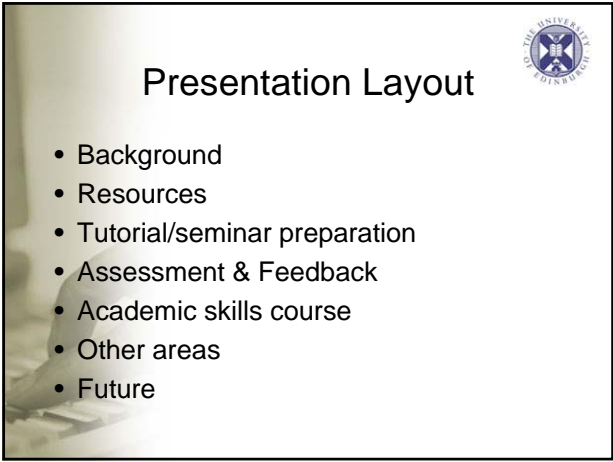
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## Presentation Layout

- Background
- Resources
- Tutorial/seminar preparation
- Assessment & Feedback
- Academic skills course
- Other areas
- Future

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## Background

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## E-learning Platform

- The University supported VLE
  - Initially IVLE (Integrated Virtual Learning Environment) from National University of Singapore (U21 partner) – easy entry point
  - WebCT – currently WebCT Vista, moving to Learn9 in 2012

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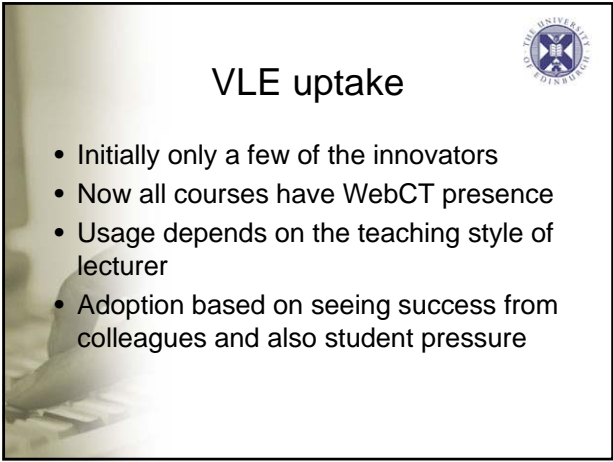
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## VLE uptake

- Initially only a few of the innovators
- Now all courses have WebCT presence
- Usage depends on the teaching style of lecturer
- Adoption based on seeing success from colleagues and also student pressure

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## Resources

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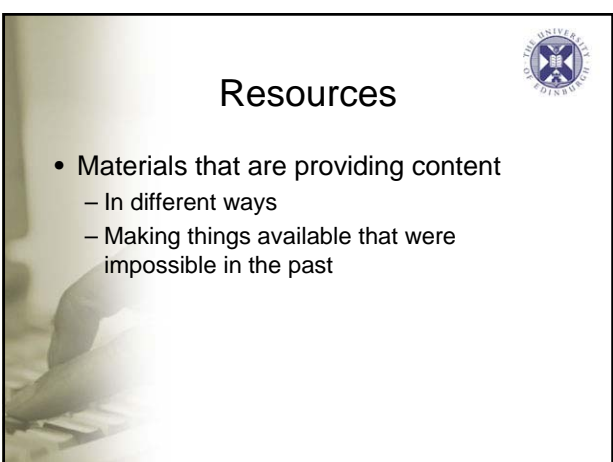
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## Resources

- Materials that are providing content
  - In different ways
  - Making things available that were impossible in the past

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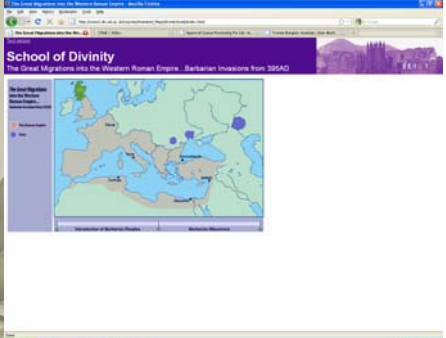
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## Flash maps




