

LDHEN Conference Proposal

Peter Hartley, Adam Birch, Kate Smith, Julia Braham, Carol Elston

Designing learning resources that students choose to use – a collaborative, evaluative approach

The closely related LearnHigher learning areas of Group Work (Bradford), Oral Communication (Brunel) and Interpersonal Skills (Leeds) have joined forces to develop a video-based resource to support students in honing their skills in these learning areas. The resource is structured along a time line which follows a group of students through their group working experience, beginning with their first meeting, concluding with the evaluation of their group oral presentation, and passing through a maze of tricky situations along the way! The resource adopts a problem-based learning approach, encouraging students to analyse problems and identify interventions in response to given scenarios, to engage with group members' and external commentators' reflections on their experiences and to explore underpinning theories and useful techniques.

We have chosen to develop this video-based resource in the pedagogical belief that video stimulates and supports learning (US National Teacher Training Institute, 2003) and, with the practical insight that getting hold of good quality, 'believable', easily accessible, student-centred footage to use with our students is not easy. However, we are also aware that students do not necessarily make use of such resources to support them in group working even though they encounter problems (Lizzio & Wilson, 2006). For this reason collaborating with and seeking students' and teachers' feedback during the development phase is vital if we are to design a resource that students will choose to use.

The purpose of this session would be two-fold – to report on and demonstrate progress with the development of our video-base resource, and to seek feedback on its perceived value and collect suggestions for further development from key stakeholders. It is hoped that this opportunity for dialogue will not only provide timely input for us, during our project's pilot phase, but will also allow all participants to explore collaborative, evaluative approaches to learning resource design more generally.

The session would consist of:

- 10 minute presentation to introduce the project's rationale, aims and progress to date
- 5 minute demonstration of the resource
- 20 minute discussion on what makes an effective video-based resource
- 5 minute presentation of feedback from students on what they think makes an effective video-based resource
- 5 minute summary of discussion