School of Humanities – Sharing Best Practice - 25/03/2015
FLEXIBLE LEARNING & ON-LINE ASSESSMENT
Dr. Diego Garro - MUSIC & MUSIC TECHNOLOGY

Background:

Flexible Learning
It’s the main theme of the 13th Keele University Annual Learning and Teaching Symposium (June 2015) in response to institutional and sector-wide concerns.

Blended Learning
Integrates online with traditional face-to-face class activities.

Inclusive Learning
Address the needs of students who have:

- Different backgrounds
- Different learning styles
- Different abilities
- And I would add: different financial constraints
Self-determined learning.
Student-centred, rather than teacher-centred.
Particularly suitable in e-learning environments, including blended-learning environments.

Aims of all of the above:
Transform and improve the learning process.
Make all students feel equally valued.
Increase learning capability.

Case study presented: MUT-20007 Audiovisual Composition

Somewhere in between creative arts and creative digital media.

This module is delivered by means of:

- Lectures
- Lab Tutorials
- Individual study
- Use of on-line learning resources on KLE
- Use of learning resources and assets on our departmental server
- Formative interaction with me, in person, and mediated through the KLE
Assessment:

- Individual, supervised Creative Project
- Accompanying reflective report

KLE – Home – Banner – Link to Doodle (students book my consultation slots on-line)

KLE – Calendar of the 12 weeks of teaching

Timing of MUT-20007 sessions

Recommended Homework

We used the new projection room at Media three times in the semester:

- Week 6 for a showcase of works from the repertoire
- Week 8 for a showcase of students’ work in progress + discussion/feedback
- Week 12 for an end-of-semester screening of students’ final submissions

KLE – resources – ArtMatic – annotated slides from lecture

KLE – resources – ArtMatic video tutorials

Instructional content on lab skills covered also during the lab practicals, but students can repeat the same exercises at their own time/pace using these videos as guide.
KLE – resources – FCP – FCPX – task 1 (PDF)
Instructional content on lab skills covered also during the lab practicals, but students can repeat the same experiments using these sheets as guidelines.

List of FCPX studio tasks:
These resources allow students to learn at different paces. Some of them already possess some skills on video editing. Some of them have never done anything before...

KLE – resources – Aesthetics and History
eContact (on line journal) web link

KLE – resources – Aesthetics and History – List of Recommended works
The video works are available on our departmental server (Intranet) as well as on-line (Internet).

KLE – resources – Issues in Composition – Unity in AV Composition
Essay PDF

KLE – STUDIOS BLOG
https://musicandmusictechkeele.wordpress.com/studios-blog/
KLE – ASSESSMENT

Assessment Requirements PDF document with all submission requirements, guidelines, instructions and marking criteria.

In the report, students provide information on the production techniques they used in the video, the artistic concept. As part of the report students are also required to answer 6 questions on theoretical topics covered during the lectures. These questions are published on the KLE 24h before the deadline. In essence that paragraph of the report is a mini-take-away exam paper.

Final Project Dropbox – Electronic Submission

Students attach two or three files

- Video file containing the final cut of their audiovisual composition
- PDF file containing the report (and answers to the take-away questions)
- Video file containing optional extra-features (extra marks)

Assessment ENTIRELY ELECTRONIC, no paper

Students upload their material for assessment on the KLE only. No paper, no media supports such as optical disks or USB.
At this point, the submission receipts, marking and feedback is all done electronically:

The administrators:
A1) Download the submissions from the KLE into our own networked drive.
A2) From within SCIMS, they email students an electronic receipt of their submission.
A3) Notify examiners when the electronic material is ready for marking.

The examiners:
E1) Play/read the material submitted.
E2) Mark.
E3) Write feedback, which is stored on our networked drive and shared between examiners.

The administrators:
A4) Collect electronic feedback in PDF, which contains provisional marks.
A5) Email PDF with feedback + provisional marks to each student.

**Feedback from students on the submission process:**
On-line survey used to gauge students’ experience of this electronic submission process.

https://docs.google.com/a/keele.ac.uk/forms/d/1dmqnaerz2Oi1b-an0FRDEt7HLbvlokxzPbKfl3qOWM/viewform
Note: this survey was carried out after the marking process had been completed, and was additional to the module evaluation carried out during the end of the teaching term.

See XLS spreadsheet of the 7 responses in the next page.
Discuss...

Want to know more? Email me (d.garro@keele.ac.uk)
I can enrol you in the module KLE so you can peep.
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