

---

# SYNOPTIC DEVELOPMENT OF LEARNING & TEACHING ACTIVITY

EDU130 PGCHE Assignment 8 by Darren Whittington 08/15

---

## ABSTRACT:

This assignment looks at the practical problems faced with increasing cohort sizes whilst running briefs with industry that already have a limited interaction time with the industry knowledge giver and how we can embrace technological solutions to maintain/improve the student experience and quality of formative feedback for the individual at key stages within the teaching environment.

## PART 1.

### CONTEXT:

There are 3 key impact times for industry engagement when running a brief on BA(Hons) Creative Advertising, 1. The briefing, 2. The interim feedback, 3. Final presentations. Currently these 3 sections have been well balanced with a cohort of 26 students giving the visiting lecturer(VL) plenty of time to answer questions and give feedback accordingly within the framework already developed in EDU110 Assignment 2(1). Next years cohort will be 40, the predicted year coming after this is in the region of 70. It is therefore essential to create a sustainable structure to maintain industry engagement with a full cohort without simply splitting the groups and doubling the briefs and workload.

Having listened to Matt Johnstons lecture about his Open class model for Photobook club(2) it's clear that creative based learning can work using technological solutions to create online environments for self directed study and feedback engagement, it therefore seems timely to consider a new model for best practice that can help deliver a continued relationship with industry that doesn't get strained under the pressure to deliver huge amounts of feedback, developing time constraints and a revisit to the flipant nature of feedback as discussed in EDU110 Assignment 2(1) and also a model that helps students be a part of the development process, take ownership of the briefing sessions, the interim feedback and use the final presentations more effectively to foster long term relationships with industry, improve their employability skills through a personalised learning cycle following Kolb's theory(3) of reflective practice to maximise the opportunities presented to the student.

Matt Johnstons Keynote at UWE Bristol(2) discusses the relationship between being a teacher and curator, using the originator of the work/thinking to engage with students whether as a VL or remotely, this is exactly the same role we play when working alongside industry but Matt uses this curation role to empower students to take ownership of the experience, interview the VL, pose the questions, discussions, take it out of the classroom to continue the conversations online and in turn broaden their knowledge and feedback through self directed discovery.

Matt eloquently breaks his role down into 3 core areas which could to make a good framework to build my own best practice model within the context of the modules and course when working with industry and beyond:

1. Autonomy & Entrepreneurship - We support students to make work and ask questions openly
2. Community & Networking - We place students at the center of communities
3. Publicity & Partnerships - We provide platforms for launching initiatives and collaborations

Using these 3 principles alongside the 3 core areas of interaction between student and industry we can start to build an effective way of empowering students to take ownership of the interaction and help build a framework to support their self directed study alongside the infrastructure of the in-class seminar and notions of formative feedback.

Currently students are given everything they need, we help write the brief with the industry contact, the visit, review the context, do the research and how the feedback should be delivered, we also dictate the way students choose to present and how the final presentations are delivered to the agency either on campus/online/in agency.

With this new model that is being developed it needs a better balance to engage a larger cohort, one that enables them to learn from one another's experience by sharing insights and knowledge, learning from others questions posed and responses given, this richer source of knowledge goes beyond the boundaries of the class room for all to respond too and add/take away. For instance a question may be posed in lecture but tweeted online to gauge wider responses to better inform the answer, equally other sources could be added to a live discussion for commentary.

This balanced with the in-class structure of learning teams and critiques can better inform these sessions where students will come with work and questions well founded rather than coming to a critique praying they are in the best place for timely reflective feedback.

Humanising online communities is one thing but time to respond for the tutor and industry is always going to be restricted and even more so with a larger cohort. These online communities therefore should help the student get a better picture of the effectiveness/understanding of their work with others to come prepared to a crit to pose questions rather than be asked questions of, a level playing field where industry and tutor become mentors "in an environment that is reciprocal based on mutual respect where mentor and student have benefits to offer one another." Barret<sup>(4)</sup> and in doing so adding to the knowledge and affirming decisions being taken by the student and encouraging a professional ownership of their work.

