

Title: **Shiny METaL: Commissioning a media-enhanced teaching and learning environment for connected learning**

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Learning Outcomes

By the end of this session, delegates will be able to:

- Evaluate blended and hybrid models of active learning with reference to ARU's person-centred Unified Active Learning Framework;
- Describe the social and pedagogic rationale for developing a digital media enriched active learning environment;
- List and explain examples of media-enhanced pedagogies that demonstrate the pedagogic purpose of using and producing video and audio media;
- Describe what constitutes a suitable infrastructure capable of supporting the use and production of digital media to enhance learning, teaching and assessment.

Outline (294)

Anglia Ruskin University is committed to developing a rich student-centred learning experience. Alongside the implementation of our Active Curriculum Framework and the revalidation of all undergraduate courses to deliver this, ARU has been developing its educational technology ecosystem by moving to the Canvas LMS and selected third party tools. Integrated support for the use and production of video and audio by academics and students has required a special focus in this work, addressing a legacy of piecemeal applications and functionality. An effective system is one that is fully functional and seamlessly integrated pedagogically, technically, and in terms of its administration. Academic innovators and staff in professional services have formed the METaL steering group which has driven the METaL work over two years. This collaboration has been a rich learning experience for the institution and all those involved. Our goal is to specify and procure a single system to underpin a seamless user and producer experience of media-enhanced teaching and learning. To this end, the METaL project has:

- Defined the pedagogy of media-enhanced teaching and learning by drawing upon existing experience, literature and interest;
- Established prototype pedagogies structured by the concept of media intervention (Middleton, 2018; 2013);
- Evaluated media-enhanced pedagogies to establish a detailed requirements specification in readiness for procurement;
- Reviewed and updated management systems, and institutional policy and guidance for capturing active learning.

We are ready and eager to implement media-enhanced practice in all disciplines in support of our Active Curriculum Framework, ensuring that learning is active, inclusive

and collaborative. Our aim is to 'Bring Canvas to Life!' – the theme we have assigned to curriculum enhancement and staff development in response to the Covid-19 pandemic. The session seeks to check and share our ambition and thinking as we set about finding the right system.

Activities and Approximate Timings (300 words)

1. Introduction (30 minutes)

- Establish the context provided by the ARU Active Curriculum Framework and the LMS project
- Explain how the pandemic focused our attention on both the academic and the student experience of teaching and learning. Introduce our Unified Active Learning (UAL) Adoption Framework, its principles and how they inform academic adoption, reflection and enhancement of practice. Introduce its three enabling and flexible dimensions, expressed as:

“In their formal engagement, all of my students, however and wherever they access their learning, normally:

1. **Identity:** Learn alongside each other, being aware of each other and their common purpose, having a strong association with their course and feeling a strong sense of being part of something.
2. **Connection:** Learn through regular interactions in their connected class and through formative and summative group work in which they have a clear and equal role. They learn from their different perspectives, regularly working as supportive teams.
3. **Commitment:** Value each other, coming to refer to each other habitually in all that they do as co-producers of knowledge and co-creators of their learning experience.

Participants will compare these dimensions to other articulates of blended learning and hybrid learning. We will discuss:

- How does this UAL articulation compare to other frameworks used to support staff and students move to online and blended approaches?

2. Media-Enhanced Teaching & Learning strategies as UAL (30 minutes)

Using the UAL Adoption Framework, participants will co-create media-enhanced teaching and learning pedagogies in small breakout groups, with each group using a sharable document. Groups will first use 'silent collaborative writing' and then a 'commenting, embellishing, and rating' activity before negotiating 'best answers', which will be shared.

3. Specifying our METaL System (15 minutes)

Together we will discuss what a METaL System to support blended, hybrid or Unified Active Learning needs to be.

Preparation before the session

Please talk to your academics about how they and their students have used and produced video and audio to enhance their experience of teaching, learning and assessment during the pandemic. Ask them how easy it has been and what barriers they have encountered.

References and sources (word count not applicable)

Middleton, A. (2018). *Reimagining spaces for learning in higher education*. Basingstoke: Palgrave Learning & Teaching.

Middleton, A., ed. (2013). Digital voices: A collaborative exploration of the recorded voice in post-compulsory education. Media-Enhanced Learning Special Interest Group & Sheffield Hallam University.