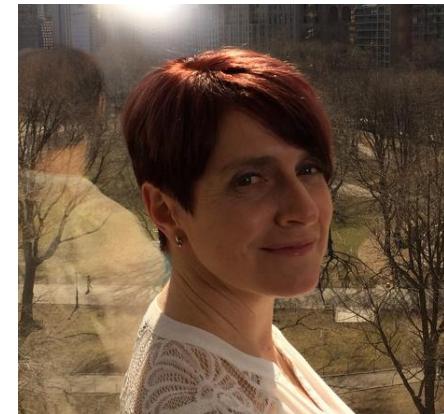


Reading Lists – the academic perspective

Dr Sharon Flynn
Centre for Excellence in
Learning and Teaching
[@sharonlflynn](#)



Teaching Context

- PG Dip Learning Technologies (students = university staff)
- Focus on development of skills, critical awareness of technology, within context of relevant literature
- Readings = journal articles, online reports, blog posts, OER
- Need to model good practice

2014/15

Section of VLE
course with
links to
resources

1415-CEL263: Learning Technologies

Home Page
Course Twitter Feed

ABOUT THE COURSE

Contacts
Course Information
Learning Outcomes
Resources

WORKSHOP RESOURCES

1. Introduction
2. Learning Environment
3. Podcasting
4. Blogs & Wikis
5. Video
6. ODL
7. Classroom Technologies

Recorded Workshops

ASSESSMENT AND GRADES

Assessment

Resources



Research in Learning Technology

The Journal of the Association for Learning Technology (ALT)



British Journal of Educational Technology



The academic journey of university students on Facebook: an analysis of informal academic-related activity over a semester

Citation: Research in Learning Technology 2014, 22: 24681 - <http://dx.doi.org/10.3402/rlt.v22.24681>

Rebecca Viviana, Alan Barnes, Ruth Geer and Denise Wood

Abstract

This paper reports on an observation of 70 university students' use of their personal social network site (SNS), Facebook, over a 22-week university study period. The study sought to determine the extent that university students use their personal SNSs to support learning by exploring frequencies of academic-related content and topics being discussed. The findings reported in the paper reveal that students used their personal SNSs to discuss academic-related topics, particularly to share experiences about doing work or procrastinating, course content and grades. Mapping academic-related activity frequencies over the 22 weeks illustrated that around certain points in the academic calendar, particularly times when students' assignments or exams were nearing, academic activity increased, suggesting that SNSs may play an important role in a students' academic experience.

The findings suggest that many students today may be leaving traces of their academic journey online and that academics should be aware that these interactions may also exist in their own students' online social spaces. This study offers opportunities for future research, particularly research which seeks to determine differences between individuals' academic activity, the extent that intensive SNSs use supports or distracts students from learning, as well as the extent to which universities should or can harness SNSs to improve the student experience.

2015/16

Each workshop theme has resources in context

1516-CEL263: Learning Technologies

Home Page

Course Twitter Feed

CEL263 on Facebook

ABOUT THE MODULE

The Team

Course Information

Learning Outcomes

WORKSHOP RESOURCES

1. Introduction

2. Learning Environment

3. Podcasting

4. Social Media

5. Video

6. Mobile Technologies

7. Open Practices

ASSESSMENT & GRADES

Assessment

Competencies

My Grades

COMMUNICATION

Discussion

Class Email

Resources



Using Twitter in university research, teaching and impact activities

Attached Files: Twitter_Guide_Sept_2011.pdf (1.241 MB)

From the London School of Economics (LSE). This is a guide for academics and researchers.

Available from <http://blogs.lse.ac.uk/impactofsocialsciences/2011/09/29/twitter-guide/>



The academic journey of university students on Facebook: an analysis of informal academic-related activity over a semester

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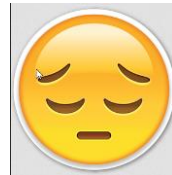
Teacherbot: interventions in automated teaching

Sian Bayne (2015) Teacherbot: interventions in automated teaching, Teaching in Higher Education, 20:4, 455-467, DOI: 10.1080/13562517.2015.1020783

Promises of 'teacher-light' tuition and of enhanced 'efficiency' via the automation of teaching have been with us since the early days of digital education, sometimes embraced by academics and institutions, and sometimes resisted as a set of moves which are damaging to

2016 New Reading List tool

- Decision to use new tool (model good practice)
- Attended training – very easy to use and maintain
- Had to go back to menu link



1617-CEL263 Learning Technologies

- Home
- Course Twitter Feed
- CEL263 on Facebook

ABOUT THE MODULE

- The Team
- Course Information
- Reading List**
- Learning Outcomes
- Attendance



Add Course Module

Link to Full Reading List

CEL263 Learning Technologies

Linked to: CEL263
Created: 5 months ago
Last updated: 3 months ago

Academic Year 2016/17

By **Sharon Flynn**
educational support

[View bibliography](#) [Recent changes](#) [Export](#)