Student ownership is going to be key to running industry engagement projects with larger cohorts, but so is their ability and willingness to share information and knowledge, without this the class room just expands and time becomes less.

For the industry knowledge giver/VL this becomes more interactive, briefings don't have to be delivered in lectures/seminars, they can be delivered via pre recorded online resources and time on campus better spent sharing knowledge and affirming student thoughts and directions. Interim feedback sessions could play a bigger role for students creating case films that industry can view in their own time, around work loads or give dedicated time on campus. Final presentations can be better informed, delivered via Google hangout with live commentary and viewed by all to reflect upon rather than just in a closed room where students have to be confident, assertive and be willing to take immediate feedback to remember and reflect on.

Technology in this realm has a huge role to play in giving students the option to present in the way that suits them. Imagine if we reversed the roles where the VL is pre filming briefings for us but actually we pre film presentations for them and in-situ on-mass responses are reflective within the agency/on campus with the VL. This also takes the pressure off the VL to respond immediately and ponder their response to be better informed/digested before delivery, enhancing the feedback is the priority, the time allocated to it a problem of scale.

Also by pre recording material students are learning new professional skills, directing their work and reflecting on it pre presentation, this also answers a common problem with internet access dropping out through wifi systems and bandwidth being absorbed by multiple devices whilst still trying to converse with an agency via Skype and wondering why it keeps dropping out.

For industry it is important that the time is packaged into key dates, an ongoing discussion is not always

possible and imagine 70 students constantly seeking answers, rather we should use their time more wisely, be pre armed and allow the student to expand the conversations beyond the VL with other communities either in their circles or within the industry.

Seeing the VL time as precious and limited we can make the feedback more conversational within groups, and the groups sharing their feedback for others to reflect upon, feedback initiated by questions asked of their own work and reflected upon by the VL and peers, giving the VL context for all and nuanced answers to each. This phase can be physical, in studio, in learning teams but it can also work within an online community.

In past critique environments with industry we have trialed live audio recordings of feedback given to students alongside their own notations, in reflection this was highly successful because it gave the student the opportunity to revisit the comments, to affirm it's content and reflect on the actions needed to be taken to improve their work. This simple act gave the students up to 10 minutes of feedback each that they could re listen too alongside their own notations, it also gave the VL more time to talk because time wasn't needed to write feedback. The student feedback was very positive, a digitised copy emailed to them after the presentations/critique to keep/share for interpretation and reflect on when needed, a reminder, a marker and a future resource that can be integrated into the feedback framework.

The briefing is the critical part of understanding the aims and objectives of a project, the time to put it in context, question it's audience and best use of media to communicate the solution. To date these briefings have been lecture based and can easily cater for large numbers but it is biased to a one way conversation with a Q&A within a fix time frame and leaves little room for students to bounce thoughts and elevate one another's perspective of the brief.

The briefing is an essential part of the engagement in the students learning journey, it is here that they become researchers, questioners and problem solvers, but with an enhanced briefing environment we can also engage the student to explore new avenues of discovery techniques and take ownership of their own journey.

Currently to counter this we use the seminar time to deconstruct the brief and contextualise it, however this is directed by the tutor as steering group. This is where the the critical mass of cohort size will start to manifest itself with some students interacting more than others who are just aren't willing/anxious to participate. It's this participatory culture that is critical to the student experience, the need to own a project and add value to it.

Rather than quoting others at this juncture I quote an experience that revolutionised curated knowledge at Falmouth University; 3 years ago when I was using a case study of Paul McCrudden's 'Six week project' (5) where he quantifies his time spent with brands and put a value to it, when a brand took more of that time than was appropriate i.e. queing, he simply charged the company accordingly, a great case study that questions the way we interact with brands and the relationship we put on them, what I didn't expect was for the students to tweet him, start a conversation, find out more about the project and also invite him down to lead a lecture on the use of Social Media, one tweet later with myself and the deal was sealed, the originator of the content was now delivering to the student curators.

