



DIGIED19: APPLICATIONS OF TECHNOLOGY



UNIVERSITY OF
LINCOLN

Lincoln Academy of
Learning and Teaching

FIRSTLY,

THANK YOU

FOR ATTENDING THE EVENT

Thank you for attending our Digied19: Education in a Digital Age event. We hope you enjoyed your experience at the University of Lincoln.

The aim of this guide is to support academic staff with embedding digital content inside of the curriculum in new and innovative ways. We have taken the presentations & workshops from the day and shared resources and innovative pieces of practice from across the University.

Each of these resources are designed to support and inspire new approaches to teaching. The Digital Education team are happy to support any staff/ students who would like to embed new practice inside of their curriculum. If you would like to discuss this with a member of our team you can find information on how to contact us on the back page of this booklet.

Thank you again for attending the event and we look forward to working with you in the future.

Daniel Wakefield

Digital Education Engagement Officer



> CONTENTS

WORKSHOPS

VIDEO : A NEW FRONTIER.....	5
CHALLENGES & BENEFITS OF DIGITAL EXHIBITIONS IN A PROJECT-BASED ASSESSMENT & MAXIMISING STUDENTS' DIGITAL CAPABILITIES THROUGH PROJECT-BASED ASSESSMENT.....	6
360 VIDEO: CREATING INTERACTIVE RESOURCES.....	7
INCLUSIVE, ACCESSIBLE LEARNING MATERIALS: QUICK AND EASY TIPS.....	8
TEACHING BACKWARDS: USING WEBAPPS FOR STEM EDUCATION IN THE DIGITAL AGE.....	9

PRESENTATIONS

ONENOTE ENABLED DIGITAL JOURNEY THROUGH A UOL 4/0 CHALLENGE BASED PROJECTS	11
TEACHING MORAL PHILOSOPHY WITH VIRTUAL REALITY.....	12
USING DIGITAL TOOLS TO BUILD A COMMUNITY.....	13
EVALUATING THE USE OF SCREEN-CAPTURE MARKING.....	14
DEVELOPING ACTIVE READING SKILLS IN HISTORY AND HERITAGE USING TALIS ELEVATE	15

OTHER RESOURCES

LEARNING RECIPES.....	17
LINKEDIN LEARNING.....	18
ONLINE CASE STUDIES.....	19
PANOPTO.....	20
SAMSUNG FLIP/ CONCEPT SUITE.....	21
KEY CONTACTS.....	22



WORKSHOPS



> VIDEO : A NEW FRONTIER

This interactive workshop focuses on current approaches to creative video feedback and the benefits of this approach. We will also discuss current example that take place at the University of Lincoln.

> BENEFITS FOR EDUCATION

- Allows quick input for academics
- Creates a personalised learning output for students' feedback
- Allows academics to be more specific and highlight, visually, where feedback applies
- Can support the development and understanding of how to improve future work through dialogue as well as written feedback
- Supports an engaging feedback loop to ensure that the student is involved at every step of the marking process.

> HOW CAN I APPLY THIS TECHNOLOGY?

UKSPF A3/A4

EXAMPLES OF PRACTICE

The college of Arts have utilised video feedback to support their students. By recording the performance or session they are able to play this back to the students and discuss the outcome of the assessment in great detail. They can also use annotations with live visual tracking and face recognition to attach annotations to a particular student to highlight points.

This use of video-based feedback allows for a lot more discussion and involves the students directly in the feedback process. Facilitating discussions, debate and allowing a feed forward approach to improve their future assessment outcomes.

