



University of Birmingham

Start Date: Jan 2009

Students: 2nd year undergraduate (LI)

Scope: 2nd half of (20 credit) module

Approach:
Independent learning, eLearning

Technology: WebCT (VLE), Camtasia, Screen Capture Video, Video Lectures, Polls, Online Conferencing (Chat)

Type: Campus

Discipline: Education

Cohort Size: 90

Initial Funding: LDU / TOEF

Initiative Introduction:
Within a programme of study

Impact: School (post-grad programme)

Design Team: Dr Matt Bridge (senior Lecturer) and Danielle Hinton (Learning Design Consultant)

Introduction

This module builds on the initial introduction to research that students received in their first year. It explores different methodologies in qualitative and quantitative research enabling students to conduct systematic research in future. Students examine a range of methods of collecting, analysing and interpreting data, and presenting data.

Learning Design

The learning design for semester two of this module was adapted in response to our ongoing exploration the development of a model of the independent learner (Case Study 001). This design looks to extend the model into 2nd year studies and the link through to student's final year. After a four week settling in period, students were offered a number of different optional learning methods that will allow them to learn independently and to gain the skills and knowledge required to complete the Quantitative Case Study assessment. A mixture of Lectures, IT workshops, and online delivery (with chat support) were offered. Each week the method of delivery was determined by a group vote via the Zoho Polls (<http://zohopolls.com/>).



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Week 5 delivery vote

Vote for the delivery method in week 5 - 9th February 2009

Lecture (Bio 301 16:00 - 15:00)

IT Workshop (LC LG04 13:00 - 14:00)

Self-paced worksheet with online tutorial support (online 12:00 - 13:45)

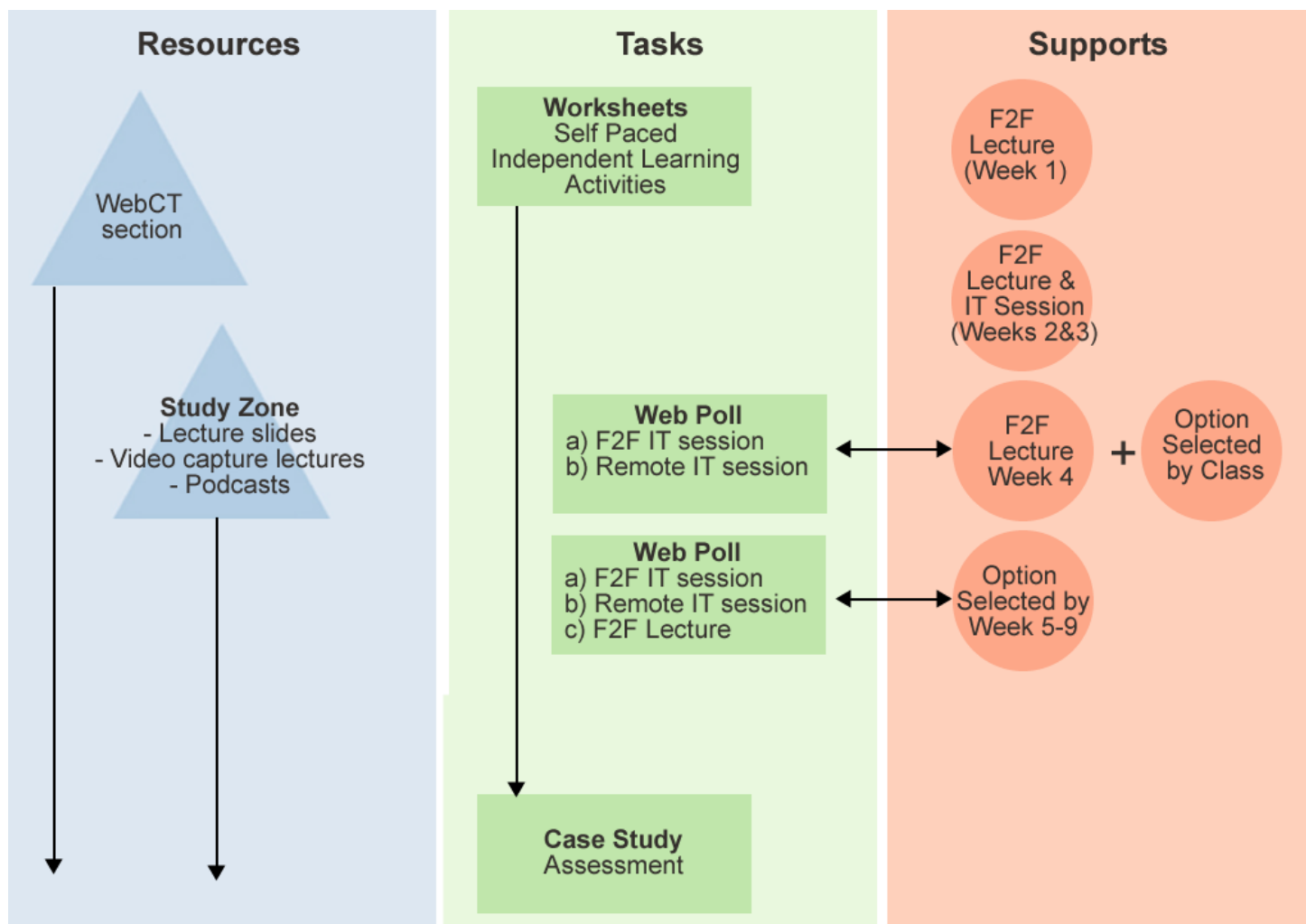
Item	Vote
Lecture (Bio 301 16:00 - 15:00)	2
IT Workshop (LC LG04 13:00 - 14:00)	17
Self-paced worksheet with online tutorial support (online 12:00 - 13:45)	5

Summary

Students found the module well delivered and found plenty of valuable aspects. The use of blended delivery in the 2nd semester was well received. However, it was felt that the choices students made did not make good use of the available resources. The element of choice may therefore reviewed in subsequent years. A small number of students wanted both the practical and theory lectures to be delivered in person each week rather than students having a choice of one or the other and receiving the other through WebCT.

Using screen capture in teaching has been a valuable skill to learn, finding the correct pace and tone for the voiceover element has taken some practice. The materials created are 'reusable objects' (research video materials) and have already been used on MPhil course.

Temporal Plan: Learning Design Sequence



Student Learning Outcomes

- Demonstrate the ability to analyse research data.
- Critically evaluate the results of a novel piece of research.
- Present research data in a concise and logical format.
- Analyse differing research methodologies and judge the merits of each.

Contact Information

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