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# Effective Learning Resources

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Introduced by Peter Hartley

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# This session: 4 inputs plus discussion

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- Peter Hartley
- Sarah Currier (JORUM)
- Chris Pegler (OU)
- David Walker (Dundee) and Panos Vlachopoulos (Aston)



# The brief to our presenters:

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- Offer the course participants a range of opinions and perspectives on the following key questions:
  - What do we mean by 'engaging and effective learning materials'?
  - How do we find them and how do we evaluate them?
  - If we cannot find 'ready-made' materials to suit our purpose then how do we best create/assemble/stitch together materials to plug the gap(s)?
  - What are the pros and cons of using OERs and what do we need to know about them to use them effectively (e.g. licensing and copyright issues)?



# Input 1 from me:

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- Asks – so what? – and suggests that our discussion of ‘effective learning resources’ should cover both materials/resources and new learning tools.
- Introduces materials and tools which demonstrate effectiveness.



# Effective Learning Resources: Peter Hartley

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Part 1

## **SO WHAT?**

# Effective learning resources can ...



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- allow students to work at their own pace.
- give students different/alternative explanations (e.g. where they struggle with explanations from lecturers).
- provide a richer learning experience by expanding the range of expertise which students will confront.
- provide materials in different media formats to suit different learning preferences.
- save staff time by resolving student questions and queries.
- saving staff time and effort needed to produce their own materials (and avoid reinventing the wheel).



# And we can use resources to change/improve our teaching

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- Effective learning resources which can be accessed by all students give us the opportunity to innovate in our approaches to teaching and student learning.





# Using resources effectively

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- Resources are no longer limited!
- We can use them flexibly.
- New models of tutor behaviour:
  - Instead of 'sage on the stage',  
what about the:
    - 'Guide on the side'
    - 'Meddler in the middle'

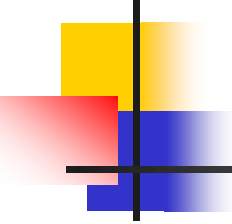
*See the work of Erica McWilliam,  
e.g. <http://www.appa.asn.au/conferences/2011/mcwilliam-presentation.pdf>*



# Unlimited resources?

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Old teaching	And now?
Library texts	Library texts
Film and video/off-air	YouTube and BOB (in the UK)
	Web searches (note C-Link later)
	Wikipedia
	iTunesU
	Collections, e.g. TED
	Specific University websites Project outputs and staff websites
	Resource banks: JORUM, Merlot etc.



# A personal example: Zimbardo's prison expt

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- When I was teaching a course on Interpersonal Communication, this lecture was one of my 'best performances'.
- This lecture is now completely redundant – I have been (and should be) replaced by 'better' online sources as you can see on the next slide.



# Zimbardo's prison expt: materials now available

Old teaching	And with OER?
Few Library texts	Library texts: books and journal articles – still limited
Film too costly; limited off-air	YouTube: original experiment with footage of participants, both now and then; commentaries; replications and simulations
	Google videos: clips and documentaries; <a href="#">SlideShare</a> : Yr 12 Psych example.
	BOB – allows download and edits
	Web searches (note C-Link later today): 75,000 results; you can quickly find both the Prison website and Zimbardo's website, and the challenging <a href="#">BBC Prison Study</a>
	Wikipedia: dedicated page (where first year students will go first!)
	iTunesU: e.g. OU Critical Social Psychology course – inc transcripts
	Web Collections, e.g. TED has Zimbardo profile with links plus <a href="#">2008 talk</a> inc photos from Abu Ghraib (how people become monsters) plus links plus blog;
	Specific University websites: MIT OpenCourseWare; OU OpenLearn;

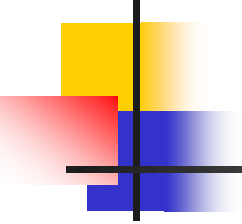


## And so ...

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- Why should I lecture on Zimbardo when all students can see the man himself in action on TED (as nearly 2.5 million people have done already)?
- How can I use the resources (e.g. original experimental footage on YouTube) to help students become critically engaged?

