Digital Learning: Technology, Practice and Policy Conference 2016

Book of Abstracts

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Lawrie Phipps

Lawrie is a Senior Codesign Manager working in the Jisc research and development directorate. His current portfolio contains work in the student experience, digital capabilities and leadership. Previous work as included social media in education, change management and accessibility. He is also an Associate of the LFHE and worked on the multi-agency Changing the Learning Landscape programme which provided support across 58 institutions to make changes to the digital student experience. Lawrie's blog can be found at http://lawriephipps.co.uk/ and he can be reached at Lawrie.phipps@jisc.ac.uk or preferably on twitter @lawrie He is also a Plymouth Env.Sci Graduate.

David White

David White is Head of Technology Enhanced Learning at the University of the Arts, London. He researches online learning practices in both informal and formal contexts. David has led and been an expert consultant on numerous studies around the use of technology for learning in the UK higher education sector and is the originator of the 'Visitors and Residents' paradigm which describes how individuals engage with the Web.

Keynote Abstracts

Lawrie Phipps

Perspectives on Digital: Change isn't coming, it's here and it's permanent

The use of digital in education is ubiquitous and much energy is expended by both technology vendors and educators guessing at what the future will be. The changing digital landscape is just one layer, underpinned by changing political situations, student expectations, the TEF and REF and a myriad other pressures all combining to present a complex and shifting landscape that staff will be expected to navigate. One thing is certain - staff will need to be digitally capable in order to navigate these landscapes.

David White

Becoming vulnerable: teaching and learning in digital spaces

In this talk David will explore the characteristics of teaching and learning in digital environments. Using the Visitors and Residents paradigm he will map out the various 'modes of engagement' we operate in online. Focusing on 'Resident' modes David will discuss how we can design pedagogy which takes advantage of the digital to support education as a process of becoming.

'Enhancing collaboration with Office 365'

Session B Workshop

Sarah Barnes[1]
Plymouth University ASTI
Co-authors: Loretta Cook[2], Nicholson Dye[3], Lee Fradley[4], Cassandra Paxton-Denny[5]

In a Higher Education environment with tight deadlines, long-distance working and student support demands, your time is becoming more precious than ever. Whether you're marking student work or having an online meeting with colleagues hundreds of miles away, Office 365 allows you to concentrate on the task at hand, rather than the technology you're working in.
In this session we will work through typical University scenarios that you encounter in your teaching and research, and discuss how you can improve your experience using different Office 365 features and functionality. We will showcase existing practice to you and provide a flavour of the art of the possible. You will have the opportunity to ask questions and get involved in shaping future developments in the Collaboration project.

We will signpost the upcoming developments with official document accessibility, shared team areas and communities, teaching and learning enhancement processes (DMR/module boxes) and other process improvements. You can also find out how these new tools can integrate with current systems like Moodle and PebblePad.

Using Immersive Dome for Community Education: Lessons learned from a Pilot

Session A2

Arunangsu Chatterjee[1]
PU PSMD Director TELMeD

According to Sumners, Reiff, & Weber (2008) immersive theatre can act as an engaging teaching method for three dimensional concepts. This is further backed by others (Limniou, Roberts, & Papadopoulos, 2008) reporting enhanced conceptual learning when teaching chemical structures and processes. Immersive environments can be diverse in nature but a common theme seems to converge on the fact that larger screens encourages learners tend to follow and egocentric spatial strategy which has been shown as beneficial towards cognitive learning (Tan et al, 2006). Plymouth University is one of the 700 locations in the world to have an dome based immersive Vision Theatre (IVT) consisting of a large spherical screen and equipment to provide an immersive experience. Schanll (2012) reports that greater levels of immersion and presence lead to better learning, comprehension, and recall of information.   As a consequence, we (PU PSMD) in close collaboration with Peninsula Dental Social Enterprise (PDSE) decided to create an intervention that will educate children and their families to better understand the importance of oral health and the wider benefits to their overall well-being in a unique and fun way. The 'Open Wide and Step Inside' project funded by Wrigley's targets communities and neighbourhoods, or specific groups with high levels of health inequalities and provide oral health education in a fun and engaging way. We created a 12-minute oral health film specifically for the dome and the PDSE project team has been organising shows for over 600 local school children from key stage 1. This session will highlight key lessons learned and how we can extend the use of our immersive dome for T&L.

Co-authors: Tim Wheeler[2], Luke McGowan[3], Wendy Smith[4], Rob Witton[5]

QuizIt Champion - Student led formative assessments

Session E1

Arunangsu Chatterjee[1]
PU PSMD Director TELMeD

Formative assessments are at the heart of current drive towards more personalised learning approaches enabling continuous self-assessment and reflection (Vasilyeva et al., 2008). However, researchers have identified a need to enhance participation rates of learners to engage with formative assessments (Costal et al., 2010; Lin & Lai, 2013). At the same time there is a clear drive from "Assessment of Learning" to a more "Assessment for Learning" approach. Formative assessments, where used, are predominantly created by academic members of staff and can be easily perceived as "Assessment of Learning". This perception, aided with the formative nature of the exercise, most likely deters the learners from engaging with formative assessments. Through this project we aim to engage the learners proactively in the formative assessment for learning utilising game mechanics and crowdsourcing techniques. This project is designed as an easy to use device agnostic mobile application. The design embeds a 'test as you go' mode where users can 'pick up and play' for 1 minute or 1 hour depending on how busy they are. The idea of the application is to enable students to assess their knowledge via challenge based learning approach. Learners are also required to create multiple-choice questions, which peers can answer and rate whether it was a useful and accurate question, or leave a comment to the author of that question promoting reflection and collaborative authorship. Based on a bespoke scoring system, users are awarded points for creating, answering and rating questions. Leader boards show the top scorers and with the ability to follow others, users can easily see how they rank against the competition. Everything learner action in the app gets tallied for all their followers to see, and even non-followers if the learner is high enough on the leader board! Daily scores are multiplied and rewarded for consecutive daily use. Users level up as they increase their experience within the app. This experience then contributes to the scoring algorithm for answering and rating a question. Questions are marked easy, medium and hard based on other users experience in answering them and their experience in the app. The app has been developed to be a substantial yet fully automated system for students to learn in an engaging, fun and competitive framework. A dedicated in-app feature requests user feedback to aid data collection directly from users.   References   Costal, D. S. J., Mullan, B. A., Kothe, E. J., & Butow, P. (2010). A web-based formative assessment tool for Masters students: a pilot study. Computers & Education, 54(4),1248-1253.   Lin, J. W., & Lai, Y. C. (2013). Harnessing collaborative annotations on online formative assessments. Educational Technology & Society, 16(1), 263-274.   Vasilyeva, E., Pechenizkiy, M., & De Bra, P. (2008). Adaptation of elaborated feedback in e-learning. In Adaptive hypermedia and adaptive web-based systems (pp.235-244). Springer Berlin Heidelberg.

Co-author: Mr Robert Hart[2]

Maximising the Impact of Game Enhanced Learning and Simulation – opportunities and challenges

Session D Workshop

Arunangsu Chatterjee[1]
Plymouth University Business Partner

The use of digital games within formal education and professional development has received significant attention over recent years and can be considered an emerging topic in the field of Technology Enhanced Learning (TEL). Serious Games in particular are widely regarded as effective tools for simulating soft skills like problem-solving, decision-making, entrepreneurism, inquiry, multitasking, collaboration and creativity. Plymouth University has had some success across a few disciplines in using digital games or gamification to scaffold learning experiences. This workshop brings together existing and past project participants alongside interested academics who wish to explore potential to develop their game enhanced learning in to a digitall format and seeks to generate interest in other areas: The session will aim: 1.   To expand and enhance effective adoption of game enhanced learning use in formal and informal educational contexts by demonstrating existing projects and initiatives in PU and thereby encourage further engagement.   2.   To share existing experience and research and collaboratively generate further insights that may lead to more pedagogically sound digital games, thus also enhancing the intrinsic educational potential of games in educational contexts as tools that can enhance and consolidate learning.   3.   To use mutual interests among participants and generated insights in shaping up collaborative ideas to take forward and develop new projects – with a particular view toward external funding and collaboration.   4.   Further develop an emerging collaboration of academics by engaging new members from other faculties and more junior academics. Session design (subject to venue constraints/resources): We would like to organise a session around 5 pitches (in effect posters displays) at which each pitcher will talk for 4 minutes – about 5 slides – about their work. The attendees will move around the pitches – following the 20 minutes of presentations people will be able to go and talk to those hosting the stand in more detail about how they might work together or simply make connections. At present those hosting pitches would be Jonathon Mozier/Jon Lean; Dan Livingstone, Arunangsu Chatterjee/Tom Gale, Paul Warwick and Craig Newberry-Jones although this may be subject to change.   There may be some other people who wish to highlight their work with a poste/display but will not present….. Resources - poster boards, at least one large digital screen.

