

3 Styles of writing

Academic

Personal
reflection

Theory
informed
practice

Note these are not mutually exclusive and any one assignment may contain all three approaches

E.g. Typical titles

- Discuss the expectations of FE/HE students in an increasingly interconnected, digital world and review the potential implications for teachers in the twenty-first century.
- Through the analysis of one particular teaching incident, critically reflect on how your use of IT in the classroom enhances the student learning experience.
- Critically review the role of IT in FE teaching and through reference to your own practice or experience, evaluate the challenges the use of IT may bring for both staff and students.

1 - 'Traditional' essay

Students (particularly young students) now use a variety of digital tools to communicate with their peers and to access a variety of resources and forms of entertainment and to produce their own digital content (Conole 2004; de Laat *et al.* 2006). **Given this extensive use of digital technologies it is not unreasonable to assume that students will approach their studies with certain expectations that reflect their personal experiences of the digital world.** The reports "JISC LXP Student experiences of technologies" (de Laat *et al.* 2006) and "Higher Education in a Web 2.0 World" (HMSO 2009) appear to support this perspective. **These two reports confirm that "young people" make extensive use of a wide range of digital tools and resources in their personal lives and that such use will affect their expectations within a formal study environment**

2 - Reflective Writing

In much of my teaching practice I have noticed an underlying tension when it comes to the use of IT in the classroom. When using IT as part of teaching I notice that students are often multi-tasking, flitting between the internet, MSM, Facebook and the Design software. This often annoys me although I do notice that the majority of students always complete the task to a high standard and on time. It would appear that the majority of students are comfortable with this way of working and it may be possible to use it to enhance their learning. However, I am concerned about my own lack of experience and have time and resources required to make a significant change in my approach to teaching.

3 - Theory into Practice

Students (particularly young students) now use a variety of digital tools to communicate with their peers and to access a variety of resources and forms of entertainment and to produce their own digital content (Conole 2004, de Laat et al. 2006). The reports “JISC LXP Student experiences of technologies” (Conole 2004, de Laat *et al.* 2006) and “Higher Education in a Web 2.0 World” (HMSO 2009) appear to support the perspective that students now approach their studies with certain expectations which reflect their personal experiences of the digital world.

This is something which I have experienced throughout my teaching practice although I notice that student expectations can vary depending on the discipline. Students on the product design programme use a variety of mobile technologies as these are integral to their course. Their expectations are that staff will engage with students, both formally and informally, via a number of different digital tools and with little regard to time or place. This is a particular challenging for staff who may not have the same level of IT expertise or who may have different expectations about tutor-student interactions. Smith (2009) noted that for many students the traditional boundaries between formal learning and personal communications are increasingly ‘blurred’ and that this had not been recognized or used to advantage in formal teaching contexts.

All types of assignments will be assessed against -

- Focus on task
- Structure and organisation
- Research, reading and range of resources
- Use of appropriate and relevant evidence
- Argument and analysis
- Presentation and style
- Coherence and quality of discussions

CHECK the ASSESSMENT CRITERIA and
GRADING SYSTEM