# New flexibilities ... one possibility



An old way	A new possibility
Lecture	Key question circulated online with weblinks
leads to	points at
reading	resources
which leads into	which (individually or collectively) take you into
	online posting or discussion, which then leads into
seminar or large group discussion	class session (may be mix of lecture and seminar/workshop activity)
	which generates
	the next questions ...

*Compare this outline with more recent discussion of the flipped classroom*

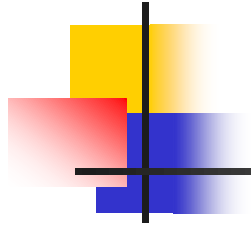


# Defining effective learning resources?

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My definition would include:

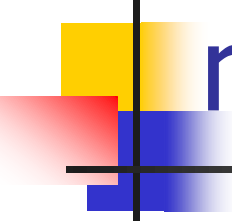
- Resources and materials which can improve student engagement and their critical thinking (e.g. OER)
- Tools which we can use to generate resources to enhance student learning.



Part 2

# EXAMPLES





# Which e-tools are essential for most or all teaching staff?

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I assume we all have:

- MS Office (or equivalent) and email
- VLE & plug-ins (e.g. Turnitin)

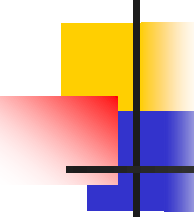
What else do we need?

Take 30 seconds to answer this question for yourself

# Which tools are essential?

## – my personal list 'this week'

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- E-portfolio (e.g. *PebblePad*)
  - Concept mapping (Cmap)
  - Screen capture (Camtasia)
  - Podcasting (e.g. feedback)
  - Twitter
  - Social networking (FaceBook)
  - Search (Google/ C-Link)
  - RLO tools (e.g. GloMaker)
  - OER (e.g. TED, YouTube)
  - Livescribe pen or equiv.
  - Survey tools (SurveyMonkey)
  - Mobile devices (e.g iPod, iPad)
  - Camera (e.g. smartphone, ipod)
  - iTunes (and the U)
  - Videoconference (Collaborate)
  - Photo editing (Photoshop)
  - Interactive multimedia
  - Blogs & Wikis (e.g. Wikipedia)
  - Speech recognition (Dragon)
  - CAA (e.g. QM Perception)

Cloud storage (e.g. DropBox)



# How do you respond to my list?

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- Are these simply the ramblings of an elderly techy/geek?
- What range of applications can we realistically expect most staff to become familiar with?
- Which applications are really important (and in which disciplines)?



# Flexible materials/tools: 3 personal examples

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- The materials:
  - Making Groupwork Work
  - Interviewer (Careers and Viva)
  - C-Link
- The rationale in each case
  - Clarify the educational 'problem'
  - Find/develop the appropriate technology
  - Implement as cost-effectively as possible





# Example 1

## Making Groupwork Work: Supporting student groupwork through multimedia and web ...


Freely available at [this website](#)


**University of Bradford**  
**University of Leeds**

# Sample screenshot



## Episode 1 - The first meeting





### Observing group behaviour


- First impressions  
Imagine that you are a...
- Barriers to communication  
What are the barriers to...
- Reading body language  
Watch the video clip again...
- Group composition  
This group was selected...
- Assumptions and opinions  
What assumptions are the...

### Scenario

Five students meet for the first time; their task to develop a group presentation outlining the barriers to learning.

Click on the play button above to view the video and then consider the points raised under

### First impressions



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# Making Groupwork Work

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## **Rationale**

- Clarify the educational 'problem'
- Find/develop the appropriate technology
- Implement as cost-effectively as possible

## **Comment**

- Students do not work effectively in groups
- Need examples of how issues can be identified/resolved.
- Materials developed with small grant from CETL

# Making Groupwork Work from the LearnHigher resources



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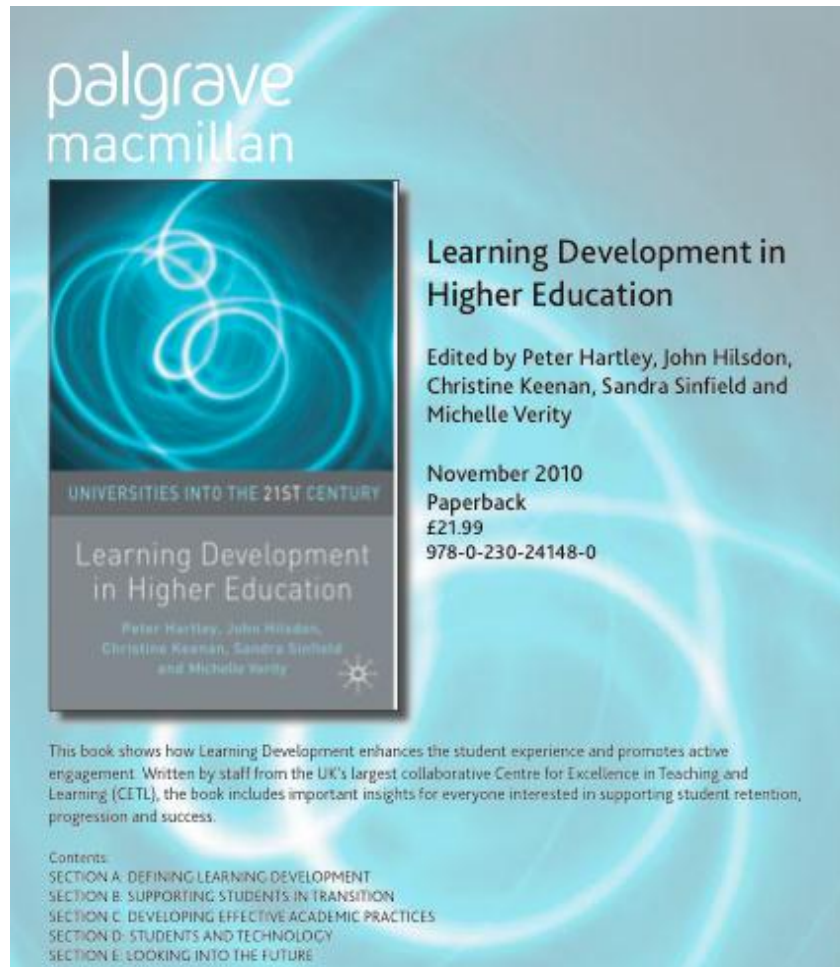
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# And the full story

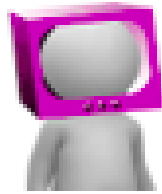


Details at <http://www.palgrave.com/products/title.aspx?pid=371507>

# Example 2



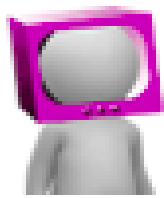
2<sup>nd</sup> edition on DVD still available from [Gower.](#)  
New online version available shortly.



**interviewer**  
improve your performance

provides:

- opportunity to respond to real interview questions, and review your performance, as often as you like
- ‘non-threat’ arena to improve skills
- additional feedback and guidance
- flexibility
  - as a stand-alone resource or as part of a course on career planning; can support staff contact and guidance.



**interviewer**  
improve your performance

does not provide:

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- The 'right answer'



Example of screen shot from the current software:

As soon as the interviewer finishes the question, your webcam switches on and you can respond and review your response.

When you review, you can look at hints and tips and consider our suggestions on what the interviewer is looking for.



# Preparing students for their research viva: a new approach

Prof Peter Hartley, Centre for Educational Development

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Prof Gina Wisker, Head of Centre for Learning and Teaching

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## Why bother?

- Postgrad students perceive the Viva process as a 'black box' – impact on anxiety and nerves.
- Students do not know how to prepare.
- Limited supervisor time and resources.
- Students may not anticipate the broader 'helicopter' questions.

## What Viva offers?

- General over-arching questions
- Flexible and unlimited practice.
- Self and/or peer assessment.
- Onscreen feedback.
- A process for preparation.
- Potential use with supervisors.



## What users think?

- 'saved my life'.
- 'would not have known where to start without it'.
- 'gave me a process to plan my preparation'.
- 'boosted my confidence'.



# Interviewer and Viva

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## **Rationale**

- Clarify the educational 'problem'
- Find/develop the appropriate technology
- Implement as cost-effectively as possible

## **Comment**

- Students do not perform to their best in interviews/vivas.
- Need system which supports interaction and reflection.
- Online solution will be minimum cost to HEI/  
no cost to student.

# Example 3

## Info Search into Cmap: C-Link

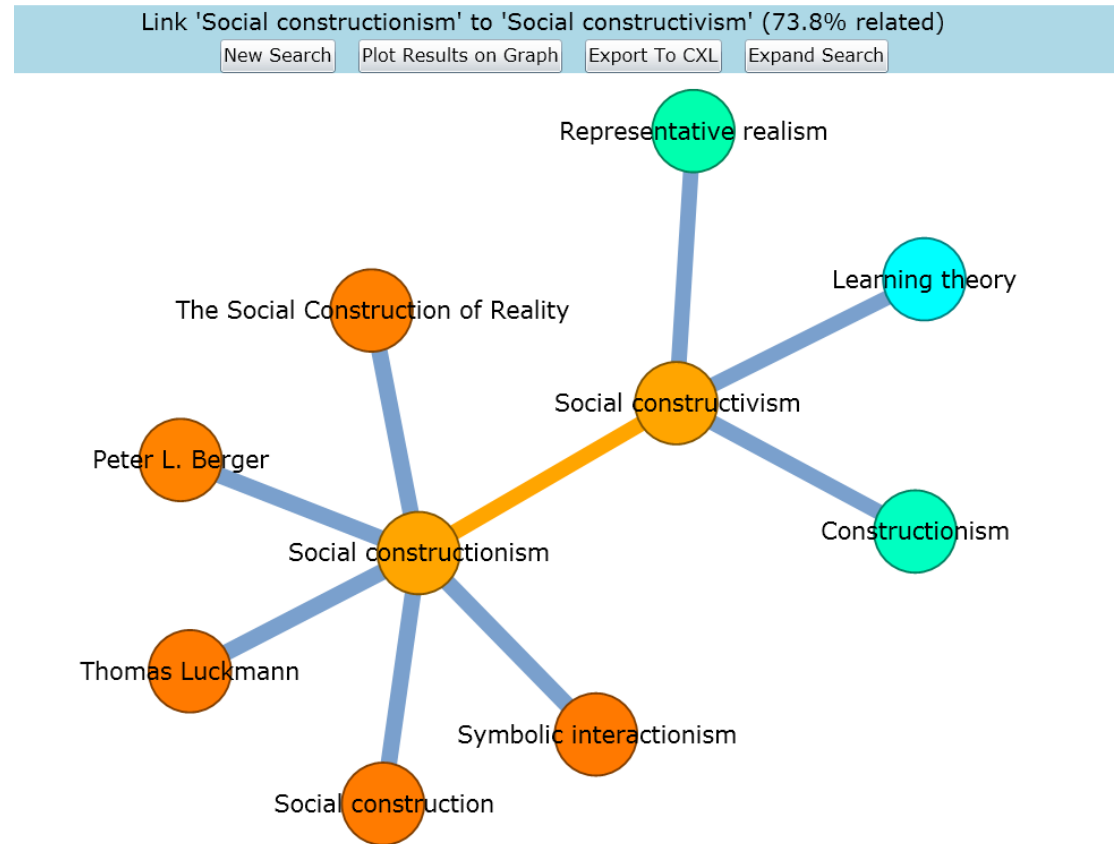
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- A new search approach to identify links and paths between concepts.
- Can export into concept maps (Cmap).
- Currently set up for Wikipedia
- To explore and use C-Link:
  - Go to [www.conceptlinkage.org/](http://www.conceptlinkage.org/)
  - To go straight into the tool:
    - [www.conceptlinkage.org/clink/](http://www.conceptlinkage.org/clink/)



# Example map generated by C-Link

*This map was chosen  
as it is very simple but  
does show how related  
terms can have very  
different origins and  
histories.  
Most searches deliver  
more complex maps.  
The maps can be  
exported so that  
students can do further  
work on them.*





# C-Link

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## **Rationale**

- Clarify the educational 'problem'
- Find/develop the appropriate technology
- Implement as cost-effectively as possible

## **Comment**

- Students do not information search critically or effectively
- System builds a map of relationships to stimulate enquiry
- System developed in JISC project – now freely available.



## And so ...

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- Ever-increasing range of useful and accessible materials and tools.
- Can offer learning experiences which are not practicable or achievable by traditional means.
- We can all get involved in this!