

Abstract W2

Developing and Using Student Generated Content

Presenters: Paul Bishop, Lorna Morrow, David Simmons and Steve Draper, Psychology

Involving students in the generation of content for teaching and learning support (Student Generated Content, SGC) has become increasingly common over recent years. This is due to the emergence of facilitating web technology (Wheeler et al., 2008), and also an increased understanding of its role in enhancing student engagement (Pritchard et al., 2008). The students receiving SGC may benefit from having the content communicated to them by peers, who more sensitive to potential difficulties within the topic, and the level of background knowledge. The benefits to students producing such content include engaging in enquiry based learning as they investigate the topic, and enhanced communication abilities as they grapple with how to convey the content so as to best support their peers in their learning. Such skills (research, communication) and autonomy are important graduate attributes to be encouraged.

Recently, the School of Psychology has used a number of different methods of encouraging students to generate content. This has included students both generating content within-courses using EBL or as a follow-on to assessment (e.g. wikis, podcasts). Students have also contributed to the development of skills resources (e.g. presentation skills).

The workshop will focus on the principles and practicalities of developing SGC.

First, some of the thinking behind the use and development of SGC will be presented, alongside examples from current use in Psychology.

The second section will be small-group facilitated discussions of the use of SGC. Groups will be encouraged to develop a plan for using SGC in hypothetical case study scenarios. Further, participants will be asked to consider a problematic learning situation from their own experience which could perhaps be improved using SGC. The groups will be asked to think about how use of SGC can impact on student engagement both positively and negatively, and its general educational worth for each case. Also the practicalities of the use of SGC will be considered, including how students will generate and publish the content, and will engage with any technology used. Groups will be asked to consider how SGC can be monitored for quality. The group facilitators will be the named authors, all of whom have experience of using SGC within courses and/or projects, and some students who have been involved with SGC.

The session will end with a brief summary from each group and a Q&A session.

Pritchard, J. et al. (2008). Developing the Enquiring Student and Enhancing the Research Teaching Interface: Student-led Pedagogical Research and Educational Initiatives in Enquiry Based Learning. *Practice and Evidence of the Scholarship of Teaching and Learning in Higher Education* 3 (1) pp 6-19.

Wheeler, S., Yoemans, P. & Wheeler, D. (2008). The good, the bad and the wiki: Evaluating student generated content for collaborative learning. *British Journal of Educational Technology*, 39, 987-995.

Learning outcomes:

Be able to show understanding of the motivating principles behind the use of Student Generated Content.

Have an understanding of some of the practical aspects of using Student Generated Content.

Be able to design a simple Student Generated Content project.