

Media Literacy in the Digitalised Era: Supporting Teachers through a Whole-School Approach

MODULE 1: DIGITAL TEACHING AND LEARNING



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Module 1: Digital Teaching and Learning

DESCRIPTION

This module explores ways of learning and teaching with technology. The module introduces a series of digital tools, platforms, and techniques that can support lesson planning, assessment design, marking and feedback delivery and facilitate student learning and engagement. In addition, the module includes hands-on sessions that aim to boost your confidence by not only allowing you to test some of the digital tools and platforms discussed throughout the module but also providing you with ideas on how to use technology in your lessons.



Module 1: Digital Teaching and Learning

LIST OF TOPICS

TOPIC 1: DIGITAL TOOLS AND RESOURCES

TOPIC 2: SOCIAL MEDIA AND CLASSROOM COLLABORATION PLATFORMS

TOPIC 3: DIGITAL ASSESSMENT AND FEEDBACK TOOLS

TOPIC 4: DIGITAL CURRICULUM AND MOOCS



Module 1: Digital Teaching and Learning

SYLLABUS

Topic 1: Digital Tools and Resources

- Explore the use of digital technologies in teaching.
- Understand how students learn with technology.
- Familiarize yourself with a range of open-access digital tools and resources for teaching and learning.

Topic 2: Social Media and Classroom Collaboration Platforms

- Understand what social media is and how it can be used in teaching.
- Discuss the advantages and disadvantages of using social media (incl. social networking sites) in teaching.
- Familiarize yourself with a variety of classroom collaboration platforms.

Topic 3: Digital Assessment and Feedback Tools

- Understand what good feedback is and how can technology enhance it.
- Explore ways of delivering memorable feedback with the use of digital technology.
- Understand how to design assignments using a variety of digital tools.

Topic 4: Digital Curriculum and MOOCs

- Explore ways of including digital technologies in the curriculum in a non-repetitive way.
- Understand how distance-learning complements in-class learning.
- Learn how to teach online and how to design a MOOC.
- Assess the digital level of your school and draft a digital strategy for your school.

Topic 3: Digital Assessment and Feedback Tools

BRIEF DESCRIPTION AND SUB-TOPICS

This topic aims to discuss a variety of ways of using digital technology to support different types of assessment and to deliver effective feedback. Case studies and ideas of how to enhance assignment design and feedback delivery will be explored.

The following will be discussed:

- Understanding assessment and designing assignments using digital tools.
- Improving feedback and feedback delivery with digital technology.
- Using technology to support different types of assessment.



Topic 3: Digital Assessment and Feedback Tools



Norton (2009) analyses three major area in assessment: assessment design, feedback and marking.

Following this distinction, in this lecture we will look at how technology can assist with assessment design, improve feedback and make marking easier.



Topic 3: Digital Assessment and Feedback Tools

Four ways in which assessments can improve student learning:

- Evaluate students' learning and give them a sense of achievement;
- Helps students understand what their weaknesses are and how to improve;
- Provide feedback to students - when it is clear and innovative this feedback can improve student learning;
- Develops students' capacity to evaluate the quality of their own work;
- Assessment results inform teaching and therefore, indirectly enhance students learning.

Joughin (2009: 2)

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Topic 3: Digital Assessment and Feedback Tools

Using technology to support different types of assessment

So, how can technology help?

- More variety in assessment types and tasks (e.g. use of multiple-choice quizzes that provide automatic feedback).
- Collaborative assignments.
- Online paperless assignment submission.



Topic 3: Digital Assessment and Feedback Tools

Using technology to support different types of assessment

- Examples of digital tools and apps that support formative and summative assessment in the classroom:

- Animoto
- AnswerGarden
- AudioNote
- Backchannel Chat
- Biblionasium
- Socrative



Topic 3: Digital Assessment and Feedback Tools

What is feedback?

- 'a process of identifying gaps between actual and desired performance' (Joughin, 2009: 2).
- 'good' feedback helps students understand their subject area and gives them clear guidance on how to improve their learning (Orsmond, Maw, Park, Gomez and Crook 2013: 240).



Topic 3: Digital Assessment and Feedback Tools

- ‘much staff time and effort goes into producing assessment feedback, but very little effort is made to examine its effectiveness’ (Price, Handley, Millar, O’Donovan 2010:277).



What makes effective feedback?