RESOURCES

[Engage Students with Blended learning Using Video \(Ann Draycott\)](#)

[Students Creating Self -reflective Videos \(Keivan Ahamadi & Tamin Chalati\)](#)

[Video Feedback on Student Performance \(Rob Dean\)](#)

[Student Created Information Videos on Infection Control \(Clare Miller\)](#)

> CHALLENGES & BENEFITS OF DIGITAL EXHIBITIONS IN A PROJECT-BASED ASSESSMENT & MAXIMISING STUDENTS' DIGITAL CAPABILITIES THROUGH PROJECT-BASED ASSESSMENT

Assessment plays an important role in students' learning. The aim of adopting a technology-enhanced assessment approach, neither just to digitalise the achievement of learning outcomes of students, nor simply to reform the assessment practice; instead, the purpose is to use an innovative way to encourage and to help students develop digital capabilities in the process of learning and preparing for their assessment.. In this workshop, five students studying MSc. International Business will present their digital experience in a project-based assessment activity. Through the final digital exhibition they produced, they will unveil how they viewed the opportunities the assessment provided, how they embraced challenges the assessment involved and how they worked collectively and individually to develop and apply a series of digital skills along with soft skills to achieve the learning outcomes in their subject specialist area. Their perspectives on this learning and assessment experience will offer valuable insights into the benefits that technology-enhanced assessment can bring.

> BENEFITS FOR EDUCATION

- Encourages problem solving and a collaborative approach
- Allows for indepth learning and an application of theory to practice
- Builds critical thinking, reflection and analysis

> HOW CAN I APPLY THIS TECHNOLOGY?

UKSPF A3/K2/K4

EXAMPLES OF PRACTICE

Sarah Longair created online exhibitions for the public as part of a formal assessment. Students chose six objects from a physical or digital collection. They then created one hundred word maximum labels and a general introduction for the museum. They were also required to write a written essay explaining their choices, and the collection's theme. All text was submitted via turnitin with a link to the finished exhibition to be assessed.

RESOURCES

Creating Online Exhibitions for the Public (Sarah Longair)

A learning recipe about how to replicate this learning activity in your classroom

Student Curated TV Channels (Chris Headleand)

A learning recipe about how to replicate this learning activity in your classroom

> 360 VIDEO: CREATING INTERACTIVE RESOURCES

This workshop will cover setting up the Samsung Gear360 camera for the desired resource - photo or video, and will then progress through shooting manually hands-on with the device, or on the free smartphone app. Basic editing processes will be explored, but emphasis will be placed on the camera doing the work for you and allowing you to very simply post to Facebook or compatible hosting platforms such as YouTube, VeeR VR, and RoundMe. 360 photography is an exciting, versatile, and surprisingly simple new technology to grasp and it's hoped this workshop will encourage academics to work it into their teaching or assessment practices.

> BENEFITS FOR EDUCATION

- Allows students to visit places they might not be able to physically
- Can be used to develop empathy and understanding
- Encourages discussion and questioning
- Increase student engagement

> HOW CAN I APPLY THIS TECHNOLOGY?

UKSPF K2/K4

EXAMPLES OF PRACTICE

360 videos has been employed by the school of History & Heritage to create a health & safety video. The idea for this was to allow students to identify, in a full lab environment, mistakes or safety issues that are being made by the actors in the film. Students would get a chance to view the film in its entirety. This then led to discussions with the class regarding how the safety issues could have been dealt with and what the best example of safe practice is.

RESOURCES

[Immersive 360 for Health & Safety \(Dr Cathy Daly & Dr Lynda Skipper\)](#)

[Digied17 - Immersive Learning Using 360 Virtual Reality \(Sean Morton\)](#)

[Accident | VR Patient Journey | UOL \(Sean Morton\)](#)

> INCLUSIVE, ACCESSIBLE LEARNING MATERIALS: QUICK AND EASY TIPS

It is essential that we all make every effort to create content that is as accessible and inclusive as possible. Creating new and revising old learning materials so they are accessible to everyone.

> BENEFITS FOR EDUCATION

- Creates a more inclusive learning experience for all your students
- Simple changes to digital resources will allow students to use resources effectively
- Supports a wide range of disabilities to enable learners to engage with course content

> HOW CAN I APPLY THIS TECHNOLOGY?

UKSPF VI/V2

EXAMPLES OF PRACTICE

OneNote has been used inside of the Law school to direct tasks and lead independent student enquiries. By creating a class notebook the lecturer was able to organise the work to be split between the class. This then allowed class mates to share revision notes and comment, collaborate and discuss their findings whilst keep a digital copy to review in their own time. Notes were added weekly to create a compendium of knowledge from a variety of sources. They added pictures, links and documents to this to support their understanding

RESOURCES

[10 Quick Tips for Easily Creating more Accessible Content \(Digital Education & Student Life\)](#)

[Creating Accessible Documents in Microsoft Office \(LinkedIn Learning\)](#)

> TEACHING BACKWARDS: USING WEBAPPS FOR STEM EDUCATION IN THE DIGITAL AGE

We all perform data science daily via apps on our smart devices. This workshop illustrates harnessing students' familiarity with WebApps for a more intuitive 'backwards' approach to introducing STEM (Science, Technology Engineering & Mathematics) students to programming, mathematics & statistics.

> BENEFITS FOR EDUCATION

- Fosters ingenuity and creativity
- Builds resilience and encourages experimentation
- Encourages knowledge application
- Teaching problem solving, reflection and adaption to scenarios

> HOW CAN I APPLY THIS TECHNOLOGY?

EXAMPLES OF PRACTICE

STEM development using webapps allows students to utilise technology to connect theory to practice. The school of economics have used web apps to help students learn about the economy and how the stock market effects the wider world. By playing a simulation and engaging with data, students had to predict, analyse and adapt their strategies based on how their choices effected the wider world.

RESOURCES

<https://learn.concord.org/>

[A selection of resources for STEM including a filter for different age ranges \(includes HE\)](#)

[Educational Game Use to Engage Students \(Ishak Demir\)](#)

UKSPF K2/K4



PRESENTATIONS



> ONENOTE ENABLED DIGITAL JOURNEY THROUGH A UOL 4.0 CHALLENGE BASED PROJECT

Putting students journey and experience at the centre in a Challenge-Based Learning project to create opportunities for them to create a project portfolio which includes: initial ideas; meeting notes; images, audio/visual recordings; presentations. Students are able to record evidence of project work, internally within the university and externally with employers; set goals; plan learning and receive feedback to reflect on their progress, all in one place. In this workshop, we highlight students' experience in the UoL4.0 Challenge-Based Project in 2017-2019, the development of the autonomous technology-based entrepreneurial and problem-solving skills and how the outcomes of the project have extended towards the success of an international collective bid for COM³ (Building COMpetences for COMpet-itive COMpanies), a project supported by the European Regional Development Fund (ERDF)

> BENEFITS FOR EDUCATION

- Encourages problem solving and a collaborative approach
- Allows for in-depth learning and an application of theory to practice
- Builds critical thinking, reflection and analysis

> HOW CAN I APPLY THIS TECHNOLOGY?

EXAMPLES OF PRACTICE

OneNote has been used inside of the Law school to direct tasks and lead independent student enquiries. By creating a class notebook the lecturer was able to organise the work to be split between the class. This then allowed students to share revision notes and comment, collaborate and discuss their findings whilst keep a digital copy to review in their own time. Notes were added weekly to create a compendium of knowledge from a variety of sources. They added pictures, links and documents to this to support their understanding

UKSPF A4/K3/K4

RESOURCES

[OneNote Essential Training \(LinkedIn Learning\)](#)

[Share Resources and Collaborate with a Class \(LinkedIn Learning\)](#)

> TEACHING MORAL PHILOSOPHY WITH VIRTUAL REALITY

The presentation will describe the results of a project to use virtual reality to introduce first year philosophy students to some central concepts and issues in moral philosophy

> BENEFITS FOR EDUCATION

- Allows students to visit places they might not be able to physically
- Can be used to develop empathy and understanding
- Encourages discussion and questioning
- Increase student engagement

> HOW CAN I APPLY THIS TECHNOLOGY?

UKSPF K2/A2

EXAMPLES OF PRACTICE

There have been plenty of examples throughout the University of staff members using Virtual reality to support development of skills with students.

The school of Nursing created a series of videos relating to the journey of a stroke patient. This helps the student develop empathy and an understanding of what happens from the point of view of a stroke victim. This includes their journey from the beginning of the incident to their final assessment in hospital. If you would like to experience this for yourself you use the free VR goggles available at the 360 video stand. We have supplied a link to this example in the resources section.

RESOURCES

[Immersive 360 for Health & Safety \(Dr Cathy Daly & Dr Lynda Skipper\)](#)

[Digied17 - Immersive Learning Using 360 Virtual Reality \(Sean Morton\)](#)

[Accident | VR Patient Journey | UOL \(Sean Morton\)](#)

> USING DIGITAL TOOLS TO BUILD A COMMUNITY

For the past year I have been experimenting with using student-driven content to enhance the sense of community in the School of Computer Science. This talk will cover the specific projects we delivered, the insights we gained, and the outcomes.

> BENEFITS FOR EDUCATION

- Creates a peer learning opportunity
- Useful for a flipped learning approach
- Creates relationships and builds a supportive community
- Allows for students to create connections through an engaging context

> HOW CAN I APPLY THIS TECHNOLOGY?

EXAMPLES OF PRACTICE

Chris Headleand (School of Computer Science) set up an activity to apply research skills by identifying videos which are relevant to their course, then by separating them into groups and themes, the students were able to hold round-table discussions. These discussions gave the students the opportunity to present, debate and reflect upon the elements involved in each video collection.

This activity helped blend collaborative working and discussion through a self-paced, self-directed approach by researching, evaluating and curating materials.

UKSPF A4/K2/A5

RESOURCES

[Student Curated TV Channels \(Chris Headleand\)](#)

[Debating with International Academics \(Deborah Whelan\)](#)

[Live Q & A Exploring Professional Practice with Past Graduates \(Gyles Lingwood\)](#)

> EVALUATING THE USE OF SCREEN-CAPTURE MARKING

We will present the results from a recent project evaluating the use of screen-capture marking (using iPads) with trainee teachers, discussing the rationale behind adopting this approach, as well as its strengths and limitations as a marking method.

> BENEFITS FOR EDUCATION

- Allows quick input for academics
- Creates a personalised learning output for students feedback
- Allows academics to be more specific and highlight, visually, where feedback applies
- Can support the development and understanding of how to improve future work through dialogue as well as written feedback
- Supports an engaging feedback loop to ensure that the student is involved at every step of the marking process.

> HOW CAN I APPLY THIS TECHNOLOGY?

UKSPF A3

EXAMPLES OF PRACTICE

Screen capture marking has been used by the School of Education to help support visual feedback with their students. They have used this method to show annotations on the screen which is then paired with commentary from the marker. This strategy allows for a clearer, more precise feedback and it also gives the lecturer more freedom to write and explain specific points to the students about potential improvements using a feed forward approach.

RESOURCES

[How to Provide Quality Feedback in a Timely Manner \(Richard Allarton\)](#)

[Enhancing Feedback For Students - Using Podcasts - \(Matt Hall\)](#)

> DEVELOPING ACTIVE READING SKILLS IN HISTORY AND HERITAGE USING TALIS ELEVATE

In this presentation I will outline the use that colleagues in the School of History and Heritage have been making over the past year of Talis Elevate, a tool that enables students to annotate, commentate and collaborate on digitised documents and media of various kinds. We have found that Talis Elevate is particularly useful in promoting active and collaborative reading strategies amongst our students and I will discuss some of the approaches that we have adopted in doing so, how students have responded to them, and reflect on how we plan to make use of the tool in the future.

> BENEFITS FOR EDUCATION

- Creates an interactive experience for static resources
- Creates an online, engaging community for students/staff to discuss the resources
- Academics can access analytics of each resource to see the level of engagement.

> HOW CAN I APPLY THIS TECHNOLOGY?

EXAMPLES OF PRACTICE

Talis Elevate has been used throughout the University to add interactivity to static documents. Lecturers have used this tool to add discussions threads to articles to allow students and staff to comment and and collaborate on documents. This often leads to more engagement with pre-reading and supports a flipped learning approach.

This approach also builds a community of learning and supports a independent learning & socio-constructivist approach.

UKSPF K2/A4/K5

RESOURCES

[Why do I use Talis Elevate \(Jasper Shotts\)](#)

[Why do I use Talis Elevate \(Jamie Wood\)](#)



UNIVERSITY OF
LINCOLN

Lincoln Academy of
Learning and Teaching

OTHER RESOURCES

>LEARNING RECIPES

>WHAT ARE LEARNING RECIPES?

The learning design recipes provide real examples of academic teaching practice within the University and are shared here to inform and inspire practical digital solutions to pedagogical challenges.

The recipes offer teaching, learning and assessment activities under the categories of: Acquisition, Investigation, Discussion, Collaboration, Production and Practice, showcasing examples from different Colleges throughout the University. These categories are based on those used within the ABC Curriculum Design Workshops, informed by Diana Laurillard's Conversational Framework.



To see a selection of different learning recipes please follow the link to the website below

Website:

<http://lalt.blogs.lincoln.ac.uk/digital-learning-recipes/>



LINKEDIN LEARNING

Free for all
students & staff



CODING SKILLS



**TEACHING WITH
TECHNOLOGY**



LinkedIn Learning has over 10,000 courses from a wide variety of topics available.



Add your own content to playlists

To support students with their learning we can now create learning paths using videos from LinkedIn Learning as well as **our own custom content**.

(contact Digitaleducation@lincoln.ac.uk for more information)



**MARKETING &
DESIGN SKILLS**



**LEARNING &
TEACHING TECHNIQUES**



Add certificates to your LinkedIn account

Once you complete a certificate on the LinkedIn Learning platform you will be given the option to add this to your LinkedIn Profile.



**PROFESSIONAL
DEVELOPMENT**



**VIDEO & AUDIO
SKILLS**



Connect to LinkedIn

You can connect your LinkedIn Learning account directly to your LinkedIn account allowing you to share courses, discuss courses with other users and gives you access to a Q & A feature about each course.

**LOGIN WITH YOUR UNIVERSITY
USERNAME AND PASSWORD VIA :**

LNCN.AC/LILLOGIN

> ONLINE CASE STUDIES

> WHAT ARE ONLINE CASE STUDIES?

Online case studies are made to highlight key examples of academic good practice. In this video series the academic talks through what they have implemented to enhance teaching and learning, using a variety of technologies in new and innovative ways.

Website: <http://alt.blogs.lincoln.ac.uk/online-case-studies/>

> PLAYLIST



Click on the thumbnail to play

>PANOPTO

Panopto is our lecture recording system. There are two types of system Panopto & Panopto Desktop. Panopto Desktop enables you to capture screens and audio to be shared online. The system is currently placed in 130 teaching spaces around the university. Panopto is currently placed in nine teaching spaces around the University and allows you to record the lecture via camera as well as capturing the screen and audio.



TEACHING IDEAS

[Student Created Information Videos](#)

[Delivering Practical Demonstrations](#)

[Engage Students with Blended Learning Using Video](#)

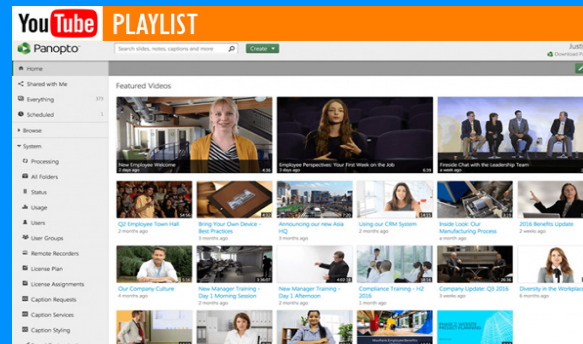
[Student Create Self-Reflective Videos](#)

[Students Communicate Practical Techniques via Video](#)

[Communication by Creative Video for Assessment](#)

HELPSHEETS AND VIDEOS

Below you can find a playlist of all the Panopto help and support videos. If you would like to see a selection of helpsheets relating to these videos, please visit our 'BB help and support' tab via Blackboard.



Click on the thumbnail to play

> SAMSUNG FLIP

The 'Samsung Flip' device is part of a wider suite of technology that is here at the University of Lincoln. The Samsung Flip is described as a digital flip chart. With this device you can:

- Draw and highlight on the intuitive flipchart style screen.
- Save and export drawings to share with students/ staff at a later date
- Cast your phone to the screen to demonstrate apps/websites/documents/videos or photos
- Take a screenshot of a cast-capable device and annotate this to share and collaborate on projects.

> CONCEPT SUITE

The Concept Suite is a new innovative digitally enhanced active learning space. The space is designed to blur the boundaries between disciplines, between formal and informal learning, and between learning and creative practice. The room is designed around the following guiding principles:

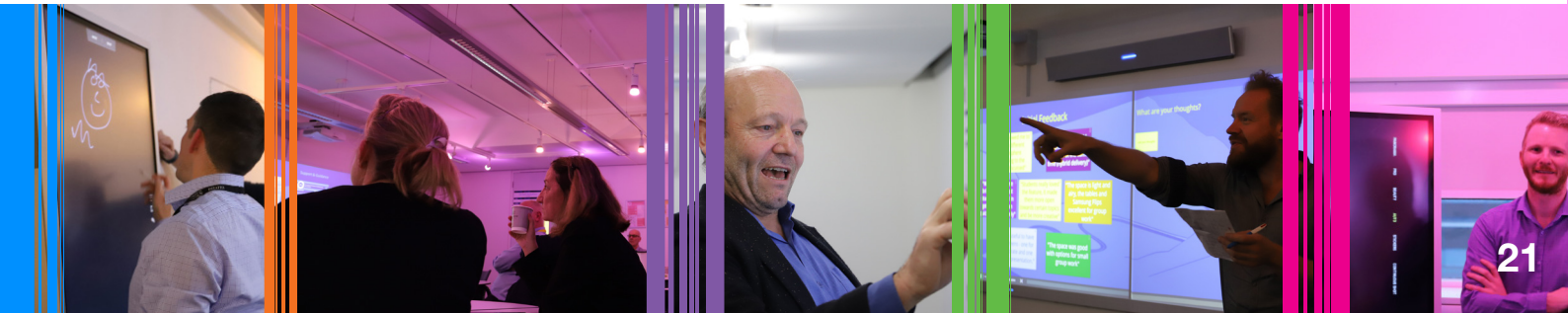
- Encourage dispersed group teaching
- Provide flexible focus points
- Support active learning
- Blur sense of 'presence' virtually and physical

For information please see the [Intro to the Concept Suite presentation](#)

TO BOOK THE CONCEPT SUITE PLEASE CONTACT:

ROOM BOOKING OR

DIGITALEDCATION@LINCOLN.AC.UK



> KEY CONTACTS

BELOW IS A LIST OF KEY CONTACTS TO SUPPORT YOU WITH YOUR ROLE.

Digital Education Developers

College of Arts

Ben Atkinson - Foster

batkinsonfoster@lincoln.ac.uk

01522 835827

College of Science

Michael Shaw

mshaw@lincoln.ac.uk

01522 835053

College of Social Science & Lincoln International Business School

Chavan Kissoon

ckissoon@lincoln.ac.uk

01522 835644

Medical School

Ahmet Durgungoz

Adurgungoz@lincoln.ac.uk

01522 835029

Digital Education Engagement Officer

Daniel Wakefield

Dwakefield@lincoln.ac.uk

01522 886034

Dean of Digital Education

Andy Beggan

Abeggan@lincoln.ac.uk

01522 886041