

MELSIG University of Nottingham

Tuesday, 20th January 2015

Programme: Creative Lecture Capture, Webinars & Screencasting

09:00 – 09:30	Arrive and coffee	
09:30 – 09:50	<p>Welcome</p> <p>Welcome to the University of Nottingham – Professor Wyn Morgan, Assistant PVC for Teaching and Learning</p> <p>Introduction to MELSIG – Andrew Middleton, Chair of MELSIG</p>	<p>Room</p> <p>A25 Lecture Theatre</p>
09:50 – 11:15	<p>Innovation at the University of Nottingham</p> <p>3 x 20 minute case studies</p> <p>1. Faculty case study -Dr Sally Chappell, Lecturer in Human Molecular Genetics, Faculty of Medicine & Health Sciences</p> <p>2. Lecture Capture–Ian Pearshouse, Service Owner – Lecture Capture</p> <p>3. Webinars: Inside and outside the institution - Helen Whitehead, Learning Technology Consultant</p>	<p>Room</p> <p>A25 Lecture Theatre</p>
11:20 – 12:20	<p>Innovation in the region</p> <p>3 x 20 minute case studies</p> <p>1. Thinking Creatively with Video: MyCAT does not pussyfoot about - Bev Cole, Mark Hetherington, Dario Faniglione, Birmingham City University</p> <p>Tackling the problem of simply adding lots of video to your bit of the VLE... for your students only... and possibly doing something more interesting, creative, shareable, interactive and engaging with them instead. The Centre for Enhancement of Learning and Teaching (CELT) at the University will demonstrate their drag and drop solution for hard pressed staff that integrates both Kaltura (video streaming) and their learning repository!</p> <p>2. Using lecture capture technologies to support peer-to-peer feedback among first-year Fashion students in a studio-based learning environment - Ann Draycott, Rob Higson, and Glenn McGarry, University of Derby</p> <p>This session looks at how first-year Fashion students at the University of Derby have been using lecture capture technologies to provide each other with feedback on their designs and creations. This project forms part of a wider Institutional media-enhanced feedback pilot aimed at promoting and supporting, through staff development programmes, the exploration of audio and video feedback approaches across the University of Derby.</p> <p>3. Emerging practice with webinars for blended and online learning - Calum Thomson (University of Salford) & Rod Cullen (Manchester Metropolitan University).</p> <p>The use of webinars to support blended and online learning has increased slowly but surely at both MMU and University of Salford over the past two years. This has presented both opportunities and challenges to those colleagues who have taken the plunge. Calum and Rod have undertaken a series of one-to-one interviews</p>	<p>Room</p> <p>A25 Lecture Theatre</p>

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	with colleagues delivering webinars to explore their experiences and to try and identify emerging good practice with this exciting technology.	
12:20 – 13:00	Lunch	
13:00 – 14:00 1 panel session	iTunesU Special Focus Panel Terese Bird (University of Leicester), Peter Robinson (Oxford University) and Graham McElearney (University of Sheffield) will each give a short presentation and compare their experience of leading the adoption of iTunesU at their institutions. The presentations will each reflect on what has been done, by whom, and will discuss: <ul style="list-style-type: none"> • How academics and students have responded • How iTunesU has affected innovation in teaching and learning 	Room A25 Lecture Theatre
14:00 – 15:00	Special Focus Parallel Workshops	
EITHER 2 x 15 min presentations and 30 min sharing experience discussion	Workshop 1: Using Video to Capture Learning <i>In this workshop two 15 minutes presentations will discuss how video is being used to capture and share learning. Participants will then share their own experience and discuss issues relating to putting students and their work in front of the camera</i> Exploring the value and use of recorded student presentations – Alex Spiers, Liverpool School of Tropical Medicine LSTM have recently purchased a site wide licence for Panopto Lecture Capture software and provide all students at the school with an account. Students on the Clinical Challenges in Tropical Medicine course have to work in groups to create, present and record weekly presentations on specific topics using Panopto and Office 365 software. This case study will examine how the video recordings have been used as well as finding out student perceptions of the impact of these tools on their learning experience. Running Video Assessments – Ellie Kennedy and Helen Puntha, Nottingham Trent University Student videos form the assessment for the online NTU Sustainability Certificate. Ellie and Helen will discuss how online video assessment works on the course and how videos made by last year’s course participants are being used to create sustainability-related materials for general teaching purposes.	Room A25 Lecture Theatre
OR 1 workshop	Workshop 2: Using video stories and scenarios for learning in the open <i>Chrissi Nerantzi, MMU.</i> The session will look at how videos were incorporated into the pedagogical design of the successful BYOD4L , an open cross-institutional CPD event, and how they were used. We will explore together how video stories and scenarios could be used in your own practice and what the potential benefits are.	Room Seminar room A24
15:00 – 15:15	Refreshments and Changeover	

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15:15 – 15:45	Special Focus Parallel workshops	
EITHER 2 x 15 minute presentations	<p>The Good Practice Exchange – Eleanor Livermore, MMU discusses creating film resources to promote good academic practice. Eleanor collects interviews with MMU staff about their teaching ideas and projects.</p> <p>Get involved!!! participatory bite-size CPD, cross-institutional examples from practice - Chrissi Nerantzi Introducing this UK webinar programme, what's involved</p>	Room Seminar room A24
15:15 – 15:45 OR 2 x 15 minute presentations	<p>Moving on from tutor provided screencast feedback to students producing formative reflective screencasts of their own – Rod Cullen, MMU For several years I have been using screencasts to provide feedback on formative work on learning design that has a strong visual component. This has been overwhelmingly well received by my students primarily because they find this audio visual format engaging and understandable. I wondered if this might work in reverse and allow my students to explain their thinking and reflect upon their learning designs when they share them with me. I have been pleasantly surprised at how well this can work.</p> <p>Screencasting for Postgraduate Assessment – Mel Lindley and Nicky Snowden, Sheffield Hallam University Post graduate students undertaking one of the distance learning modules within the MSc Advancing Physiotherapy Practice programme were given a choice of formats for their summative task. The majority of students chose to use screencasts to deliver a presentation. This session will discuss how students were supported in developing their submission, the experience of the module team of the marking process and explore issues of parity and student experience.</p>	Room A25 Lecture Theatre
15:45 – 16:00	<p>Being digitally rich, social and creative!</p> <p>A round up from delegates on what you will take away from today. Together we will create a digital artefact for everyone who couldn't attend and remind ourselves of the highlights of a busy event!</p>	Room A25 Lecture Theatre
16:00	Finish and Depart	

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