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## Jewish Non-Jewish Relations teaching resource




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## Overall comments

- Think maintainability
- Think costs compared with gains

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## Tutorial/seminar preparation

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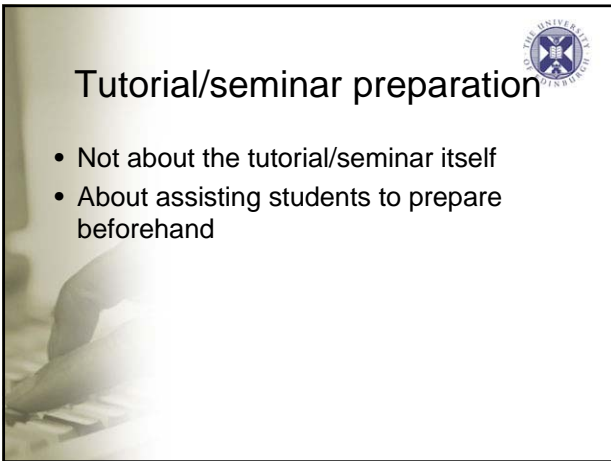
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## Tutorial/seminar preparation

- Not about the tutorial/seminar itself
- About assisting students to prepare beforehand

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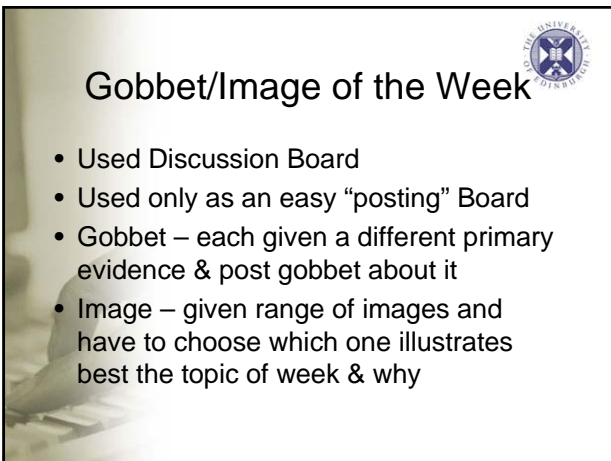
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## Gobbet/Image of the Week

- Used Discussion Board
- Used only as an easy “posting” Board
- Gobbet – each given a different primary evidence & post gobbet about it
- Image – given range of images and have to choose which one illustrates best the topic of week & why

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## Blogging



- Used at all levels
- Used different ways:-
  - But all have ideas around “ownership”
    - Blogger versus commenter
  - 1<sup>st</sup>/2<sup>nd</sup> year – used tutorials
  - Hon years – used seminars; in place of essay?
- Seminar “transformed”

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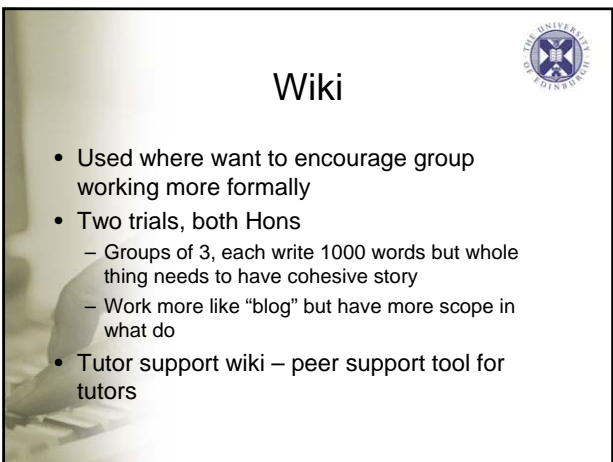
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## Wiki



- Used where want to encourage group working more formally
- Two trials, both Hons
  - Groups of 3, each write 1000 words but whole thing needs to have cohesive story
  - Work more like “blog” but have more scope in what do
- Tutor support wiki – peer support tool for tutors

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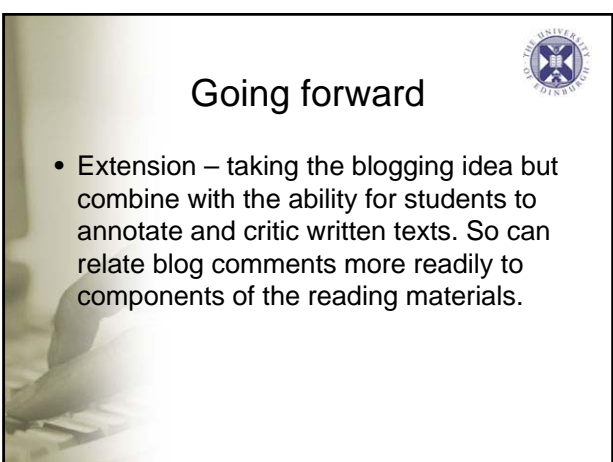
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## Going forward



- Extension – taking the blogging idea but combine with the ability for students to annotate and critic written texts. So can relate blog comments more readily to components of the reading materials.

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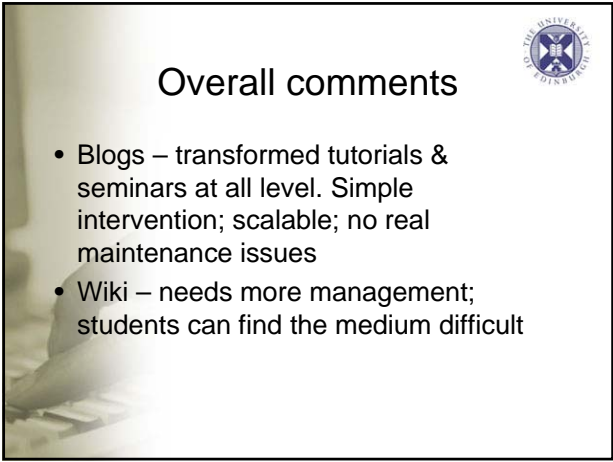
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## Overall comments

- Blogs – transformed tutorials & seminars at all level. Simple intervention; scalable; no real maintenance issues
- Wiki – needs more management; students can find the medium difficult

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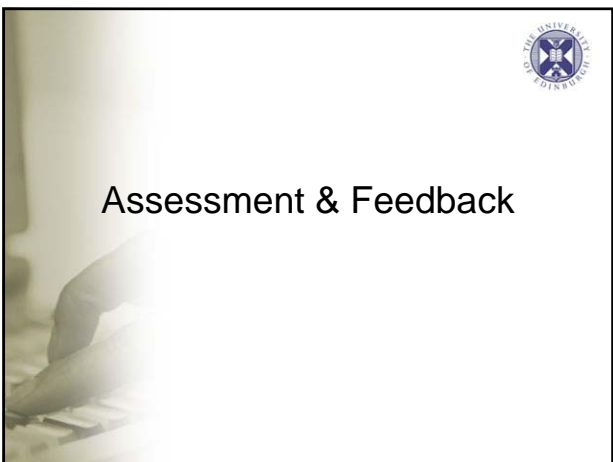
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## Assessment & Feedback

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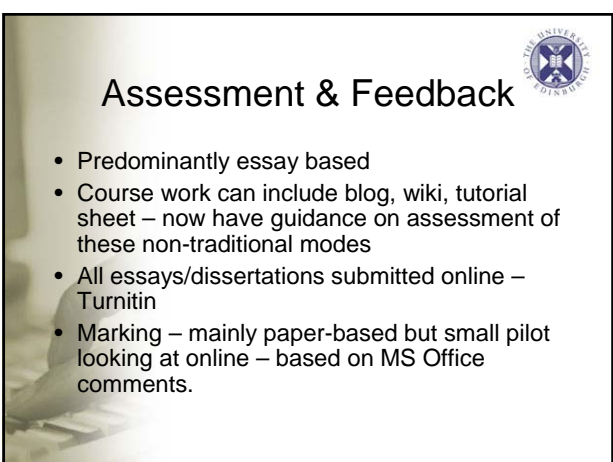
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## Assessment & Feedback

- Predominantly essay based
- Course work can include blog, wiki, tutorial sheet – now have guidance on assessment of these non-traditional modes
- All essays/dissertations submitted online – Turnitin
- Marking – mainly paper-based but small pilot looking at online – based on MS Office comments.

