

**Title:**                    **Structuring creative collaboration: considering the potential of Xerte to facilitate and support active, inquiry-based partnership learning**

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### **Session Learning Outcomes**

By the end of this session, delegates will be able to:

Evaluate the potential of learning technologies to structure creative collaboration in inquiry-based learning

Evaluate the particular pedagogic potentials of the Xerte technology

Locate this evaluation in the context of the contemporary challenges facing HE

Consider the potential of student-produced learning objects to support peer learning

### **Session Outline**

Evidence across the HE sector suggests that involving undergraduate students in inquiry-based learning and research-type activities disturbs research/teaching hierarchies, promotes the development of research 'mindedness', enhances learner engagement, develops graduate attributes, supports progression and retention, and prepares students for an uncertain and 'supercomplex' future (see, e.g. Brew 2006, 2010; Gunn, Draper & McKendrick 2008; Healey 2005; Healey & Jenkins 2009; Jenkins 2009; Levy et al. 2011; Pegg 2006; Yorke & Mantz 2006). There is also evidence that this approach creates an environment conducive to partnership learning, empowering students to engage in learner-led, peer-supported learning activities and to become co-creators of their own learning experience, acting as 'change agents' across the landscape of higher education (see Dunne and Zandstra 2011; Healey 2014; Kay, Dunne & Hutchinson 2010; Land & Gordon 2008; Neary & Winn 2009; Taylor & Wilding 2009). This discussion considers the potential of learning technologies, in particular the Xerte Online Toolkit, to enable and facilitate a deep, student-led partnership learning experience, where students are engaged in research-active inquiry and located as producers of knowledge, constructing editable and repurposable electronic learning objects that can be used to support peer learning. It will examine the impact and potential of engaging Xerte in this way through the lens of empirical data provided by learners involved in the creation of Xerte learning objects as part of the learning and assessment strategy on an inquiry-based research module in the Social Sciences. It will also evaluate the potential of the technology-enhanced pedagogic approach taken on this module to provide a sustainable model for active, inquiry-based partnership learning across the curriculum.

## Session Activities and Approximate Timings

The outline of the workshop is as follows;

What does the production of learning objects offer the student producer?

What do the learning objects produced offer the 'consumer'?

How can this approach provide a sustainable model for inquiry-based partnership learning?

Why Xerte?

## References

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