

# learning objects @ dundee



wikis, blogs & journals

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## overview

- Who?
- What?
- Why?
- How!



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## who are our students?



Michael Wesch: A Vision of Students Today  
<http://www.youtube.com/watch?v=dGCJ46vyR9o>



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## who will our students be?



B J Nesbitt: A Vision of K12 Students Today  
[http://www.youtube.com/watch?v=\\_A-ZVCjfWf8](http://www.youtube.com/watch?v=_A-ZVCjfWf8)



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## what's different about these tools?

- Empowerment, upload as well as download
- Shift in balance of power
- 'Web 2.0' technologies facilitate these types of interaction – just clicking is not interactive!
- The emphasis is on **sharing** and **social** creation of knowledge



## why use these tools?

"I wanted the Web to be what I call an interactive space where everybody can edit. And I started saying 'interactive,' and then I read in the media that the Web was great because it was 'interactive,' meaning you could click. This was not what I meant by interactivity."

Tim Berners-Lee



## learning & teaching benefits?

- Student-centred?
- Student-empowering?
- Learning Objects tools offer us a hybrid approach, allowing us to harness the aspects of these interactions which enhance learning, but as a component of an institutional system
- These tools are already in use with both distance-learning and on-campus students at the University of Dundee, in a wide range of disciplines.
- What for?
- Joint researching and reporting (wiki), reflective journaling (blog), delivery of teaching materials (blog), course content negotiation and creation by students (wiki) and many others



## examples of wiki use

- Life Sciences
- Medicine
- Community Education
- Town & Regional Planning



## life sciences

- Level - 4
- Activity - Scientific Publishing Group Project
- Assessment – summative (25% of unit mark)
- Focus - collaborative research and writing

[Comments \(6\)](#)

[\(permalink\) - edit | history | delete](#)

Views: 341  
Edits: 66  
Contributors: 9  
Comments: 2

Views: 325  
Entries: 29

**4C15 Wiki Pages** (permalink)  
4C15 Intellectual Property & Scientific Publishing (permalink)  
This wiki was created by:

Views: 341  
Edits: 66  
Contributors: 9  
Comments: 2

Page Contributors  
Margaret Adamson  
Unknown User  
Unknown User  
Unknown User  
Unknown User  
Unknown User  
Unknown User  
Unknown User

Site Navigation  
4C15 Intellectual Property & Scientific Publishing  
Access by APT  
4C15 ASOS page  
Emerging - Patent Extension  
Impact Factor  
Nicky's Page Open Access  
Good or Bad  
Open Access  
The Impact of Generic Drugs  
The Pros and Cons of Drug  
Doses  
Whitings (P...)

## medicine

- Level - 5
- Activity - Creation of Anatomy Resource
- Assessment – summative (50% of unit mark)
- Focus – Independent Enquiry, Mentoring

[Comments \(6\)](#)

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**Year 5 Theme SSC in Learning and Teaching Anatomy for Junior Doctors** (permalink)  
Home (permalink)  
DUNDEE

**Anatomy Learning and Teaching Resource**

Head, Neck and the Vertebral Column  
The Thorax  
The Abdomen  
The Male and Female Pelvis  
The Upper Limb  
The Lower Limb

Core Clinical Problems  
Phase Systems  
Glossary of Terms

Views: 609  
Edits: 22  
Contributors: 2  
Comments: 0

Page Contributors  
Duncan BRIDGEMAN  
IAN FANSHILL

Site Navigation  
1.0 Head, Neck and the Vertebral column  
1.1 Individual vertebrae, lateral view of vertebrae, sacroiliac  
1.10 Orbital muscles, sinuses  
1.11 Nasal cavity, bones, sinuses, cochlea, mastoid  
1.12 Oropharynx, auditory tube, neuromuscular supply of oral cavity and nasopharynx, mandibular joint  
1.13 Temporomandibular joint and muscles  
1.14 Face, skeleton, muscles, scalp  
1.15 Facial neurovascular supply, salivary glands  
1.16 Oral cavity, teeth, tongue  
1.17 Soft palate, larynx, pharynx  
1.18 Larynx, trachea  
1.19 Laryngeal muscles  
1.2 Vertebral column, spinal cord, meninges, emerging nerves  
1.20 Superficial anterolateral neck, muscles, fascia  
1.21 Deep muscles, thyroid and parathyroid glands  
1.22 Deep anterolateral neck, thoracic inlet, arteries, veins, nerves

## community education

- Level – 2
- Activity – Sharing and Critical Analysis of Adult Literacy Policy
- Assessment – summative
- Focus – community building; identification of similarities and differences

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**Glasgow** (permalink)

Home (permalink)

All information taken from **Adult Literacy and Numeracy EYR 2006-7 End-Year Report**. My comments are in red.

**Structure**

A number of partners are involved in the ALN initiative in Glasgow, namely:

**Glasgow Community Learning Strategy Partnership (GCLSP)** Meet quarterly and are comprised of: Glasgow City Council, Glasgow Caledonian University, Glasgow Community Planning Ltd, GCC Corporate Services, Workers' Educational Association (WEA), GCC Education Services, GCC Culture and Leisure Services (CLS), Greater Glasgow and Clyde NHS Board (GGCHS), Langaide College, Glasgow Council of Voluntary Sector (GCVS), GCC CLS, Glasgow Housing Association (GHA), Careers Scotland, Glasgow Chamber of Commerce & Scottish Enterprise Glasgow (SEG).

**GCLSP Adult Literacy and Numeracy (ALN) Sub-group**, held 4 business meetings and 4 special meetings.

**Strategic Partners** comprised of: GCC CLS, Glasgow Caledonian University, Glasgow Clyde NHS Board, Scottish Enterprise Glasgow, WEA, Anniesland College, Glasgow College of Nautical Studies, GCC, Glasgow Chamber of Commerce, Careers Scotland.

**Non Strategic Partners**  
Parents of East End Primary Schools, Partick Community Association, and Partick Housing Association.

**Strategic approach, values and ethos:**

- Increased investment of resources in service delivery - What resources staffing, materials, equipment? How much investment? Who decides where investment is allocated?
- Increased strategic focus of the Partnership's ALN Sub-group with more operational responsibilities devolved to the ALN Co-ordinator and infrastructure team - Power distributed to ALN Co-ordinator and infrastructure team, who are they?

Page Edit View Delete History Exit (for comments)

Page Stats Views: 100 Edits: 2 Contributors: 1 Comments: 6

Page Contributors Annette Currie Search

Site Navigation ALN Strategic Plan 2006-2008 Entry into Glasgow ALN Partnership GCLSP Strategic Glasgow Council of Voluntary Sector Glasgow partnership Home Staffing Capacity (link from Annetta) Toolbox Page List Export Site Privacy To see who can read what you write, click here



## town & regional planning

- Level – 1
- Activity – Glossary compilation
- Assessment – formative
- Focus – inquiry-based learning, negotiation and creation of content

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**Town Planning and Environmental Sustainability** (permalink)

Home (permalink)

This is the Town Planning and Environmental Management Access Summer School Home Page.

Here you will find links to pages about each of the elements in the course programme - once we've written them!

The idea of these pages is that all of us will collaborate to create an on-line 'text book' for the course as we go along - it will be finished when the course is finished! Meantime, here's what we have so far:

- The Authors
- Chapter 1: The Land Use Planning System
- Chapter 2: Integrated Land Use
- Chapter 3: Public Participation
- Appendix 1: Public Art

Page Edit View Delete History Exit (for comments)

Page Stats Views: 129 Edits: 2 Contributors: 0 Comments: 0

Page Contributors Anne CLARKE Unknown User Search

Site Navigation Angela Houghton Anne Thomas-Curming Home Keith Emerson Links and Galleries Public Art Public Art in the Present The Authors The Landmarks Planning System What is public art? What is the Purpose of Public Art? Toolbox Page List Export Site Privacy To see who can read what you write, click here



## examples of blog use

- History

*"In grading the weblogs, it is such a great advantage that each and every one of them has a date on them. In other words, the teachers can immediately distinguish between students who kept a regular journal and those who wrote all of the entries in week 11. I can now mention this in my comments as well. We do not have to do anymore 'guesswork' in this regard. And, believe me, the quality of the weblog entries for HY21001 are much higher than the quality of the entries that I graded for HY11003 ('Making of the British Atlantic') in autumn 2005, when students handed in the 'Journal on paper'."*

Martine Van Ittersum (History)

- Education
- Community Education (x2)



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## history

- Levels - 1 and 2
- Activity – Tutorial Minutes
- Assessment – summative
- Focus – summary and analysis

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**Journal Part 2** (permalink)

Post on November 26 2008 (permalink) - edit | history | delete

Created on Wednesday, 11:38:2008 10:52 PM by: [anna.18762](#)

**WEEK 9: TO WHAT EXTENT WAS THE ENLIGHTENMENT "REVOLUTIONARY"?** Some described the enlightenment as an "intellectual revolution" as it signalled the beginning of many things - the decline of religious thinking, the decline of the power of the church, emancipation from traditions and the belief in change and progress. When considering these factors, I believe that the enlightenment was to an important degree revolutionary. The word itself is difficult to define, but if 'revolution' is seen to be a fundamental change of society and power, then the enlightenment assuredly fits this description. In comparison to the French and American revolutions, the Enlightenment certainly seems to affect more areas of social and political thinking, moreover the age of reasoning seems to have had the most lasting impact. From the panel discussion in the final lecture, an interesting point that was raised was that people forget that a 'cultural revolution' is surely as, if not more so, important than the dramatic events that ensue. I have come to the conclusion that the Enlightenment seemed to be progress. A more modernistic view on the world, revolutions, society etc. The concept of conservatism was born, there was generally a better toleration of religions and torture was abolished. The "scientific revolution" was an offshoot of the enlightenment, in which highly important historical figures emerged – Galileo, Newton, Locke. It would be impossible to list all the ways in which the Enlightenment could be regarded as a 'revolutionary movement'. But as terms of far-reaching change, I believe that it was highly revolutionary.

Comments

**Week 9 Entry - Post on November 22 2008** (permalink) - edit | history | delete

Updated on Saturday, 11:22:2008 9:48 PM by: [anna.18762](#)

Journal Entry 8: To what extent was the Enlightenment "revolutionary"?

Comments

**Post on November 21 2008** (permalink) - edit | history | delete

Created on Friday, 11:31:2008 8:51 PM by: [anna.18762](#)

**Entry Two**

It can be argued that looking at the bigger picture the labouring classes in Britain gained a lot from the Industrial Revolution. Regular and steady work was now available more readily. This was work which would not depend on nature, but on demand for products, demands during this time were pretty stable. However these positive factors are only there while looking at the bigger picture. If you then begin to look in more detail at the gains for the working classes you will see that they actually were possibly doing worse than they had been working in the county side. With the Industrial Revolution came a bigger wealth divide between the classes. The wealthy and middle classes gained so much more from the revolution, money was so easy for them to come by. They could now afford to live in the suburbs, while the working classes were forced to live in the middle of cities.

Actions

- new entry
- edit (no comments)

Filters

Show 15 entries

by: all authors

Search

November 2008

						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

Archives

November 2008 (10)

Recent Posts

- Post on November 26 2008
- Week 9 Entry - Post on November 22 2008
- Post on November 21 2008
- Post on November 21 2008
- MIDDLE JOURNAL WEEKS: EIGHT: HARD LABOUR!

