Title: **Engaging educators in PGCerts: from content to online collaborative creation**

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Abstract:

Session Learning Outcomes

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

- Evaluate a student-generated content approach to learning design and its applicability to PGCerts in TLHE
- Develop ideas for online collaborative activities to enable the achievement of learning objectives typical of PGCerts in TLHE
- Identify student support issues that are particular to online collaborative environments
- Suggest ways that student-generated content could enhance the design of PGCerts in TLHE

Session Outline

Key issues to be addressed are: student generated content, collaborative learning,

As HEIs respond to the need to develop accessible, flexible and student centred curricula, there is widespread concern amongst academics about the amount of time, resources and digital expertise required in order to create good quality online content. Academic and Educational Developers find themselves in the front line facing these challenges; in developing blended and online solutions for their own PG Cert programmes and in providing support for academics new to teaching who are looking for guidance in this area. This workshop explores the potential of student-generated content and collaboration, as alternatives to media rich, online, 'front-loaded' resources for PG Cert programmes. Drawing from our experience of the MSc Blended and Online Education (BOE), we will demonstrate a range of collaborative and assessment activities that are initiated in institutional VLEs and are then progressed by students in other environments such as wikis, blogs and the Edinburgh Napier Education Exchange – a social collaborative platform.

In many disciplines, the end product of student learning, (reports, essays and other artefacts), is rarely shared amongst the peer group and is often seen only by the student and their tutor (Sener, 2007). This is also often the case for students on the PG Certs in TLHE whose summative submissions may be exemplary and relevant to the practice of other students on the programme. We suggest that a model of learning design which prioritises student-generated content presents opportunities to derive educational value which would otherwise be wasted. During the workshop we will share lessons learned from our experiences with

student-generated content on the MSc BOE. We will discuss the impact on assessment and student support and consider the appropriateness of student-generated content as a model for learning design relevant to the context of PG Certs for new teachers.

Session Activities and Approximate Timings

(10 mins) Presentation - Welcome, session objectives.   Introduction to student-generated content

(5 mins) From the floor – examples of user generated content from across the disciplines in participants' institutions

(10 mins) Presentation – Examples of student-generated content matched to learning outcomes from the MSc BOE

(15 mins) Small group activity – Matching example learning outcomes to different types of online student-generated content activities

(15 mins) Small group activity – What are the support implications for these online collaborative activities?   Who should provide that support? Are the support requirements different from typical support for traditional tutor-derived content?

(10 mins) Presentation – Lessons learned from the BOE, challenges and feedback from students so far

(15 mins) Small group activity – Adapting a Module planner to embed and prioritise student-generated content and collaborative activity

(10 mins) What are the drivers and barriers to embedding student-generated content in PG Certs in TLHE?

(5 mins) Reflections, comments and close

References

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Lee, M., McLoughin, C. & Chan. A., (2008). Talk the talk: Learner-generated podcasts as catalysts for knowledge creation. *British Journal of Education Technology,* **39** (3), pp. 501-521.

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Wheeler, S., Yeomans, P., & Wheeler, D., (2008). The good, the bad and the wiki: Evaluating student-generated content for collaborative learning, *British Journal of Educational Technology. 39 (6)*, pp. 987-995.