Co-authors: Thomas Gale[2], Paul Warwick[3], Jonathan Moizer,[4] Jonathan Lean[5], Dan Livingstone[6], Craig Newberry-Jones[7]

Erasmus+ Project – ENTELS: recontextualising and repurposing international on-line CPD courses for teachers

Session G1

Dr Jan Georgeson[1] & Linda La Velle[2]
Plymouth University Research Fellow

This workshop presents evaluative evidence from online professional development courses for teachers from four different countries, with a particular focus on how these can be recontextualised and repurposed as part of an Erasmus+ project, with partners in Spain, Lithuania and Ireland. The rationale was based on the need for 20th century-trained teachers to develop skills such as collaboration, creativity, ICT (information and communication technology), communication and problem-solving - to meet complex, ever-changing workplace requirements of 21st century learners (Dede, 2004; 2009).   Teaching quality is the single most important factor in learner achievement and, because a lack of sufficient qualified/well-performing staff has been associated with reductions in the quality of teaching in schools (Whitehouse, 2011; European Commission, 2014:10), provision of career-long CPD is increasingly important (Livingston 2014). ICT and the needs of diverse learners are skills deficit areas of particular concern (European Commission, 2014: 20).   Course design was influenced by the climate of educational budgetary restrictions across the partner countries – particularly in Spain, the lead partner - and also built on findings from previous projects involving project partners, concerned with the development of the European Key Competences and focusing on professional development, innovative and creative teaching using ICT, e-portfolios, key competences and the development of an entrepreneurial mind-set.   We are interested in exploring whether teachers engage in professional development pragmatically for career progression, or to address pressing issues in the classroom, or because of the opportunities it affords for social support at a time when teachers across Europe are concerned about their professional standing in society (Doherty, 2011; European Commission 2014).   Spanish teachers are contractually required to engage in CPD, which is not the case in the other partner countries. The courses were accordingly adapted to the national needs of teachers in Ireland, the UK and Lithuania and are currently being piloted in all four partner countries.

A needs analysis and literature review were conducted at the start of the project to inform course content and design, and the creation of a web portal and platform offering a virtual campus with communication services, guidelines for use, FAQs, facilities for webinars, discussion forums. E-learning courses consisted of 4 modules (ICT, assessment, entrepreneurialism and learner-centred approaches). Participating teachers were supported via email by a tutor.   Analysis of the data from this project is informed by our findings from previous projects about the cultural nature of reflective practice and different perceptions of the purpose of professional development

Recording lecturers with the new Content Capture sytsem

Session F Workshop

Stephen Gerry[1]
PU TIS Senior Project Manager

The ability to record lectures is something which most Higher Education providers are currently providing or are thinking of providing. Locally, Exeter, Falmouth and The University of St Mark and John are all providing this functionality. The Student Technology Survey 2016 placed recording of lectures at the top of their wish list for the next academic year. So far Plymouth has invested in a pilot and following approval from the UEG the project will be seeking to provide recording capabilities in all teaching and learning spaces in time for the beginning of the 2016/2017 academic year. The project has run a pilot and early adopters have used the content capture system in a variety of different ways to deliver recorded materials with differing learning requirements and scenarios. The content capture service supports both the steaming of content to remote sites and the flipped classroom. Statistics provided by the system show how the materials are being used to help students with revision and improve learning outcomes. The session will provide a demonstration of the content capture system and allow for attendees to have an opportunity to speak to early adopters and the project team.
The Business case is to go before the UEG on 27th April so there is an assumption at this stage the project will be taken forward

