CLL Workshop mini-project reporting template

Part one: Project description

Project fundholder / Project leader	Dr Jamie Wood (University of Lincoln) Original participants: Carolyn Pegg (Hertfordshire) and Sylvia Taylor (Sussex) Additional partner, added in January 2014, when Hertfordshire pulled out: Lucinda Matthews-Jones (Liverpool John Moores)
Funding awarded	£1,300
Institution	University of Lincoln (plus Hertfordshire and Sussex; Hertfordshire replaced by Liverpool John Moores in January 2014)
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.
	
	 LJMU
	 The VLE page will contain links to sources.

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. **LJMU** Students will use Diiago in a third year module that will be based around their weekly readings. It will enable the course tutor to engage more with their work at the level of reading. It is hoped that this will then inform class discussion and raise additional questions.
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.
	LJMU
	Independent study which will feed through to their essays and final independent study assessment.
	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)	**News/ dissemination:** ▪ "Developing student learning online in History: research, approaches and their broader implications" @ History UK meeting, Institute of Historical Research, London – November 2013 (slides 19-29 discuss social bookmarking) ▪ "Workshop 2: Technologies" @ JGU Mainz, Germany, March 2014 (slides 51-55 discuss social bookmarking) **Teaching resources:** ▪ "A guide to using Diigo for students and staff" by Neil Jones (3rd year History student, University of Lincoln) – December 2013 **Publications:** • J. Wood and L. Matthews-Jones (in preparation), "Making historians digitally: online approaches to inquiry-based learning in history in higher education in the UK", *Inquiry-Based Learning for the Arts, Humanities, and Social Sciences: A Conceptual and Practical Resource for Educators* (eds. John Carfora and Patrick Blessinger) to be co-authored by project participants and colleagues from the University of Lincoln (the current project will be one of two case studies in the book chapter) • J Wood, N. Taha and A. Cox, Social Bookmarking Pedagogies in Higher Education: A Comparative Study (with N. Taha and A. Cox), *International Journal of Information Systems in the Service Sector*, 6.1 (2014), 24-36
Link to project resources and blog (URLs)	Project blog (sub-section of Making Digital History blog): http://makingdigitalhistory.co.uk/projects/tl-tagging-and-learning/
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 At all three institutions we made use of the Diigo social bookmarking tool because it was felt to have the best functionality for supporting online student research in History. The PL had prior experience of using to tool and so was able to offer advice to the other project participants. We also appointed a student ambassador (from Lincoln) to support this work: they were available as a point of contact for any students from Lincoln and other institutions who had any questions about Diigo; they also put the questionnaires online and collated support resources (e.g. a guide to using Diigo and a collection of online resources on how to use the tool). SUSSEX Students completed a questionnaire and signed up to Diigo one week prior to starting the module. They received written instructions by email about the nature of the project and what was expected of them, namely: contribute regularly with sources that they found in order to construct their own 'essay question' and an 'essay plan' for their formative assessment. However, they did not engage with the tool until they were taken to a computer room. They were then given an activity which consisted in surfing the net searching for sources of information on the architect Antoni Gaudi. Students worked individually, they evaluated the reliability and usefulness of the source (articles, videos, etc.) tagged it and shared it with the group. Only a handful of students wrote a comment in the source that they found. The seminar activity took place two days after listening to a lecture on Gaudi delivered by the module leader. LIVERPOOL JOHN MOORES

	Students were signed up to Diigo by the module leader at the beginning of the second semester. They were signed up for a session half way through their module. The module leader had already discussed with them the project and its purpose the week prior. In the seminar they were taken to a computer suite where they were shown Diigo and asked to accept their invitation to join. While every member of the class joined, it was impossible to show them the Diigo tools because they needed administrator rights to join. This meant that the module leader had to show them how to use it using their I-Pad. They were shown again a week later how to use it in the lecture after the module leader had discussed how to override the administer rights with the technicians. They also had the material on Bb and were told to contact the student assistant at Lincoln if there were any problems (none chose to do so).
	However, this project did not have the intended outcomes and there are two (main) possible reasons for this: 1. The use of Diigo should have been introduced at the beginning of the module. A few students seemed to have decided that they preferred reading their articles on paper and not screen by this point. Several students did not see the purpose of it since we were already half way through the research project. 2. The students did not have the time or inclination to learn how to use a new piece of technology. Many were completing other module assessments and their dissertations at the time Diigo was being introduced to them.
	LINCOLN Because, as noted, below, the PL was given research leave in semester 2, when use of Diigo had been planned, we had to adopt a different strategy to the one that had originally been envisaged. Four 2rd year students were paid to use Diigo to support their independent work in preparation for essays and dissertations. Their work was coordinated by a fellow student who had been appointed as 'student ambassador' for the project. The student ambassador coordinated their fellow students in the following ways: - They found students willing to use Diigo; - They created a 'how-to' guide explaining how to use Diigo and shared it with their fellow students; - They coordinated the students to write a post-usage reflective report on their experience of Diigo.
	The approach taken here was therefore to require (through payment) students to use Diigo to support their independent learning/ research. Support was provided online via the how-to guide and in person by the student ambassador. The intention was to gather feedback on how the students made use of Diigo and what they thought its strengths and weaknesses were as a tool to support independent learning.
	Mapping document: filled in via survey online.
General Issues raised by project	We identified three main issues associated with the project: 1. COORDINATION AND UNEXPECTED CHANGES. The coordination of a relatively small project across three institutions was challenging, especially when they are geographically so diffused. The funding was useful in terms of supporting travel, although most

	communication was done online via email and Skype. Additional problems were posed by the unexpected withdrawal of one project member and the granting of research leave to another. The relatively small size of the project and associated funding was useful in this regard because we could easily make new plans and bring on board new participants. 2. STUDENT MOTIVATION AND ENGAGEMENT. Although most students seem to have seen the potential benefits of the Diigo social bookmarking tool, many of them felt that they did not have the time to spent learning how to use it and then to experiment with such an unknown quantity. In the absence of an extrinsic form of motivation, such as assessment for the work in Diigo, most students therefore did not engage with the tool out of scheduled class time. The student who engaged most actively with Diigo were those at Lincoln, who were both positive about its potential and also paid to learn and experiment with the tool (thus payment acts as a sort of cipher for assessment as an extrinsic motivation for engagement). 3. REWARD AND DEVELOPMENT. One of the most interesting elements of the project was the role that payment had in the running and development of the project. As noted above, those students who were paid to experiment with Diigo made most extensive use of it and were most positive about its potential. Obviously, this raises questions about their objectivity, but it may also point to the important of providing students with the time and space to experiment. When students are under pressure in other paid work as well as in their studies (from assessment deadlines etc.), we may consider payment as a means of increasing serious engagement with technology during the development process of projects.
Barriers / Challenges e.g. accessibility	There were two contextual barriers to the completion of the project as originally envisaged: 1. The project partner from the University of Hertfordshire pulled out in the Autumn of 2013. 2. The project leader was granted a period of research leave, which meant that the planned in-module work could not be completed. More specific, and significant, challenges included: There was no engagement with the tool outside the scheduled time at University (apart from a few views) after the initial training session. A second 'hands on' session was therefore scheduled to encourage students to make use of the Diigo tool. The module leader asked the students to work on Picasso this time and reminded them that they needed to go back to Diigo, read the sources found by other students and produce an essay question and plan to be sent to the module leader by the end of the April. Although these initial results may seem somewhat negative, the module leader proposes to schedule a full 2-hour session where the students can sign up, explore Diigo and actually do thing 'hands on'. The module leader's line manager is positive towards the idea of rolling out and incorporating the tool into other 'content modules' in the coming year. LIVERPOOL JOHN MOORES The module leader struggled to get this off the ground for various reasons. They found it difficult to get students to use Diigo, partly because they

