HEA Digital Literacies in the Disciplines Application Form

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Key Contact Details	
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Proposal

Please outline how you would work within your institution to act as a practitioner for developing student digital literacy in your discipline(s). Provide an overview of your activities and the expected outcomes.
(max. 1,500 words)

Project title: Making Digital History: students as partners in online learning, teaching and research

This project draws on Lincoln's groundbreaking HEA-funded 'student as producer' (http://studentasproducer.lincoln.ac.uk/) initiative, the History department's work on 'student as historian' and the project team's expertise in digital literacy and student-centred learning, including previous use of Xerte (fully-installed at Lincoln: http://xerte.lincoln.ac.uk) and other learning design tools (e.g. Glomaker).

The project leader and colleagues within the institution have extensive experience in the use of technology – including learning design tools – to support curriculum development in the humanities (more details below). We will develop a suite for resources to support the use of Xerte across the History department at the University of Lincoln in order to develop our students' capabilities as producers of digital History for a variety of public and academic audiences. In collaboration with our students, we will also create a number of online learning resources that will

be developed and assessed through curricular activity.

We will use the full range of tools within Xerte, deploying it at multiple levels, using it for a variety of pedagogic approaches, and using different media within the learning environments created (video, audio, images, text). This will enable us to test the flexibility and adaptability of the Xerte platform and to maximise the possibilities for e-learning transferability within the department, the institution, within History, and to other disciplines.

Activities
The project will be divided into three overlapping phases:
(1) **Planning and development**, during which we will train the project team (see below for details of team members), develop necessary documentation and plan the specific in-modules uses of Xerte;
(2) **Implementation**, in which we will deliver Xerte training and support to students and develop Xerte-derived learning objects in partnership with them;
(3) **Evaluation and reporting**, when we will assess the impact of the project on student learning and staff teaching practice.

There will be overlap between all three phases due to the timing of Xerte activities within different modules. This will enable us to stagger development and evaluation activities and to feed learning from earlier uses of Xerte into later ones.

Planning and development (summer 2013)
• Project leader to develop expertise in using Xerte (May-June: JW);
• Establishing and maintaining project blog (throughout project; JW and project team);
• Consultation with team in History (June: JW and project team);
• Consultation with Centre for Educational Research and Development (CERD) (June: JW);
• Training of team in History; appointment and training of student intern (June-July: JW, CERD, student intern, and project team);
• Development of module-specific pedagogies and documentation, including assessment criteria (August-September: JW, project team, and student intern).

Implementation (autumn 2013-spring 2013/14)
In order to maximise the transferability of practice within the History discipline and beyond, we will create a suite of Xerte resources/ activities in collaboration with students that will be deployed online, targeting a broad audience. We have deliberately chosen a range of levels, group sizes and types of modules in order to maximise take-up and potential transferability. Xerte activities will be deployed across the levels of our curriculum and in modules of differing types (for full details of specific modules and timings see below):
• Levels: two level 4 modules; one level 5 module; one MA module (level 7);
• Optionality: three compulsory modules, one optional;
• Size: two large modules (ca. 80) students; one medium-sized module (ca. 40 students); one small module (ca. 10-15 students);
• Type/ focus: one survey module; one research methods module; one thematic module; one thematic/period-specific module;
• Group/ individuality: two modules will involve students participating in group work, the other two in individual work;

- Assessment: weighting of assessment for the Xerte activities will range from 20% to 40% of total module mark;
- Period: two medieval modules; two modern modules.

The approaches that we will take across these modules will vary. Specific details are outlined below. Users will engage in a mix of compulsory and optional engagement with Xerte, while both the point at which activities take place within the module and the length of time that students will be given to complete the activity will vary. In order to maximise student motivation to engage, all of these instances will form part of summative assessments, although the exact weighting will vary.

The project leader, student intern and CERD will provide support for staff and student engagement with Xerte. The initial training period and pre-existing expertise within the institution, alongside the plentiful support resources that are available on the Xerte website, will minimise the potential need for troubleshooting.

Across the four modules students will be required to think about the use of text, still images, moving images and sound as historical sources *and* as media for communicating with others in their Xerte environments. Through this approach our project will therefore take advantage of both the flexibility of Xerte as an e-learning tool and maximise transferability to other disciplines. This form of assessment may help students who have problems articulating their thinking in traditional forms of assessment such as essays.

