e-learning in bioscience

swapshops
- practical preparation videos
- use of PDAs
- aquatic ecosystem simulator
- ENGAGE

welcome
- engage with the centre
- share your projects
- publish through us
- build community around our subjects
- new workshop structure - did it work?

moving forward
- identify shareables
  - sharing experience online
  - tag it for us?
- new services
  - jisc catch-up
  - openSocial API
- current DeL activities
- personal interest
  - concept mapping
  - mobile assessment on student owned devices
  - what are the role(s) skills for the modern academic?
  - wiki mashup
- sharing experience through published papers
- SAVE TIME - LOSE TIME !

jo badge: interactive lectures
- systems
  - evidence based
  - rf
  - infra-red
- demonstration
- sell early and assign
- diverse courses - not all
- you tube example
- positive feedback
- uses
  - breaks
  - preparation
  - mcqs
  - instant feedback
  - polling
  - q:practical data input

tim barry: podcasting physiolgy
- engaging students
  - create independent learners
- measure learning
- time expensive
  - involve the studets producing material
  - poducate me
- ownership of mp3 player
- questions
  - nationally available resource
  - re-cycle over all the years to get it back
- Paper in Bioscience Education

Alan cann: keynote & workshop
- learning zones
  - Museum
    - vle
    - library
    - course guides
  - playground
    - blogs
    - wikis
    - ple
  - refuge
    - mp3
    - phone
    - facebook
- changing voice
- workshop
  - what's a PLE? Why want one?
    - slideshare component
  - using 3rd party
    - lose lock-in
    - multiple affordances
    - social networks
      - del.icio.us
    - keep the vle in its place
    - freedom from tracking
  - other techniques
    - resistance from peers and students
    - rank web resources and explain why
  - how personal can we get?

Vivien Rolfe: Using wikipedia as an intro
- don't ban it, employ it
- authenticity debatable but positive
  - wikifairies and wikignomes
  - wikitrolls
- pick a suitable tropic
- give students free rein in term one
  - build critical evaluation after early experience
  - be creative - enhance it
- questions
  - use the discussion page tab
  - heavy metal umlauts - flash presentation
- turnitin - students submit own work

e-learning in bioscience

1: welcome

1.1: engage with the centre

1.2: share your projects

1.3: publish through us

1.4: build community around our subjects

1.5: new workshop structure - did it work?

2: Alan cann: keynote & workshop

2.1: learning zones

2.1.1: Museum

2.1.1.1: vle

2.1.1.2: library

2.1.1.3: course guides

2.1.2: playground

2.1.2.1: blogs

dynamic and productive

2.1.2.2: wikis

2.1.2.3: ple

2.1.3: refuge

2.1.3.1: mp3

2.1.3.2: phone

2.1.3.3: facebook

2.2: changing voice

2.3: workshop

2.3.1: what's a PLE? Why want one?

2.3.1.1: slideshare component

2.3.2: using 3rd party

2.3.2.1: lose lock-in

2.3.2.2: multiple affordances

2.3.2.3: social networks

Attachments
 make learnig social http://www.microbiologybytes.com/tutorials/ple/ple10.html

2.3.2.3.1: del.icio.us

2.3.2.4: keep the vle in its place

2.3.2.5: freedom from tracking

2.3.3: other techniques

2.3.3.1: resistance from peers and students

2.3.3.2: rank web resources and explain why

2.3.4: how personal can we get?

3: Vivien Rolfe: Using wikipedia as an intro

3.1: don't ban it, employ it

3.2: authenticity debatable but positive

3.2.1: wikifairies and wikignomes

3.2.2: wikitrolls

3.3: pick a suitable tropic

3.4: give students free rein in term one

3.4.1: build critical evaluation after early experience

3.4.2: be creative - enhance it

3.5: questions

3.5.1: use the discussion page tab

3.5.2: heavy metal umlauts - flash presentation

3.6: turnitin - students submit own work

4: tim barry: podcasting physiolgy

4.1: engaging students

4.1.1: create independent learners

4.2: measure learning

4.3: time expensive

4.3.1: involve the studets producing material

4.3.2: poducate me

4.4: ownership of mp3 player

4.5: questions

4.5.1: nationally available resource

free to all - use accessible language

4.5.2: re-cycle over all the years to get it back

4.6: Paper in Bioscience Education

5: jo badge: interactive lectures

5.1: evidence based

the interactive engagement of students over 62 states
Huge gain

early base in 40s

5.2: systems

5.2.1: rf

turning point
works with powerpoint

5.2.2: infra-red

5.3: demonstration

5.4: sell early and assign

5.5: diverse courses - not all

5.6: you tube example

5.7: positive feedback

5.8: uses

5.8.1: breaks

5.8.2: preparation

5.8.3: mcqs

5.8.4: instant feedback

5.8.5: polling

5.8.6: q:practical data input

used in physiology practicals

6: moving forward

6.1: sharing experience online

Attachments
 Bioscience eL reference group
http://www.bioscience.heacademy.ac.uk/network/elrefgrp.aspx

6.2: identify shareables

Attachments
 Social bookmark http://del.icio.us/

6.2.1: tag it for us?

heabio

6.3: new services

6.3.1: jisc catch-up

6.3.2: openSocial API

http://tudiabetes.com/

6.4: current DeL activities

Attachments
 Themed work http://www.bioscience.heacademy.ac.uk/events/
 web 2.0 case studies
http://www.bioscience.heacademy.ac.uk/events/themes/elearn/web2cs.aspx

6.5: personal interest

6.5.1: concept mapping

Attachments
 cmap server http://cmap.ihmc.us/

6.5.2: mobile assessment on student owned devices

6.5.3: what are the role(s) skills for the modern academic?

6.5.4: wiki mashup

Attachments
 MIT lecture browser http://web.sls.csail.mit.edu/lectures/

6.6: sharing experience through published papers

6.7: SAVE TIME - LOSE TIME !

7: swapshop

field biology
large datasets with a transfer problem
cybertracker application
more talk time - more beach time

7.1: practical preparation videos

saves precious time
makes best use of demonstrator
'Why', not 'how'?
Revision advantages

7.2: use of PDAs

7.3: aquatic ecosystem simulator

complex model
funded by bioscience

simulates difference environments over 1 year
realistic and manipulable
impossible to do this without complex simulation
Open for release through HEA

7.4: ENGAGE

RE-DEVELOP existing resources
one-stop shop and resource