

Smart Learning Scenarios

These scenarios for smart learning are extracted from the MELSIG book Smart Learning — teaching and learning with smartphones and tablets in post-compulsory education

The scenarios are used to provide concrete illustrations of the ways people are innovating in their academic practice by making use of the ubiquitous availability of smart devices and social media.

Scenario: Active learning with Dyknow Cloud

Daphne Robson

Aroha wants to introduce more active learning into her lectures. She has looked at using Personal Response Systems such as Socrative or PollEverywhere, but is put off by the difficulty of writing multi-choice and short answer questions that would challenge students appropriately when they are learning a new concept. So now she has decided to use Dyknow Cloud and for students to use their own mobile devices, preferably in pairs. She enters existing problems into Powerpoint slides and imports them into the browser-based Dyknow Cloud, which hosts active learning activities. From her own tablet she sends out problems to students who enter, draw, or write answers on their tablets, smartphones or laptops. At appropriate times, Aroha retrieves students' answers then displays them to the class. As she does so, annotates the answers, comments and leads a class discussion. In this way, students receive feedback on a selection of answers, and are thus exposed to different strategies for answering problems, tips, and common mistakes.

Key tool: Dyknow Cloud

Scenario: Common room reps

One outcome of a pre-enrolment activity run by Julie in Facebook for her new Writing students is most of them have already got to know each other and got themselves organised. She has found out, through informal chats with some of the students, that there are 'ring



leaders' - key students who seem to make sure everyone else in the group is up to speed with announcements. Julie is reassured that, even though students don't go into Blackboard often enough for her liking, they are looking after each other in Facebook and she knows to touch base with the course 'ring leaders' every now and then to make sure they understand critical information.

Key tool: Facebook

Scenario: Placement meetup and peer support

In between tutor visits Joe and Sam, Teacher Education students now on placement in different schools, support each other using Skype. They 'meet' at the end of the school day once a week. Usually they're sitting in their respective classrooms, but last week Joe said "Take me on a tour!" So Sam and Joe had a bit of fun walking around with their tablets running the Skype app. Using Skype's live video connectivity they compared the different facilities in their schools and this prompted quite a discussion about different practices. They reported this as being reassuring; each of them had commented on how isolated they had felt and uncertain they were about the quality of the experience they were having.

While on their extended placements the students collaborated at a distance using Skype or Facetime - the live video communication tool on iOS. The synchronous visual and auditory medium helped to create a feeling of support and was "More interesting than working on your own!"

Key tool: Skype, or could use Google Hangouts or FaceTime.

Based on an idea by Ros Walker, taken from MSc. Dissertation (MELSIG workshop)

Scenario: Ever develop

CPD students and professionals use Evernote to create a development portfolio in which they record evidence of how they remain in good standing. Evernote allows them to store their professional development notes in a folder they have named 'CPD'. The note making tool is accessible and synchronised to all the devices they use. Colleagues working in CPD peer groups can make shareable folders to support their peer enhancement activities.

Key tool: Evernote

Attribution: Santanu Vasant



Scenario: Tell me more

Mike has set his Maths students a poster assignment each year but has been worried about the impenetrable detail they tend to include. In this assignment he wants them to focus on communicating relevant statistics. However, in his briefing this year Mike decided to drop the word 'poster' and talked about 'infographics' instead. He likes the clarity and attractiveness of the infographic format and can see how his students will respond well. "I want you to provide me with an infographic like these" he said, showing some examples from Easel.ly, Vizualize, Piktochart, Venngage and Infogr.am. "And I want you to include a QR Code linking to the spreadsheet you have used to generate the data."

Key tools: QR Code Maker, Google Sheets, Infographic tool such as Piktochart

Scenario: Feedback portfolio

Mary is course leader and is meeting her new undergraduates on the first day of the academic year. "No better time to engage them in managing their feedback," she says to her colleagues. "Start as you mean to go on." The course team are already up to speed having been trained to promote the use of Tumblr with their students as a portfolio tool for feedback.

In the Welcome lecture Mary and the team introduce what will happen during the first semester and she explains how they will be expected to engage in independent study, manage their time, and the importance of using feedback to continuously reflect on improving their performance on each assignment. After the Welcome students use their personal devices or the PC Lab to set up a personal Tumblr account using a pseudonym. Tumblr is a micro-blogging tool: they can post text, quotes, links, photos, videos and audio recordings there.

They have been instructed to keep a weekly record of notes from activities, informal and formal feedback from their peers and tutors and a weekly self-reflection. They should include photos from group work activities to help trigger their memories. They are encouraged to 'follow' the Tumblrs of peers in their learning set and to discuss their Tumblr sites at tutorials.

Key tool: Tumblr.com

Scenario: The virtual flip chart

Tom has asked his Business Studies students to record group responses to a series of questions in a seminar breakout activity by using a common Twitter hashtag. Student groups, focused on different aspects of a related topic, monitor the notes being produced by each other in real



time. There's a friendly competitive spirit amongst the groups who are working in different rooms. Later, findings from each group are aggregated and compared using Storify.

Key tools: Twitter, Storify

Scenario: Becoming professional

Professional Development Planning sits uncomfortably within the curriculum for many students who don't fully appreciate how building a professional profile takes time. Mary is course leader for Physics. In her Welcome lecture she begins by fondly remembering recent graduates using friendly anecdotes as she reviews her alumni's LinkedIn profiles. "I'll be watching your progress too. Keep building your profile," she says to her new recruits "You've got just three years to wow me."

Key tool: LinkedIn

Scenario: Starting points and social brainstorming

Learning is often a process of refining what you already know and adding definition to this with the support of others. Charlie uses this principle to engage his Engineering students in week one and then keep them engaged throughout the module. In the first class he establishes a class mind map using Mind 42 and shares the access to it using student email addresses.

He has already added the weekly topics and the main nodes and invites everyone to shout out what they know or expect to cover using key words. They add sub-nodes and begin to add some notes and links to these. The students are expected to revisit the mind map each week, add links and pictures. They review and update it using the last five minutes of class time each week to check that key points are included and accurate.

The map is there to promote discussion and personal research, help each student reflect on their understanding of the module topics, contribute to the way knowledge is represented and develop this with their own ideas and examples.

Key tool: Mind42, Mindmeister

Based on: Blaschke, L. (2014). Using social media to engage and develop the online learner in self-determined learning. *Research In Learning Technology*, 22.



Scenario: The story of learning in groups

Friends, learning sets and Personal Learning Networks - lend me your ideas.

Anne is part of an established social network study group (a PLN). They take it in turns to curate their study postings and then share them back every two weeks to reflect what they've learnt together. This week it has been Anne's turn to select significant social media posts and add a narrative. Using Storify she creates a free text narrative and intersperses the free text with links to websites, blog posts, their Pinterest folders, embedded videos, photos and articles. She credits the sources of this media using hyperlinks. It's taken her all evening but now she's ready to save the Storify and share it back with her PLN.

Key tools: Storify and other social media tools

Based on slides by: Corinne Weisgerber on Slideshare

<http://www.slideshare.net/corinnew/teaching-with-storify-diigo-and-hootsuite?ref=http://www.slideshare.net/featured/category/education>

Scenario: Getting to know you - Padlet selfie gallery

Geoff and Liz were back in the office. Today it was Geoff who was looking frazzled! "I just can't remember their names. How can we expect the students to feel at home if we can't even refer to them by name? I feel so embarrassed - but I reckon I've met 150 new faces this year..."

"You're right Geoff. It is really important. And it's important that the students know each other too. Some of them look so lonely. Try this. I've run it with my classes this year and I think it's working. Create a Padlet site for each of your classes and get every student to post their name and a selfie pic or video. I also got them to add one interesting fact like the thing they are most proud of. Once we got started we all posted."

Key tool: web browser, Padlet.com, cameras on student devices

Scenario: Audio briefing and FAQs

The students' tasks had traditionally been set out in a document. It seemed to explain everything they needed to know, but every year Jim was faced with a sea of puzzled faces when the written assignment brief was published in Blackboard. It was inevitable that he would spend 15 minutes reiterating the brief. He worried that students who had not attended



the class were being disadvantaged. This year, on the spur of the moment, Jim decided to switch on the voice recorder app on his phone before he began to reiterate the brief in class. He reflected that it was probably just reassuring for the students - they seemed to understand perfectly well. Just talking through the assignment helped though. Later he published the recording he had made to the assignment folder for those who had not been there. And as he was approached by individuals later with further questions he made Audio FAQs - recordings of answers he found himself giving time after time to individuals in class.

Key tool: Voice Record app

Based on: scenarios from the MELSIG Digital Voices book

Scenario: Over to you

Anne makes her lecture materials available in advance. She has nearly 300 Level 4 students each Friday afternoon. There's been a lot to get through this term but she has changed her approach from last year when she was struggling to cram everything into her lectures. This year she has cut out 25% of her lecture content and set up 10 minute pre-vision concept videos instead - one for each week. She has used the Explain Everything smart app to construct these based upon the content she was using in class last year. Students have been told to watch these between lectures. Now she begins each week's lecture by running a Socrative quiz about the concept videos: questions are posed by her in the Socrative app which appear on each student's device in real time in the lecture. They respond to a range of question types and Anne spends a little time clarifying and developing the answers for each question. She then continues the lecture as in previous years, though she is already thinking about expanding this 'flipped' approach.

Key tools: Socrative teacher and student apps, Explain Everything

Scenario: Keeping it short and sweet

Rebecca Sellers

Jon's students often provide arguments in their writing that are long and the key points become diluted. To get them to think about the key points of their arguments he sets them a statement and asks whether they are for or against the statement. Rather than setting a word limit he asks them to record a 2 minute video or audio recording of their argument and states anything longer than 2 minutes will not be considered. The clips are then played in class and



the students discuss what makes a good argument and the difficulties they have in keeping to the time limit. Jon also provides an example. The students are then asked to continue using this technique in their work to help them keep their arguments clear, precise and well-formed particularly when they are preparing presentations.

Scenario: Voice recognition

“What do you do with a hundred ideas... on Post-It notes?”

Beth had run a fantastic research activity for her dissertation. Her idea was to get people brainstorming; keeping the activity flowing. She used Post-It Notes to capture ideas that came out of her well-orchestrated discussion. So far, so good. When she got home, and the buzz of adrenalin had faded, she stared at all the Post-Its she had stuffed in her bag. “The trouble is, when people are rushing to generate ideas the last thing they think about is good handwriting!” But she read a few and realised she had a gold mine. Then she remembered Pete saying how he’d used the Dragon Dictate app to record inventories in his stock taking job. Having installed the app, Beth sat there for an hour reading back the Post Its. It was much more enjoyable and as she spoke she seemed to re-engage with the ideas and the activity.

Key tools: Dragon Dictate

Scenario: Video assessment

Dave had just finished presenting at the faculty workshop on how he’d used the Coach’s Eye app with his Sports students. He’d titled it “Instant Feedback” and described how he had used Coach’s Eye on his iPad to video record and analyse student skills. He had added a voice over commentary and drawn annotations onto the videos for each student to indicate ways in which they could improve. Angie was speaking to Dave excitedly describing how she could use it with her Nursing students as they learnt about lifting patients. “You can use it for making demonstration videos too. Add a commentary and post it to the VLE.”

Later that week Angie had installed Coach’s Eye for use in the role play she had planned for the students. Her colleague, Beth saw what she was doing and said, “I’m going to use that to record some patient-nurse interactions and then ask the patients to provide feedback to the nurses.

Beth’s partner Simon is a lab technician and saw what Beth had done. He said “I can use that to give feedback in my student induction workshop ‘Health and Safety in the Lab’. That’ll save you a few patients!”



Simon's mate Pete taught in Education. "They do peer observation," he thought. "I wonder..."

Key tool: Coach's Eye

Scenario: Twitter for learning

Rebecca Sellers

Susie wants to use Twitter to encourage her students to look beyond the set texts and websites for information about the subject and be able to communicate their findings quickly and easily. She decides to set up a hashtag rather than an account as this will allow everyone to see what is being shared and she is not solely responsible for the content. Using Twitter she envisions the students will use their mobile devices to upload things as they find them, rather than having to remember to add it later. She hopes the ease of using a mobile device will increase the frequency of the tweets. The favouriting button is identified as a way students can gather relevant resources together for later and further reading. The feed is also visible on the module's Virtual Learning Environment if they do not have a Twitter account.

Key tool: Twitter

Scenario: Visual structures, spoken texts

The students were struggling to understand how to produce written assignments and Nicky was running out of ideas. "They don't seem to accept there's a problem, but the essays are consistently poorly structured and lacking evidence. As soon as I start to talk about writing skills they freeze up and deny there's any problem."

This was not new to Jo, the writing tutor. "I have an idea. We'll stop writing for a while, and we'll start talking and taking pictures instead. That way we can work on structure and evidence in different media and come back to writing later. We'll create 'digital posters.'"

The students were asked to work in groups using their smart device camera to grab some 'visual evidence' in response to a challenge Nicky had set. She said the visuals could be actual photographs, metaphorical ideas or even graphs or drawings.

In the workshop the students opened the 30hands app. It allowed them to order their images and record a voiceover for each one. They discussed which images would work best to structure their piece. Once they had chosen these they recorded a spoken account of the



research they had conducted using the most useful pictures to structure their narrative. Each group published their 'digital poster' video presentation to the class wiki.

The class compared their presentations and considered their different use of structure and evidence to strengthen the presentations. Taking on board the feedback from the discussion they went away and produced a written report incorporating the same images, the same structure and feeling more confident about making an academic argument.

Key tool: 30hands or Explain Everything

Based on the idea of Digital Posters by Diane Rushton and Cathy Malone in the MELSIG Digital Voices book (Middleton, 2013).

Scenario: Tutorial action notes

"Tell you what," Gill said to her student, "why don't you record the tutorial. Send me a copy back for my records and include a few written action notes to outline the main points as you see them."

This was a sudden change of plan for Gill. A couple of years ago she'd realised her students were either not making notes in tutorials or were too busy concentrating on making their notes to take in everything she was saying. She had decided to use her phone voice recorder to capture the conversation instead and had been emailing her students the recordings ever since. But today she'd looked at her student as he watched her dig into her bag for her phone and wondered why it was *her* doing the recording.

Pleased with herself, the next student she met sat down and put his iPad on the desk and said, "Do you mind if I record this using Notability? It really helps me to record conversations and scribble notes at the same time. I save all my notes on Google Drive." Later Gill received a copy of the tutorial and a link to the Google Drive folder.

Key tools: student's phone! Or Voice Record app, Notability

Based on the work of Anne Nortcliffe, Sheffield Hallam University. (See: Nortcliffe, A. (2014) "My story and My solutions as A Dyslexic Academic", The Dyslexic Academic Symposium 2014, London Metropolitan University, 8th November 2014, [on-line] <http://prezi.com/mgqgay4xbu0j/>)



Scenario: Inverted keynote - cacophon(e)y of the crowd

Three hundred, possibly more, were sitting ready to be entertained by the keynote. An easy start to the day. The lecture theatre was warm, clean and comfortable. “This beats being at work,” I said to my colleague, who looked as weary as me. I had Evernote ready. “I do like the way it adds the title to your notes automatically,” I mused. “You use Penultimate then?” I asked Jim, only to be rudely awakened by the keynote.

“OK. So, take a look at the question. Create a 15 second video response using Instagram and this hashtag. Go!”

We had been forewarned, but I hadn’t expected such an abrupt start! The rest of the ‘keynote’ session was spent listening to the responses and discussing them.

“Are my students ready for this?” I wondered. “At least as ready as me,” I responded.

Key tool: Instagram.

Based on a technique used by Helen Keegan.

See: <http://www.slideshare.net/heloukee/ple-u-nkeynote>

Scenario: YouTube VLE

Last year Jo’s students had stepped forward to manage the class Twitter Channel. Enough had volunteered to make regular posts, develop their peer network and foster connections to other people and professional groups. She wanted to develop things a bit this year, building on this momentum and also upon the increased use of visual media she had noticed in recent posts. She put out a further course invitation. This time to form a course YouTube Channel. “What we’ll do is find videos to illustrate some of the concepts we’re discussing each week. If we can’t find anything suitable, then I would like to think about how we can make videos. I’d like to start the lecture each week by showing one of our videos and writing responses to it on Twitter. We’ll create a course playlist of selected videos and our challenge is to build up our viewing figures over the semester.”

Key tool: YouTube

Based on: Trier, J. (2007b). “Cool” engagements with YouTube: Part 2. *Journal of Adolescent and Adult Literacy*, 50, 598–603.



Scenario: Excursion to the smart city data mine

“So, what is data?” Perhaps a fairly standard question in a standard Research Methods module, but Rebecca was introducing the debriefing workshop for her 30 students. Her only instruction last week had been, “Take your smartphones and using their multimedia functionality and whatever apps you have or can find. Go into the city and research ‘Cars’! Be imaginative!”

“Cars?!”

That was last week, and this week the students were sharing their photographs, their videos, audio, web pages, spreadsheets of traffic counts, artwork made from road sign graphics... The list of rich data went on.

“Today we are going to look at a few key ideas that come from last week’s excursion and by the end of the semester you will have crafted this work into the best report you never dreamed of writing!... By the way, did anyone devise a research question before you set off..? Did you write it down? Did this change? ...Let’s hear about the methods you used and how well they worked?”

Key tools: smartphone and numerous apps including camera, recorder, SoundCloud, YouTube Capture, Google Drive, Grafio

For further scenarios see: Smart Learning Scenarios: Scenarios describing smart learning in higher education. [Online] at: <http://melsig-andrew-middleton.tumblr.com/>

Reference

Middleton, A., ed. (2015). Smart learning: Teaching and learning with smartphones and tablets in post compulsory education. Media-Enhanced Learning Special Interest Group and Sheffield Hallam University

Middleton, A., ed., (2013). *Digital Voices: a collaborative exploration of the recorded voice in post-compulsory education*. MELSIG & Sheffield Hallam University

