



University of Sussex

Technology Enhanced Learning

Technology Enhanced Learning Innovation Scheme Case Study

Title of project: DIY Digital: Doing Punk Online

School/Department: History, HAHP

Project lead(s): Chris Warne and Lucy Robinson

Learning Technologist: Anne Hole

c. 1000 words

Project Brief

Outline the key aims and objectives of your project and summarise how this was delivered and/or supported.

This project brought together teachers and students of punk to explore the uses of technology to facilitate student-directed teaching and learning. We used open access digital resources such as Padlet, tumblr, etc. to build collaborations with undergraduates studying English at Sussex, and History and Popular Music Studies elsewhere. Two groups of students developed and shared a DIY learning block, in the form of a digital resources kit built from social networks and amateur archives, podcasts, online discussion forums, etc. The project delivered key transferable digital skills to history students as well using our skills as a historians think about pedagogy, share their skills, and work collaboratively.

Support from TEL

Describe your experience of working with TEL and the support which you received from your assigned learning technologist.

TEL identified a number of different potential applications and Open Access software that we could use. They guided us though each of them helping us to think about the implications of different types of technology for different elements of the project. TEL provided training for Project Leads, Mentors and produced support documentation to be used by student participants and those collaborating in other institutions.

Impact on the student experience and/ or professional practice

Summarise the effect and impact that your project had on the student experience and/or your professional practice.

Students were universally positive about the project, describing it as a ‘jewel in the crown’ at Sussex. They increased their understanding of the implications of digital tools for history and for pedagogical practice more generally. They all benefited from the collaborative element of the project, became familiar with new digital tools and were able to skill share amongst their peers. All students involved felt that they had become active researchers rather than students. Masters students developed teaching and supervision skills and were able to really understand the implications of their own work for the discipline more widely. This has included disseminating their research at academic conferences and in collaboration with the project leads.

We have developed some of the ideas raised by students about the relationship between being in the room and online collaboration into a further project for postgraduates (RemotePhd), have produced widely read blogs on the project and been contacted by a number of internationally scholars who would like to be involved in future projects. We are writing an academic, REFable article to be submitted to a peer reviewed project based on DIY Digital and a further collaborative article to be written with postgraduates.

Through DIY Digital we have developed collaborations with three HEI who want to collaborate on future similar projects (Dreamland Heritage Project, Washington DC Archive, Tim Wells (poet and archivist). This is the bases for the second phase of the project which has been submitted as an application to the University Teaching Innovation Prize.

Evaluation of project outcomes

Evaluate whether your project met the aims and objectives supported by any feedback, comments or statistics to measure the success of your project.

PPB students produced peer led, open access online seminars on key topics they identified on the module (‘Moral Panics’ and ‘The Cultural Circuit’. These resources have been shared with academics teaching in related areas in other disciplines at Sussex (English Literature) and at three further Universities (Paul Ward, University of Huddersfield, Mike Dines, University of Chichester, Nathan Wiseman-Trowse, University of Northampton) and a community run course in Edmonton, Canada. DIY Digital has also been included in a forthcoming article by Mike Dines on pedagogy.

We had underestimated the value of having the masters students involved and how much the masters students were integral to the success of the project. One of the PPB groups actually used the masters students’ group research project as the basis for their online seminar. Mentors were interviewed for podcasts.

MEQs were all very good or excellent for this course. Students comments included: “it went beyond my expectations in terms of inventive methods of teaching.” “I felt like we were doing something exciting, new, and that we really knew what we were doing.” “I’ve recommended it to others - more than any other course I felt like we were part of something exciting that would last a while. You were playing your part in a wider experiment rather than just completing a module. “I loved that the course encapsulated what I expected my whole academic experience at Sussex to be. I also really enjoyed and am proud to be part of the DIY digital aspect of the course”

Our goal was for students to be in charge of their own projects and the different approaches taken by each group illustrates that this was successful, not just in content but also in the way that they thought about format and delivery. Students were very clear on the importance of capturing useage of the resources. Each of the two seminars came up with different approaches to capturing useage and user response but both approaches shared similar values. This demonstrated the extent to which the students really were in control of their own projects. In the reflective session undergraduates described it as ‘innovative’, ‘Creative’ and ‘unstable’, (which they felt was a good thing). The masters’ students mentors described it as ‘freeing’.

We asked students to think about how they would use their experience on DIY Digital in a job interview for their dream job. This is what they came up with

- Team working, analytical skills, teaching and leadership, research skills – secondary and primary, follow orders but take initiative, curatorship, and creativity, applying theory, the value of being self-motivated, time management, riding on coattails of innovative and Lucy and Chris being brilliant, moral panics have taught me everything I know about journalism.

The students from this year’s project have also produced a list of advice for next’ years’ students.

Students from other institutions who used the resources also feedback on the project:

“This task was my first encounter with Padlet and it gave me an opportunity to experience a seminar in a new and versatile medium. One thing that I found particularly useful was the fact that Padlet allows you to embed a wide range of media, which is a welcome change from the often monotonous and drab experience of a PowerPoint presentation”. ” I was impressed with the way that primary sources were incorporated through embedded news articles, interviews from Youtube and music through Soundcloud, and how this was complimented by secondary analysis to give a clear introduction to the topic.”

We have yet to be able to organise the end of project workshop as it has been impossible to so far identify a date for all the collaborators to attend until all institutions have confirmed their teaching timetables. We envisage this happening within the Autumn term however.

Conclusion

Outline the successes of the project, what you have learnt from the process and any plans for future development/continuation of the project

The quality of the student produced resources is excellent. The level of theoretical and pedagogical engagement from the participants was beyond expectations. Students involved developed strong collective identity and were clear about how exciting it felt to be at the ‘cutting edge of the discipline’. It has developed two potential publications, been recognised by international scholars and has become the centre of a new Teaching Innovation project.