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## Exams on computers



- Offer some courses students choice typing or hand-writing final exam
- Only mode of writing changed
- Shown from research that the mark given was not related to the mode of writing
- Exam4 by Exterity
- Uptake low

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## Automated textual analysis



- Start - could automated techniques determine whether differences in “quality” between essays and wikis.
- Found – quality criteria different. Some simple grammar e.g. noun count per sentence, length sentence. Range of simple linguistics techniques could give valuable guidance to students on what they produce.

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## Going Forward



- Further research into why student uptake of typing is low in exams
- Looking at “building” a tool for providing formative feedback on essays – collaboration with School of Informatics. Aim is to use markers defined marking criteria; then tool gives “tentative formative feedback.”

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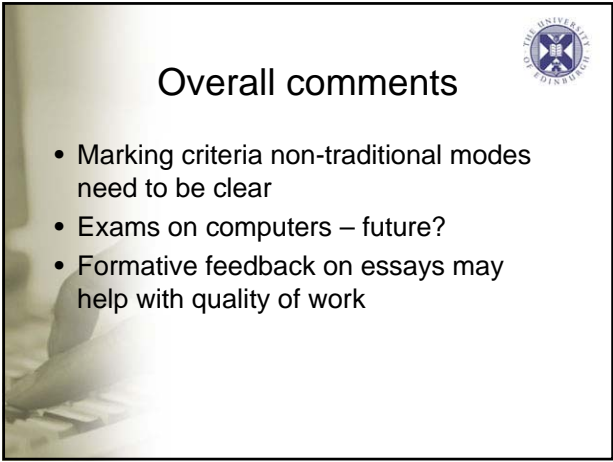
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## Overall comments

- Marking criteria non-traditional modes need to be clear
- Exams on computers – future?
- Formative feedback on essays may help with quality of work

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## Academic Skills course

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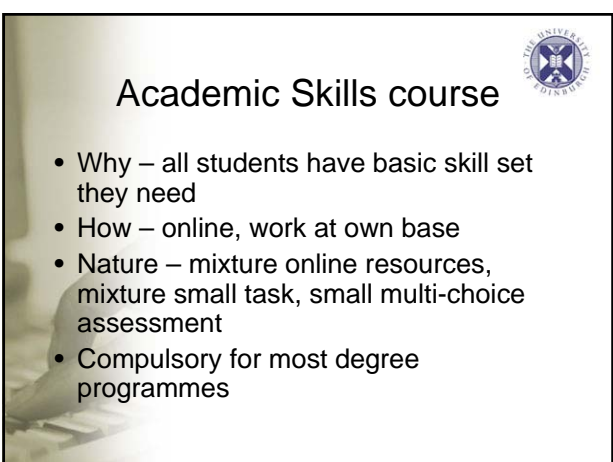
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## Academic Skills course

- Why – all students have basic skill set they need
- How – online, work at own base
- Nature – mixture online resources, mixture small task, small multi-choice assessment
- Compulsory for most degree programmes

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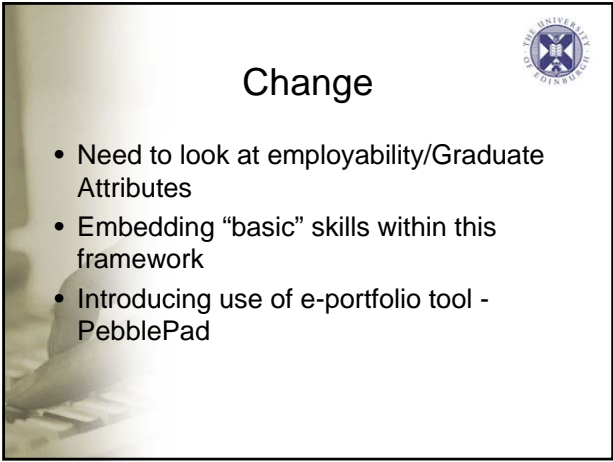
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## Change

