ANNOTATED BIBLIOGRAPHY

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Reference 1

Title: Assessment for Learning
Author: Helen Pokorny
Year: 2021
In: Pokorny, H. and Warren, D., editors, Enhancing Teaching Practice in Higher Education, pages 79–106. London: Sage

This source is aligned to my subject/disciplinary area: NO

Summary:
This chapter discusses the role of assessment in education, emphasising the need for a shared understanding of assessment criteria between students and educators to ensure a consistent and fair process. It explores both formative and summative assessments, highlighting their importance in driving student learning. Diverse assessment methods, including exams, projects, and e-assessment tools, are examined for their effectiveness in different contexts. The chapter also underscores the value of collaborative learning, where students *Act as Teachers* through peer explanations and *Team Tasks*, enhancing mutual understanding and collective problem-solving skills.

Purpose for identifying this source:
Relates to the theme of *Inclusive & Decolonised Curriculum*, to improve on the checklist point: "I work with students as active partners in curriculum design and delivery"

Planned use for curricular enhancement:
I experienced occasional low student engagement during some of the more technical lectures in the module Statistical Models. I wanted to find alternative teaching methods to foster engagement and make students into a collective. Reference 1 discusses the concept of *Team tasks*, in which students work collaboratively in teams on a problem. The feedback can be shared more widely across the group with prompts about what was easy and what was hard about the task. This is an instance of *formative assessment*. To ensure effectiveness of informal group work I need to provide clear tasks and objectives, as well as the necessary resources for students to complete them. I have already included numerous worked examples in the Statistical Models Slides. I can easily transform these into 15–minute tasks for students to solve in pairs. To further stimulate student interest I can include tasks grounded in real-world applications. At the end of the task I can ask somebody to volunteer their solution to the whiteboard, i.e., the students *Act as Teachers*.
I have already attempted this approach with a couple of tasks at the end of the module this year and the students really appreciated. For next year I plan to have 1 interactive task per lecture. This is a low effort high gain strategy, and I see no impediments in implementing it.

Reference 2

Title: Technology, Tools and Tips for Active Learning: Five Innovative Ideas for Integrating Technology with Your Teaching
Author: Tab Betts
Year: 2019
In: Betts, T. and Garnham, W. and Oprandi, P., editors, Disrupting Traditional Pedagogy: Active Learning in Practice, pages 141–171. Brighton: University of Sussex Library.
Link: https://doi.org/10.20919/9780995786240

This source is aligned to my subject/disciplinary area: NO

Summary:
This chapter explores the challenge of integrating technology into teaching, noting that the constantly evolving tech landscape makes it difficult to know where to begin. Drawing inspiration from Lao Tzu's idea that the important part is simply getting started, the chapter offers practical guidance by presenting five real-world examples of innovative technology use in education. These examples include building learner communities through social media, encouraging self-directed learning with interactive resources, promoting creativity through multimedia challenges, enhancing formative assessment with online tools, and using mobile technology for peer observation and feedback. The examples are drawn from diverse collaborations across the globe.

Purpose for identifying this source:
Relates to theme of *Sustainability in the Curriculum*. Serves to improve on the ESD Competence "Collaborative working "

Planned use for curricular enhancement:
I noticed occasional low student engagement during some of the more technical lectures in the Statistical Models module. To address this and encourage collaborative work, I decided to incorporate tasks that students could solve in pairs during class. However, a challenge arose when some students lacked access to laptops, particularly for tasks requiring coding in R, leading to issues of digital exclusion. Running all classes in computer labs was not an option, but I observed that each student had at least a smartphone or tablet with them.
This is where the chapter in Reference 2 became particularly relevant. The second real-world example discussed an innovative teaching approach that promotes self-directed learning through interactive presentations with hyperlinks. Inspired by the concepts of heutagogy and guided discovery, this method allows students to explore content at their own pace, choosing their own path rather than following a fixed sequence. This approach offered two potential solutions to my challenge:

(1) Include links to online R compilers, such as mycompiler.io: This allows me to provide incomplete R code with gaps for students to fill in as exercise. Since the code can be run in a browser, students can interact with it using their tablets or smartphones, bypassing the need for laptops.
(2) Post links to class activities on Canvas: By linking directly to key activities, students can easily revisit them at home without having to search through the slides. Since each of my digital slides is a webpage with relative links, I can simply copy and paste these links into Canvas for quick access.

Reference 3

Title: Technology, Tools and Tips for Active Learning: Five Innovative Ideas for Integrating Technology with Your Teaching
Author: Tab Betts
Year: 2019
In: Betts, T. and Garnham, W. and Oprandi, P., editors, Disrupting Traditional Pedagogy: Active Learning in Practice, pages 141–171. Brighton: University of Sussex Library.
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This chapter explores the challenge of integrating technology into teaching, noting that the constantly evolving tech landscape makes it difficult to know where to begin. Drawing inspiration from Lao Tzu's idea that the important part is simply getting started, the chapter offers practical guidance by presenting five real-world examples of innovative technology use in education. These examples include building learner communities through social media, encouraging self-directed learning with interactive resources, promoting creativity through multimedia challenges, enhancing formative assessment with online tools, and using mobile technology for peer observation and feedback. The examples are drawn from diverse collaborations across the globe.

Purpose for identifying this source:
Relates to theme of *Sustainability in the Curriculum*. Serves to improve on the ESD Competence "Collaborative working "

Planned use for curricular enhancement:
I experienced occasional low student engagement during some of the more technical lectures in the module Statistical Models. In order to foster engagement and collaborative work during class, I decided to included some task to be solved in pairs by the students during class. A drawback emerged when some students lacked access to laptops, particularly for tasks requiring coding in R, leading to instances of digital exclusion. Running all the classes in computer labs is unfortunately not an option.
This is where the chapter in Reference 2 comes into play. In particular, the second real-world example presented in the chapter resonated with me. The author discusses an innovative teaching approach that encourages self-directed learning by using interactive presentations with hyperlinks. This method, inspired by heutagogy and guided discovery, allows learners to explore content at their own pace, choosing their own path through the material rather than following a prescribed sequence. This suggested two solutions to my problem:

(1) Include link to online R compilers, such as mycompiler.io. This enables me to write incomplete R code, with gaps lefts to the students to fill as exercise. Given that this code is hosted and can be run in a browser, students can interact with it in class on their tablet or smartphone, rather than laptop.
(2) Include links to class activities on Canvas, so that the students can more easily find crucial activities to revisit at home, rather than having to find them in the slides. This is easy, given that each of my slides is a webpage with relative link. I can just copy paste the link on Canvas for quick retrieval.