Assessment and a Manifesto for Teaching Online

Student writing: innovative online strategies for assessment and feedback

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The MSc in E-Learning
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The MSc in E-Learning
The MSc in E-Learning

Week by week

This course is broken down into three sections, each with a conceptual theme: synchronicities, heuristics, and processes. The design takes you progressively through a range of technologies, building on each other and improving as we go, from discussion boards, through to Skype, SecondLife, and finally desktop videoconferencing (via Hypertext, published and wiki). It's a bit of a rollercoaster, but we think you will enjoy it.

You will be working with quite a few course tutors over the coming weeks, with each week tied to a specific tutor by different members of the programme team. The course is deliberately designed in this way so that you can meet us all and we can all meet you. This helps when it comes to choosing optional courses later in the programme. As you will be more likely to know the course leader, he will help you decide which optional courses to take. The above table details which seminars you will be attending which week.

Continuity is provided via your writing and the relationship you will be building with your course personal tutor.

| Section 1: Synchronicities | Activities for weeks 1 to 5 |
| Section 2: Heuristics | Activities for weeks 6 to 9 |
| Section 3: Processes | Activities for weeks 10 and 11 |

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Chat History with IDLE Chat - Clara:

Created on 2008-10-10 15:03:17.
2008-10-10

Clara O'Shea:
Hello everyone!

HC:
I am here Clara

Dave Appleby:
Hello Clara

Alison Johnson:
but its sunny over here

marieleadbetter:
Hellooo!

HC:
Hi, have you come over?

Clara O'Shea:
Yay!

Clara O'Shea:
So what time is it and where is everyone?

Dave Appleby:
I am at home in Bedford. It is 2PM.

Alison Johnson:
its 206 and 1 am home in Grantham

Dave Appleby:
OK it is 206 in Bedford also

Clara O'Shea:
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Digital assessments aplenty

How do people learn to be good digital citizens of avatar worlds?

The range of skills that a digital citizen needs to attain in order to function as a 'good citizen' within their chosen avatar world is a product of the possibilities offered by that world, and the guidance and communities of practice within that world. Good in-world guidance along with strong, actively fostered debate produces an environment where digital citizens are drawn into a culture of acceptable use by participation, mentoring, guidance, peer pressure and appropriate moderation. Real world values such as respect, tolerance, and good communication skills are all equally of value in-world, and possibilities clearly exist for translating good in-world citizenship into good real world citizenship and vice versa.

A few introductory notes

Citizenship

Avatar Worlds

Digital Citizenship

References

Various works from the MSc in E-Learning student gallery at http://online.education.ed.ac.uk/students/student-gallery/
Digital assessments aplenty

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Final Assignment for the Unit
An Introduction to Digital Environments for Learning
M Preston
May 5th 2007

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The Internet, Memory and Media

Roadmap

Conclusions

Bibliography

Web 3 or the Semantic Web

Web 2

Tools Skills and the Possible

Scholarly Communication
Demands and Realisation

Tools Used Here

What Is Effective Scholarly Communication?

Multimodal Learning

Final Assignment for
An Introduction to Digital Environments

M Preston
May 5th 2007

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Augmented Reality, Mobile Learning and Lower Manhattan

by Michael Gallagher
1 year ago

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[1] THE RABBIT HOLE

JANUARY 3RD, 2010 - NO COMMENTS

'...the boundary between science fiction and social reality is an optical illusion - Donna Haraway


Assessment Criteria.

Part 1 – The Rabbit Hole

A lifestream-based learning presence is a rabbit-hole to a wonderland, the can-opener to a madhouse. It encourages fun, playfulness — the harvesting of content and resources from previously ‘un-academic’ areas and the exploration of surprising avenues of cyberspace — a playful learning experience. But just how mad is the madhouse? And do we care?
A little context

student writing: innovative online strategies for assessment & feedback

The **MSc in E-learning programme** at the University of Edinburgh is innovative both in the context of the field of e-learning, and in the context of the University. It stands out because of its experimental approach to course design and teaching and its critical and theoretical perspectives on online learning, and it is strongly underpinned by the **excellence, energy and commitment of its participants**.

**Student writing: innovative online strategies for assessment & feedback** was funded from 2009-2011 by the Principal's Teaching Award Scheme at the University of Edinburgh to take a closer look at some of the programme's practices. Our goals were to understand better how our approach works, how to make that approach even better, and how to share what we have learned with others interested in online and distance learning. Over the past two years the project has been an important source of insight into the assessment, feedback and digital writing practices of the MSc in E-learning.

The key data generated by the project were a series of student-led ethnographies of courses, where students acted as participant observers and kept field notes that were analysed and used to develop three key project themes:

- **Feedback cultures**;
- **Negotiating tensions: isolation and community; silence and noise; absence and presence; individuality and convergence; freedom and constraint**;
- **Emotion, conflict and investment**.

http://www.education.ed.ac.uk/swop/
What does digitality ‘do’ to assessment and feedback practices?

• Student-led ethnographies
• Assessment stories wiki
• Multimodal roundtables with colleagues and students
• Team conversations
Manifesto for Teaching Online

Distance is a positive principle, not a deficit. Online can be the privileged mode. The possibility of the ‘online version’ is overstated. The best online courses are born digital. By redefining connection we find we can make eye contact online. ‘Best practice’ is a totalising term blind to context — there are many ways to get it right. Every course design is philosophy and belief in action. The aesthetics of online course design are too readily neglected: courses that are fair of (inter)face are better places to teach and learn in. Online courses are prone to cultures of surveillance: our visibility to each other is a pedagogical and ethical issue. Text is being toppled as the only mode that matters in academic writing. Visual and hypertextual representations allow arguments to emerge, rather than be stated. New forms of writing make assessors work harder: they remind us that assessment is an act of interpretation. Feedback can be digested, worked with, created from. In the absence of this, it is just ‘response’. Assessment strategies can be designed to allow for the possibility of resistance. A routine of plagiarism detection structures in a relation of distrust. Assessment is a creative crisis as much as it is a statement of knowledge. Place is differently, not less, important online. Closed online spaces limit the educational power of the network. Online spaces can be permeable and flexible, letting networks and flows replace boundaries. Course processes are held in a tension between randomness and intentionality. Online teaching should not be downgraded into ‘facilitation’. Community and contact drive good online learning.

Written by teachers and researchers in online education. University of Edinburgh MSc in E-learning 2011

http://onlineteachingmanifesto.wordpress.com/
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• Assessment is a creative crisis as much as it is a statement of knowledge.
For more

• The SWOP project:
  – http://www.education.ed.ac.uk/swop/

• The manifesto page:
  – http://onlineteachingmanifesto.wordpress.com

• The video version by James Lamb:
  – http://onlineteachingmanifesto.wordpress.com/the-video/

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