

student as producer

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Conference 2013 – June 26th – 27th

Session 4.3a

Students and staff as educational partners in the practice and research of e-learning in medical education

Jane Williams, Dominic Alder and Sue Timmis, University of Bristol

Abstract

This paper discusses the call from many quarters (e.g. Brew, 2007, Neary and Winn, 2009, Streeting & Wise, 2009) for a more relational view of higher education where students and staff work in partnership on mutually beneficial educational projects. We discuss a student e-learning initiative and practice model for the development of innovative online learning materials by third year undergraduate medical students at the University of Bristol, UK. Developing such resources involves a high investment of time; the motivation for students is that the resulting resource is released into the curriculum for the benefit of fellow students. Williams et al (2011) found that students develop a wide range of personal inquiry skills and practices including literature searching, IT and media, collaborative team working, educational theory and design principles, and creative problem solving. Academic and e-learning development staff report that the students' work offers new insights into existing knowledge, design of e-learning materials, choices of technological tools and accepted modes of working, so that both staff and students are evolving and developing educational practice co-extensively (Williams et al, 2011). This suggests students are contributors of new approaches to knowledge and expertise in higher education, and e-learning and academic staff are able to embrace new knowledge building practices. Now in its tenth year with 10% of the student cohort participating, the staff-student partnership model provides opportunities for the roles of educator and educated to be re-aligned offering a more inclusive, relational approach to scholarship.

Presenter details

Dr Jane Williams

Dr Jane Williams has worked extensively in the field of e-learning and leads the development of technology enhanced learning for the Faculty of Medicine and Dentistry at the University of Bristol. Her main areas of work and research interests include the role of digital tools and media in innovative learning and teaching, students and staff as co-producers and researchers of e-learning, open educational practices, digital professionalism and associated ethical, legal and policy issues. She is co-director (with Dr Sue Timmis) of the Tel-me research programme on technology enhanced learning in undergraduate medicine.

j.williams@bristol.ac.uk

Dominic Alder is an e-learning professional in the Faculty of Medicine and Dentistry at the University of Bristol. He has extensive experience in the development and use of innovative web-based learning materials, digital media and technologies to support face to face, blended and distance learning. Dominic manages the student e-learning programme supporting undergraduate medical and dental students to produce and integrate online learning resources into their respective curricula.

dominic.alder@bristol.ac.uk

Dr Sue Timmis is a Senior Lecturer in Technology Enhanced Learning in the Graduate School of Education, University of Bristol. She leads L-KIT - research centre for Learning, Knowing and Interactive Technologies and is Director of the PhD programme within the School. Her research interests include the role of digital media in mediating new forms of discourse, collaboration and knowledge construction and in empowering disadvantaged or disenfranchised groups. Much of her work employs co-researcher and participatory



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