

15th Durham Blackboard Users Conference 2015 - Students as Partners

6th & 7th January – Durham University

PAPER ABSTRACT:

TITLE: Reflective, formative spaces for learning, teaching and assessment moulded around course pedagogy.

SUBMISSION: This presentation will show how UCA are using Campus Pack Learning Objects to build reflective, formative spaces for learning, teaching and assessment that are moulded around each course's pedagogy.

By integrating the student's private feedback areas within the university's virtual learning environment (VLE), staff and students can access a 'trail' of feedback - all in one online area thus ensuring all the teaching support teams have 24/7 remote access. This student-centred place also becomes a deeper space for autonomous learning and continuing dialogue between students and staff, thus creating an 'inside-out' (Higgins, Hartley and Skelton, 2001) approach to assessment feedback, which embraces reflection, criticality and student ownership to learning.

Alongside benefits to the student, university and course team, this learning and teaching intervention has greatly increased student satisfaction, there is less dependency on the face to face tutorial, course organisation and management from the student perspective has greatly improved and admin time has reduced: this provides students and staff with a far richer model of teaching, learning and assessment.