Students have a new way of communicating and researching, they just need to know they are allowed to do it and be encouraged to do so, educating each other as well as the tutor. A life skill. A professional practice skill. An employability skill.

The key aspects of delivering the same value of industry engagement will require an online community that enables conversations through connected technologies, owned and directed by the students willing to share knowledge and feedback, fed by curated content and periodic interactions with industry, all balanced with points of reflection in the studio critique environment that follows this commentary and adds to it, enhancing the collective experience of an industry brief mimicing a real world scenario through remote learning and working practices, a diversification of communications that is already normal in

working life but scaled into working communities that share knowledge in order to grow together and improve the reflective experience through the interaction of others, enhancing the individual student experience, giving the knowledge giver the time needed to interact and give quality feedback to a larger cohort.

The solution needs to address the 3 key impact times for industry engagement when running a brief ; 1. The briefing, 2. The interim feedback & 3. Final presentations, but in practice the 1st two key impact times are the ones that need most focus due to the time required for interaction and engagement. If these two core areas of process can be defined the Final presentations will already be well considered and the student prepared.

## PART 2.

### THE SOLUTION:

The solution is represented in two parts 'The Community Structure' (Appendix 1) & 'The Process in Action' (Appendix 2).

Both parts lean heavily on technology to help with cohort size and time constraints but are based on the idea of a sharing community, an exchange of knowledge. Rather than use technology to just help cater for numbers, here we are looking at enhancing the offer to the point of transforming it with modifications that redesign the task rather than tech as substitutes for traditional methods, building a framework to promote participatory culture without boundaries and evaluating it's integration following Puentedura's SAMR model of best practice<sup>(6)</sup>.

In Appendix 1. 'The Community Structure' we have a hub approach that embraces Matt Johnstons<sup>(2)</sup> framework of placing students at the center of a community that is networked, which is facilitated by the multiple actions that feed knowledge and questioning, encouraging autonomy and entrepreneurship built on platforms that promote collaboration, making and doing.

This is a cultural response to the problem, set up by the students in the first instance for each brief they encounter, we deliver the framework, they set the ground rules for collaboration, research and knowledge transfer.

In Appendix 2. 'The Process in Action' shows the stages in which the interaction occurs and where industry engagement fuels the community and develops a research model that informs a project in a proactive way.

The overall framework has flexibility in how it delivers content based on the location of the VL/agency, whether in studio/lecture/remote. Platforms can be changed based on student understanding of platforms and commonality can be implemented where required.

The basic principle is to create a community the students can own and grow, for now this is called 'Ad-Club' it's warmer than ADV320 Advanced Campaign Creation, less formal, more social and can be owned. This online community is based around Google + where you can create a profile and have multiple social circles based on work/interests/family. These are private circles but highly dynamic in the way you can interact via video/messaging and it's stable.

The core reason to use Google+ is because the students social life is already undertaken on Facebook where they are residents rather than visitors, we know there needs to be a separation with institutional platforms to make students feel comfortable using it, knowing there is little social trace and at some point post project make obsolete or keep private if a non disclosure agreement is required for front-line briefs that are live.

How it works:

## STAGE 1. - Redefinition

### The Briefing

There's multiple ways to deliver the briefing from industry(VL) whether on campus, in agency or remotely via Google Hangout/Skype or pre recorded via YouTube/Vimeo. Best practice would be to deliver the outline brief to the online community(AD-CLUB) in order to digest and formulate questions, this outline could be sent as a film/document and submitted to AD-CLUB for discussion and initial thinking.

The VL could also be watching the note taking via Twitter #hashtag to prioritise questioning/areas that could be expanded for the physical briefing.

This briefing would now be more in-depth, with informed questioning that can gather new knowledge, both parties are equal, both pre armed, both proactive participants.

### The note taking

By using Twitter the students can interact live using #AdClub, they can see the insights real time, share and save for later instantly, it also constrains them to 140 characters so it has to be concise and in return manageable to navigate later. This real-time note taking also allows the VL to interact later but also external resources/agencies/knowledge givers to interject and develop other frameworks of thinking outside of the classroom.

Notes by one and all, collected and curated via Storify to package the conversation(7). Beyond this note taking function Twitter can also be used to deliver bite sized lecture notes which can be added to the note taking conversation for later reflection and discussion in learning teams.

### Posing Questions

Google Hangout is a tried and tested piece of technology that pools the participants in the briefing together, live in a video/messaging chat forum. When delivering a briefing via Hangout students can interact live, posing questions via message on screen for all to see with a video response accordingly, equally some students with recognised disabilities under the Equalities Act 2010(8) may prefer to type questions rather than be verbal, or equally with hearing difficulties struggle to understand questions posed by others. This sense of inclusivity will help usually quiet students pose questions and have a voice.

This Q&A can run live through the Hangout in AD-CLUB, and preserved for all to reflect upon the answers given.

## STAGE 2. - Modification

### VL Head Shots

This is an opportunity to pose additional questions by a smaller cohort of students using some of the questions posed on Hangout/ pre arranged questions to get more in-depth answers on film and released

on YouTube. Directed by students, filmed by students and uploaded by students, shared on AD-CLUB.

These head shots might go beyond the VL and screen grab conversations with others at agencies on the same subject.

This allows students to build a relationship with the knowledge giver, getting a more personalised response and put the VL into context with the briefing/subject knowledge of the area. It also helps build student confidence in understanding the professionalism required to talk with industry figures but at the same time see them as an equal to unlock knowledge and understand from a willing participant. The film makers from the student cohort can be rotated per brief.

### External Research

Students will be encouraged to pose questions on the brief subject and ideas via Twitter and Google Hangout.

Twitter because it's a great way to start a conversation with someone in the right field of knowledge for the subject, join others conversations and listen to what is being said, track old conversations and reignite them.

Hangout is a great place to invite originators of relevant material/research, give them a pass to AD-CLUB to share/chair debates, whether this is a industry leader or part of the target audience that needs to be communicated too within the brief.

### STAGE 3. - Augmentation

#### Learning Teams

Learning teams will run as normal in groups of 10 focussed on good quality formative feedback but here the reflection can be expanded and notes taken by students and learning team tutor added to AD-CLUB for all to reflect upon and refer to. Here we can upload links to references and students can add their thoughts on each others work, starting the process of sharing campaigns online for commentary outside of the learning teams.

Students will also be encouraged to come to these learning teams with a question to pose about their work for others to discuss openly, this can also be translated online with responses collected and reviewed in time for the following weeks learning team.

It is also possible to trial these learning team interactions via Hangout using the MOOCS approach or even invite guest mentors to the in-situ sessions via Hangout in the tutorial spaces.

The primary function of the technology here is to open the debate outside of the classroom, a continuation of the feedback by peers, informed by tutors as mentors. It is also a point for tutor reflection as discussed by Rushton<sup>(9)</sup> "Asking the learner whether the learning met their personal needs, why it worked for them and how we can build on such small successes."

#### Interim Presentations

This is a key impact time for industry, the feedback here is more critical than the final presentations where it's primary function is to get experience, the interim feedback is the point of guidance for students knowing they are on the right track and "giving them clear direction and a fit for purpose assessment

that is for learning not just of learning” Prof. S.Brown<sup>(10)</sup>. Through EDU110 Assignment 2<sup>(1)</sup> I’ve explored a new framework for formative feedback based on the NUS Charter<sup>(11)</sup> which will be followed here but opened up to embrace the same structure but primarily in audio form.

Regardless of where the feedback is given, on campus, in agency or remotely via Google Hangout the primary need here is to collate the feedback for reflection, the ownness here is on both student, tutor and VL to make provision for this technology and capture the conversation.

We have already tried and tested the audio capture app AudioNote via tablets which not only captures full audio but also allows the user to make written notes which link to certain points in the audio. Beyond this technology we can simply use multimedia phones which most people have access too and record sound with high quality and emailed directly from the device itself.

This audio can then be used within learning teams or for online discussion within AD-CLUB.

