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- improved clarity and consistency of guidance
 - strengthening students' confidence in understanding expectations
 - accessibility - the recording can be viewed repeatedly and at students' convenience

The whole process was so simple to execute it has given me the confidence to complete another three Kaltura presentations in a similar format.

Example 5

Assignment Guidance Booklet

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Over the past three years, the NSS responses for BA Primary Education have been low. Last year we introduced a common template for all assignments in all years in a booklet which was provided to students at the start of the year. The NSS responses increased from 55% to 71%. In order to support further clarity in giving assignment guidance, a new Assignment Booklet has been designed to provide students with information about the NSS questions, academic integrity, assignment titles and instructions, what is feedback, and key dates. We will be monitoring the impact of this booklet which will be provided in conjunction with online supportive explanations where appropriate. A copy can be sent by sending an email to elaine.batchelor@northampton.ac.uk.

Example 6

Using group blogs to demonstrate learning outside the classroom

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With Paul Bracey, Emma Whewell and Rebecca Heaton, School of Education

Group blogs were used as an assessment tool to demonstrate how Primary PGCE students applied a Learning Outside the Classroom (LOC) approach to studying foundation subjects in the UK National Curriculum. Over the course of an academic year, groups of approximately four students created blogs to document reflection on their own learning experiences of LOC practices. The LOC practices shared in the blogs included generation of short and long term plans, and examples of their application of ideas to practice. Over time, the students' reflection occurred both *in action*, *on action* and *for action* (Schön, 1983) as they refined their ideas through site visits, on campus and during school placements. They documented this ongoing development over time through regular journal entries on their blogs, often using collaborative online tools such as Google Docs, Prezi, Padlet, Skype and Facebook. At the end of the year, they used the page options on the blogs to present summaries of their learning in the form of a theoretical rationale, a justification for LOC, a set of curriculum plans and a group presentation.

Additionally, peer-to-peer learning has clearly occurred and evidence has been provided that student learning has been developmental throughout the year spanning both pedagogy and practice. The use of the blog as an assessment tool has been effective in demonstrating group contributions and critique of practice; the students have also been able to produce a variety of media within the assessment, multiplying their learning opportunities and digital literacy. Furthermore, learning has spread across multiple institutions because the students have been able to draw on pedagogy in different school settings and have shared this collaboratively to alter practice in different learning domains. Taken together, this approach represents a move away from teacher directed pedagogy towards a flexible learner-centred approach.

The sample group blog (<http://mypad.northampton.ac.uk/parkrangers/>) below (Figure 4) demonstrates an example of student practice. The blog has acted as a tool for the students to communicate their knowledge and understanding of creative approaches to learning within an authentic real world context. They have been able to work collaboratively despite being geographically dispersed and the medium gave them control over the time, pace and place of learning. The students have been able to add and reflect on each other's contributions whilst creating innovative learning opportunities that they can now take forward into their professional practice.



Figure 4: The sample group blog

The finished digital artefact provided evidence that the collective competence of the group grew over time as they built a shared repertoire of strategies for teaching foundation subjects through LOC.

Reference:

Schön, D. (1983) *The Reflective Practitioner*. New York: Basic Books.