Evaluation and reporting (winter 2013/14-spring 2014)
In order to maximise learning from the project, the project leader and student intern will develop a short evaluation questionnaire via relevant University guidelines, including ethics approval, and using the Google forms (https://docs.google.com/forms) platform. This will be administered anonymously to students after they have completed the assignments in Xerte and will focus on three areas:
- Skills development, including technical and technological skills;
- Disciplinary knowledge;
- Attitudes to learning (and teaching), technology and their discipline.

Staff experiences will be evaluated by asking for a short reflective piece (300-500 words) that will be uploaded to the project blog (with permission). Staff will be given access to the student feedback and asked to focus on issues connected to (a) assessment; (b) time and workload constraints and implications; (c) technical issues, training requirements and transferability.

Student and staff work in Xerte will be disseminated online (dependent on the written agreement of all parties: staff, students, copyright holders), via the project blog, the History department's Twitter feed and the HEA website. The project leader will also create learning design case studies that summarise how Xerte has been used to support the students as partners approach in each of the test modules. Finally, presentations will take place at a range of HEA-sponsored events (as stipulated in the guidelines) and at venues within the University of Lincoln (for full details see below).

Outcomes (for specific outputs see below)

Our overall aim is to enable students to experience actively roles as co-creators of historical knowledge (appropriate to their level of study) rather than as passive consumers, and to share the learning from that experience within the institution, discipline and beyond. In more detail, our aims may be summarised as following:

- To provide students with opportunities to work in partnership with staff and thereby learn about their discipline from the perspective of teacher as well as learner;
- To involve students directly in the planning, implementation and evaluation of the project as a whole, through a paid intern role as well as via the evaluation process
- To enable students to develop skills in the use of technology for (a) developing research skills, particularly in information literacy, i.e. finding and evaluating relevant sources; (b) improving their disciplinary knowledge; (c) working collaboratively and (d) presenting their work in engaging ways to others;
- To develop pedagogic approaches that encourage students to think explicitly about the audience for their work (rather than just writing for an anonymous marker), especially audiences that extend beyond the boundaries of academia;
- To build on the findings of earlier HEA- and JISC-funded projects at the University of Lincoln (see below);
- To make specific resources created by student and staff partnerships in the test modules available, where appropriate and with agreement from all parties (including copyright holders), available to (a) the HEA; (b) colleagues in other History departments; (c) other disciplines; (d) other students; (e) the public;
- To maximise transferability within History discipline by creating *both* specific resources that can reused *and* generic pedagogic templates; the second of these should also promote transfer to other disciplines, especially within the Humanities. Evaluation of the development of disciplinary and generic skills and knowledge will facilitate this objective and will focus in particular on the contribution of the pedagogic approach to developing graduate attributes.

Experience of applicant

Please outline your past relevant experience (max. 1,500 words)

In the following section we provide an overview of the project leader's expertise in the area of digital literacy and students as partners, including involvement in future projects that should complement *Making Digital History*. We then move on to outline a number of key synergies which we will develop within the University of Lincoln and detail the skills and experience of the other members of the project team.

Project leader – Jamie Wood
I am a Fellow and Academic Associate of the HEA and have worked extensively on educational development projects since 2006, first at the Centre for Excellence in Enquiry-Based Learning (CEEBL, University of Manchester), then the Centre for Inquiry-based Learning in the Arts and Social Sciences (CILASS, University of Sheffield). From 2009 onwards, I have participated in a range of research and teaching roles at the Universities of Manchester, Warwick, Liverpool and Lincoln. In the role at CILASS I was responsible for supporting up to 50 curriculum development

projects across the Arts and Social Sciences at any one time, including advising on appropriate pedagogies and technologies, and evaluating and disseminating the learning from projects. I was also responsible for putting together the learning design case studies which formed part of the final output of each project and which were designed to facilitate transferral of practice within and across disciplines (http://www.shef.ac.uk/ibl/resources/casestudies).

A summary of my education, digital literacy and e-learning activities and publications can be found on my academia.edu profile (http://ulincoln.academia.edu/JamieWood). In what follows I offer an overview of projects and publications of particular relevance.