	were only introduced to the tool half-way through the module and at a time when they had assessments and were panicking about dissertations. As all modules are year-long, all of the students' assessments seem to have been in January/ February. This was further compounded by the fact that the University's computers would not download Diigo so that the students could use it. There also seems to be a strange level of conservativism and resistance towards this method of engaging with online learning.
Solutions deployed to above issues and challenges	Solutions attempted included: 1. We identified a new partner, Dr Lucinda Matthews-Jones (History, Liverpool John Moores University), who agreed to utilise Diigo in her modules after discussion with the project leader following a presentation he gave at a History UK meeting in London in November 2013. 2. Rather than attempt to use Diigo in a module, the PL decided to encourage 3rd year students to use it to support online work in preparation for their dissertations and other assignments. Four students signed up and were paid for the time spent learning Diigo, bookmarking websites and for writing a reflective report on their experience of using Diigo. This enabled us to collect richer data than the online and paper questionnaires that were used for the other students who engaged with Diigo.
How the roles/activities of the participant's learning landscape was effectively changed by the project	SUSSEX and LIVERPOOL JOHN MOORES Within in the module there was no difference. There was minimal engagement in social bookmarking. The project leaders have found it personally a great resource for research and the LJMU project leader is going to give a talk on how to use it for dissertation students next year on how to manage large research projects and from next year will embed it from the beginning of modules. Rather than privilege secondary material, it will be used to gather and analyse primary source analyses. It can be sold to students as a way to look at how they read primary sources before complete their first assessment. Colleagues have been in touch to ask if they can be shown how to use the tool for other modules (including a L6 module next year on commemorating WW1). As noted above, there is also an appetite at Sussex for deploying the tool with students on other 'content-led' modules. LINCOLN The data from Lincoln students gives us an interesting perspective on how students might use Diigo to support their independent learning. Reflective reports from students who used Diigo were generally positive about how they had made use of the tool and how it might be deployed in future. Positive points include: - It is easy to use, even for people who are not IT literate; - The ability to bookmark sites saves time because you can keep all of your links in one place; - Highlighting is also useful as it allows you to go back to specific sections you found to be of interest; - Diigo search functions can bring up additional interesting information; - 'sticky notes' can be used to colour code sections of articles in order to draw connections between related materials. More negative comments included: - It needs to be combined with other tools, e.g. databases for research

	or online collaborative working environments for groupwork;
	- The 'free' version of the service only allows a certain number of screenshots to be taken and this could be limiting if it was to be used for a bigger project or on an ongoing basis.
	Overall, however, the feedback was highly positive, as the following comments make clear:
	1. 'Overall Diigo is a very useful bookmarking tool, providing a service which makes it easy to share ones research and also to come across sources that they may not have otherwise. In this way it is a very useful tool as it provides a means to easily expand ones research into a large number of areas and to also easily share information. It is also a very useful tool for keeping all of one's academic based bookmarks in an areas which is easily accessible and easy to find as the service operates from the browser. The tool is very useful and it would be hard to not recommend it, certainly at an undergraduate level...'
	2. 'Diigo could be utilised in classes/workshops by a small session on how to use it and store information and webpages on it for research purposes. With using it myself for numerous essays now it has helped me to store the actual webpage on a website that has enabled me to just click it and find notes that I had made initially and then add more and highlight key points. This would allow students to be able to use this either in class or for research for class work/coursework which will allow better organisation.'
Recommendations to future projects of this nature	Although this represented a relatively small-scale project (or, more accurately, 3 very small-scale projects), we have learned a lot about using social bookmarking to support learning and teaching in the Humanities. First, students do not necessarily see the benefits of using social bookmarking 'naturally'. They need to be introduced to it carefully, at the right time in the teaching cycle and shown its benefits. Then students can see how useful the tool is to their learning, otherwise it can be experienced as yet another imposition that is not clearly relevant to assessment.

Second, fellow members of staff AND those students who are given time and space to use and reflection on social bookmarking do see how useful the tool can be in developing students' critical use of the internet for independent and collaborative research. Even though our project have had had mixed levels of engagement, colleagues are interested in using the tool in other modules and in introducing it to students as a tool that can support students throughout their degree courses, esp. in relation to independent research projects such as dissertations.

Suggestions from students at Lincoln for extended use of Diigo include making training more widely available to make it a tool that's available/ accessible for students everywhere/ at all times (e.g. something that is demonstrated to students in their first year). These and other reflections suggest that when students have had the time to use and think about Diigo (and social bookmarking more generally) they have found it useful and feel that their fellow students would benefit from increased awareness and access.

Consider connections between teaching and research – e.g. Diigo is an excellent research tool and colleagues are using it to support their |

research as well as for teaching now that they are aware of its potential.

The use of a (paid) student ambassador was very helpful to the running of the project and represents good value for money. The student develops higher level digital literacies through engaging in and reflecting even more deeply in the project.

Paying students to use new resources ensures a level of engagement, although it was borne of necessity in the case of the Lincoln project. You can expect a higher level of engagement and considered reflection on the tool than with an approach. They came up with usages (E.g. the colour coding of bookmarks mentioned above) that the tutor would not have thought of. Perhaps students who had less time (and were not incentivised monetarily) would not have been inclined to do (or to share their thoughts in the form of a reflective report).