<https://www.youtube.com/watch?v=LjCzbSLylwl>



Topic 3: Digital Assessment and Feedback Tools

Enhancing feedback and feedback delivery with digital technology

More factors to consider when reflecting on what effective feedback means:

- ❑ 1. Helps clarify what good performance is (goals, criteria, expected standards).
- ❑ 2. Facilitates the development of self-assessment (reflection) in learning.
- ❑ 3. Delivers high quality information to students about their learning.
- ❑ 4. Encourages teacher and peer dialogue around learning.
- ❑ 5. Encourages positive motivational beliefs and self-esteem.
- ❑ 6. Provides opportunities to close the gap between current and desired performance.
- ❑ 7. Provides information to teachers that can be used to shape teaching.

(Nicol & MacFarlane-Dick, 2006)



Topic 3: Digital Assessment and Feedback Tools

Enhancing feedback and feedback delivery with digital technology


How can technology improve feedback delivery?

- Immediacy.
- Students can access and download their feedback at any time and on any device.
- Audio feedback: recording feedback is made easier.
- Video feedback.
- Real-time feedback.
- Makes feedback innovative (e.g. screen capture software is an innovative way to provide feedback on essays or reflective reports. The student can see exactly what they need to improve on as the marker highlights sections of the work and makes audio comments on each section).
- Encourages peer feedback (Watch this video and reflect on the effectiveness of peer feedback <https://www.youtube.com/watch?v=xpOckdbD4Jw>)



Topic 3: Digital Assessment and Feedback Tools

Enhancing feedback and feedback delivery with digital technology

 Watch and reflect on this case study: Using technology to improve the way we give feedback to students

<https://www.youtube.com/watch?v=YMpcawBR5uk>



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Topic 3: Digital Assessment and Feedback Tools

Enhancing feedback and feedback delivery with digital technology: How to guide

- How to record audio feedback

<https://www.youtube.com/watch?v=s0d-fzUmZ28>

- How to use ScreenCapture to give feedback

<https://www.youtube.com/watch?v=BldBDtdTIIM>

- How to record audio feedback in google docs

https://www.youtube.com/watch?v=JhE_Zc7X6BQ

- How to embed audio feedback in Word

https://www.youtube.com/watch?v=-P_4R8Uq6q4

<https://www.youtube.com/watch?v=iGXzBpKxdgk>



Topic 3: Digital Assessment and Feedback Tools

Using technology to support marking

- According to Wolf (1995), markers acquire fixed habits in their marking, which can influence their grading in ways that they may not be aware of.
- Technology can help make marking fun for both teachers and students.
- Technology reduces considerably the amount of time teachers have to spend marking.



Topic 3: Digital Assessment and Feedback Tools

SUMMARY

This lecture discussed and explored a variety of ways of using digital technology to support different types of assessment and to deliver effective feedback.

Got any questions?



You can find us at <http://meldeproject.eu>



Topic 3: Digital Assessment and Feedback Tools



REFERENCES

- Joughin, G. (2009). Introduction: Refocusing Assessment. In Joughin, G. (ed.) *Assessment, Learning and Judgement in Higher Education*. Springer Science Business Media.
- Norton, L. (2009). Assessing student learning. In Fry, H.; Ketteridge, S.; Marshall, S. (eds.). *A Handbook for Teaching and Learning in Higher Education: Enhancing Academic Practice*. New York, Oxon: Routledge. 132- 149.
- Orsmond, P., Maw S.J, Park, J.R., Gomez, S., Crook, A.C. (2013). Moving feedback forward: theory to practice. *Assessment & Evaluation in Higher education*. 38 (2). 240-252.
- Price, M., Handley, K., Millar, J., O'Donovan, B. (2010). Feedback: all that effort, but what is the effect? *Assessment & Evaluation in Higher Education*, 35 (3), 277-289.



Topic 3: Digital Assessment and Feedback Tools



EXTRA RESOURCES

1. Using technology to provide feedback
<https://www.reading.ac.uk/internal/engageinfeedback/writtenassignments/efb-UsingTechnologyToProvideFeedback.aspx>
2. Teachers, how do we use feedback with technology?
<https://k12teacherstaffdevelopment.com/tlb/effective-feedback-using-technology/>
3. How can technology be used with assessment, evaluation, and curriculum redesign?
https://www.thirteen.org/edonline/concept2class/assessment/explor_sub4.html
4. Recording educational videos <https://www.youtube.com/watch?v=IFL6k-qwUaE>
5. How to make white board videos <https://www.youtube.com/watch?v=a5Kqpnx8fvw>



GLOSSARY

Term	Definition
Assessment	A task given to students as part of a course.
FEEDBACK	'a process of identifying gaps between actual and desired performance' (Joughin, 2009: 2).
Audio feedback	Feedback recorded using a digital device and provided to students as an mp3 file or a link.
Video feedback	Feedback recorded using a digital camera.