The delivery of interim presentations can be made via YouTube for pre recorded presentations/ pdf and shared via Google Hangout for all to view and comment on and reflect on the feedback given, building a support network and also opportunities for questioning the feedback to put it in context or for clarification.

For the VL/Knowledge giver this process keeps the task manageable on a personal level and the framework put in place gives a solid structure to keep to a limited time frame but still express the main areas for reflection. By using pre delivered presentations it also give the VL flexibility around their own workload to feedback via the tutor with Q&A resolved within the learning team environment.

### Final Presentations

To date presentations have been on campus or within an agency, they are set up to be competitive to parallel a real-life pitch environment, here the situation is different because the reward is a placement/ internship. It is an opportunity, everyone is equal and everyone has a chance.

Some students might need more development through the semester but the agency has already helped to develop their skill set, their thinking, helped build a relationship for future engagement and started the process of nurturing their own well-informed talent pool that they know and have contributed towards.

Feedback here is normally in-situ, face to face, but even here technology has a role to play, whether it’s in response to the cost of travel or disability we can facilitate the need to present remotely via Google Hangout, or in-situ with a pre filmed presentation via YouTube.

Throughout the stages of this process of interaction students will have engaged in a process that allows them to inherently understand how communication channels should be used, whether for starting conversations, asking questions, creating presentations, recording feedback, delivering feedback or seeing the industry as a more approachable entity, it will have become the norm.

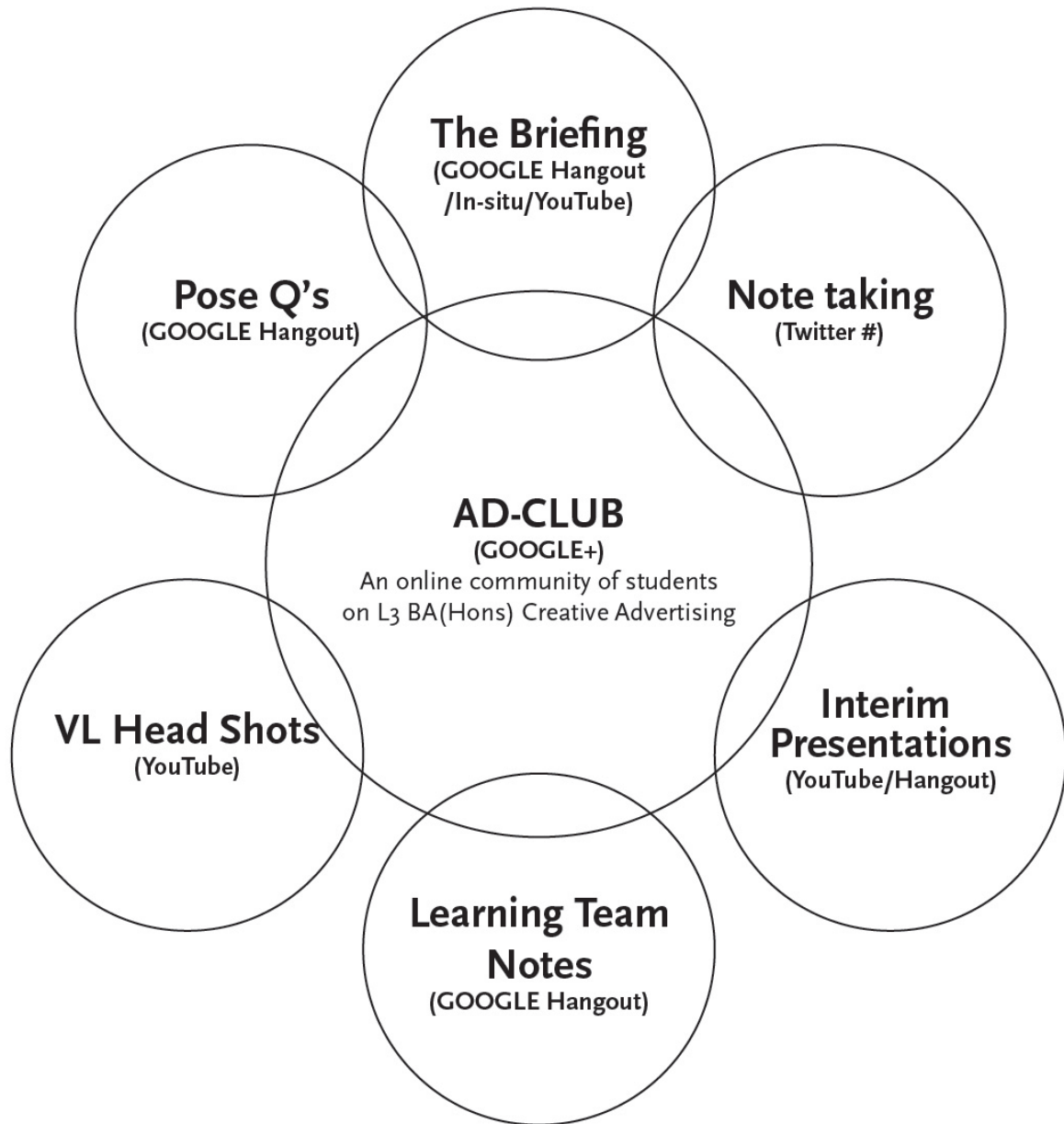
Feedback will be more engaged with by all parties and be put at the forefront of every conversation, larger cohorts will be more greatly catered for on a personal level through a proactive culture of communication “forming an information rich environment in which the student has control in discovering knowledge, but the discovery is supported and scaffolded by extra guidance functions which provide support and feedback for subsequent learning” Laurillard<sup>(12)</sup>.

## REFERENCES:

- <sup>1</sup> Whittington, Darren. Enhancing student reflective observation within industry led assessment & feedback. Available at: <http://darrenwhittington.wix.com/pause#!assignment-2/c22zx>
- <sup>2</sup> Johnston, Matt. Open Pedagogy and Engaging with Creative Industries. Available at: <http://mjohnston-photography.co.uk/index.php?/opened/uwe-keynote/>
- <sup>3</sup> Kolb, David A. 1984. *Experiential Learning: Experience as the source of learning and development*. Englewood Cliffs, NJ: Prentice-Hall
- <sup>4</sup> Barrett, Terry. 2000. Studio Critiques of Student Art: As they are, as they could be with mentoring. *Theory into practice* <sup>39</sup>, No.1 pp. 28-35. Wint
- <sup>5</sup> McCrudden, Paul. Six Week Project. Synopsis available at: <http://www.telegraph.co.uk/news/uknews/6097846/Man-invoices-Pret-A-Manger-and-EAT-for-time-spent-waiting-in-shops.html>
- <sup>6</sup> Puentedura, Rueben . The SAMR model. Available at: <https://www.commonsensemedia.org/videos/introduction-to-the-samr-model>
- <sup>7</sup> Storify. App. Available at: <https://storify.com>
- <sup>8</sup> Equality and Human Rights Commission, *Technical Guidance on the Public Sector* 2010. Available at: <http://www.equalityhumanrights.com/legal-and-policy/equality-act/equality-act-codes-of-practice-and-technical-guidance> (Accessed <sup>24</sup> April 2015).
- <sup>9</sup> Rushton, Ian & Suter, Martin (2012) *Reflective Practice for Teaching in Lifelong Learning*. McGraw-Hill, Maidenhead. Chapter 1.
- <sup>10</sup> Brown, Sally. Fit for purpose assessment. Available at: <https://www.youtube.com/watch?v=2OIL0mkHd2Q>
- <sup>11</sup> NUS. 2014. Charter on Feedback & Assessment. Available at: <http://www.nusconnect.org.uk/asset/news/6010/FeedbackCharter-toview.pdf>
- <sup>12</sup> Laurillard, D. M. (1993). *Rethinking University Teaching: A Framework for the Effective Use of Educational Technology*. Routledge, London.



## THE COMMUNITY STRUCTURE Fig 1.



### THE PROCESS IN ACTION Fig 2.

