

Centre for Educational Research and Development

Fund for Educational Development: Student as Producer Application Form

Please complete this form and submit an electronic copy to cerd@lincoln.ac.uk by noon on Monday 25 November 2013

Name of lead applicant Antonella Liuzzo Scorpo Jamie Wood	College/School/Department History
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Title of Project Xerte Talking: students producing interactive learning resources	
Names of others involved, including students (add rows as necessary)	
Name	College/School/Department
Sue Watling	University of Lincoln, Centre for Educational Research and Development
Joss Winn	University of Lincoln, Centre for Educational Research and Development
Andrew Elliott	University of Lincoln, Arts/ Media
Alan Cann	University of Leicester, Biology
Jane Guiller	Glasgow Caledonian University, Psychology
Sarah Atkinson	University of Brighton, Arts/ Media

- **Outline of proposed project (max 500 words)**

Talking Xerte showcases the use that we have made in History of the Xerte online learning design tool to colleagues across UoL. We have been using Xerte to support a Student as Producer approach that engages students in independent research processes to create e-learning resources. We will run a series of workshops which will showcase our approach and invite academics and students from other institutions who have also been experimenting with Xerte in teaching and learning.

Aims and objectives

- To train staff and students in 3 partner departments in the Xerte online learning design tool;
- To share learning from the use of Xerte within the History department and experiences from users of Xerte from other universities (partners listed below);
- To investigate the appetite within departments (academic and central services) for the roll out of Xerte more widely across the University of Lincoln.

Teaching and learning aspects

- To explore different aspects of both e-learning and active learning through a multi-disciplinary perspective;
- To develop students' digital literacies through the creation of innovative projects;
- To engage students actively and increase their participation as discipline 'makers' and 'producers' (as part of the Students as Producers project)
- To explore interdisciplinary approaches to teaching and learning development, as well as the possibility of applying those to teaching delivery

Research questions/methods

Our research questions are:

- What is the impact of applying the Student as Producer approach to Xerte on student learning?
- How transferrable is this model to other disciplines?

Methodology (more details below, under 'evaluation'):

- Reporting on previous activities and student evaluations in History
- Reporting on active engagement with the Xerte tool by staff
- Reflection and discussion on its applications in relation to the Student as Producer model
- Collection of questionnaires and reflective data from participants to these training sessions.

Project design and methods (including student involvement)

We will run 3 workshops in partner departments in June 2014 in which we (History staff and students) will:

- Share what we have learned within History, reflect and gather ideas for further development
- Train participants in the use of the Xerte tool (as a active learning activity to developing participants' skills)
- Invite external academics (and their students) to demonstrate how Xerte has been used in the specific partner discipline in other institutions.

Nature of collaboration with other departments/academic staff

We have identified one external collaborative partner in each of the following disciplines:

- Dr Alan Cann, University of Leicester, Biology
- Dr Sarah Atkinson, University of Brighton, Arts
- Dr Jane Guiller, Glasgow Caledonian University, Psychology

We will also work closely with Sue Watling and Joss Winn in CERD to develop both the technical and pedagogic rationale for the use of Xerte and will consult with the computing services to assess the possibility of rolling Xerte out across the institution because at the moment the tool is hosted by the development server in CERD.

Intended outcomes of the proposed project (max 200 words)

We will run three workshops across partner disciplines (June 2014). Academics from relevant disciplines (together with their students) at other institutions who have made use of Xerte will be invited to contribute to the sessions in partner departments within UoL.

Intended outcomes:

- Report of the workshops, including the evaluative data from participants, will be posted on the Making Digital History blog in the History department (<http://makingdigitalhistory.co.uk/>)
- Sharing of practice from outside UoL, publicized via our blog and in departmental meetings.
- Transferral (if deemed appropriate by partners) of Xerte usage to other departments within the institution.
- Development of further infrastructure within UoL for supporting Xerte usage, in consultation with CERD and computing services department.
- Exploring alignment of our approach with the UoL's new 'digital education strategy' (<http://lncn.eu/digitaledu>) and the Teaching and Learning Plan (<http://lncn.eu/tlplan>).
- Following on from the workshops, we hope to develop a network of staff and student colleagues with an interest in the use of Xerte in teaching and learning across UoL. Our blog will support such exchanges and we will seek to set up a series of meetings to discuss further developments of this project and potential (external) funding opportunities.

How does the project contribute to the aims and objectives of Student as Producer? (max 200 words) Please demonstrate how the project relates to one or more of the key features of Student as Producer (see <http://studentasproducer.lincoln.ac.uk/documents/key-features/> for a full description)

This project builds on the History department's 'student as historian' work, the team's expertise in digital literacy and student-centred learning, including previous use of Xerte (already installed on CERD's development server at Lincoln and available to all students and staff).

Students have already made use, within Xerte, of diverse types of media to explore subjects relevant to their curricula and to disseminate their academic work. To take this approach a step further, students (previously trained as student ambassadors) will take an active role in the design and delivery of these workshops by contributing to the training sessions of other students and staff members in partner departments, on the basis of what they have already learned and experienced through the creation of their Xerte projects.

A series of workshops will enable staff and students to test the flexibility and adaptability of the Xerte platform and to maximise the possibilities for transferability within the institution and beyond. In collaboration with students who have made use of Xerte in teaching and learning in History at Lincoln and external institutions, we will share project outcomes and test the applicability of the variety of pedagogic approaches to Xerte at UoL and beyond.

Student engagement: Please describe the participation of students in the design, implementation and evaluation of the project (max 200 words)

We have been involving students in the implementation of the Xerte tool from the start. We have trained 4 students from UoL to act as student ambassadors and they have played a key role in a number of areas:

- Disseminating the project through blogging and social media (and, when we reach the reporting phase, participating in conferences);
- Assisting in the running of workshops to train History students in the use of Xerte;
- Supporting students in the use of Xerte through creating online resources and running office hours;
- Working on other projects, consulting with colleagues and attending events about digital literacy at UoL.
- Reporting on student feedback on the modules that we have already worked on in History

We seek to continue this model of student engagement and to broaden the pool of student ambassadors by further training History students in the use of the Xerte technology, in the facilitation of skills necessary to participate fully to the workshops in June (e.g. in training participants to use the Xerte tool and reporting the results of the evaluations that we have completed), and in the actual design of the workshops (and accompanying evaluations).

Timescale

Estimated start date:

February 2014

Milestones and Targets throughout the duration of the project:

- February 2014: confirmation of dates of workshops and participation of partners in UoL and externally
- March-April 2014: advertising workshops and signing up participants via email (esp. targeted at heads of relevant schools)/ blog/ social media promotion
- April-May 2014: contacting and training 3-4 History students to participate in workshops
- June 2014: hosting of 3 x workshops in partner departments
- July 2014: reporting through write up of evaluation results on blog and final report to CERD

Estimated completion date:

July 2014

How will you evaluate the project? (max 200 words)

We will evaluate the project through the creation, in partnership with students, and circulation of evaluative questionnaires to the participants of workshops in order to assess what they have taken away from the workshops. In addition, all those involved in running each of these workshops (Antonella Liuzzo Scorpo and Jamie Wood, as well as student ambassadors and external participants) will be sent a short reflective online questionnaire. Supervised by both ALS and JW, the student ambassadors will then collate the data and write a report to be published on our Making Digital History blog and submitted, as part of the final project report, to CERD.

How will the outcomes of the project be generalised to the Department, College? (max 200 words)

The aim of the project is to further develop and disseminate learning from an ongoing project on the use of Xerte in the teaching of History at Lincoln (for details see <http://makingdigitalhistory.co.uk/>). Through the workshop model our work in History will thus be disseminated outwards to other departments within the College and University. By drawing in participants from outside UoL, we will be able to generalise findings to the specific disciplines with which we are engaging while sharing examples of good practice concerning projects on digital literacies.

We will make use of the blog and associated social media accounts to publicise our work, share its results and gather further feedback. For example, we will be sharing news and information about each individual workshop and more general results via our History at Lincoln Twitter feed (@ULHistory). We will also report on the findings of our report at a departmental staff meeting in summer 2014 and will

offer a student-written story on this project in the Staff Magazine.

As we are involving colleagues who are making use of Xerte from other institutions, our learning will be shared beyond Lincoln.

Budget

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Signature of applicant (submission by email is considered equivalent to an electronic signature)

Name: Jamie Wood and Antonella Liuzzo Scorpo

Date: 24th November 2013

Declaration of support of Head of School/Department

I declare that this funding application has the explicit support of my Head of School/Department

Name of Head of School/Department:

Date of agreement:

*(NB. You do **not** need the signature of your Head of School/Department. As the applicant, you are declaring that you have their explicit support. You may be asked to provide evidence of this.)*