39 items [Table of contents](#) [Grouped by section](#) [Apply filter](#) [Filter by author or title](#)

Theoretical Frameworks 2 items

[What Is Technological PedagogicalContent Knowledge?](#) - Matthew J. Koehler, Punya Mishra 2009
Article **Recommended** [Online Resource](#)

[The Substitution Augmentation Modification Redefinition \(SAMR\) Model: a Critical Review and Suggestions for its Use](#) - Erica R. Hamilton, Joshua M. Rosenberg, Mete Akcaoglu 2016-9
Article **Core** [Online Resource](#)

General 4 items

2016/17

New Reading List tool



Introduction and Social Networks

1617-CEL263 Learning Technologies

- Home
- Course Twitter Feed
- CEL263 on Facebook

ABOUT THE MODULE

- The Team
- Course Information
- Reading List
- Learning Outcomes
- Attendance

WORKSHOP RESOURCES

1. Introduction
2. Learning Environment
3. Social Media
4. Mobile Technologies

Description

Our first workshop will introduce the module as a whole, how it is structured, and how the assessment works. Following from that, we'll talk about using open badges as a way of recognising student achievements, with an introduction to the All Aboard project.

In the second half of the workshop we'll talk about using Social Media (primarily Facebook and Twitter) in teaching and learning.

Co-ordinator Sharon

Readings

From the Reading List take a look at the articles in the following sections:

General: 4 articles. The articles by Donna Lanclos and by Steve Wheeler are very short and should be reviewed.

Social Media: The first article *Social Media and Education ... Now the Dust has settled* is the introduction to a special edition of the Learning, Media and Technology journal. It's worth a read to give you an overview of how the use of Social Media in education has evolved in the last few years.

Twitter: Look at the first resource in the **Twitter** section (LSE Impact of Social Sciences - *Using Twitter in university research, teaching, and impact activities*). If you are interested in the use of Twitter in higher education, consider looking at the other resources there.

Assessment Plan

To complete the assessment for workshop 1 you need to:

- earn your first competency badge (twitter novice)
- write your first workshop report

Benefits

174

Page views

96

Total clicks

13


Annotations

- Dashboard (though not entirely sure what it all means)
- Openness (sharing outside the University)
- Reuse (build once, link many times)

Future Plans? – new version, embed sections in context

[What is Technological PedagogicalContent Knowledge?](#) - Matthew J. Koehler,
Punya Mishra 2009

Article Recommended

 5 clicks

✓ Good metadata

 1 have read  1 reading now  No notes taken

[The Substitution Augmentation Modification Redefinition \(SAMR\) Model: a
Critical Review and Suggestions for its Use](#) - Erica R. Hamilton, Joshua M.

Rosenberg, Mete Akcaoglu 2016-9

Article Core

 7 clicks

✓ Good metadata

 1 have read  No notes taken

0 items

[The death of the digital native: four provocations from Digifest speaker, Dr
Donna Lanclos | Jisc](#) - Donna Lanclos

Webpage Core

 8 clicks

✓ Good metadata

 1 have read  No notes taken

[Learning first, technology second | Learning with 'e's](#) - Steve Wheeler

Webpage Core

 10 clicks

✓ Good metadata

 1 have read  No notes taken

[Digital downsides: exploring university students' negative engagements with
digital technology](#) - Neil Selwyn 25/07/2016

Article Recommended

 3 clicks

❌ Poor metadata

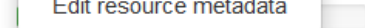
 No reading intentions  No notes taken

Suggested improvements ▾

Edit resource metadata

[What do students entering HE expect from digital technologies? | Jisc](#) - David
White

Article Recommended

 6 clicks

✓ Good metadata

CEL263 Learning Technologies (Academic Year 2016/17)

View Online



Anon, 7 Things You Should Know About Badges | EDUCAUSE. Available at:
<https://library.educause.edu/resources/2012/6/7-things-you-should-know-about-badges>.

Anon, 7 Things You Should Know About Flipped Classrooms | EDUCAUSE. Available at:
<https://library.educause.edu/resources/2012/2/7-things-you-should-know-about-flipped-classrooms>.

Anon, 7 Things You Should Know About New Directions for the LMS | EDUCAUSE. Available at:
<https://library.educause.edu/resources/2014/9/7-things-you-should-know-about-new-directions-for-the-lms>.

Anon, 7 Things You Should Know About Podcasting | EDUCAUSE. Available at:
<https://library.educause.edu/resources/2005/6/7-things-you-should-know-about-podcasting>.

Anon, 7 Things You Should Read About Flipped Classrooms | EDUCAUSE. Available at:
<https://library.educause.edu/resources/2013/8/7-things-you-should-read-about-flipped-classrooms>.

Anon, Chemistry on Mobile devices | Macs in Chemistry. Available at:
<http://www.macinchem.org/reviews/mobilescience/meetingReport.php>.

Anon, Evaluating digital services: a visitors and residents approach | Jisc. Available at: