Chat Transcript for Session Topic: Feast of Case Studies

Moderated by
Jenny Booth
University of Strathclyde, Glasgow, United Kingdom

Alison Muirhead
Inspire Research Ltd, Glasgow, United Kingdom

Date/Time	Author	Comment
30/05/2007 11:05:34	**Jenny Booth** (JennyBooth)	Hi there everybody. Welcome everyone to this session 'Feast of Case Studies' I'm Jenny Booth from the REAP project and I am your moderator for this chat session.
30/05/2007 11:06:10	**Alice Lau** (amslau)	it is lovely, It provides a great opportunity to talk to people interested in assessment! (it's just a bit difficult managing your tasks in the office at the same time!)
30/05/2007 11:06:13	**Jenny Booth** (JennyBooth)	As this is a 2 hour poster style session I think people will probably pop in and out during that period.
30/05/2007 11:06:40	**Jenny Booth** (JennyBooth)	If your login ID isn't immediately recognisable perhaps you could preface your first question by introducing yourself and your institution?
30/05/2007 11:06:45	**Kaska Hempel** (kaskahempel)	There were many australian case studies - are there any of you around?
30/05/2007 11:08:11	**Maureen Morris** (MaureenMorris)	Hi everyone, Maureen Morris from Australia responding. We are mid evening here, so work doesn't interrupt so much.
30/05/2007 11:08:22	**Jenny Booth** (JennyBooth)	Perhaps I could start by asking our authors to introduce themselves and say a short word about their case studies?
30/05/2007 11:08:29	**Kaska Hempel** (kaskahempel)	I am an expat myself working on the CeLLS project at University of dundee
30/05/2007 11:09:09	**Catherine Owen** (CatherineOwen)	Hi kaska - your case study was great. Want to tell us the important messages from it?
30/05/2007 11:09:39	**Jenny Booth** (JennyBooth)	Kaska would you like to start?
30/05/2007 11:10:10	**Kaska Hempel** (kaskahempel)	CeLLS Project is funded in the same Programme as REAP and we are producing online materials to support Life Science level 1 and 2 learning
30/05/2007 11:10:26	**Maureen Morris** (MaureenMorris)	I am a doctoral student researching outcome based learning and assessment at Uni of Wollongong in Australia. I teach statistics at the university and my case study is drawn from this experience
30/05/2007 11:11:09	**Alison Muirhead** (AlisonMuirhead)	What approaches to assessment did you take (both)
30/05/2007 11:12:03	**Alice Lau** (amslau)	Alice Lau, from University of Glamorgan, research assistant and also a part time doctoral student looking at learning theories and assessment practice
30/05/2007 11:12:34	**Kaska Hempel** (kaskahempel)	University of dundee wants to use those materials in order to replace formal lectures and free lacturer's time to provide interactive opportunities for learning - our case study is based on a pilot of the materials with the students and integrating
30/05/2007 11:12:52	**Maureen Morris** (MaureenMorris)	However as part of my research I have also worked with colleagues at the University of Western Australia in designing a learning framework for a final year accounting subject with a prime focus on teaching critical and evaluative skills

30/05/2007 11:14:08	**Jenny Booth** (JennyBooth)	Maureen, would you like to tell us a bit more abuot the learning frameword you have been developing?
30/05/2007 11:15:18	**Kaska Hempel** (kaskahempel)	CeLLS materials as well as the pilot tried to maximise opportunities for regular self-assessment in low stake (private and not marked) and then increasingly high stake (public and marked) environment
30/05/2007 11:16:14	**Jenny Booth** (JennyBooth)	Nope i'm still here :-)
30/05/2007 11:17:18	**Alison Muirhead** (AlisonMuirhead)	Kaska - could you tellme a bit more about the online tutorials you used in the case?
30/05/2007 11:17:20	**Maureen Morris** (MaureenMorris)	We have worked mainly in aligning teaching/learning/assessment through defined outcomes and using thdefined outcomes to produce marking guides/rubrics/criteria as scaffolding. In the UWS project these criteria were also used to strucur the learning activi
30/05/2007 11:18:34	**Alison Muirhead** (AlisonMuirhead)	Maureen, that seems to sit very well with what David Boud was saying in his keynote - that you must start designing assessment by considering the impact it will have on learners
30/05/2007 11:19:35	**Kaska Hempel** (kaskahempel)	The online tutorials are bite sized chunks of material - equivalent to 1-2 lectures (in coverage - not time...). They have two parts - narrative which presents the ideas with interspersed activities and concept check test, and an end of topic summary self
30/05/2007 11:20:03	**Alice Lau** (amslau)	Maureen, can i ask who defines the outcomes?
30/05/2007 11:20:36	**Alison Muirhead** (AlisonMuirhead)	Kaska, do they involve discussion/interactions the way a traditional f2f 'tutorial' would?
30/05/2007 11:21:00	**Kaska Hempel** (kaskahempel)	From student feedback in the case study pilot and other pilots we have run - the students valued the self-assessment opportunities scattered throughout the materials - they thought it kept their focus
30/05/2007 11:21:11	**Jenny Booth** (JennyBooth)	Hi Mark
30/05/2007 11:21:23	**Kate Outhwaite** (kateouth)	kaska, is the summative assessment also delivered online?
30/05/2007 11:21:30	**Mark Russell** (MarkRussell)	Hi bounced back Jenny
30/05/2007 11:22:06	**Jenny Booth** (JennyBooth)	some of our 'Feast' authors are just chatting about the practices in their case studies
30/05/2007 11:22:22	**Mark Russell** (MarkRussell)	Just driven from essex (Home) to hertfordshire (work) and so missed the feast intro - sorry
30/05/2007 11:22:58	**Alison Muirhead** (AlisonMuirhead)	Nice to see you Mark!
30/05/2007 11:23:28	**Mark Russell** (MarkRussell)	Hi Alison
30/05/2007 11:23:32	**Kaska Hempel** (kaskahempel)	the online materials themselves do not have embedded interactions with peers and lecturers but their format allows for such use. At Dundee it is felt that those tutorials are a more effective way than lectures to present material - then they are contextua
30/05/2007 11:24:35	**Alison Muirhead** (AlisonMuirhead)	so you use the online tutorial to deliver the content to free up f2f time more for discussion, is that right?
30/05/2007 11:24:45	**Kaska Hempel** (kaskahempel)	kateouth, yes the summative assessment is delivered online - this element is a part of Life Sciences strategy - students have regular online assessment sessions throughout the semester
30/05/2007 11:25:03	**Mark Russell** (MarkRussell)	brb

30/05/2007 11:26:27	**Kaska Hempel** (kaskahempel)	I am not sure about the final exam - you will need to ask Linda Morris who is the Lecturer for this module - she might be available via later or in the discussion forum later
30/05/2007 11:26:32	**Maureen Morris** (MaureenMorris)	Initially the subject coordinators in conjunction with faculty heads. Because the subject are all compulsory for the feeder programs the previouly defined outcomes have formed the starting point. However in discussions we also turened to 'discipline exper
30/05/2007 11:27:39	**Kaska Hempel** (kaskahempel)	AlisonM, yes this is the idea - although the discussion/clarification is not restricted to the official f2f lectures - we have a discussion board and informal drop in sessions available for such interaction as well
30/05/2007 11:28:06	**Kate Outhwaite** (kateouth)	Kaska - thanks. I'm very interested to see thoughtfully embedded use of technology to aid learning and inform teaching.
30/05/2007 11:28:15	**Alison Muirhead** (AlisonMuirhead)	And do the lecturers feel engagement has increased Kaska?
30/05/2007 11:29:45	**Jenny Booth** (JennyBooth)	Welcome, Martin. Kaska and Maureen have been telling us a bit about their case studies.
30/05/2007 11:30:37	**Alice Lau** (amslau)	Thanks Maureen, that sounds like a very robust process! Do you think others in the institutions would engage in that?
30/05/2007 11:31:28	**Kaska Hempel** (kaskahempel)	Well - the pilot is limited but we have excellent indicators that students are engaging with materials better than based on lectures only. Over 90% of students accessed CeLLS materials and they came back on average 7.7 times!! This compares with lecture a
30/05/2007 11:32:27	**Mark Russell** (MarkRussell)	Students confidence in answering q's after using PRS was something I also observed.
30/05/2007 11:32:28	**Alison Muirhead** (AlisonMuirhead)	That sounds very positive! what kind of numbers are involved in the pilot?
30/05/2007 11:32:59	**Jenny Booth** (JennyBooth)	Yes it sounds good!
30/05/2007 11:33:16	**Alison Muirhead** (AlisonMuirhead)	Can you expand on that Mark? do you mean their confidence generally, or the confidence to answer 'out loud' as it were?
30/05/2007 11:33:20	**Kaska Hempel** (kaskahempel)	Alison, This class with Linda's integrated pilot had over 150 students in it
30/05/2007 11:34:31	**Kaska Hempel** (kaskahempel)	Mark - we only compared confidence in answering questions after students used the CeLLS materials in self-guided study with that of students not using the materials in teh previous year (same questions)
30/05/2007 11:35:09	**Jenny Booth** (JennyBooth)	Or did you use confidence based marking Mark?
30/05/2007 11:35:09	**Kaska Hempel** (kaskahempel)	We also run non-intergrated pilots in 8 other Modules with student numbers from 20-200
30/05/2007 11:35:56	**Kaska Hempel** (kaskahempel)	Mark - what was the setting in which you used the PRS?
30/05/2007 11:36:03	**Mark Russell** (MarkRussell)	Confidence in answering q's relating to the subject and also their confidence in the subject
30/05/2007 11:36:31	**Alison Muirhead** (AlisonMuirhead)	How are either of you gauging confidence levels?
30/05/2007 11:37:25	**Mark Russell** (MarkRussell)	My setting - I am keen on JiTT and for that to work you need to engage the students and find out what they now and what they dont. And so I run short PRS formative assessments before and after lectures.
30/05/2007 11:37:46	**Kaska Hempel** (kaskahempel)	Ours was very unsophisticated method of how many students attempted to answer the questions...
30/05/2007 11:38:15	**Mark Russell** (MarkRussell)	How did we gauge confidence - asking them via Likert questions.

30/05/2007 11:38:27	**Kaska Hempel** (kaskahempel)	that sounds like a grand idea - I wonder if
30/05/2007 11:39:09	**Maureen Morris** (MaureenMorris)	It is initially very time consuming, but the payback comes with time saved in marking, adjusting assessment from session to session and more focus in teaching. Students rarely query assessmentmarks and perceive the subject to be 'fairly' taught and assess
30/05/2007 11:42:44	**Alison Muirhead** (AlisonMuirhead)	Maureen have you seen an impact on student performance?
30/05/2007 11:42:54	**Mark Russell** (MarkRussell)	Maureen reinforced what is important for me. more focus to the teaching
30/05/2007 11:43:00	**Jenny Booth** (JennyBooth)	That does sound like a rich learning process.
30/05/2007 11:44:09	**Jenny Booth** (JennyBooth)	Maureen, you mentioned involving students in criteria, how have you found they responded to that?
30/05/2007 11:44:11	**Jenny Booth** (JennyBooth)	Hi Amber
30/05/2007 11:46:41	**Jenny Booth** (JennyBooth)	Hello mfindlay.
30/05/2007 11:47:15	**Mark Findlay** (mfindlay)	hello all
30/05/2007 11:47:27	**Jenny Booth** (JennyBooth)	We are just having a chat about some of the case studies
30/05/2007 11:47:31	**Ambreen Tayyab** (Amber)	hello
30/05/2007 11:49:10	**Mark Findlay** (mfindlay)	Yes I came in for a look, theres lots of bedtime reading!
30/05/2007 11:49:28	**Jenny Booth** (JennyBooth)	Kaska Hempell is involved in producing online materials to support Life Science level 1 and 2 learning
30/05/2007 11:50:51	**Jenny Booth** (JennyBooth)	Mark has been involved in PRS for gauging confidence and feedforward
30/05/2007 11:50:57	**Jenny Booth** (JennyBooth)	HI John
30/05/2007 11:51:41	**Alison Muirhead** (AlisonMuirhead)	Mark do you use PRS summatively at all, or is it more useful in your context for formative purposes?
30/05/2007 11:51:49	**Maureen Morris** (MaureenMorris)	For the submitted cas study, we track attitude and performance across 5 sessions. Marks have not significantly varied beyond the first session. There has been some movent in grades, an increase over middle grades with decreases at top and bottom. The grea
30/05/2007 11:53:10	**Mark Russell** (MarkRussell)	HAppy to talk about my experinces but dont want to trample on the toes of those that submitted a case study.
30/05/2007 11:53:42	**Mark Findlay** (mfindlay)	I would be a little concerned about using PRS for summative purposes, validation??
30/05/2007 11:54:10	**Martin Hawksey** (MartinHawksey)	mfindlay: could you expand
30/05/2007 11:54:15	**Mark Russell** (MarkRussell)	My use all formative
30/05/2007 11:54:22	**Kaska Hempel** (kaskahempel)	One thing that we found might be challenging for embedding the online materials is there is a lot that needs to be in place in order to support their use/engage the students (i.e. PRS F2f sessions, online self-assessments etc) . In our pilot this was alre
30/05/2007 11:54:39	**Kaska Hempel** (kaskahempel)	mfindlay - our use was for formative only as well
30/05/2007 11:55:16	**Jenny Booth** (JennyBooth)	Mark, I think we are happy to hear everyone's experiences included those not among the 'official' conference case studies
30/05/2007 11:55:21	**Jenny Booth** (JennyBooth)	Hi Chris

30/05/2007 11:55:36	**Kaska Hempel** (kaskahempel)	Jenny - I second that Mark:)
30/05/2007 11:55:41	**Jenny Booth** (JennyBooth)	Hello Mantz, how are you?
30/05/2007 11:55:51	**Mark Findlay** (mfindlay)	It just seems to me that youv'e got a room room full of people who can essentially see other peoples answers, I'm not sure thats appropriate even for low stakes
30/05/2007 11:56:53	**Mark Russell** (MarkRussell)	Hmm - not sure I agree MF - since I use this data to guide my lctures (JiTT) One think I did was try to use PRS to show the students the conseuqnaces of their ansers. I now have some nice diagrams which show the socratic irony
30/05/2007 11:57:28	**Alison Muirhead** (AlisonMuirhead)	I was just thinking about how it had been used in one of the case studies presented (Bali & Keaney) in a graded assessment. It doesn't seem to be a common approach though!
30/05/2007 11:58:08	**Jenny Booth** (JennyBooth)	David Walker is also one of your authors. David, would you like to tell us something about your work?
30/05/2007 11:58:43	**Kaska Hempel** (kaskahempel)	Linda is considering including marks for PRS answers - she would be interested in hearing opinions on use of PRS in summative way
30/05/2007 11:59:21	**Martin Hawksey** (MartinHawksey)	the newer hansets seem to make this a lot easier
30/05/2007 11:59:31	**David Walker** (djwalker)	Hi Jenny, just trying to catch up with the discussion.
30/05/2007 11:59:33	**Kaska Hempel** (kaskahempel)	(She is unable to attend but - will be keen to hear/read later:)
30/05/2007 11:59:47	**Alison Muirhead** (AlisonMuirhead)	Martin, can you expand on why that is?
30/05/2007 11:59:57	**David Walker** (djwalker)	Kaska, what is the motivation for awarding marks for PRS answers?
30/05/2007 12:00:07	**Maureen Morris** (MaureenMorris)	At this stage their involvement has been as active users, but we are looking at introducing an (ad hoc) scaffolded workshop to reconstruct the criteria. THis might serve two purposes: 1. Forming reflective judgement through examining the skills involved A
30/05/2007 12:00:08	**Mark Russell** (MarkRussell)	We use the Interwrite RF and this will do it. In fact I did try one summative test (but backed up with paper submissions)
30/05/2007 12:00:17	**Kaska Hempel** (kaskahempel)	I am not sure - need linda here aggghhh:)
30/05/2007 12:00:26	**Jenny Booth** (JennyBooth)	David, of course, take your time!
30/05/2007 12:01:09	**Alison Muirhead** (AlisonMuirhead)	Mark - did you find the results correlated between the prs and paper tests?
30/05/2007 12:01:25	**Mark Russell** (MarkRussell)	Marks might encourgae the students to think more about their ansers and take a bit more time in reponding. Although my feedback suggests this was not an issue
30/05/2007 12:01:55	**Kaska Hempel** (kaskahempel)	I am not sure about Linda's motivation but I suspect it might be something to do with encouraging attendance/participation in f2f sessions
30/05/2007 12:03:12	**Alison Muirhead** (AlisonMuirhead)	yes, someone else during the conference said there's nothing like throwing in a few questions during a lecture to keep student's attention!
30/05/2007 12:03:14	**Mark Russell** (MarkRussell)	Kaska... I can see that as an argument. Although for our students this was not the case. BUT it was the first experince of PRS with these stuidents and so we gained the novelty value too
30/05/2007 12:05:07	**Kaska Hempel** (kaskahempel)	Mark, you seem to be using PRS frequently. One concern that our lecturers have is that the engagement caused by the novelty effect will wear off - is this the case in your experience? (we are talking of the 1st year large classes here)

30/05/2007 12:05:30	**Alison Muirhead** (AlisonMuirhead)	good point Kaska
30/05/2007 12:05:32	**Jenny Booth** (JennyBooth)	Hallo ehab welcome to the feast!
30/05/2007 12:06:26	**Martin Hawksey** (MartinHawksey)	I'm sure Steve Draper has written about this and shown that novelty is not a factor
30/05/2007 12:07:05	**Kaska Hempel** (kaskahempel)	Martin - can you point me to Steve's paper?
30/05/2007 12:07:09	**Mark Russell** (MarkRussell)	Kaska, each week - Second year group of around 120. Tried to get collegues on first year to exploit the lessons we have learnt. I suspect they simply enjoy the show! One student said how it brought excitment to the class (an engineering science class)
30/05/2007 12:07:50	**Alison Muirhead** (AlisonMuirhead)	We'll ask Steve to post a reference to the forum
30/05/2007 12:07:51	**Martin Hawksey** (MartinHawksey)	Kaska: will get back to you.
30/05/2007 12:07:54	**Kaska Hempel** (kaskahempel)	Mark, Linda's experience is very similar in terms of excitement :)
30/05/2007 12:08:02	**Kaska Hempel** (kaskahempel)	Martin - thanks
30/05/2007 12:08:20	**Jenny Booth** (JennyBooth)	Hello Pippa!
30/05/2007 12:08:30	**Pippa Markham** (PippaMarkham)	hello!
30/05/2007 12:08:59	**Martin Hawksey** (MartinHawksey)	Mark arre you familar with the work of Prof Jim Boyle?
30/05/2007 12:09:37	**Kaska Hempel** (kaskahempel)	Mark - do you have any papers that describe your use? We are trying to expand the use of PRS to more lecturers here ...
30/05/2007 12:09:43	**Mark Russell** (MarkRussell)	Kas... Good to see that these things translate. But I also found an issue too with over use. Since I do this each week, I have to be really focused abpout what I ask and why I ask q's. This is not about the technology, but rather devloping an additional c
30/05/2007 12:10:24	**Martin Hawksey** (MartinHawksey)	I would second Mark, the technology has to fill the niche
30/05/2007 12:11:12	**Martin Hawksey** (MartinHawksey)	Kaska if you go to www.reap.ac.uk we have a whole section in the resources on PRS
30/05/2007 12:11:25	**Kaska Hempel** (kaskahempel)	Martin - thanks
30/05/2007 12:11:44	**Mark Russell** (MarkRussell)	Kas.. I am about to presfnt in the states. I would be happy to share that work - My work ethic includes a strong need to evaluate what I do. I am awash with data that needs more unpicking
30/05/2007 12:12:03	**Mark Findlay** (mfindlay)	Martin, I would disagree slightly with rthat
30/05/2007 12:12:04	**Mark Russell** (MarkRussell)	and so I hope more papers will follow
30/05/2007 12:12:20	**Kaska Hempel** (kaskahempel)	Mark - great - I will look out for those
30/05/2007 12:12:30	**Martin Hawksey** (MartinHawksey)	mfindlay - in what way
30/05/2007 12:13:11	**Mark Findlay** (mfindlay)	Sorry pressed enter by mistake.. I will continue
30/05/2007 12:15:54	**Mark Findlay** (mfindlay)	Although pedagogy has to be key in the use of any technology prs or otherwise, we have to adapt teaching to new technologies, people are now exploring secobd life as an assessment tool for example so will have to adapt their teaching methodology for the t

30/05/2007 12:16:57	**Alison Muirhead** (AlisonMuirhead)	Interesting, how are they planning to use second life for assessment?
30/05/2007 12:17:01	**Jenny Booth** (JennyBooth)	Hello la!
30/05/2007 12:17:40	**Kaska Hempel** (kaskahempel)	mfindlay, I would agree with you here - we are actually trying to get people to change how they teach by using CeLLS materials supported with PRS f2f sessions. It is a shift from talking at people approach to interacting with students
30/05/2007 12:18:58	**Mark Russell** (MarkRussell)	mf makes an interesting point but for me the technolgy supports the pedagogy. PRS helps me with my JiTT and will support pedagoies based on Laurillards Converssation Framework. SL might be supporting Vygotsgy and social constructivism
30/05/2007 12:19:54	**Jenny Booth** (JennyBooth)	hello ccollins!
30/05/2007 12:20:07	**Martin Hawksey** (MartinHawksey)	the technology however has to be fit for purpose. I would try to encourage people not to use technology for technologies sake. The danger if you don't is students start perceiving it as a gimmick
30/05/2007 12:20:13	**Carol Collins** (ccollins)	hello jenny - please call me Carol
30/05/2007 12:20:23	**Jenny Booth** (JennyBooth)	ok carol thanks :-)
30/05/2007 12:20:46	**Jenny Booth** (JennyBooth)	glad you could join us
30/05/2007 12:21:39	**Kaska Hempel** (kaskahempel)	Mark - you are right each use of technology needs a pedagogy (as you are doing to support your approach) butI think technology can be used to improve teaching practice...
30/05/2007 12:21:57	**Kaska Hempel** (kaskahempel)	...or change the underlying pedagogy
30/05/2007 12:22:07	**Jenny Booth** (JennyBooth)	Carol is also one of our authors. Perhaps in a moment David and Carol might like to tell us a bit about their respective case studies
30/05/2007 12:22:14	**Mark Russell** (MarkRussell)	When I present I have a great image a guyt did fopr me with some profs standing round an auto tea stirrer. They are standing back admiring their work and yes youve guessed it, they are stirring their teas manually. The point to this slide that often opens
30/05/2007 12:22:20	**Kaska Hempel** (kaskahempel)	...lecturers often respond better to gimmicks than pedagogy lectures:)
30/05/2007 12:23:06	**Martin Hawksey** (MartinHawksey)	very true
30/05/2007 12:24:34	**Martin Hawksey** (MartinHawksey)	that's why learning technologist should get to play with the gimmicks first before luring an unsuspecting lecutrer
30/05/2007 12:24:45	**Kaska Hempel** (kaskahempel)	In a sense the CeLLS project is trying to use the gimmick trojan horse to change teaching practice into a format more engaging to the students
30/05/2007 12:24:56	**linda morris** (lamorris)	Hello Jenny - its Linda.On technology - Using PRS is a refreshing change for lecturers as well as students.
30/05/2007 12:24:58	**Kaska Hempel** (kaskahempel)	Martin lol:)
30/05/2007 12:25:24	**Jenny Booth** (JennyBooth)	Linda your ears must have been burning KAska was referring to you earlier!
30/05/2007 12:25:31	**Mark Russell** (MarkRussell)	But the trojan horse sneaks in learning!
30/05/2007 12:26:04	**linda morris** (lamorris)	Hope she mentioned me kindly!
30/05/2007 12:26:10	**Jenny Booth** (JennyBooth)	of course :-)

30/05/2007 12:26:26	Martin Hawksey (MartinHawksey)	I've found PRS is also a great way of getting lecturers to reexamine their teach method
30/05/2007 12:27:20	Mark Russell (MarkRussell)	Great point Martin - That is so is important.
30/05/2007 12:27:31	linda morris (lamorris)	Martin- I agree too often the lecturers are the hardest ones to change
30/05/2007 12:28:02	Carol Collins (ccollins)	Having just joined not sure what you are talking about - is it a persoanl response system?
30/05/2007 12:28:23	Kaska Hempel (kaskahempel)	carol - that's right
30/05/2007 12:28:34	Martin Hawksey (MartinHawksey)	gi carol, yes. have you any experience of them?
30/05/2007 12:28:53	Carol Collins (ccollins)	The good thing about those is the concensus building - I think
30/05/2007 12:29:20	Alison Muirhead (AlisonMuirhead)	and the potential for quick feedback!
30/05/2007 12:29:20	Carol Collins (ccollins)	Not used them personaaly but have seen them
30/05/2007 12:29:48	Carol Collins (ccollins)	Yes and the nore reticient learners
30/05/2007 12:30:07	Jenny Booth (JennyBooth)	Carol, we'd love to hear something about your case study '"Redesigning computer-based assessment tests", would you like to tell us a little about it please?
30/05/2007 12:30:29	Kaska Hempel (kaskahempel)	We are hoping that the cells materials (aimed at replacing passive lectures) will force some reexamination of the meaning/purpose of lectures and exploration of more alternative ways of engaging students in f2f sessions (including prs)
30/05/2007 12:30:40	Carol Collins (ccollins)	Yes, we are tyrting to use CBA to gather and capture consensus
30/05/2007 12:31:06	Carol Collins (ccollins)	to profile learning processes instead of meausring outomes
30/05/2007 12:31:54	Carol Collins (ccollins)	It is about using CBA for subjective assessment as opposed to objective testing
30/05/2007 12:32:20	Carol Collins (ccollins)	Essentially, we have created a hypotheis led item design
30/05/2007 12:32:43	Jenny Booth (JennyBooth)	Could you explain how that process works?
30/05/2007 12:32:44	Carol Collins (ccollins)	That's all from me - you will need to read the case study I expect
30/05/2007 12:33:24	Carol Collins (ccollins)	The 'test' item is designed to supply feedback on which the student acts. It is this actiion that we want to capture
30/05/2007 12:35:14	Alison Muirhead (AlisonMuirhead)	Carol, how do you capture how students' use this feedback (or do I need to go and read the paper for that one!)
30/05/2007 12:35:57	Carol Collins (ccollins)	We will link it to the feedback selected
30/05/2007 12:36:08	Martin Hawksey (MartinHawksey)	Carol - can you clarify are you assessing the process a student goes thourgh or the product
30/05/2007 12:36:14	Carol Collins (ccollins)	yes
30/05/2007 12:36:30	Carol Collins (ccollins)	the process which will become a product
30/05/2007 12:36:50	Martin Hawksey (MartinHawksey)	how does this fit in with your instutional strategy/policy on assessment
30/05/2007 12:37:22	Carol Collins (ccollins)	I work for Learning Skills Network (LSN) and it fits with my research into fomratiove assessment
30/05/2007 12:37:35	Carol Collins (ccollins)	It is not a university strategy

30/05/2007 12:37:44	**Jenny Booth** (JennyBooth)	Carol I thought your lava flow example was very interesting, I would like to study that more myself!
30/05/2007 12:38:17	**Carol Collins** (ccollins)	Thank you - yes I don't know too much about volcanos myself
30/05/2007 12:38:41	**Mark Findlay** (mfindlay)	Carol, how did you decide on which questions would be used for each process in table1
30/05/2007 12:38:50	**Mark Findlay** (mfindlay)	question types..
30/05/2007 12:39:27	**Carol Collins** (ccollins)	Most question types can be sued - its just indicative
30/05/2007 12:40:10	**Carol Collins** (ccollins)	For instance a graphical hotspot would be good if we wnated to incude a map
30/05/2007 12:40:18	**Jenny Booth** (JennyBooth)	hello again Sean!
30/05/2007 12:40:28	**Sean McKitrick** (SeanMcKitrick)	hi Jenny
30/05/2007 12:43:19	**Carol Collins** (ccollins)	I leave you for now - I'll check back another time if anyone wnats to ask me any other questions
30/05/2007 12:44:52	**Jenny Booth** (JennyBooth)	Does anyone else have any assessment practices or experiences that they would like to share with us, perhaps Abdul or chris or uqnbaker?
30/05/2007 12:47:29	**Abdulrahman Alghamdi** (Abdul)	I don't have any question , but I really find it very useful session
30/05/2007 12:47:49	**Jenny Booth** (JennyBooth)	Where are you based in Edinburgh Abdul?
30/05/2007 12:47:53	**Abdulrahman Alghamdi** (Abdul)	Thank Jenny for the encouragements
30/05/2007 12:48:03	**Nick Baker** (uqnbaker)	Hi Jenny. I have used concept maps for both formative and summative assessment and found them quite useful
30/05/2007 12:48:08	**Jenny Booth** (JennyBooth)	not at all :-)
30/05/2007 12:48:08	**Abdulrahman Alghamdi** (Abdul)	Heriot Watt uni
30/05/2007 12:48:11	**Abdulrahman Alghamdi** (Abdul)	wha about you
30/05/2007 12:48:19	**Jenny Booth** (JennyBooth)	do you teach there?
30/05/2007 12:48:31	**Kaska Hempel** (kaskahempel)	Thanks very much for the session - I need to dash off now so maybe we'll 'see' each other later...
30/05/2007 12:48:51	**Abdulrahman Alghamdi** (Abdul)	I am a phd student
30/05/2007 12:48:55	**Jenny Booth** (JennyBooth)	I am involved in the REAP project that is running the conference. Along with others like my colleague Martin hear
30/05/2007 12:49:14	**Jenny Booth** (JennyBooth)	that is 'here'! oops bad typo tsk!
30/05/2007 12:49:26	**Jenny Booth** (JennyBooth)	What is your area of interest abdul?
30/05/2007 12:49:54	**Abdulrahman Alghamdi** (Abdul)	I am building a model for an adaptive system for elearning
30/05/2007 12:50:08	**Abdulrahman Alghamdi** (Abdul)	that caters learning styles

30/05/2007 12:50:12	**Jenny Booth** (JennyBooth)	that sounds very interesting
30/05/2007 12:50:19	**linda morris** (lamorris)	Sounds interesting - tell us more
30/05/2007 12:50:28	**Abdulrahman Alghamdi** (Abdul)	are you a lecturer
30/05/2007 12:50:51	**Jenny Booth** (JennyBooth)	hello cad3w
30/05/2007 12:50:53	**Abdulrahman Alghamdi** (Abdul)	ok I will tell you about it
30/05/2007 12:50:56	**linda morris** (lamorris)	Yes, in chemistry
30/05/2007 12:51:22	**Abdulrahman Alghamdi** (Abdul)	do you want me to start with learning styles or with the system
30/05/2007 12:51:34	**Abdulrahman Alghamdi** (Abdul)	I am not prepared but I will try
30/05/2007 12:51:41	**linda morris** (lamorris)	The system please
30/05/2007 12:52:02	**Jenny Booth** (JennyBooth)	If you would prefer post a message inthe discussion forum about it Abdul that would be great too
30/05/2007 12:52:07	**Abdulrahman Alghamdi** (Abdul)	the scenario of the system
30/05/2007 12:52:08	**Kate Outhwaite** (kateouth)	Sorry all - got to go - will catch up with the rest when the session is archived. Bye and thanks to all for yet more stimulating discussion.
30/05/2007 12:52:12	**Alison Muirhead** (AlisonMuirhead)	Sorry Abdul, all, but I have to dash - it's been very interesting and i'm looking forward to reading more in the forum
30/05/2007 12:52:13	**Jenny Booth** (JennyBooth)	thanks kate!
30/05/2007 12:52:20	**Abdulrahman Alghamdi** (Abdul)	the user logs into the system
30/05/2007 12:52:22	**Alison Muirhead** (AlisonMuirhead)	thanks Jenny
30/05/2007 12:52:48	**Abdulrahman Alghamdi** (Abdul)	the system builds a profile for each learner
30/05/2007 12:53:07	**Abdulrahman Alghamdi** (Abdul)	while the learner uses the system
30/05/2007 12:53:18	**Abdulrahman Alghamdi** (Abdul)	te system tracks his usage
30/05/2007 12:53:23	**Jenny Booth** (JennyBooth)	(Just to let you know, we'll wind up in about 5 minutes I think)
30/05/2007 12:53:38	**Abdulrahman Alghamdi** (Abdul)	and calculates his preferences
30/05/2007 12:54:06	**Abdulrahman Alghamdi** (Abdul)	it then presents tutorials according to student's learning styles

30/05/2007 12:54:20	Abdulrahman Alghamdi (Abdul)	this is in general
30/05/2007 12:54:28	linda morris (lamorris)	Would love to learn more Abdul, something we're interested in is adapting on-line learning for different learning styles
30/05/2007 12:54:34	Jenny Booth (JennyBooth)	uqnbaker love also to hear more about your concept maps if we get time
30/05/2007 12:55:31	Abdulrahman Alghamdi (Abdul)	wonderful Lamorris,, but the problem that i am facing is how to assess this project
30/05/2007 12:55:59	Jenny Booth (JennyBooth)	Hi derek. Had some interesting discussion here, winding up ina couple of minutes
30/05/2007 12:56:06	Nick Baker (uqnbaker)	I am really interested in your project too abdul
30/05/2007 12:56:09	Abdulrahman Alghamdi (Abdul)	I attempted many approaches, but I don't think they are enough to assess or evaluate the system
30/05/2007 12:56:29	linda morris (lamorris)	Sounds a great way of personalising an impersonal system. I can see that assessing this could be very difficult.
30/05/2007 12:56:43	Nick Baker (uqnbaker)	is your system integrated with an existing LMS abdul?
30/05/2007 12:57:03	Derek Rowntree (DerekRowntree)	Hi Jenny; I'm just about to see what's been happening in the discussion forum.
30/05/2007 12:57:30	Abdulrahman Alghamdi (Abdul)	the LMS is also built to suits the learning styles features
30/05/2007 12:57:40	linda morris (lamorris)	Perhaps, a test group exposed to this system and a normal set of on-line resources could be chosen , followed and interviewed??
30/05/2007 12:58:59	Abdulrahman Alghamdi (Abdul)	I will tell about the new idea, I am planning to assess it via three main methods
30/05/2007 12:59:35	Nick Baker (uqnbaker)	did you build your own LMS or do you use one of the commercial products?
30/05/2007 12:59:47	Jenny Booth (JennyBooth)	well folks I'm afraid we need to wind up the official session now but the chat room will stay open a while longer so do feel free to continue! A chat transcript of our dicsussion will be available later today. You can also continue the discussion via the
30/05/2007 12:59:50	Abdulrahman Alghamdi (Abdul)	the first one is ... let a group of students use the system ... the system provides them with lessons according to their learning styles and lessons not
30/05/2007 13:00:24	Nick Baker (uqnbaker)	We are interested in enhancing the flexibility of our online system at the moment too
30/05/2007 13:00:50	Abdulrahman Alghamdi (Abdul)	the secnd method to meet a group of computer science specialist to provide their openions (interviews)
30/05/2007 13:01:08	Nick Baker (uqnbaker)	Thanks Jenny and everyone for a very interesting session
30/05/2007 13:01:15	Abdulrahman Alghamdi (Abdul)	the third is having interviews with educaional specialists
30/05/2007 13:01:24	Abdulrahman Alghamdi (Abdul)	Thank you so much Jenny
30/05/2007 13:01:38	Jenny Booth (JennyBooth)	you're welcome!
30/05/2007 13:01:40	Jenny Booth (JennyBooth)	the next programmed chat session will be at 3pm, for Trudy Banta's keynote "Using electronic portfolios to assess learnaing at IUIPU"

- TRANSCRIPT ENDS -

We apologise that owing to the limit on storage of individual messages within the chat software, particularly long messages have been truncated. Unfortunately, we are not able to recover these.