Stats

Views: 28  
Entries: 10

Toolbox

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## education

- Level – postgraduate (distance learning)
- Activity – Sharing Practice
- Assessment – none
- Focus – community building

Comments (6)

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**New Research** (permalink) - edit | history | delete  
Created on Friday, 14/11/2008 11:03 AM by: [LUCYJCL](#)  
 Updated on Friday, 14/11/2008 4:00 PM by: [LUCYJCL](#)

A new study is out today which many of you may have seen on the television or radio. Conducted by Suzanne Zeedyk here at Dundee University the study is about how babies react in buggies facing away or facing the adult pushing the buggy. This link will take you to the finding of the research as well as (scrolling down) lots of other interesting contacts etc.

\*[http://www.dundee.ac.uk/pressreleases/2008/pm0808\\_babybuggies.htm](http://www.dundee.ac.uk/pressreleases/2008/pm0808_babybuggies.htm)

This made me think about our youngest children in nursery or childminding care, who I often see in double buggies going out and getting fresh air (which is great) but how much stimulation, talking, singing and interaction do staff / carers participate in whilst on walks? Am I being too cynical or do staff tend to push and chat to each other? Controversial as ever, let me know what you think or tell us all about good practice!!

The other interesting point in the study for me, is the surprising result of the % of children who slept whilst facing the parent, showing rest occurs when children are relaxed and secure.

This leads on to more thinking [for me] about children sleeping and having opportunities to rest in day care.

How do you organise sleep routines? Does every child get woken up after one hour despite needing more /less?

How do you know how much sleep they need?

Do they match up with parents / home routines?

How secure and relaxed are the children?

All answers and discussions eagerly anticipated!!

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## community education

- Level – postgraduate
- Activity – ‘A day in the life’
- Assessment – none
- Focus – ice-breaking and socialisation

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**University of Aberdeen** (permalink)

**the mysteriousness of things** (permalink) - edit | history | delete  
Created on Friday, 05/10/2007 17:38 by: [JACOB.SIMP](#)  
 Updated on Friday, 05/10/2007 3:28 AM by: [JACOB.SIMP](#)

This week felt pretty good, probably because things landed nicely rather than down to any particular thing that I did or did not do. There has been no great epiphany as yet. It takes time for me to absorb and assimilate. A few things I bought a notebook that looked good (coloured patterns with what looks like single-celled creatures swimming about on the cover) into which I intend to lodge my immediate post-session feelings/impressions/thoughts/ideas/younameit.

I prefer the tactile nature of pen and paper, a 'creative' ritual I suppose whereby I trick myself into believing that I am scribbling something profound. But immediacy is quite important. If I leave matters for a day or two then those initial fleeting thoughts get lost or degraded in the general noise and hubbub of things. Memory plays a big part. How long does the short-term stuff hang around? An hour? A day? A week? Nowadays I rarely find it hard to remember what I did a few days ago. The sessions are like little films but only a rough cut remains (the rushes?) with some key aspects intact. I try to recall and retrace how certain things came about within a session, fascinated by how the linking up of ideas gets done.

Today in particular, during a lesson on the dreaded 'spelling' topic, an intervention by one of the group spun the lesson out of its orbit and into a whole new constellation of thought. Even though some his cohorts giggled, I fully supported the idea which was this: who decides how words are spell? This is the kind of thing I love because it allows us to treat a topic such as spelling (a topic generally associated with the teaching of children) in a way that is stimulating and above all... adult. The idea of 'who decides' took us from Shakespeare to Blackadder to The Printing Press to Scottscombs to Goths to graffiti to George Stang to Onobridge which will bring us back to Oof!

Even though I find myself in a constant state (often imperceptively) of negotiating and renegotiating the levers of control, the fundamental key to exercising a democratic approach, for me, is to treat everyone as equal (yet at the same time I do treat people differently!). In fact I shouldn't have to articulate this point to myself because I generally do which usually gets me into hot water because I have no great love of Mr and Mrs Authority per se and whenever I'm confronted with anyone who wields some big badge of authority I tend not to buckle at the knees, in fact I tend to react to the contrary. For example, on getting my degree I decided not to attend the ceremony. This may seem no big deal, but at the time I worked in the Uni's PR department and they all thought I'd be gagging to get up there and troop about with the big banners given like butter wouldn't melt. One of my favourite Nietzsche (the first punk philosopher claims W!F S!M!F! opinions goes: 'One must have chaos in one to give birth to a dancing star'. I'm thinking of growing a big moustache (purely as a career move).

