Changing the Learning Landscape (CLL)
Embedding Learning Technologies Small Grant Call

Application form	
Workshop attended Date: 15/05/13 Title: Changing the Learning Landscape – Social Media in the Humanities	
Your details **LEAD** Title: Dr Name: Jamie Wood Position: Lecturer in History Telephone: 01522 837389 Email address: jwood@lincoln.ac.uk	**Your institution's address:** University of Lincoln, Brayford Pool, Lincoln LN6 7TS
Title: Mrs Name: Carolyn Pegg Position: Lecturer in Law Telephone: 01707 284000 (then law admin) Email: c.1.pegg@herts.ac.uk	University of Hertfordshire The Law School De Havilland Campus Hatfield Herts AL10 9AB
Title: Mrs Name: Silvia Taylor Position: Tutorial Fellow in Spanish Telephone: 01273 876531 Email: s.taylor@sussex.ac.uk	Arts A47 SCLS University of Sussex
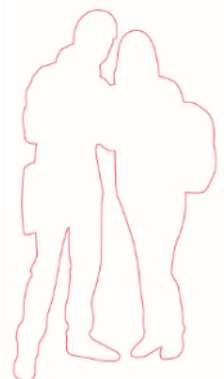
Project proposal
Project title: T&L (tagging and learning): Developing digital literacy through social bookmarking

Aims
Research has shown that encouraging students to engage actively and thoughtfully with the web as a source of information improves their digital literacy skills and can develop their subject knowledge too. Our project aims to further test the affordances of social bookmarking tools for the online teaching of Humanities disciplines in higher education. 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).

Planning
- We will meet on at least two occasions to plan pedagogic approaches and evaluative questions. Our aim is to focus on the role that our approach has in developing students' skills, knowledge and attitudes towards learning in their discipline and more generally.
- We will recruit and train 1 student intern at Sussex and 1 at Hertfordshire. They will help to plan and support the project, and to disseminate its findings. No intern will be required at Lincoln because Wood has worked with the platform before.

Implementation
- **Lincoln**: A third year module called *The Goths: Barbarians through time*. In groups of 4-5 students will be required to maintain a portfolio of online resources in www.diigo.com as a record of their weekly independent learning, which they will be able to draw on when preparing for assessed work. Each week the students will be set a different active learning task, which will require them to engage actively with the web, to share their work with others and contribute to the planning of the seminar itself. Tool to be used:
- **Hertfordshire:** A foundation (level zero) module called *Legal Method and Skills* delivered to International Students. Students will be required to develop a weekly online portfolio which records their exploration and discovery of aspects of the English Legal System and Constitution. The aim is to facilitate a shift from expecting all knowledge to be delivered via lectures to developing independent research skills that will prepare students for progression to year one undergraduate study.
- **Sussex**: A first year module called *Spain 1900-45.* The same methodology will be used for this group of students as outlined above, although two different tools will be used: www.scoop.it and www.diigo.com. The task will be assessed formatively.

Evaluation will be carried out via pre- and post-module online questionnaires which will enable comparisons across institutions.

Reporting
- we will create an online resource on social bookmarking, to be hosted via the *Making Digial History* blog at the University of Lincoln, to include:
    o project documentation (bid documents, final report, assessment criteria);
    o case studies describing the approaches adopted;
    o summary report of evaluative feedback;
    o links to other social bookmarking resources.

- we will present at a CLL/ HEA cluster workshop in 2014 (along with the student interns).

Alignment with the workshop

In general terms, this project aligns directly with the theme of the workshop as we plan to use social media tools to develop students' ability to traverse the learning landscape *for themselves*, although with appropriate scaffolding from us. These tools will include social bookmarking and social media collation services (e.g. scoop.it and diigo.com) which we were introduced to us at the workshop We are keen to develop pedagogies for using these tools with our students in order to improve their digital literacy within our disciplines.

More specifically, this project builds directly on the work reported by Wood at the London workshop and will test the applicability of social bookmarking and web-tagging tools for developing students' digital literacy and other skills.

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?

**How will your project help embed learning technologies?**

Embedding:
- by building on existing experience (e.g. Wood's) in implementation; this will ensure that successes are further developed and we avoid repeating previous mistakes;
- by cultivating institutional support from our departments and educational development units, where appropriate, we will ensure that our colleagues are aware of and can comment on our work;
- by involving students in the development and evaluation of the project we will ensure that the student perspective is represented and that engagement is maximised;
- by using existing networks (e.g. HEA) and means of dissemination (e.g. the *Making Digital History* blog at Lincoln and presenting at a CLL event) we will ensure that information is shared as widely as possible.

Key issues:
- transferability in terms of discipline, year group etc.; we will address this by sharing our experiences and working closely with the student interns to understand how
- assessment; we will monitor the effect that assessment has on student engagement and we will share assessment criteria via the blog so that lecturers elsewhere can learn from our experiences.
- student engagement; we will work with student interns to ensure that students remain engaged throughout.
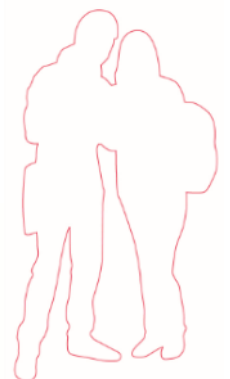
How could your project help promote skills and practices among colleagues and students?

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.