- Need to look at employability/Graduate Attributes
- Embedding “basic” skills within this framework
- Introducing use of e-portfolio tool - PebblePad



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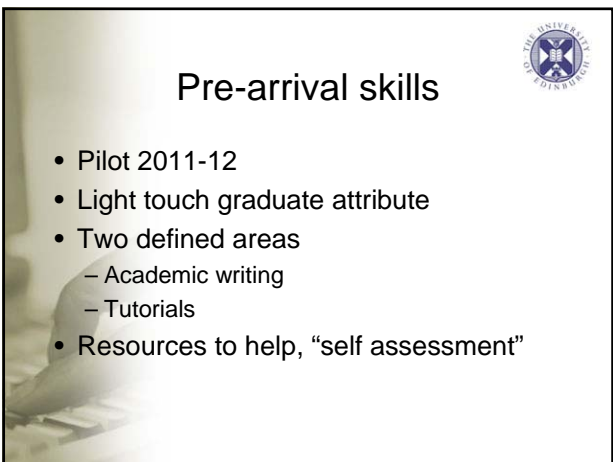
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## Pre-arrival skills

- Pilot 2011-12
- Light touch graduate attribute
- Two defined areas
  - Academic writing
  - Tutorials
- Resources to help, “self assessment”



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## Overall comments

- Discreet course issue
- Student engagement and sustainable engagement?



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## Other areas

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## Other areas

- First year learners experience project
- STEER tracking of VLE usage
- Student technology ownership, usage and level of competency (future work)

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## Future

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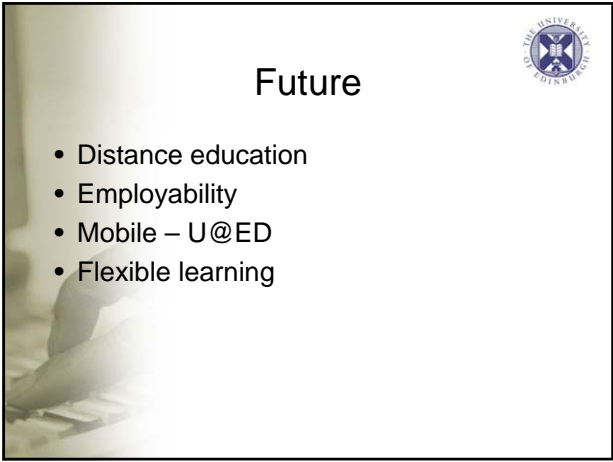
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## Future

- Distance education
- Employability
- Mobile – U@ED
- Flexible learning



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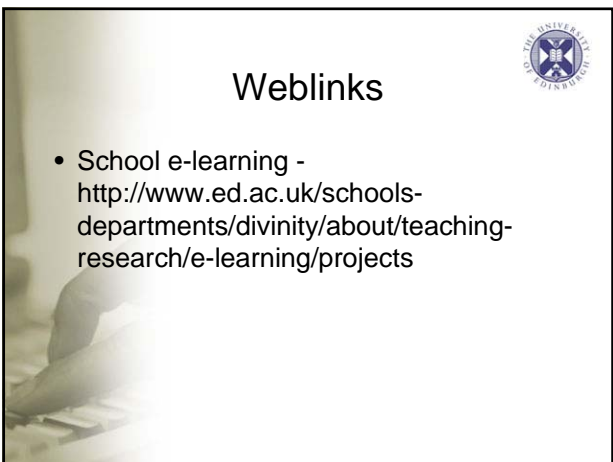
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## Weblinks

- School e-learning -  
<http://www.ed.ac.uk/schools-departments/divinity/about/teaching-research/e-learning/projects>



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