University of Huddersfield Repository

Gibbs, Graham R. and White, Stephen

Going the distance: supporting a teaching team to move to distance learning. A Case Study. How ready are academics for the ‘Only Connect’ world?

Original Citation

Gibbs, Graham R. and White, Stephen (2014) Going the distance: supporting a teaching team to move to distance learning. A Case Study. How ready are academics for the ‘Only Connect’ world? In: HEA Social Sciences Conference, 21 -22 May 2014, the Studio, Birmingham, UK.

This version is available at http://eprints.hud.ac.uk/id/eprint/22748/

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: E.mailbox@hud.ac.uk.

http://eprints.hud.ac.uk/

Going the distance: supporting a teaching team to move to distance learning. A Case Study

How ready are academics for the 'Only Connect' world?

Graham R Gibbs & Stephen White

University of Huddersfield

CC BY NC SA

HEA Social Sciences Conference, 21 -22 May 2014, the Studio, Birmingham.

University of HUDDERSFIELD

Outline

- MSc by distance learning
- Finding and creating resources
- Acquiring DL teaching skills
- Student use of resources
- Wider use of resources
- Further challenges

CC BY NC SA

Resource based teaching

- Modules on MSc Social Research and Evaluation
  - Use of computers in social research (in 1990s)
  - Interviewing Skills
  - Questionnaire Design
- Followed OU model
  - Course handbook – step by step work
  - Computer resources to use (on disk)
  - WWW not well developed
- Students liked (flexible), only few f2f meetings

CC BY NC SA

Rebirth as an online course

- Traditional MSc not recruiting
- School approval to launch online version
- Flipped classroom philosophy
- Standard MSc fee structure
- Resource based – especially OERs
- School support for team to create resources

cc BY NC SA

BUT

- Little experience of resource use
  - One member of team
- Little experience of online teaching
  - Two members of team
- Little experience of and infrastructure for new technology
- Little understanding from university of marketing and support needs

cc BY NC SA

Key tasks

- Convert existing face-to-face curricula to OER based DL versions
- Find, appraise and adapt existing OER materials
- Create new OER materials
- Develop teacher skills with DL pedagogy and associated tools
- Develop open access web pages for the OER materials and closed VLE pages for registered students.

cc BY NC SA

Two pilot modules

  - Jan - April 2014
  - Offered for free to PhD students as part of research methods training
- Social Research Methods
  - Lectures already on video
- Introduction to qual. and quant. data analysis
  - Some videos already recorded.
- Teaching model
  - watch video, do offline/online exercise, online discussion or Q&A

CC BY NC SA

Finding and checking existing OERs

- Lots available
- Time needed to check suitability
- Use as core or as complementary
- BUT
- Hard to persuade colleagues to use other's OERs

CC BY NC SA

E.g. UK research methods resources - examples

- National Centre for Research Methods
- ESDS & ESDS Qualidata
- Realities
- Methods@Manchester
- You Tube and Vimeo
- iTunes University & YouTube EDU (University)
- V-Resort
- TQRMUL
- RLO-CETL
- PARLE
- Jorum
- CAQDAS Networking Project
- Exploring Online Research Methods
- Online QDA

cc BY NC SA

Making OERs

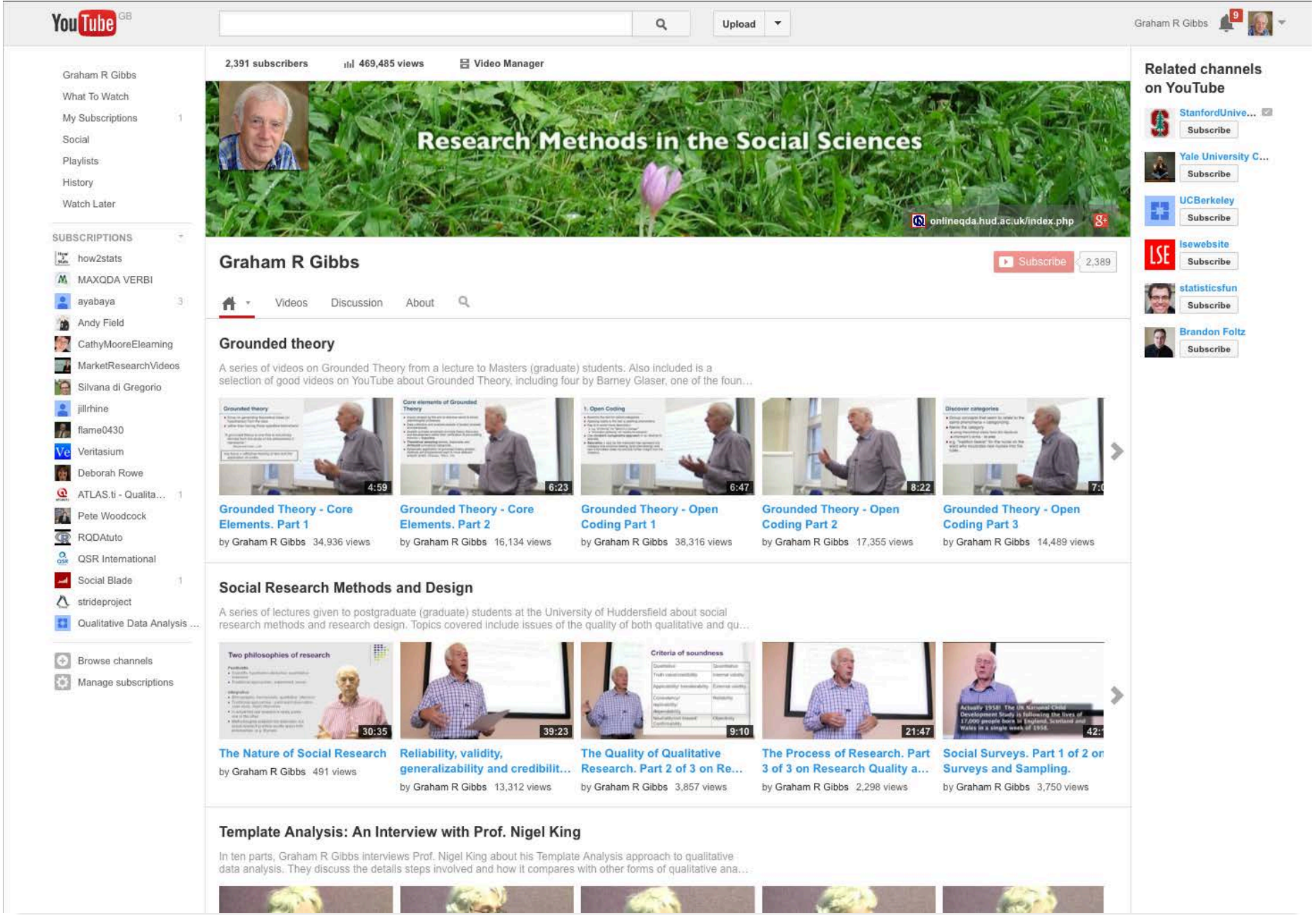
- Principally videos
- Technical support provided
- Camtasia (especially for software use)
- Video mini-lectures
  - Green screen, lecture capture approach

CC BY NC SA

Video Production – Skills needed

- Films skills – camera, sound, editing
  - 1 hr. production -> 4 hrs. post production work
- Interviewing (asking right questions etc.)
  - Needs subject experts
- Scripting – converting video into learning object
  - Needs subject experts
  - Work with editor

CC BY NC SA


YouTube GB
Upload
Graham R Gibbs
Graham R Gibbs
What To Watch
My Subscriptions
Social
Playlists
History
Watch Later
SUBSCRIPTIONS
how2stats
MAXQDA VERBI
ayabaya
Andy Field
CathyMooreElearning
MarketResearchVideos
Silvana di Gregorio
jillrhine
flame0430
Veritasium
Deborah Rowe
ATLAS.ti - Qualita...
Pete Woodcock
RQDAtuto
QSR International
Social Blade
strideproject
Qualitative Data Analysis ...
Browse channels
Manage subscriptions
2,391 subscribers
469,485 views
Video Manager
Research Methods in the Social Sciences
onlineqda.hud.ac.uk/index.php
Graham R Gibbs
Subscribe
2,389
Videos
Discussion
About
Grounded theory
A series of videos on Grounded Theory from a lecture to Masters (graduate) students. Also included is a selection of good videos on YouTube about Grounded Theory, including four by Barney Glaser, one of the foun...
4:59
Grounded Theory - Core Elements. Part 1
by Graham R Gibbs 34,936 views
6:23
Grounded Theory - Core Elements. Part 2
by Graham R Gibbs 16,134 views
6:47
Grounded Theory - Open Coding Part 1
by Graham R Gibbs 38,316 views
8:22
Grounded Theory - Open Coding Part 2
by Graham R Gibbs 17,355 views
Grounded Theory - Open Coding Part 3
by Graham R Gibbs 14,489 views
Social Research Methods and Design
A series of lectures given to postgraduate (graduate) students at the University of Huddersfield about social research methods and research design. Topics covered include issues of the quality of both qualitative and qu...
Two philosophies of research
30:35
The Nature of Social Research
by Graham R Gibbs 491 views
39:23
Reliability, validity, generalizability and credibilit...
by Graham R Gibbs 13,312 views
Criteria of soundness
9:10
The Quality of Qualitative Research. Part 2 of 3 on Re...
by Graham R Gibbs 3,857 views
21:47
The Process of Research. Part 3 of 3 on Research Quality a...
by Graham R Gibbs 2,298 views
Social Surveys. Part 1 of 2 on Surveys and Sampling.
by Graham R Gibbs 3,750 views
Template Analysis: An Interview with Prof. Nigel King
In ten parts, Graham R Gibbs interviews Prof. Nigel King about his Template Analysis approach to qualitative data analysis. They discuss the details steps involved and how it compares with other forms of qualitative ana...
Related channels on YouTube
StanfordUnive...
Subscribe
Yale University C...
Subscribe
UCBerkeley
Subscribe
lsewebsite
Subscribe
statisticsfun
Subscribe
Brandon Foltz
Subscribe

CC BY NC SA

Mentor support - video

- Many videos already made
- Teachers saw examples of videos made
- Technical support – esp. for camera work and editing
- Green screen used to give more natural feel in presentations.
- Mainly lecture based
- Need to support different lecture styles when recording (e.g. prompt notes – autocue?)
- Need to rethink content because students not present when viewed

cc BY NC SA

Video example

CC BY NC SA

Staff Development for DL

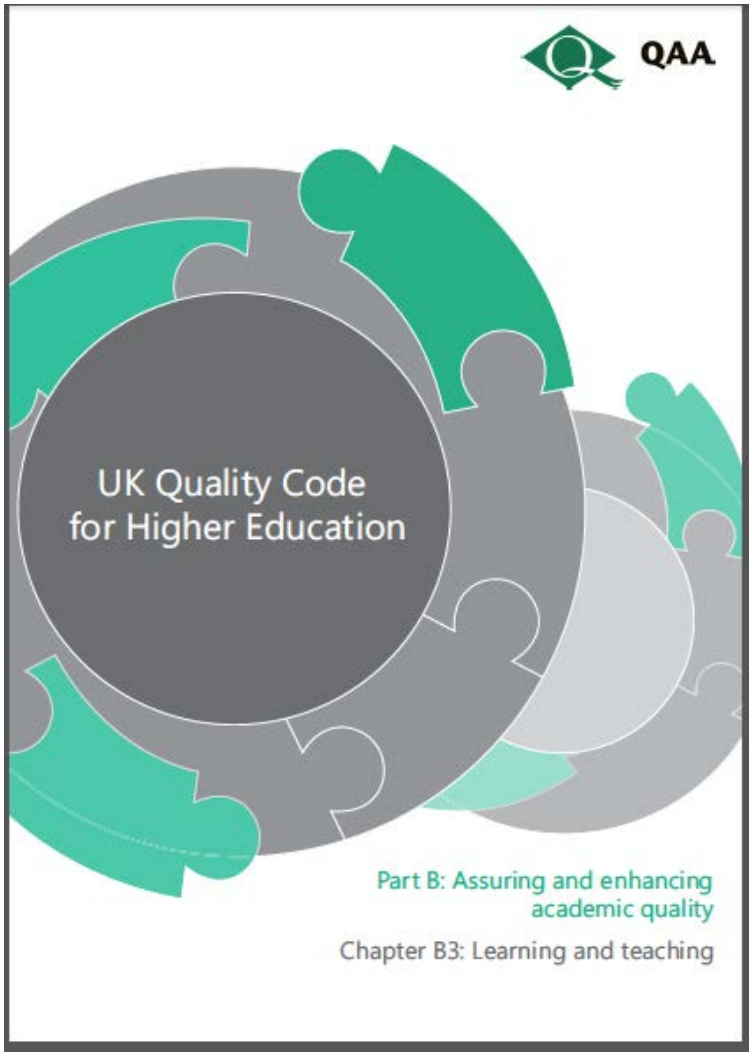
- Sessions provided specifically on the tools to be used
- Tools themselves were used to facilitate the sessions, to help develop skills and understanding from both tutor & student perspective
- Staff mentored in early stages by experienced/qualified colleagues

cc BY NC SA

QAA Precepts

- This publication is a Chapter of the UK Quality Code for Higher Education.

- It incorporates and supersedes:
- the Code of practice for the assurance of academic quality and standards in higher education (Code of practice), Section 2: Collaborative provision and flexible and distributed learning (including e-learning) (2010), Part B: Aspects specific to flexible and distributed learning…



cc BY NC SA

- This Chapter…
- …covers students studying at all academic levels … (that is, all undergraduate, master's and doctoral students) and irrespective of their:
  - location - for example, campus-based, on placement or otherwise in a workplace, distance learning, or with a collaborative partner within the UK or internationally
  - mode of study - for example face to face, e-learning, blended learning, or work-based learning, whether full-time or part-time
  - academic subject…

CC BY NC SA

Indicator 4

"Higher education providers assure themselves that everyone involved in teaching or supporting student learning is appropriately qualified, supported and developed."

<u>Appointment, support, and continuing development of staff</u>

•Individual staff members are able to access appropriate and timely support to develop inclusive forms of learning, teaching and assessment which are supported by technology.

•Higher education providers also recognise the importance of digital literacy for staff and make available suitable development opportunities.

CC BY NC SA

Digital Literacy at Huddersfield

- Institutional 'Standards' identified.
- Reviewed as part of annual appraisal process.
- Modules within Huddersfield MSc Multimedia and eLearning identified as 'benchmark' for both online delivery, and design.
- Options to demonstrate personal development:
  - Achieve said module(s) or equivalent
  - APEL against modules
  - Complete Staff Development short course – mapped against benchmark Learning Outcomes - *for online delivery only*

CC BY NC SA

New staff development course

Online Facilitation

- 5 week course (about 6 hours activity/week)
- Format: Task/reading, webinar, reflection
- Use of badging encourages the competitive
- Attendees say:
  - "Will redesign existing DL course now"
  - "Can see how to use Blackboard beyond as a repository"

CC BY NC SA

Mentor support – Adobe Connect

- Adobe Connect used for webinar sessions
- Two staff training sessions run (intro and advanced). Some anxiety about use.
- Technical and lecturer support in early sessions. Teachers appreciated this.
- Live experience needed.
- AC user interface not intuitive

cc BY NC SA

Teaching experiences

- Demonstrations online. E.g. use of SPSS.
- Shared qualitative coding online
- Offline exercises then discussion – worked well (but small number of students). Enjoyable.
- Online discussion of exercises, e-mailed to tutor and then shown online. Good for clear focus

cc BY NC SA

Not without problems

- Video
  - Time to make videos
  - Camtasia crash -> lost recording
- Adobe Connect
  - Software pushed to limits (e.g. screen sharing)
  - Breakout groups tried and rejected
  - Students did not have headphones & mics. Had to use chat. Often OK but sometimes not ideal.

CC BY NC SA

Student engagement

- Peaks coincide with days of webinars
- I.e. students watched just before online sessions.
- Attendance at online sessions low (approx 50%)
- But, students enjoyed, good engagement and positive feedback
- Q&A often focussed more on students research design requirements

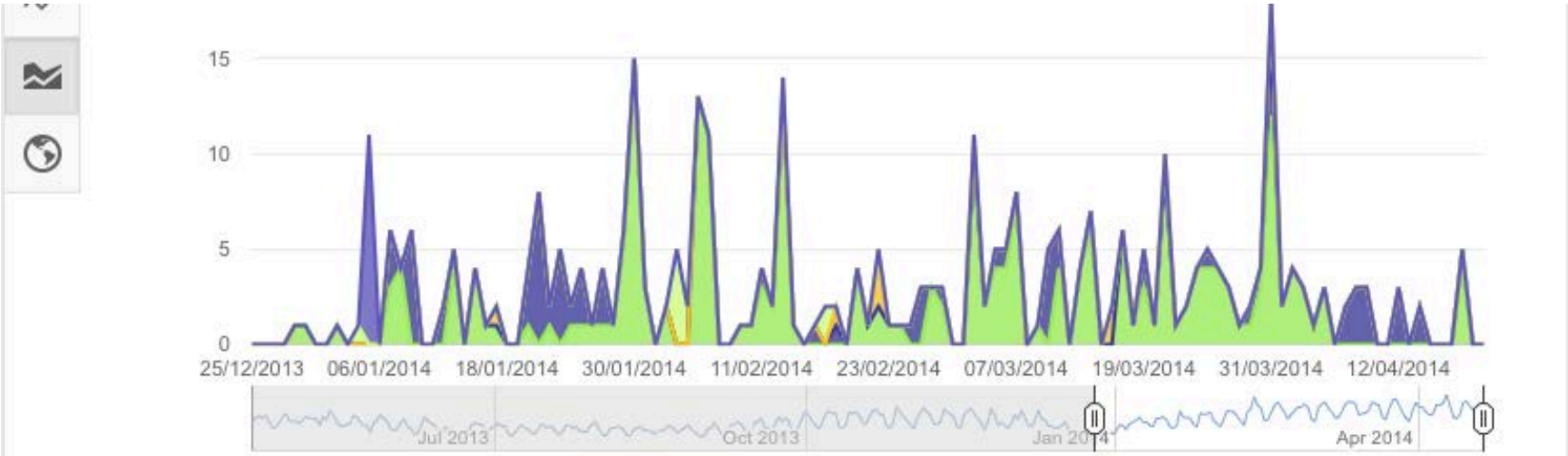
cc BY NC SA

Student opinions of videos

- Liked ability to pause and replay
- Some preferred to use textbook and reading material
- Most watched videos before sessions and liked links with discussion/exercise.
- Used less frequently at other times
- Needed reminders to watch (and to do exercises)

cc BY NC SA

Student use of Videos



Top level › Embedded player on other websites › **hud.ac.uk**

Geography | **Date**

Geography	Views ↓	Estimated minutes watched	Average view duration
United Kingdom	224 (57%)	2,145 (68%)	9:34
United States	80 (21%)	488 (16%)	6:05

CC BY NC SA

OER reception beyond the course?

- Almost all videos are OER (CC 3.0 licence)
- Can serve as good publicity and marketing as well as ERs

cc BY NC SA

YouTube comments and messages

and YouTube Analytics

- Some comments from students and teachers
- Frequent use of videos alongside viewer's own research and courses
- Some embedding of videos in other websites

CC BY NC SA

Embedded video locations

Playback location	Views ↓	Estimated minutes watched	Average view duration
hud.ac.uk	90 (8.7%)	485 (6.4%)	5:23
um.edu.my	79 (7.7%)	973 (13%)	12:18
unknown	65 (6.3%)	339 (4.5%)	5:12
ecollege.com	51 (4.9%)	315 (4.2%)	6:10
gre.ac.uk	48 (4.7%)	771 (10%)	16:03
facebook.com	46 (4.5%)	362 (4.8%)	7:51
usg.edu	44 (4.3%)	187 (2.5%)	4:14
une.edu.au	33 (3.2%)	113 (1.5%)	3:26
Gmail	30 (2.9%)	186 (2.5%)	6:12
amara.org	29 (2.8%)	142 (1.9%)	4:52
embedly.com	27 (2.6%)	54 (0.7%)	1:59
cwu.edu	26 (2.5%)	288 (3.8%)	11:05
uws.edu.au	25 (2.4%)	211 (2.8%)	8:27
blackboard.com	24 (2.3%)	228 (3.0%)	9:29

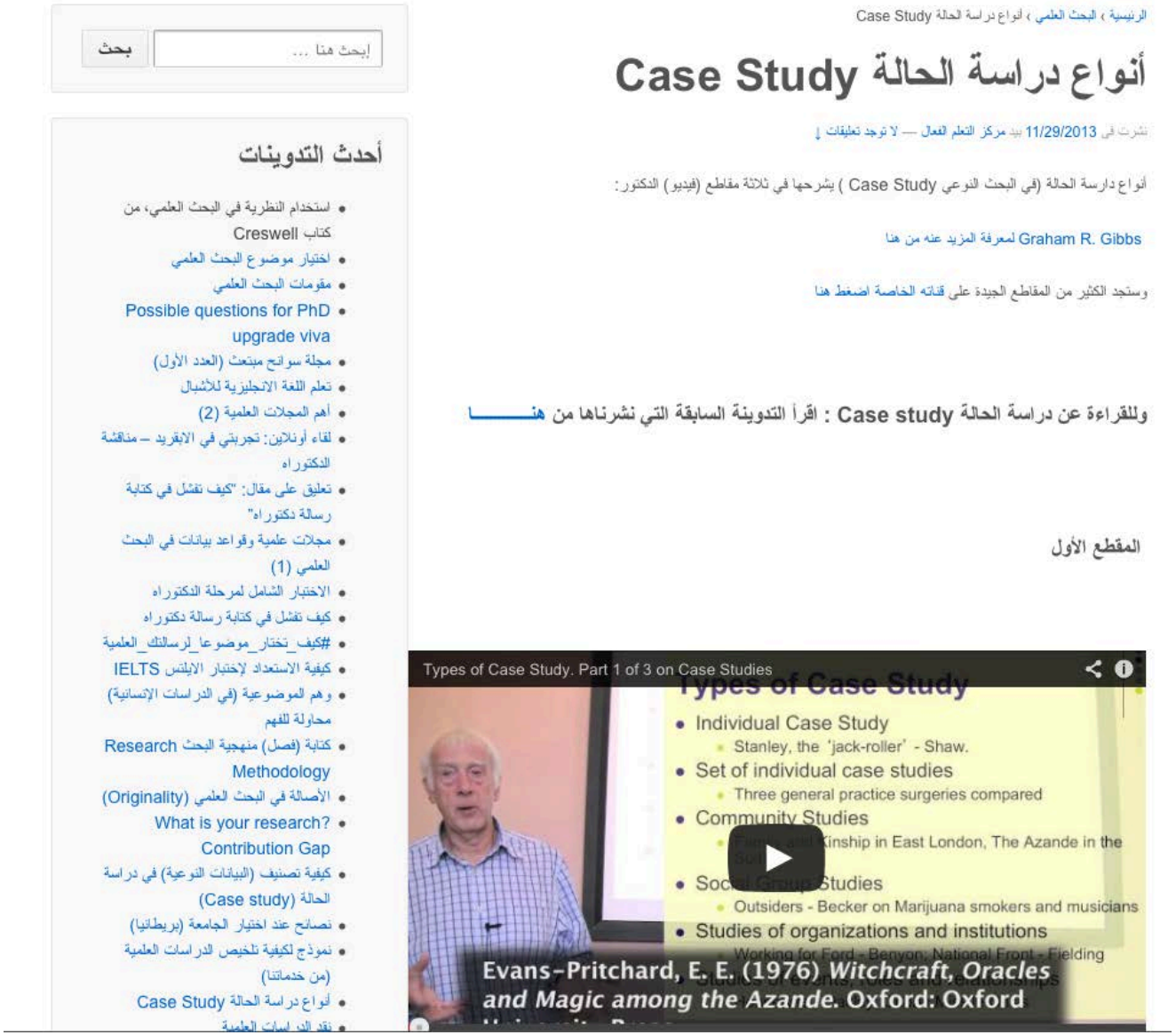
CC BY NC SA

Embedded videos

- UK and US universities:
  - Robert Gordon, U. Maryland Greenwich, South Georgia, New England (Au), Western Sydney, Central Washington.
- Lampschools: 12 private, liberal arts colleges
- Amara
  - Crowd sourced translation platform for YouTube.
- eCollege: Pearson Publisher learning platform

CC BY NC SA

elcuk.org



بحث

إبحث هنا ...

أحدث التدوينات

- استخدام النظرية في البحث العلمي، من كتاب Creswell
- اختيار موضوع البحث العلمي
- مقومات البحث العلمي
- Possible questions for PhD upgrade viva
- مجلة سوانح مبتعث (العدد الأول)
- تعلم اللغة الانجليزية للأشبال
- أهم المجلات العلمية (2)
- لقاء أونلاين: تجربتي في الابقريد – مناقشة الدكتوراه
- تعليق على مقال: "كيف تفشل في كتابة رسالة دكتوراه"
- مجلات علمية وقواعد بيانات في البحث العلمي (1)
- الاختبار الشامل لمرحلة الدكتوراه
- كيف تفشل في كتابة رسالة دكتوراه
- #كيف_تختار_موضوعا_لرسالتك_العلمية
- كيفية الاستعداد لإختبار الايلتس IELTS
- وهم الموضوعية (في الدراسات الإنسانية) محاولة للفهم
- كتابة (فصل) منهجية البحث Research Methodology
- الأصالة في البحث العلمي (Originality)
- What is your research? Contribution Gap
- كيفية تصنيف (البيانات النوعية) في دراسة الحالة (Case study)
- نصائح عند اختيار الجامعة (بريطانيا)
- نموذج لكيفية تلخيص الدراسات العلمية (من خدماتنا)
- أنواع دراسة الحالة Case Study
- نقد الدراسات العلمية

الرئيسية › البحث العلمي › أنواع دراسة الحالة Case Study

أنواع دراسة الحالة Case Study

نشرت في 11/29/2013 بيد مركز التعلم الفعال — لا توجد تعليقات ↓

أنواع دارسة الحالة (في البحث النوعي Case Study) يشرحها في ثلاثة مقاطع (فيديو) الدكتور:

Graham R. Gibbs لمعرفة المزيد عنه من هنا

وستجد الكثير من المقاطع الجيدة على قناته الخاصة اضغط هنا

وللقراءة عن دراسة الحالة Case study : اقرأ التدوينة السابقة التي نشرناها من هنـــــا

المقطع الأول

cc BY NC SA

University of HUDDERSFIELD

University Centre Doncaster

Home | Text Only | Print | accessibility

Search | Search

Courses | Campus Life | Schools | Publications | Contact

Virtual Graduate School

Journal of Research

Topics

- Advanced Quantitative and Qualitative Research Methods
  - Qualitative Research
    - Conversation Analysis
    - Discourse Analysis
    - Grounded Theory
    - Visual Methodologies

Open Days

Student Home Page

Blackboard

Facebook

Twitter

Tweets | Follow

Virtual Grad School 22 Apr
@ucdoncastervgs
I will be presenting on the development of the VGS at the ESRC Research Methods festival 8-10 July see programme here ncrm.ac.uk/RMF2014/prog

8 Jan
Education&Commun
@UCBChildEd

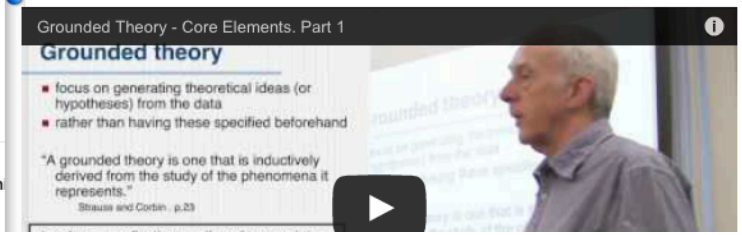
Qualitative Research Approaches

Grounded Theory

Grounded theory is one of the most commonly used approaches to qualitative data analysis in Educational and Social Science research. This approach was first developed by Glaser and Strauss in 1967. The key premise of grounded theory is that the researcher should approach the analysis of data with an open mind and without an expectation of what they are going to find. The researcher then seeks to develop a theory to explain the events or phenomena studied. This theory should be based on (grounded in) what the data, usually collected through interviews, suggests. Thus the development of theory in this approach relies strongly on a process of discovery, through a close up study of the primary data.

The following video and PowerPoint files are taken from a lecture by Graham R Gibbs on grounded theory filmed as part of a postgraduate masters on social research methods.

Part 1: Core elements of Grounded Theory In this 11 minute video, Graham R Gibbs introduces the idea of developing grounded theory and discusses some of the core elements of the approach to qualitative data analysis.



Associated Topics

- Conversation Analysis
- Discourse Analysis
- Ethnography
- Grounded Theory
- Narrative Analysis
- Phenomenology
- Qualitative Data Analysis Software
- Visual Methodologies

Quick Resource Links

- Glossary of qualitative research methods (.pdf)

Dr Ester Ehiyazaryan-White

CC BY NC SA

Conclusions

- With support, staff can create good quality resources
- Flipped class works well online
- OERs are being used but not much modified
- Staff are rapidly acquiring the skills for CIT-based DL
- Pilot modules vital, other teachers building up skills.

CC BY NC SA