

1. What is the value of adopting cross institutional collaborative approaches to developing learning resources?
 - Sally Jorjani (CeLLS project, SFC e-Learning Transformation Programme)
2. Should we develop tools and resources to support a particular pedagogical approach or should appropriate pedagogical approaches be applied when they are used?
 - Steve Ryan (DART project – DLiC programme)
3. What ways can we approach the integration of institutional and user owned technologies to enhance the learning experience?
 - Miles Metcalfe (Designs on Learning, D4L programme)

Facilitator: **Ian Butchart** (X4L Advisory Board Chair)



CeLLS

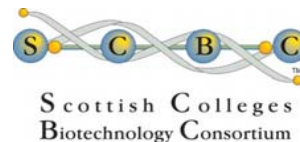
Collaborative e-Learning in Life Sciences

Sally Jorjani,
CeLLS Project Leader,
Napier University

www.cellsproject.org



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Topic today

Value of cross institution collaborative approaches in developing learning resources



Overview

- **CeLLS project**
 - Collaborative e-Learning in Life Science
 - Part of SFC e-Transformation project in total £6m for 6 projects - £1.2m funded
 - Started in May 2005
 - Finished in November 2007
- **Partners:**
 - University of Dundee
 - Napier University
 - Scottish Colleges Biotech Consortium
 - Scottish Qualification Authority
 - Interactive University



Size of Team across Scotland

- 7 Academic Partners
 - Authors
 - Expert Reviewers
- 1 National Agency
- Learning Technologists



Main Aims

- Establish a major project in transformation to student based learning within Life Sciences
- Design and develop a set of coherent and rational curricula for degree and HN programmes
- Develop interactive e-learning materials for the core part of the curricula
 - Core material



Translation....

1. To use online content to drive change in the way that students learn and lecturers teach.
2. For colleges and universities to collaborate in the creation of online resources core to HN and degree streams in life sciences.



What were the drivers/benefits

- Increased Student numbers
- Limited Resources
- Reinventing the wheel - teaching repeated in early years (focus on strengths of particular institution)
- Efficiencies



CeLLS Approach

- Identification of shared core curriculum across all partners:
 - Initial meeting
 - Pooled the Learning Objectives
 - Review by each Partner (2 out of 3 rule)



Conclusion

- Cell and molecular aspects for SCQF Level 7 and 8 (HNC/HND and 1st/2nd Year degree streams) :
 - Chemistry & Biochemistry
 - Genetics & Molecular Biology
 - Immunology
 - Cell Biology
 - Microbiology
 - Metabolism
 - 84 topics approximately



Development of Material

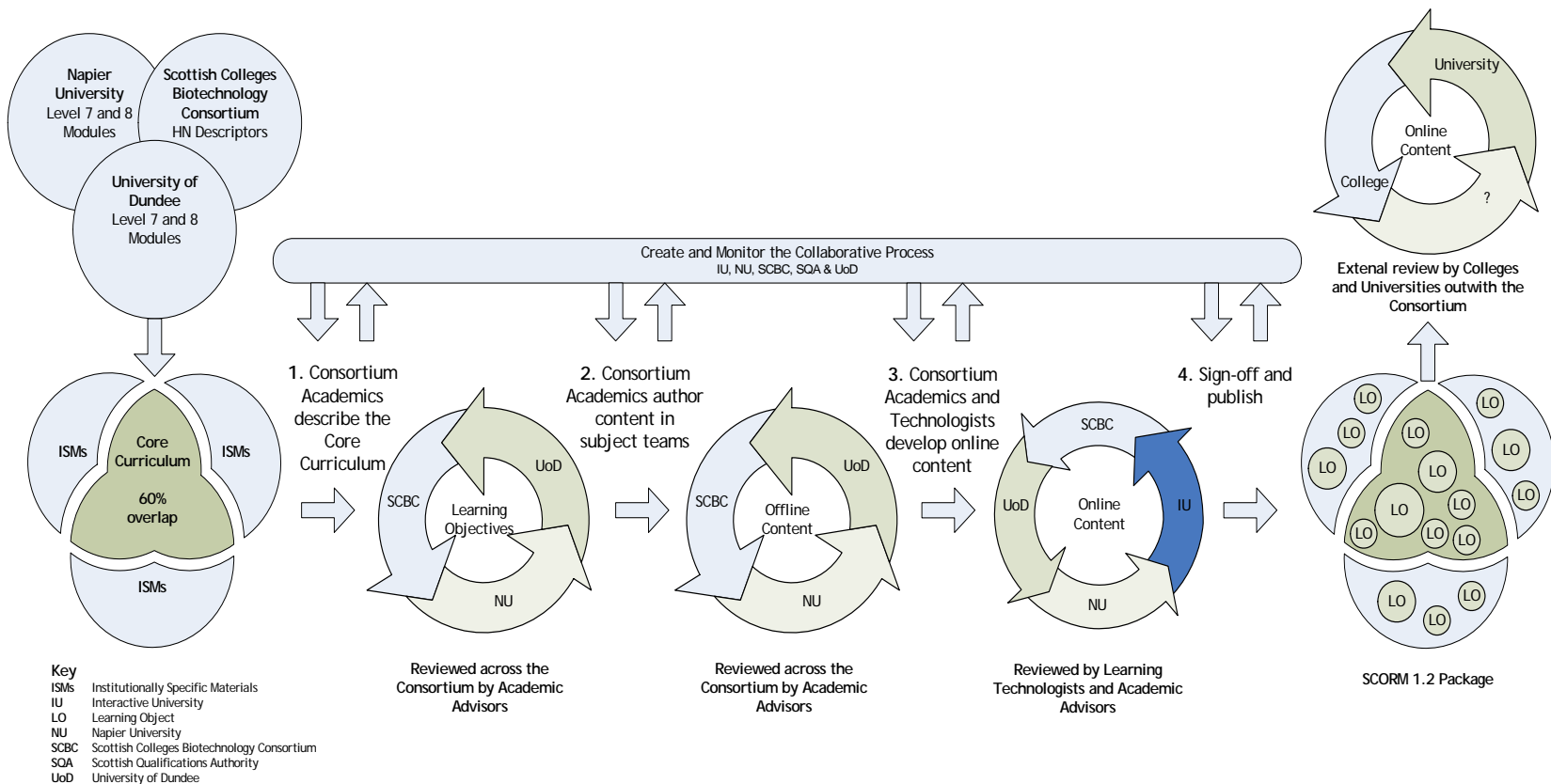
- Correct use of skills and expertise
- Project Management
- Napier, UoD and SCBC Lecturers were the authors/ reviewers.
 - Pedagogy
 - Subject Expertise
- Central resource of Learning Technologists
 - Online Development
 - Standards, Interoperability



Development of Material

- **Process/Structure**
 - Well defined: Workflow, Learning Outcomes, Guides, templates, forms, etc
 - Writing of material/assets - images, photos/interactive specifications/glossary/assessment
 - Review Process
 - Development for online
 - Review Process

• Shared QA





Value Summary

- Reduce Duplication
- Share workload
- Maximise skill set
- Shared ownership
- Understand differences in culture and work practice



Outcome of Project

- Looking at new ways to encourage independent/critical thinking students.
- Material will be used in different ways by the lecturers.
- Blended learning approach.



cells



CeLLS

Collaborative e-Learning in Life Sciences

Questions?

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Using Learning Resources

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Should we develop tools and resources to support a particular pedagogical approach or should appropriate pedagogical approaches be applied when they are used?

Some lessons from the DART project

Steve Ryan

An overview of DART

- **JISC/NSF funded project. London School of Economics and Columbia University New York**
- **Understanding better how to use digital tools and resources to enhance teaching and learning**
- **Meeting specific challenges in the teaching of anthropology, particularly integrating research and teaching**
- **Developing a range of digital library technologies**

A slice through DART

- **DART is addressing a number of issues but today, just we will look at a particular slice through the work of DART**
- **Looking at the way we developed reusable and re-purposable tools and resources**

Approach

- **Explore key pedagogic issues**
- **Rethink role of course elements that can be enhanced by digital technologies**
- **Develop tools that might help address these issues**
- **Pilot, evaluate and modify**
- **Develop a re-purposable version of the tools**
- **Use in different contexts**

Examples of tools

- What's going on
- Kolkata explorer
- Rice challenge
- Criterion

- Details on the [website](#)

What's going on



[Currency in Congo-Brazzaville](#)
[A healer](#)



03:09.5



[Associação de Turismo de Lisboa](#)

00:03.8


Close Next Show XML

Cancel Delete

Hotspot

Caption

[Painting with Blood](#)



People paint their faces with a particular mark belonging to their own iaranga.

This type of mark on the forehead is unique to the boy's iaranga.

05:15.4

Hotspots on

Subtitle

Hotspot caption

Some lessons from DART

- **Begin with the identification of real pedagogical contexts or issues**
- **Identify contexts in which technologies can contribute**
- **Development should be an iterative process working very closely with academics**
- **Importance of the engagement of the teacher as researcher**
- **Use development approaches that**

Lessons continued

- **Re-use and re-purposing will normally change the content and context of the original**
- **The pedagogical approach or assumptions will be modified as well**
- **The learning design is not “fixed” but will be actively shaped and modified by the teacher when re-using**

Summary

It is not a question of applying an appropriate pedagogy to the tools and resources, they already embody a pedagogical approach,

This pedagogical approach however is not “fixed” but (should) be modified and recontextualised as the tools are re-used and re-purposed.

**Thank You
Steve Ryan**

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<http://www.lse.ac.uk/collections/anthropology/dart.htm>

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Approaching Integration

Miles Metcalfe

User-owned/User-used

- Users **own** technology
 - Mobile phone
 - Personal computer
 - Music player
 - PDA... how many students do you see with one of those?
- Users **use** technology
 - Facebook
 - Blogger
 - iTunes Music Store
 - Amazon
 - E-Bay

- Personalisation
- Preferences
- Choice
- Investment of time
- Better equipment
- Better tools

Learning spaces

- Laptop-friendly - plenty of **power** sockets
- **Network** access is a given
- Don't be a mobile **phone nazi**
- Leverage the technology
- **Involve** learners in learning space design

Play well with others

- Shibboleth?
 - Or **OpenID**?
- IMS-Enterprise
 - Or **Microformats**?

Data-portability

- <http://dataportability.org/>
- We are **not alone**
- There is common ground between institutions and the extra-institutional web
- Invent **nothing**

The VLE is not a silo

- **Expose** institutional systems through standards-based conduits
- Provide **semantic sugar** — microformats, RDFa
- Syndicate what is **useful**

Build the scaffolding

- Don't start by **banning** Google and Wikipedia
- Find ways to **engage** user-owned technology:
 - Back-channels
 - Mobile phone voting

Easily confused

- **TheirSpace**
 - The technology is powerful, its application is infantile
- Your **Tools**
 - Learners may not have heard of a desktop RSS aggregator

A “social stack”

Personal Tools	Organise your "stuff" - by tags, in a personal portal, with desktop tools (example: a desktop blog editor, an RSS reader, an iCal client). A personal learning environment.
Group Collaboration	Knowledge: groups/teams integrate knowledge in wikis and similar group systems.
Blogs and Networks	Some items shared within a personal network and discussed. Attention becomes interest.
Social Signals	Attention: store, share, tag and classify items of interest, links, resources.
Feeds and Flows	Internal and external RSS feeds - persisted searches, sites of interest, people of interest, from a VLE.

The Headshift Social Stack

After a model developed by <http://www.headshift.com/>

Some benefits

- Extra-institutional **resources**
- Extra-institutional **communities of practice**
- **Competencies** recognised

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