

# Interactive Essay's: using multimedia and digital networks in summative assignments



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## Background

BA Education Studies focus –College-Based HE

Technology strand running across all three years – only college-based provision on JISC Exemplar Case Studies for H.E. 2016

Emphasis on critical reflection of technology enhanced learning with practical application of knowledge central to TLA Strategy of strand

Student groups 20-30 in number; age ranges 19 – 50; 90% female;

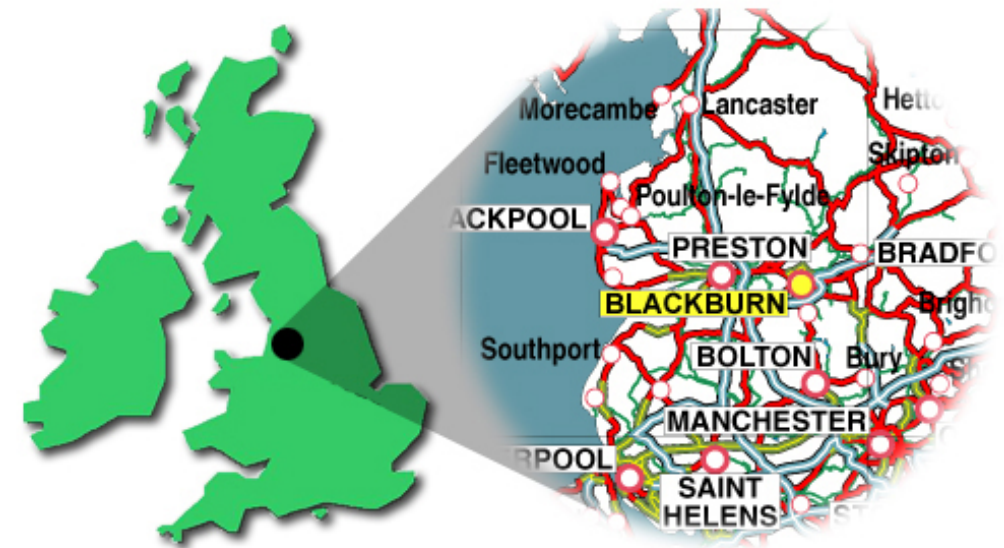
## Issues

How to model TEL approaches on traditional courses

Need for assessment models that reflect changing emphasis to TEL

Need for assessment models that allowed application of various theories

Concern over staff/ student acceptance of innovative assessment approaches



# Interactive Essays

Level 5 assessment  
3 key principles:

1. Students select title/focus of essay
2. Multi-modal approaches to presenting knowledge
3. Students create network and share essay prior to submission

Students as:

- Producers
- Designers
- Creators
- Researchers
- Networkers
- Presenters

Critical approaches

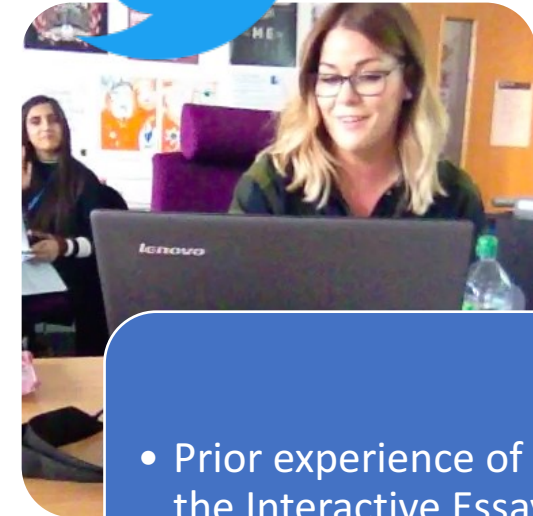
Constructive Alignment

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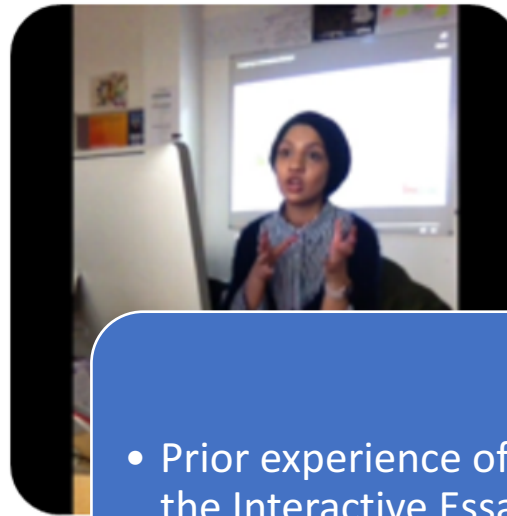


# Motivation To Apply for the Internship

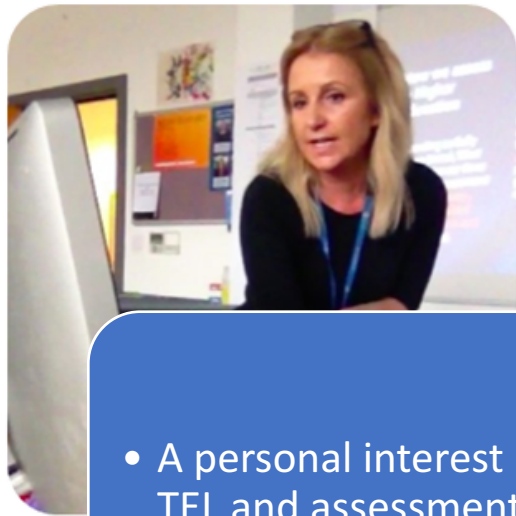
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- Prior experience of the Interactive Essay
- Enhance my own collaboration skills
- An interest in TEL



- Prior experience of the Interactive Essay
- Desire to share this experience



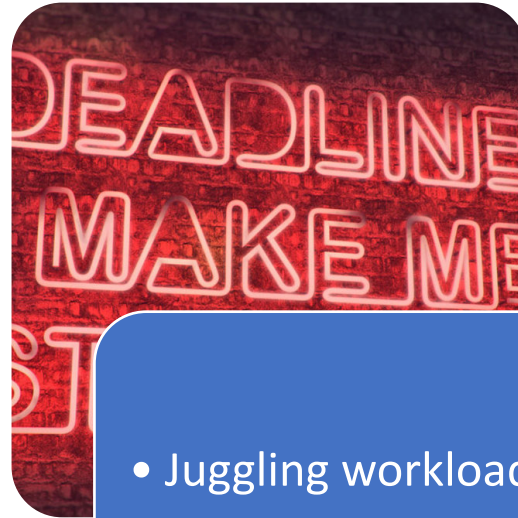
- A personal interest in TEL and assessment methods
- A desire to be involved in a research project involving students and teachers



# Student Intern Challenges



- Juggling workload
- Working with others
- Sometimes unclear about my role



- Juggling workload



- Presenting
- Networking face to face



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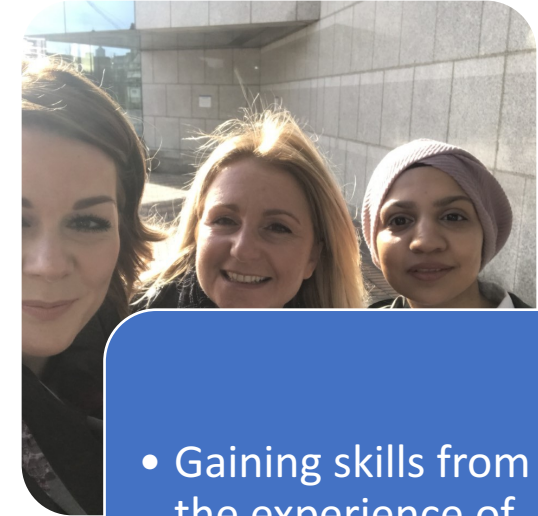
# Internship Highlights



- Attending conferences
- An intern team member
- Presenting to students



- Attending Digifest
- Exploring further TEL



- Gaining skills from the experience of being a part of the research team

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Recent  
feedback

“...gave me a better understanding”

“...helped me with further reading”

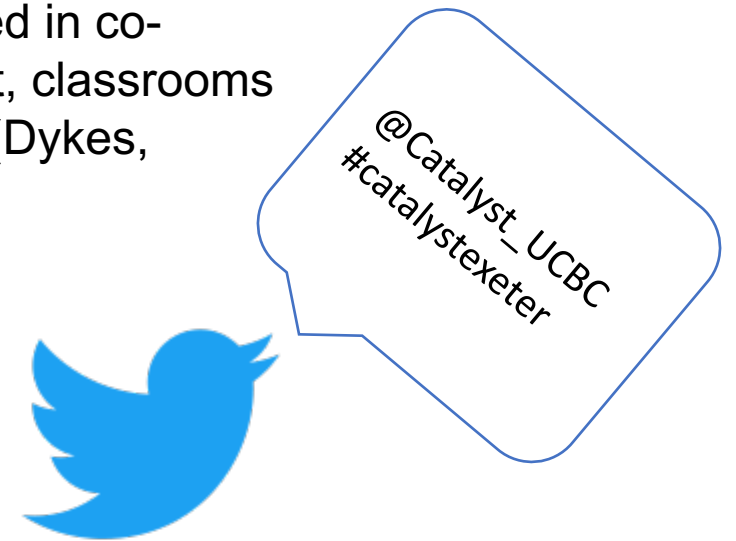
“I would have liked to book one to one sessions with the interns, more time with the interns”



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‘Today’s learner is engaged in diverse online networks and communities that shape the way information is received and understood... In essence, learners are engaged in co-creating knowledge in their everyday lives. Yet, classrooms are moving very slowly to embrace this shift.’ (Dykes, Furdyk, Hassan & Corriero, 2013)





- **Communication:** Focused content, developing networks and communities
- **Creativity:** Using technology and making it work
- **Critical Thinking:** Seeking feedback from others, Using technology and making it work
- **Problem Solving:** Using technology and making it work
- **Collaboration:** Seeking feedback from others, working with student interns
- **Citizenship:** Focused content, developing networks and communities, writing for wider audiences, understanding the sector, locating themselves, working with student interns
- **Character:** Writing for wider audiences, understanding the sector, locating themselves, working with student interns

Characteristics of Deep Learning (Fullen & Langworthy, 2013)

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### **Next Steps:**



**Work with colleagues in different areas (Engineering; Coaching & Mentoring/Counselling; Business; Fine Art; Graphic Design) to gauge:**

- **Replicability of the Interactive Essay in different disciplines**
- **Staff responses and positives/ issues across disciplines**
- **Student responses**

**Engage with partners at Edinburgh Napier to explore links to Digital Dissertation on MA programme**

**Recruit Student Interns for Year Two (recruitment and interview process led by the current interns)**