CLL Workshop mini-project reporting template

Part one: Project description

Project fundholder / Project leader	Dr Jamie Wood (University of Lincoln)
Funding awarded	£1,300
Institution	University of Lincoln (plus Hertfordshire and Sussex)
Project title	Tagging and Learning: Developing Digital Literacy through social bookmarking
Project description	This project is designed to demonstrate the effectiveness of alternative approaches to using the web as a study aid, and provides a mechanism through which students' independent research skills can be encouraged and developed. It is our intention that the project will serve as an initial step in the adoption and implementation of social bookmarking as a tool to develop students' digital literacy across the Humanities disciplines. Our approaches and the evaluative data that we will collect will be used as points of reference, and good practice, for similar institutions and hopefully for other disciplines within the Humanities and beyond. The project will promote the development of a learning community that encourages student collaboration, and provide an alternative method of preparation for workshops/seminars. This will enable the lecturer to focus face-to-face sessions on examining topics in greater depth within the context of the independent research that has been conducted by the students. The proposed outcomes will also provide valuable information regarding the use of technology within the learning environment for prospective students and interested staff. We will build on Wood's prior work by developing the approach in four new directions, with: - different year groups (from foundation and first year to third year); - different discipline areas (History, Languages, Law); - different assessment criteria (unassessed, assessed); - different group sizes (from 20 to 50+ students).
Project aims and objectives	The project aims to further test the affordances of social bookmarking tools for the online teaching of Humanities disciplines in higher education. We will investigate and share our findings (via social media) on the following questions: - which tools are easiest to use? - which tools are most effective in developing skills? - which tools students engaged most with the activities and why? - which specific skills are developed? - do there differences between levels of study and/or discipline? do other demographic factors play a role in engagement and outcomes of social media use in higher education?

Intended outputs (resources e.g. documents, videos, learning objects etc.)	**Hertfordshire**:
	 The creation (via social bookmarking) in the VLE of a repository of sources that can be used by International Students to collaborate with each other to develop and understanding of, and engagement with the English Legal System. This can be further extended by placing news items within the theoretical contexts that are being studied.
	
	 A student produced podcast of the project will be made available for future students and also staff to view, on the LTI website at Hertfordshire.
	
	 Sussex:
	 Annotated bibliographies will be made available on Sussex's VLE that can be used as points of reference for future students. The social bookmarking spaces that will be used to generate these bibliographies will be made available on the open web (and anonymised, depending on student wishes).
	
	 Lincoln:
	 In-module social bookmarking spaces will be made openly-available on the web (and anonymised, depending on student wishes).
	
	 In order to tie the project as a whole together, we will create an online resource on social bookmarking, to be hosted via the *Making Digital History* blog at the University of Lincoln, to include:
	     o case studies describing the approaches adopted;
	     o summary report of evaluative feedback;
	     o links to other social bookmarking resources.

Intended Outcomes for staff	1. To develop knowledge and understanding of the use of social bookmarking within the classroom; 2. Provide an overview of some of the tools available; 3. To evaluate potential uses across disciplines and year groups and the impact of social bookmarking on students.
Intended Outcomes for Students	1. To be able to use the social bookmarking tool 2. To be aware of the potential usefulness of social bookmarking to their studies 3. To be able to write an annotated bibliography 4. To engage actively with texts (this may include audio and video) on the subject matter through social bookmarking 5. To develop digital research skills 6. To foster independent study 7. To be able work in a collaborative environment
Funding outline (how money is to be spent; list items or costs)	**Planning meetings** In order to draw on Wood's existing expertise in this area, to share ideas and to fully plan all 3 approaches, we will hold one planning meeting at Sussex and one at Hertfordshire (travel for 2 people x 2 meetings, refreshments x 2 meetings): £250 **Student interns** In order to fully integrate students into the planning, delivery and dissemination of the project, we will pay 2 student interns (1 at each of Sussex and Hertfordshire) to be trained in using the software, to make themselves available on a weekly basis for 'office hours' to students on the modules. In addition at least one of the students will participate in the

	presentation at a HEA event. They will assist in other aspects of the project such as blogging, analysing evaluative data and writing the final report (£425 per intern per institution; roughly 50 hours each over the course of the project): £850
	Dissemination presentation In order to disseminate the findings of the project (in addition to our blog presence), we will present at 1 HEA event as part of the CLL programme (travel and subsistence for 2 staff members and 1 student): £200
	Total: £1300
Activities (brief outline of work)	**Sussex**: Students will have to read some texts related to the topic of an earlier prior lecture on Spanish art and history from 1900-45. They will have to engage with the texts by summarising them & posting questions on them through social bookmarking in order to work in groups in seminars. Students will be encouraged to find other sources by themselves, tag them and share them with the rest of the group. Students will have to produce an annotated bibliography as part of their formative assessment, which will draw on their use of social bookmarking. **Hertfordshire**: Foundation students will be introduced to theoretical concepts and will then research and post their findings to a social bookmarking site, commenting and posing questions for each other. The sources identified will then be used to discuss the answers to a series of workshop questions. **Lincoln**: Final year undergraduate students will work in groups of 3-4 to identify, evaluate, describe and share online resources relating to the weekly topics on the module. One other group will have to add further comments and rate the sites that have been found. Each group will have to engage in at least two weeks of tagging and two weeks of commenting. Tasks will be developed to encourage creative research on the internet, effective tagging and describing of resources, and student reflection on skills gained (and hopefully improvement over time). Note: The annotated bibliography is a list of citations to books, articles, and documents. Each citation is followed by a brief descriptive and evaluative paragraph, and the annotation. The purpose of the annotation is to inform the reader of the relevance, accuracy, and quality of the sources cited.
Dissemination routes (e.g. events, posters, webinars...)	**Sussex**: There will be a talk at Sussex University within the Language & Culture Series in the academic year 2013/2014 to present the results of the research. **Hertfordshire**: Present paper with the student intern at University of Hertfordshire LTI (Learning and Teaching Institute) Conference. An electronic version of the paper will also be made available via the LTI webpage. **Collectively (note that the blog will be used to disseminate all outputs, where appropriate)**: Presentation of findings at HEA seminar/workshop (possibly in webinar format).

	Submission of poster reporting findings to Association of Law Teachers Annual Conference 2014.

Part two: Final outputs

Project resources inventory (list of items created)	
Link to project resources and blog (URLs)	
How did the project utilise and/or develop digital literacies in the participants? Attach a mapping of key project activities onto http://www.open.ac.uk/libraryservices/subsites/dilframework/dilframework_view_by_level.pdf	
General Issues raised by project	
Barriers / Challenges e.g. accessibility	
Solutions deployed to above issues and challenges	
How the roles/activities of the participant's learning landscape was effectively changed by the project	
Recommendations to future projects of this nature	