Video Literacy for 21st Century Communication

Session G3

Rob Giles[1]
Plymouth University Faculty of Business Senior Technician

"Video is the way that we, increasingly, communicate stories, news, information and even ideas to one another. It's powerful because it often transcends barriers of language and of culture. It is universal and powerful. It drives everything from politics to religion, and much in between."   Michael Rosenblum, CEO, Video Consultant & Journalist   Agency heads predict that in 2020 marketing professionals will have creative and technical abilities in addition to traditional soft skills (Card 2015). Marketing companies (Kraus, Talentridge, Bloomberg, 2016) recommend graduates develop communication skills in video-production, photo-editing and social media campaigning as well as writing copy and data analysis.   The 2016 NMC Horizon Report acknowledges 'the contemporary workforce calls for employees that are agile, adaptable, and inventive' and encourages universities to 'nurture' these attributes. The Faculty of Business is addressing this through designing assessments that require students to develop online profiles, create posters, blogs and, crucially, produce professional video presentations.   The Faculty's Educational Technology Team (FoBET) support these through running workshops, maintaining a range of online resources and being available for 1-1 help. We loan recording equipment and have a dedicated 'green screen' room that students can book. This has proved to be extremely popular, giving videos both an extra level of interest and professionalism. Students, who are usually initially apprehensive as they are "not very technical", become engaged quickly and pleased that they have acquired a 'specialist' skill.   Our presentation focusses on the Second Year MKT207 module, 'Buyer Behaviours and Relationships'. FoBET delivered a series of workshops exploring different aspects of video-production including critically evaluating advertisements (using the students' own assessment criteria, therefore raising awareness for their own videos); storyboarding; script writing; location filming and green-screening, as well as performing on camera!   It has been really satisfying to see how much these students' videos have improved since a similar assignment in their First Year. However, teaching video-production does present a few challenges, particularly in terms of students using different devices having access to appropriate software. We would like to take this opportunity to explore the implications of video literacy (including conferencing) and discuss ideas about future strategies to 'nurture' this important skill-set.   References: Card, J. (2015) Marketing 2020: next generation talent will be key to filling digital skills gap Available at http://www.theguardian.com/media-network/2015/nov/05/marketing-2020-generation-talent-digital-skills-gap (Accessed 12 May 2016)   Levy, F & Cannon, C. (2016) The Bloomberg Job Skills Report 2016: What Recruiters Want Available at http://www.bloomberg.com/graphics/2016-job-skills-report/ (Accessed 12 May 2016)   NMC (2016) 'Advancing Cultures of Innovation', Horizon Report 2016 Higher Education Edition, (p8) Available at http://cdn.nmc.org/media/2016-nmc-horizon-report-he-EN.pdf (Accessed 12 May 2016)   Rosenblum, M. (2012) Teaching video literacy for a media revolution Available at http://www.theguardian.com/media-network/media-network-blog/2012/mar/07/teaching-video-literacy-media-revolution (Accessed 12 May 2016)   5 Digital Marketing Skills Every Graduate Should Have (2016) Available at https://krausgroupmarketing.com/news/5-digital-marketing-skills-every-graduate-should-have/ (Accessed 12 May 2016)   The hard skills that start-ups really value (2016) Available at http://www.talentridge.co.uk/the-hard-skills-that-start-ups-really-value/ (Accessed 12 May 2016)

The Potential of Digital Learning in the Training of Special Needs Teachers

Session A3

Garry Hornby[1]
Plymouth University, Institute of Education Associate Head - Research

This presentation will suggest how digital learning can address the challenge of providing training for teachers of children with special educational needs and disabilities (SEND) globally. With the world-wide focus on optimizing inclusive education for children with SEND it is clear that all mainstream school teachers will need basic training in order to provide effectively for children with SEND. In addition, some teachers will need high levels of training in order to work as specialist teachers of children with SEND. This is the case in developed countries but is even more so in developing countries where there are high proportions of children with SEND as well as limited resources and geographically diverse populations. An example of how digital learning can address this challenge is provided by discussion of a blended learning, competency-based program that was developed in New Zealand. This program is briefly described and findings from an evaluation of the program involving the first set of graduates is summarized in order to demonstrate its effectiveness. Adaptation of the program for implementation across the Caribbean region is discussed in order to illustrate the potential of the program to address the challenge of providing teacher training for SEND internationally.

Co author: Marcia Pilgrim[2]

Flipping Pathology

Session E3

Catherine Hughes[1]
Plymouth University School of Nursing and Midwifery

Title : Flipping Pathology   Author: Catherine Hughes, RGN, RNT, BSc (Hons) Nursing, MSc Health and Social Care Education, Lecturer Adult Nursing, Plymouth University. Objective: A second year module for BSc Adult Nursing aimed to provide students the opportunity to gain knowledge and understanding of the biological basis for nursing care, and the rationale for pharmacological and other therapies for treatment of disease. Additional aims were to develop lifelong learning skills, engage in safe clinical decision making, and improve communication with other healthcare professions. Background: Nursing involves care during health and ill-health. This requires the nurse to be able to promote health, prevent disease, and treat illness (International Council of Nurses, 2002). Knowledge of the science of health and ill-health underpins practice and is essential content for preregistration education (Nursing and Midwifery Council, 2010). The original teaching strategy for this module was 10 two hour lectures, on a range of conditions and treatments, which affect each body system. Achievement of learning outcomes was demonstrated by production of an educational poster and a 500 word discussion, on a condition of the student's choice. Lectures were poorly attended and learning outcomes could be achieved with knowledge of only one condition and its treatment. Intervention: Flipped learning is a pedagogical approach in which instruction moves from the group learning space to the individual learning space. The group space is transformed into a dynamic, interactive learning environment where the educator guides students as they apply concepts and engage in the subject matter (Flipped Learning Network, 2014). Two drivers for this approach are technology and cost (Bishop and Verleger, 2013). Technology allows content traditionally delivered in the classroom to be delivered outside e.g. video/narrated presentation. The cost of face-to-face teaching has increased for the student and the provider; therefore the value of face-to-face time needs optimising.   Module delivery was changed so each student attended 10, two hour workshops (group size of 30-35). Students were given a list of conditions, clinical signs/symptoms, and treatments to investigate, before attending the workshop, and six timetabled hours to do this. A free core ebook, with supporting web resources, was provided but the students were directed to use a wide range of resource, such as online lectures, specialist websites, journals and textbooks. During the workshop students worked in learning sets of 5 students and were presented with clinical problems to solve/explain. The tutor worked with each learning set, and the whole group, to confirm accurate understanding and help problem solve any misunderstandings. Assessment of the learning outcomes was by written exam. All questions were used formatively during the workshop.   Findings: Material preparation was lengthy and more face-to-face time was required per tutor. 119 (cohort size 335) students responded to a survey near module completion stating dissatisfied with the volume of work and felt under prepared or mis -prepared for the workshop.   One year after module completion 55 students responded to a second survey. 22 (40%) felt they had retained more content from this module than other in second year; 34 (62%) had become a more independent learner; 37 (67%) thought they were better able to interpret patients signs/symptoms. 33 (60%) thought the flipped classroom was not an effective way to learn pathology.   Conclusion: If the learning was flipped it may be effective but not popular.   References: Bishop, J.L. and Verleger, M.A. (2013). The Flipped Classroom: A Survey of Research. American Society for Engineering Education (ASEE). 120th ASEE Annual Conference & Exposition, Atlanta June 23-26 2013. International Council of Nurses (2002) The ICN definition of nursing. Geneva: ICN Flipped Learning Network (2014) The Four Pillars of F-L-I-P™ [Online] http://www.flippedlearning.org/definition (Accessed 11/5/2016)   Nursing and Midwifery Council (2010) Standards for Pre-Registration Nursing Education. London: NMC

Enhancing Student Learning and Participation Interactively through the use of Clickers in Science and Engineering

Session E2

Dr Asiya Khan[1]
Plymouth University Lecturer in Control Systems Engineering

The use of interactive digital technologies can transform teaching and learning experience both for the student and lecturer. There has been a drive in STEM subjects (Freeman et al, 2013) towards active learning as opposed to didactic. Their study concluded that students taught in a traditional lecture were one and half times more likely to fail compared to those who were exposed to some form of active learning. However, the uptake of digital tools in science and engineering is relatively slow as compared to other disciplines. Personal Response System or simply 'clickers' are becoming popular in higher educational settings as they allow for student participation. Clickers enable students to respond anonymously in real time to a question put forward by the lecturer in real time (Blasco-Arcas et al, 2013) in a multiple choice format. These devices are expensive hence, it is necessary to determine their effectiveness in teaching and learning of science and engineering education before investing in them. The use of clickers can significantly enhance student experience and participation and lead towards deep learning (Biggs & Tang, 2011) experientially. It gives the lecturer instant feedback on areas that the students are finding challenging. Therefore, this interactive workshop will explore digital technologies as effective tools in teaching and learning specifically focussing on the use of clickers. The session will interactively explore how clickers aid towards enhancing student experience and engagement which can lead to better attainment. Therefore, the aims of the workshop are two-fold: • Highlight the challenges in re-designing content with effective questioning and encourage peer work to make the best use of technology. • How best to feed the data collected at module level by the use of clickers back to programme level and share best practice. References Biggs, J., and Tang, C. (2011). "Teaching for quality learning at university", 4th ed. Buckingham: The Society for Research into Higher Education & Open University Press. Blasco-Arcas, L., Buil, I., Hernández-Ortega, B., and Sese, F., J. (2013)."Using clickers in class. The role of interactivity, active collaborative learning and engagement in learning performance", Computers & Education. Vol. 62, pp. 102-110. Freeman, S., Eddy, S., McDonough, M., Smith, M., Okoroafor, N., Jordt H. and Wenderoth, M. (2014). "Active learning increases student performance in science, engineering and mathematics", PNAS. Vol. 111 (23).

Co-presenter: Abigail McQuatters-Gollop[2] (Lecturer in Marine Conservation)

Feedback / Feed forward

Session C2

Lee Miller[1]
Plymouth University, HPA Associate Professor, Theatre & Performance

This paper will consider the use of digital feedback to students. In theatre and performance, we have spent the past year trialling the use of MP3 and MP4 feedback following performance and presentation assessments. This form of feedback allows for a fast turn-around, and opens up the marking process, allowing students to listen to the comments and understand how marks are arrived at. This has been a process of making the way in which assessment criteria are interpreted and understood by marking teams, and this has resulted in overwhelmingly positive feedback from students.

ePortfolio Based Learning: An Immersive Approach

Session A1

Emma Purnell[1]
Plymouth University Senior Learning Technologist

This session will explore how a PebblePad has been used in a level 4 immersive module in the Maritime Business Programme in the Faculty of Business. Students were given an ePortfolio template at the start of their 4 weeks of study that contained formative and summative assessment activities and embedded Personal Development Planning skills throughout. The ePortfolio was collaboratively designed online by the module team and because many of the activities were quite structured, the Module leader was keen to ensure there was a balance of not only structuring the learning, but also personalising the experience for students.   The session will illustrate the portfolio design principles highlighting some of the key technology features and pedagogic approaches that can be considered when thinking about embedding ePortfolio based learning in the curriculum. We will demonstrate the relatively new practice of adding an 'About Me' folio page to a structured workbook portfolio approach; which provides students with a blank page, where they can create a pen portrait of themselves and their motivations through multimedia or text. Most students engaged well with overall portfolio process and the 'About me' page in particular was used in very creative and interesting ways. Short reflective pieces demonstrated the learning journey during the students' first weeks. The structured pages provided gave sections for text or uploaded evidence of any kind as responses to the activities given. Each portfolio page includes 'assessor only' spaces, providing un-editable areas for formative and summative feedback from tutors.   From a technical perspective, there is an upcoming system update to PebblePad happening soon that sees the software move from Flash to HTML5 which significantly improves the look, feel and usability of the system and as part of this session we will show you how this Maritime Business immersive portfolio looks and works in this new version and the potential to use the Pebble Pocket app alongside the portfolio.   Finally, we will discuss the plans for scaling and sustaining this practice into the next academic year and share lessons learned from the experience and we will welcome questions and comments from the audience on any of the practice shown in our session.

Co-presenter: Module Leader, Sarah Tuck[2]

Designing and delivering a new online degree: staff and student perspectives from the first six months

Session C1

Stacey Sewell[1]
Plymouth University Distance Learning Content Developer

In this paper we discuss the challenges and opportunities identified in using tools available within Plymouth University's Digital Learning Environment to facilitate delivery of a new level 6 qualification in Management Practice. This part-time programme is offered entirely online. Work-based learning, peer discussion, and reflective writing form key elements of the curriculum and the programme incorporates a rich array of learning activities and resources, including open access materials, materials repurposed from existing campus-based teaching, and materials developed specifically for this programme.   In reflecting on the planning and development of this course, we focus in particular on the opportunities offered by two key technologies (Moodle and PebblePad) and how these developments have been supported and built upon by the recruitment of subject-specialist eLearning Facilitators. We examine in more depth the use of Moodle lessons for structuring and guiding the delivery of weekly content and in supporting students balancing study and employment commitments; the use of PebblePad as a tool for reflective journaling, its use in facilitating formative feedback and supporting student retention, particularly in the context of patchwork text-based assignments; and finally we reflect on the use of Moodle discussion forums and small tutor groups during the first 6 months of the delivery of this programme.

Flipped Classroom for Computing Students

Session H Workshop

Dr Ismini Vasileiou[1]
Plymouth University Lecturer in Information Systems

Teaching in STEM and particularly in Computing is a very challenging job. Social interaction and communication is problematic in those degrees. The gender imbalance, the learning difficulties, autism and Asperger's are in the heart of the reasons why social interaction suffers. Moving towards an inclusive, collaborative and socially interactive model, has enhanced the students participation, learning and grades. The flipped classroom approach was first introduced in September 2014 and there is now an interest other colleagues to adopt it too. The aims of the workshop will be:
1. An explanation of the what geek culture is and participants will be given the opportunity to discuss the challenges of social interaction.
2. The use of iPad to demonstrate how the technology is embedded in a flipped classroom approach
3. The use of podcasts to enhance the flipped classroom approach
4. The workshop will incorporate hands on and experience the layout of a flipped classroom setting and the challenges that academics face when it comes to social interaction.

Visions, values and video streaming

Session G2

Steve Wheeler[1]
Plymouth Institute of Education Associate Professor

The third year Education Studies module 'Visions and Values' is the final hurdle for most students on the B.Ed (Hons) Primary Education programme. This challenging module focuses on personal values and professional visions of what education should be for. It draws on political, social, philosophical and theoretical perspectives and requires students to critically evaluate their professional roles and identities. This year, we set up and delivered 'learning events' that were live streamed to the web, to engage a global audience with our students during discussions. A Twitter backchannel was also used throughout the module to facilitate additional dialogue between students, speakers and the worldwide community of educators. In this session we will present an evaluation of the integration of technology and its impact on learning for this year cohort of students. We pay specific attention to how new and emerging theories of pedagogy including paragogy (Corneli and Danoff) and connectivism (Siemens) can be applied.

Guanxi 2.0: social capital within the cultural context been gathered from digital platforms

Session C3

Xu Zhang[1]
Arts and Media PhD Student

This is an introductory paper for an investigation of social capital in digital platforms. Selecting Chinese students as research target to investigate how international students uses social media (Weibo and Wechat) to manage their social networks for getting a better lived experience in the UK. Firstly, I will present a general discussion of the connection between social capital and social media. Focus then shifts to the specific fields of social participation issues. Discussion centres on how the era of SNS can bring us a new path of mobilizing international students' participation.

Key words: Social capital, Social media (Weibo & Wechat), Chinese Communities