Digital literacy and e-learning in History (2011-present)
For the past year I have been working in collaboration with Dr Antonella Luizzo Scorpo (also of Lincoln, see below for her biography) and the HEA on a number of e-learning and digital literacy projects in History. Activities have included:
- Organising a workshop at the Institute of Historical Research in London: *Teaching pre-modern history: e-learning challenges and opportunities* (HEA Discipline Workshop and Seminar Series, February 2012; for more information: https://sites.google.com/site/teachingpremodernhistory/);
- Writing a report on e-learning in History based on a literature review and online research with staff and students at 5 UK HE institutions: *Teaching History in Higher Education in the UK: E-Learning Challenges and Opportunities* (HEA Insights series; due for completion June 2013).
These activities have developed my understanding of the broader e-learning context in UK higher education.

Greek and Latin papyri as generative learning objects (2008-2010)
This project, which was funded the HEA Subject Centre for History, Classics and Archaeology, sought to create resources and consider strategies to support independent student research on papyri using generative learning objects (GLOs) made with the GLO-maker tool. In collaboration with students we made two generative learning objects based on the objects in the John Rylands Library Manchester and the Manchester Museum for use with MA and first year undergraduate students.
For more information: http://www.arts.manchester.ac.uk/cla/projects/glo/
This activity developed my understanding of the potential of learning design tools for supporting students learning in history, as well as my technical skills.

Theology and Religious Studies looking outwards: knowledge transfer as a strategy for learning and assessment in the T&RS curriculum (2012)
Building on a collaborative project with colleagues at the University of Salford in which business informatics students developed and displayed digital artefacts as part of their independent inquiry-based learning projects (Griffiths, Kutar and Wood, 2010: http://www.ics.heacademy.ac.uk/italics/vol9iss2.htm), I co-organised a workshop with colleagues at the University of Manchester as part of the HEA Discipline Workshop and Seminar Series. We aimed to share experience and discuss potential for the development of 'outward looking' learning and assessment strategies. By this we meant focusing learning and assessment on the production of resources designed for use beyond the university. Online learning environments provided a vital means for achieving these aims.
For more information:
http://www.arts.manchester.ac.uk/subjectareas/religionstheology/newsevents/heaworkshop/

This activity provided a powerful stimulus to thinking about how technology can be used to engage students in learning that has outputs beyond the tutor's inbox and how this can have a powerful effect on motivation and quality of work.

<u>Complementary future work</u>
Over the next year I will be working on two projects that will be of direct relevance to the proposed *Students as digital historians* initiative:

- In summer 2013 I will be conducting a scoping exercise funded by the HEA History discipline: *Building primary source repositories online*;
- In spring 2014 I will take up a position at the University of Mainz as a visiting lecturer where I will be coordinating a project: *New Techniques and Technologies for Text-Based Disciplines*.

Both of these initiatives will complement directly the work proposed in the current bid, providing students with access to sources to support online History pedagogies and transferring practice internationally. In addition, the time spent in Mainz will enable me to write up the results of this project.

Institutional synergies
There are a number of clear synergies between the proposed project and existing expertise and institutional priorities at the University of Lincoln. The University's signature core pedagogy of 'Student as Producer' (http://studentasproducer.lincoln.ac.uk/), developed and embedded in the institution through HEA funding, focuses on the role of students as collaborators in the production of knowledge. This means that there is a high level of expertise in developing and supporting projects that engage students in independent and research-based learning (both individually and collaboratively) – for example through the Centre for Educational Research and Development (CERD: http://www.lincoln.ac.uk/home/cerd/). CERD has conducted a number of HEA- and JISC-funded e-learning and open educational resource (OER) projects on which we will seek to build (for example, the JISC-funded OER project Chemistry.FM: https://chemistryfm.blogs.lincoln.ac.uk/about/ and http://forensicchemistry.lincoln.ac.uk/).

The Xerte toolkit is already available at Lincoln and has been used in CERD and Library projects. CERD are interested in using this project as an opportunity to test the applicability and usability of the recently-released Xerte 2 tool. Therefore there is pre-existing expertise in both the pedagogy and the technology across the institution and contact has already been established with CERD to secure their support for the project. CERD will be working over the coming year on a consultancy project to develop the institution's digital education strategy and, where possible, we will seek to feed into and learn from this process.

Finally, Lincoln has a strong internship programme and the planned deployment of an intern on *Making Digital History* will draw on this practice.

Project team
The History degree at Lincoln has just been revalidated. This has involved aligning the History curriculum more fully with the Student as Producer model, creating space for more student-centred and research-based learning in the curriculum. There is thus considerably more scope for developing the *Making Digital History* project than has previously been the case.

<u>Erin Bell</u>

Erin is a senior lecturer whose teaching focuses on early modern history and on representations of the past, and in both cases the assessments for the modules she co-ordinates are strongly built around student as producer - specifically, the student as producer of their own historical research and analyses. Erin places a large amount of learning material on Blackboard for all of her modules and provides links to a variety of e-resources, in order, alongside other methods, to encourage students to move from a lecture-led model of learning towards self-directed and, where appropriate, self-devised modes of assessment.

Kate Hill
Kate is a Fellow of the HEA and has been teaching at the University of Lincoln and its predecessors since 1995.She has developed interdisciplinary and student-centred modules, and has also helped to design undergraduate and postgraduate programmes which build the independence of students, e.g. through project- and portfolio-based approaches.

Antonella Luizzo Scorpo
Antonella is an Academic Associate of the HEA, has co-authored pedagogic publications and organised workshops and conference papers on the teaching of History in Higher Education (see above for details of previous collaborative work in the project leader). She is actively involved in the development of e-learning projects aimed at enhancing the students' learning experience in medieval studies at Lincoln at both undergraduate and postgraduate levels.

Joanna Huntington
Joanna is a senior lecturer who specialises in medieval history. She has a strongly student-centred approach to teaching and learning and uses Blackboard extensively in her modules. She will convene the Research skills in Medieval Studies next year and envisages using this as a test case for applying Xerte to support undergraduate dissertations. This work will be used as evidence to support an application for a HEA fellowship.

Student Intern
As noted above, we will use the University's student intern programme to advertise and recruit a student to work alongside the project team. The intern will assist in the training and support of staff and students in the use of Xerte and in the dissemination of the project, both online and at the events outlined in the next section.

Purpose and outcomes of proposed work

Please outline how you would integrate the production of e-learning resources into your curriculum activities to develop digital literacies in your discipline context (max. 1,500 words)

In this section we outline the specific activities that will take place across the three phases in order to plan, deliver, evaluate and report on the project, including the specific modules in which *Making Digital History* be developed via Xerte.

Planning and development (Summer 2013)
Objectives:
- Skills development within the project team: training in the use of Xerte, troubleshooting. This

will enable us to anticipate potential problems and to ensure that all members of the team are fully conversant with the software.

- Planning the activities and resource development within modules. The aim will be to encourage staff and students to use as many of the tools that are available within Xerte as possible and to ensure that approaches used are complementary.
- Development of documentation around copyright/ ethical issues, identification of relevant support materials within existing Xerte environment and provision of additional materials to fill gaps.

Activities:
- 1-to-1 meetings with individual staff members (project leader);
- ½ day workshop for the team on Xerte (project leader; CERD);
- Development of module documentation (project team);
- Development of assessment criteria, which will be shared within the project team and on the departmental intranet (project team);
- Development of support resources (e.g. copyright and ethics advice for students and staff), which will be made available via the project blog and/or the departmental intranet depending upon need for privacy (project leader; student intern);
- Creation of at least one model Xerte for each module, including one example of 'what not to do' (project team; student intern).

Implementation (Autumn 2013-Spring 2014)
We plan to introduce Xerte-based activities as assessed elements of at least four modules in the History department at Lincoln. As noted above, these modules are of varying level, size, type, focus, chronological period; and the students will be asked to use Xerte in different ways in each module (collaborative/ individual); while the value of the work for their assessment will also vary according to modules (from 20 to 40%, as noted above).

East meets West (Jamie Wood and Antonella Luizzo Scorpo; first year; semester A). Source analysis assignment; groups of students (4-5) will be required to create a Xerte environment that offers an audience of their peers (students at other universities who can access this content online): (a) a brief introduction to a specific primary source from the medieval Mediterranean; (b) an concise explanation of at least 4 short extracts from that text; (c) links to further resources which are already available online (e.g. articles on the BBC website; podcasts by academics); (d) a short annotated bibliography; (e) at least two interactive elements.

Representing the Past (Erin Bell; first year; semester A). This module has a strong public history element and focused on the different ways in which the past is and has been presented to the public. The Xerte framework will be used in this module by students electing to make use of it for individual assessments (which would be designed for a public audience) as follows:
- Designing a project based around the experiences of museum visitors at the Collection, Lincoln, including floor plans, photographs and films;
- Creating an online presentation based on depictions of the past in film and/or television, including clips;
- Delivering an online report on the National Trust with film and audio clips embedded in it, bearing in mind copyright restrictions.
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Gender in 19th century Britain (Kate Hill; second year; semester B). The first piece of assessment on this module is a primary source analysis, on one of the following: newspapers, novels/poems, letters/diaries, parliamentary papers and paintings. This would lend itself well to student groups creating more structured web-based Xerte resources that incorporate elements that could otherwise be included in wikis/ blogs /powerpoints/ prezis /videos. The aim of the exercise will be to produce resources which can be used by students in subsequent years; there are a large number of primary resources and this element of the project can therefore contribute to developing a resource bank on nineteenth century material relating to gender that will be useful for History students at Lincoln and elsewhere.

Research skills in Medieval Studies (Joanna Huntington; MA; semester A). This module enables students to develop their research skills in Medieval Studies in preparation for dissertations in particular. In order to encourage students to think about the research process and the skills that it requires/ develops in abstract terms, they will be required individually to prepare a Xerte artefact that would enable students who were preparing for *undergraduate* dissertations to develop their own research skills (in Medieval Studies but also more broadly). This would form one part of a portfolio assessment where students have a choice of topics such as:
- analyse an existing database;
- evaluate a map (e.g. Mappa Mundi with resources sourced in cooperation with Hereford Cathedral);
- evaluate a visual or material source;
- evaluate a literary source.

Evaluating and reporting (throughout, but especially Spring-Summer 2014)
We plan to disseminate project outputs and share the insights gained into pedagogic practice in History on multiple levels: within our department, across our institution and throughout our discipline. We also believe that the approaches that we are developing in History at Lincoln will have applicability across other Humanities disciplines and beyond. Here we outline a number of specific means through which we will ensure that our work is disseminated to our peers (including students and the public):

- Ongoing dissemination through development of expertise within a core team and then beyond:
    - Project blog (to be set up via: http://blogs.lincoln.ac.uk/), to be advertised within the History department, through the History at Lincoln Twitter feed (@ULHistory) and through the repository that was developed as part of CERD's Embedding Open Educational Resources project (http://oer.lincoln.ac.uk/category/latest-news/; funded by JISC/ the HEA);
    - Contributions to HEA project blog;
    - Presentation to participants on the University's new lecturers' programme on the theory and practicalities underlying the use of Xerte; this will promote dissemination across the disciplines at Lincoln;
    - Staff meetings in History (and English due to collocation within School of Humanities).
- Digital learning objects:
    - Staff-generated model Xertes, at least one of which will be in the format of 'what not to do';
    - Student-generated (in partnership with staff) Xertes from four modules (with agreement as

noted above).
- Generic learning designs:
  - Learning design case studies for each of four modules, summarising evaluation of each one;
  - Resource and activity matrix for different Xerte tools (see appendix to Wood, 2011: http://www.pestlhe.org.uk/index.php/pestlhe/article/view/98 for example).
- End-of-project presentations:
  - Presentation at HEA conference 2014;
  - Presentation at HEA History or Humanities conference 2014;
  - Presentation with student(s) at annual Student as Producer conference at Lincoln (for 2013 event see: http://studentasproducer.lincoln.ac.uk/events/student-as-producer-conference-2013/).

Signature and date
The Higher Education Academy will be storing data on the successful institutions and institutional contacts. By submitting this proposal you will be indicating your agreement to the following: • I understand that the information I have provided will be stored in an electronic format by the Higher Education Academy. • I understand that the information I have provided will be accessible to, and shared by, the Higher Education Academy. • I understand that my name, job title and department may be shared with my employer for networking, professional development and reporting purposes.
Electronic signature *Jamie Wood*
Name Jamie Wood
Date 1st May 2013