But then I ask myself 'what levers of control? I am very conscious of the fact that in order to 'deliver' a lesson, to reach an outcome, to determine a goal, certain things have to happen, certain levers have to be eased into place. And I know that each learner is different and those levers have to be dialled control and sometimes I have to add a bit of clutch here, and a wee touch of brake there, and sometimes remember to take the bloody handbrake off when I did the ITALL course I remember well the session on Shared Responsibility, mainly because I cued into that quite naturally and I liked the idea straight away.

One of the reasons I'm scribbling on about this, now that I remember, is that a session I did the other day was interesting because for most of it I ceded 'control' to the group. There was no discussion or pre-mediation on my part. It was to do with what was in the ether just at that moment and I let the mood take over. They had some work they wanted to get on with and even suggested they didn't need me around. But I was there. And the levers were still there. But I let some of my learners to learn how to learn. It's not easy this metacognitive stuff. I want to remove the levers. I want to stop calling my learners 'learners' and just call them mutters. Like my Diving School metaphor. As the learner progresses the instructor (hey! another teacher word!) will touch the controls less and less and do less prompting, until all she/he does is give directions. Keep straight on until we come to the next cliff top, that sort of thing.

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## community education

- Level – tutor-led
- Activity – personal blog
- Assessment – none
- Focus – combining of communication tools, modelling good practice

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Timetables for Study Block 2 and PP from SB1 (permalink) - edit | history | delete

Dear All,

Nicky has contacted me to say that he is having trouble opening the PowerPoint attached with my last email to you all, so I've tried uploading both the email and the attachments here so see if this opens any easier. Nicky, can you let me know if you are able to open it via the link below? If you can, I'll start using this method of sending the timetable information to all of you rather than via a GroupWise email.

I hope that you're all still enjoying the course and looking forward to study Block and I've attached further information re timetables as follows:

- 1) Timetable for Study Block 2: [FT\\_Study\\_Block\\_2.doc](#)
- 2) Detailed timetable and room nos for the PD tutorials on Wednesday 1 October: [Tutor\\_Groups & Rooms\\_FT\\_SB2.doc](#)
- 3) Detailed timetable and room nos for Audit Practice Panels on Thursday 2 October: [Practice\\_Panels\\_Groups & Rooms\\_FT\\_SB2.doc](#)
- 4) PPoint from Study Block 1 reminding you of what needs to be done in preparation for Study Block 2! [FT\\_SB1\\_Final\\_PP.ppt](#)

The PD tutors met this afternoon to progress the fieldwork practice matching for those of you who need a University arranged one and the next stage will be that we will be contacting the agencies to confirm that their offer to take a student still stands so that we can then confirm these with you at the Study Block. In connection with that, please remember that you need to have completed your Part 1 Audit Form ready for your Audit Practice Panel (it's already loaded as template alongside the other templates for your e-portfolio). I've also attached a copy of the student profile pro-forma [Student\\_Profile.doc](#) that will need completing for forwarding to the practice manager/supervisor so that you can start thinking about what should be included but this will be discussed in more detail with you at the tutorials.

Regards,  
Sue

Views: 1103  
Edits: 14

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## examples of journal use

- Social Work
- Education
- Community Education

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## social work

- Level – postgraduate
- Activity – portfolio of evidence
- Assessment – formative and summative
- Focus – pre-loading of template content for direct delivery to students

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## education

- Level – postgraduate (distance learning)
- Activity – structured reflection
- Assessment – none
- Focus – links from in-course activities to reflection

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## student initiated

- Level - postgraduate
- Activity – informal wiki
- Assessment – none
- Focus – student ownership

[Comments \(6\)](#)

[\(permalink\)](#) - [edit](#) | [history](#) | [delete](#)

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## in conclusion....

- Learning Objects tools help us to:

