

The struggles of innovation: What happens when we introduce innovative technology-based assessments into Higher Education courses? (A collective case study based on investigation of staff and students' experience with innovative assessments in higher education courses)

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Abstract

In recent decades, higher education (HE) is under regular developments, as rapid advancements in technology and development, of pedagogical theories, urge for more innovative approaches towards education. Year on year, practitioners are encouraged to adapt and adopt new and innovative ideas from the world of ICT- where students engage creatively in an interactive learning environment. This allows, room for integration between traditional pedagogical practices and modern pedagogy to remain relevant for contemporary learners. The wide application of digitally - enhanced tools promotes interactive methods of teaching, learning and assessing. This enhances each other and offers students an active student-centred, flexible environment whereby, students are encouraged to interact with resources in their own time, promoting deep learning. The purpose of this study is to investigate the influence of digitally-infused assessments and its impact on students and teachers.

This research paper explores the findings of a collective case study - investigating student reviews and staff perceptions towards a new form of assessment, called an 'interactive essay', as an approach to assessment at one College-Based Higher Education (CBHE) establishment. Relevant literature was reviewed to analyse the concept of technology-enhanced assessments and highlight how technology alters learning. To reveal the potential of using interactive essays three lecturers were interviewed. To investigate the initial impressions of students that have not used interactive essays and evaluate the experiences of students who have used the interactive essays, qualitative data was gathered from a focus group with six students and questionnaires by eighteen students. The data collected, was

analysed using thematic analysis. Findings suggested that there is a positive consensus regarding the effectiveness of technology-infused assessments at the CBHE institution. Students benefitted from having more choice in assessment practices and alignment in teaching, learning and assessments, finding this valuable; gaining useful skills in preparing them for future employment prospects. Even though all students at CBHE institution had access to Wi-Fi and technology, issues with limited digital skills and lack of adequate support highlighted the importance of provision for students to develop twenty-first century skills, to enhance their digital experience and maximise learning. This case study is not replicable as a coherent set group of people were used.

Key words: Interactive essays, student-centred learning, technology-infused assessments

Author's Declaration

I declare that the work in this dissertation was carried out in accordance with the regulations of Lancaster University. The work is original except where indicated by special references in the text and no part of the dissertation has been submitted for any other degree. Any views expressed in the dissertation are those of the author and in no way represent those of Lancaster University. The dissertation has not been presented to any other university for examination either in the United Kingdom or overseas.

Signed: Hina Suleman

Dated: 27 April 2018

Dedication

Though the following dissertation is an individual work, I could never have reached and explored the depths without the support, guidance and effort of a lot of people. Firstly, I would like to thank and dedicate this dissertation to my mentor Dr. Peter Shukie whose passion for teaching sets a new standard for anyone involved in education. His infectious enthusiasm and unlimited zeal have been major driving forces through my under-graduate years, he has been a huge inspiration and given me the confidence to believe in myself. I would also like to thank all my friends and staff for their encouragement and advice.

A huge thank you to my two daughters Alaina and Samarah and my son Aymaan, for being extremely patient during hours of ignorance and bearing with my stress and moods.

My sincere gratitude goes to my beloved parents and brother for their love, encouragement and prayers throughout this educational journey. I could not have done this without your support.

Abbreviation

HE	Higher Education
BERA	British Educational Research Association
I.E	Interactive Essays
NW	North West
ICT	Information and communications technology

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1. Introduction

Following some of the developments in pedagogies and assessment practices in the HE sector, technology is playing an increasingly important part. For instance, some universities are embracing an approach to innovation by including informal and non-academic learning practices as they move away from education based on examination, towards a competency-based approach where there is focus on the process of learning and acquiring skills, rather than on the volume of knowledge gained, to remain relevant in our digital economy (ECORYS UK, 2016). Currently, Edinburgh Napier University are using digital dissertations to encourage innovative pedagogies and widen assessment routes. Whilst others are using stealth assessment by incorporating competency learning as a new pedagogy; applying dynamic assessment and feedback into educational computer games, to offer engaging ways to teach competencies such as creativity, problem solving, persistence and collaboration (Sharples et al., 2015). Recognising that innovative approaches to assessing and learning brings new insights into the value of informal learning. Powerful new pedagogies like these can offer contemporary learners the opportunity to pursue education in a personalised and self-paced way, whilst simultaneously engaged in online discussion and collaborative inquiry (Sharples et al., 2015; Mayes and Freitas, 2007).

This research project is looking at the influence of a Technology Enhanced Learning Assessment approach. There is a new form of assessment called an Interactive Essay and it is designed to equip learners with a range of skills, in addition to core

subject knowledge, whilst encouraging communication beyond the classroom and, responding to the spirit of the FELTAG report (JISC, 2017) moving towards an online approach to assessment. Interactive essay model is specific to the institution I am studying at and was developed with the vision to allow students to play with ideas, not only of content but also of presentation, thus generating an engaging way to learning and sharing. It involves doing three things differently:

1. Students will not write a traditional form of essay (Word processed essay). It requires incorporating digital tools including videos and animation into a learner's work.
2. They have an option to include multimedia (Hyperlinks, animation, videos). The use of multimedia and digital technology to enhance traditional essays/ written reports.
3. It requires a creation of a multitude network to share their work - creating networks to share work online; connecting with peers and academic experts who contribute to students' learning through constructive feedback.

The motivation for this research project came from my personal educational experiences as a mature student returning to learning. Increased access to technology and digitally-inspired curriculum left me feeling intimidated as I was conditioned to learn through the 'banking model' of education. I was more comfortable writing traditional essays, initially resisting the idea of incorporating digital tools in my academic work, due to the fear of technology and limited digital skills. I was introduced to the interactive essay model at level five of my studies. Intrigued by the concept I wished to investigate whether technology alters learning and began to explore how digitally-infused assessments can enhance or challenge students.

The diagram below suggests the structure of this case study and highlights participants involved across different disciplines.

Figure 1 diagram showing participants across different courses

1.1 Background

Research indicates that the actual theories in use, remain stuck in the pedagogical past and are dominated with exams, essays and occasional presentations (Anderson and Dron, 2011). However, contemporary education extends beyond the transmission of knowledge, towards enabling students to become active, reflective and autonomous learners (Facer, 2011). A variety of factors have contributed to the current need for better assessment practices in higher education, due to the growing technology advancement (Beetham and Sharpe 2007). The increasing diversity of learners and innovative technologies warrants new and innovative approaches to assessment practices to make, learning more effective, accessible and personalised (Garrison and Anderson, 2003, 2005). Today, technology is not dictating pedagogy but helping to shape it. Shukie (2016) and Biggs (1999), discuss the importance of aligning how we teach, what we teach and how we assess it, if practitioners are delivering in diverse ways through blogs, discussion forums and through social media then there must be alignment in the way they assess learners. I am interested in developing assignments for higher education courses to include greater creativity in how written assignments are presented and better reflect the 21st century students. Since the emergence of a global movement, a new model of learning

for the twenty-first century is required. It has been argued that formal education must be transformed to enable new forms of learning that are needed to tackle complex global challenges (Siemens, 2005). Literature on this topic offers compelling arguments for transforming pedagogy to better support acquisition of twenty-first century skills. However, the question of how best to teach these skills is largely overlooked. Experts recognize that the 'transmission' or lecture model is highly ineffective for teaching twenty-first century competencies and skills, yet widespread use of this model continues. Despite worldwide agreement that learners need skills such as critical thinking and the ability to communicate effectively, innovate, and solve problems through negotiation and collaboration, pedagogy has been seldom adapted to address these challenges (JISC/HEFCE, 2011). Rethinking pedagogy for the twenty-first century is as crucial as identifying the new competencies that today's learners need to develop (Scott, 2015).

1.2 Aims and objectives

The primary research for this study will be based on collecting and analysing qualitative data to explore and answer the following three research questions:

1. What are the benefits and limitations for lecturers/staff, that have used/will potentially use the interactive essay as a form of assessment?

Within this first question, the focus is on lecturers that are using the interactive essay. The purpose of asking this question is to see whether they found it useful or whether they were concerned about using technology.

2. What are the initial impressions of students yet to complete the interactive essay?

This research question allowed me to discover students' expectations and initial attitudes prior to designing an interactive essay as a method of assessment. Do they have any worries or fears at this stage?

3. How do students describe their experiences having used the interactive essay as a form assessment?

This research question allows me to access the effectiveness of interactive essay, by investigating in a neutral space, unrelated to the assessment and finding out, from students' experience, whether they enjoyed designing an interactive essay, or what they thought was difficult about it - tracking their general response to the interactive essay as form of assessment.

2.Literature Review

The literature, selected in this review, supports the aims of this study and contains two sections. By exploring some key areas from the wider sector, in relation to innovative assessments in higher education (HE), I aim to provide an informed foundation on how technology is changing teaching, learning and assessment.

The first section discusses the different elements and directors of interactive essay. It will also provide an understanding of the concept of digitally-infused assessment. Current policies that have been proposed and implemented to support innovative pedagogies and the influence of technology in HE will also be reviewed. The second section evaluates the potential challenges with use of technology in learning. It discusses the issues of research and scholarship in technology-enhanced environments, in relation to learning.

2.1 Directors of Interactive Essay

Timmis et al. (2016) describes technology enhanced assessment as the use of any digital technology, for enhancing formal or informal educational assessment, for formative or summative purposes. Research indicates that the actual theories in use remain stuck in the pedagogical past and still adopt the behaviourist principles of teaching and learning, which encourages passivity and kills progressive learning. For example, currently, assessments are dominated with exams, essays and occasional presentations. JISC report (2010) indicates that, e-assessment and e-feedback reflect how 21st century learners (Prensky's (2001) 'digital natives') interact with the digital world and helps students acquire essential skills in self-monitoring which can

prompt effective personalised learning. Many of the current, and certainly most of the future learners are remarkably immersed in technology, forcing educators and policy makers, to rethink education, by focusing on progressive learning and applying modern pedagogies in education. The JISC (2010) report argues that using technology to enhance assessment and feedback will only succeed if the fundamentals of good assessment design and teaching practice are in place. This implies that digitally-infused assessments are thus not substitutes and a panacea (Curtis et al., 2006). JISC/HEFCE (2017) report argues, technology-enhanced assessment and feedback, can provide greater variety in assessment design, improve student engagement and widen student choice and allows for immediate feedback. However, there is often a temptation to introduce new technology without firstly considering the need hence, changing effective practice for the worse (Curtis et al., 2006). JISC (2010) report concludes that there will be an inevitable increase in the use of technology, in all aspects of teaching, learning and assessment. As a result, everyone involved in these processes will need to change and adapt their ways of working and their expectations so that the principles of good assessment are not lost, and that student learning remains at the heart of the educational process.

Valentine (2008) argues that despite rapid advances in technology, most teaching is still bound by a rigid curriculum and relies on traditional and outdated models of teaching and learning. In practice, the internet disrupts this standardised and traditional logic of education by offering an experience of knowledge as participatory and multiple through modern pedagogies like rhizomatic learning. Thinkers Deleuze and Guattari (1987) refer to rhizomes as open-ended and non-hierarchical suggesting

that knowledge comes from multiple routes, there is no single tap route, it exists in various places. Rhizomatic learning is increasingly being used in various educational research to challenge traditional dominating power structures. Rather than a fixed, static and defined set of targets, interactive essays offers a creative and innovative approach to assignments, where students take their own learning journey to create the assignments. This correlates to the principles of rhizomatic learning, where learners are active, encouraged to have power and control over their learning opposing an education system where policy makers and teachers have power to choose to control learning through standardisation. This then democratises the learning environment giving each student a unique way to interact and contribute to their own learning experience.

According to Laurillard (2012), investing in technology without changing pedagogy results in failing to achieve the desired impact on learning outcomes. Similarly, Barr and Tagg (1995) argue that even though student-led pedagogy is advocated by most educators, ultimately teaching and learning still relies on 'telling' and instruction. In response, Kanuka (2008) calls for educators to realise the purpose of education through 'philosophies-in practice,' she emphasises that technology choices applied must be based in wider appreciation of what education is meant to achieve. Further research indicates that digital technology challenges traditional methods of delivering education, demanding new models of learning to keep pace with evolving technology and prepare students for the unknown future digital change (House of Lords, 2015). Biggs (1996) proposes the use of constructive alignment. This suggest that the learning goals, the means of delivery and the assessment should all consummate with each other to form a good pedagogical design.

According to Mayes et al. (2009), the UK Government research project, Transforming and Enhancing the Student Experience through Pedagogy, highlighted a 'modern pedagogical consensus for socio-constructivist thinking' (p.209). A few decades earlier Biggs (1996) discovered a similar claim but argued that the, traditional theories like behaviourism are still in use and dominating education. Teaching, learning and assessment practice is still based upon transmission, repetition and memorising of information. Similarly, Shukie (2016) explains that despite the discourse suggesting a preference for social constructivism and shifting ownership from teachers to learners, traditional pedagogical approaches like lecturing and 'telling' still dominate education sectors. Interactive essay redefines the teacher's role as the creator of knowledge, the students as the deficient of knowledge and learning as the accumulation of knowledge, along with designated pathways under teacher guidance. By choosing your own topic, by choosing how you are going to present it, by choosing what sources you are going to use, students construct their knowledge through a process of active inquiry and take more responsibility of their learning. Developing knowledge is not restricted to the four walls of the classroom as students are encouraged to interact and collaborate outside their institution through social media platforms and networking which gives students the opportunity to explore and develop proactively making them confident users of technology. This view challenges current assumptions about how institutions can put a boundary around a learning experience learning is everywhere - not just in institutions. This suggests that the adoption of interactive learning turn, has led to a revolution in the fundamental process of education (Sankey and Hunt, 2014).

Overall, Interactive essay is reflective of how technology is changing the forms of teaching, learning and assessment. It suggests an innovative assignment format for use across academic disciplines that reflects changes to the traditional forms of assignments. The techno-centric element present, in an interactive essay, redefines the teacher's role as the creator of knowledge, the students as the deficient of knowledge and learning as the accumulation of knowledge along with designated pathways under teacher guidance. By choosing your own topic, by choosing how you are going to present it, by choosing what sources you are going to use, and creating network for sharing work, ownership of knowledge is given to student not the tutor. Learning is not restricted to a classroom as students are encouraged to interact and collaborate outside their institution through various online platforms and networking which gives students the opportunity to explore and develop proactively making them confident users of technology. Students often tend to submit, blindly accept and be passive learners too constrained by the organisations, rather than becoming analytical and creative educators who shape what happens next.

However, interactive essays encourage critical thinking, allows students to play with ideas, not only of content but also of presentation and generates an engaging way to learning and sharing knowledge. It aims to encourage greater student autonomy, in the design of the essay and will help to create meaningful, transferrable skills and knowledge that will inform progression, into employment and further advanced study through the real-world use of technology. This is achieved by participating and engaging in writing blogs, creating interactive essays and peer assessment. Thus, interactive essays portray an innovative approach to contemporary education that

extends beyond the transmission of knowledge, towards enabling students to become active and reflective learners, in the process develop; problem-solving, networking skills and encourage collaboration through peer-to-peer learning.

2.2 Issues and challenges

2.2.1 Critical thinking and CRAP detection

Rheingold (2010) accentuates the importance of expanding our knowledge beyond digital skills and technologies to include essential 21st century social media literacies. Students often trust the information given to them by tutors because they expect that information to be credible, especially because they are paying to be educated. Students generally do not check the authority of the resources for credibility here, though this is a generalisation and the assumption can be challenged.

Rheingold (2010) highlights CRAP detection as the phenomena of evaluating and selecting resources based on the following criteria: Currency, Reliability, Authority and Purpose. This new skill for students includes being able to act as detectives, searching for 'authority' of the text. CRAP detection is considered an essential skill for the contemporary students, that needs to be taught but rarely is, perhaps because it is not a tangible skill with results immediately seen. The internet has altered who writes, who reads, and what we mean by 'authentic' or 'accountable' (Weller, 2011). Therefore, it is important that students learn how to detect crap to avoid taking things at face value. Similarly, Prensky (2009) confirmed that a 'digitally wise' person should not only know how to use digital technologies but also have the

capacity to critically evaluate them, make ethical choices and more pragmatic decisions. By changing his discourse around 'digital natives', Prensky (2009) acknowledges that students need to acquire digital skills to critically and effectively use technologies. Evidence demonstrates that exposure to technology alone is not enough to unlock the full potential of digital technology, digital skills and literacies are essential skills required in the current labour market (ECDL Foundation, 2014).

Rheingold's (2013) mini course 'Crap Detection 101' explores the notion of authority of the text, and how the internet may be a cause for some concern. He advises on how this will impact on how we search, use and reform materials from online sources in our work. He advises to use web tools to determine information accuracy by focusing on the following social media literacies: attention, participation, cooperation, critical consumption and network awareness. Recognising the difference between authentic articles and non-authentic ones therefore, knowing how to find credible sources and where to find is a useful skill. It is important so that students are accessing reliable and authentic information. Since schools are increasingly becoming technology-focussed, it is all the more reason to teach and learn CRAP detection at an early stage of learning. Having search engines is the new way to search knowledge but we must learn the art of detecting what is reliable and what is not. Information pollution where too many people's voices pollute what appears to be reliable and what is not (Carr,2008). According to Rheingold (2013), to find reliable sources online one should use the triangulation method to check for authenticity. However, it is often very time-consuming to find credible sources especially if you are not entirely sure about the mechanisms of CRAP detection.

With the increase in innovative technologies, there is essentially a need for new literacies, that allow us to navigate, read, write and interact with them. The concept of digital literacy is not defined by a single, unproblematic phrase or meaning (Weller, 2011). It is complex and developing continually thus, literacies cannot be standardised, some of us may know more than others, some have skills others may not have. Research suggests that students and educators are given the opportunity to explore what technology is and how it is being used, much importance is given to creativity and to analysis however, little importance is given to prior technology skills. According to the 'Make or Break: The UK'S Digital Future report, currently the drive for a more digital economy has led to increased reliance on automation and requires regular up-skilling and re-skilling however to a gap in digital literacy, low skills levels are threatening the digital future of the UK as the economic needs of firms is not being met (House of Lords, 2015). For this reason, digital literacy is positioned as an important entitlement for the digital generation as it can support their full participation in a society in which social, cultural, and economic life are increasingly mediated by digital technologies (Weller, 2011).

2.2.2 Digital divide

Bourdieu (1986) proposes 'cultural' and 'social' capital. This is the wealth that comes from being able to interact in certain situations, using a particular form of language and ways of interacting. Those without this background are excluded (the academic skills tend to be linked to middle class values). Using online materials can remove a lot of personal interaction creating a divide between those courses that work well in this way, disadvantaging those who prefer hands on or face to face

discussions. The cost of resourcing is left with the student, not the institution. For instance, it requires paper, printer, good broadband for resourcing, connection and communication. This suggests that technology is not the answer to liberation from oppression and can equally be a means of oppression and limited opportunity (Eubanks, 2006). Today's education system is built on an outdated curriculum which is disconnected, and skills are needed to function in the digitised labour markets (Siemens,2005). Therefore, to prepare the people for the fourth industrial revolution businesses there is a push towards investing in re-skilling and up-skilling strategies to fully utilise the potential for technology to transform economy and education (World economic forum, 2016).

According to Eubanks (2006), the realities of the digital age are more complicated, especially for the underprivileged people. Evidence from 'Make or Break the UK's Digital Future' report demonstrates that, digital divide poses a complex scenario, the evident shortage of medium and high-level digital skills in the UK needs immediate attention for UK to remain globally competitive (House of Lords,2015). Several studies imply that, currently, the governments vision for a digital economy and high technology development, is driven by flawed assumptions about race, class and gender. Eubanks (2011) agrees but clarifies that, digital divide is not about equal distribution of resources (having access to the technology). Instead, she found that people had access but were exploited in low-paid, poor contact jobs in the technology sector. Technology was used as a tool for the unemployment and social services to monitor rather than help (Eubanks, 2011). Her research suggested that, middle class opinions of working class are that they need access and skills. On the

contrary, people have the skills, have the access but are disadvantaged by society not by technology. This highlights that technology often leads to continued low wages and poor conditions, thus teaching people how to use popular technology can change their lives, promote community cohesion and reduce segregation (2011). The goal of popular technology in Freirean sense is to both inspire action that promotes change in society for the better, and to see the relationship between technology and people as intrinsic to modern social justice goals (Feenberg, 1990, Eubanks, 2007). Overall, the flexibility, openness, and the ability to connect people to people through networking, communication and collaboration, can make powerful tools for social change. However, digital division can distort these qualities (Eubanks, 2007).

Overall, CRAP detection, digital divide and digital wisdom are examples of issues of research and scholarship in technology-enhanced environments discussed in relation to my project. They help learners look at technology as critical consumers by encouraging students to investigate before accepting any web information as credible and make cautious choices. Therefore, this area of focus supports this study on the struggles in innovation. To benefit from technology in learning, when students publish their interactive essays online, create personal networks for collaboration and feedback, they can only benefit from the support that is accessible in a networked environment if they have developed essential 21st century literacies like CRAP detection skills, digital literacies and skills to identify valid and accurate knowledge and discard false information. The practice of learning through online digital tools in higher education has been promoted especially in this study. Students

were encouraged to participate in online forums, blogs, social networking environments which require students to be digitally literate.

This literature review ends with the conclusion that summarises and links back to the overall question and the three research questions.

3.Methodology

3.1 Research Strategy

Denscombe's (2010) checklist for choice of methodology (see appendix 1) was used to section the research process and look for potential issues, so that the research aims can be achieved successfully. The methodological approach selected for this study utilises qualitative research methods adopting a small-scale interpretivist collective case study design frame. Through this disquisition, an in-depth, multi-faceted exploration of the different experiences with innovative assessments of both staff and students was analysed - using a variety of methods focusing on one specific CBHE institution. An interpretivist paradigm is based on the idea that reality is socially constructed rather than objectively determined (Thomas,2013). The detailed qualitative data produced focuses on participants perceptions in a real-life environment and helped strengthen the research validity, which may not be captured through a positivist paradigm.

According to Denscombe (2014), a case study is more suitable for a small-scale research and allows a holistic approach to the subject being studied (in this case, staff and student experiences). Adopting case study research, placed me

(researcher) at the heart of the research process. However, I was aware that my involvement whilst conducting the research, even as an observer, may impact the participant responses and so to ensure reflexivity was accounted for (Denscombe, 2010), all the questions were prepared in advance. Data collected was recorded using a dictaphone and transcribed for reference and analysis following Sharp's (2012) procedures with case study research to avoid manipulation of data. Yin (2009) states that case studies can answer **why** and **how** research questions, rather than simply **what**. Therefore, they have a potential to **evaluate** or **explain** - for example: the purpose of my research was to explore a new method of assessment, where little is known and alongside this, examine student and tutors' perception in more detail.

Case study approach is often criticised because of lack of rigour, its dependency on a single case exploration provides little basis for scientific generalization and is considered 'microscopic' because of the limited sampling cases (Tellis,1997; Yin,1994). I did acknowledge that this case study will not be replicable as a coherent set group of people were used and I will not reach a generalising conclusion, but the adoption of qualitative analysis increases transferability in the research results. This suggests that the research findings can be transferred to another situation or context, but it is up to the reader to make this decision (Shenton, 2004). Hamel et al. (1993) and Yin (1994), however argue that, the parameter establishment and objective setting of the research are more important in case study design frame than a big sample size.

3.1.1 Sampling and Access

The selection of suitable sampling strategy to collect primary data for the research objectives was dependent on gaining access to a suitable source. A CBHE institution in the NW of England was selected for this case study, as being a current undergraduate student, within the institution, granted unproblematic access to the research participants. A total of twenty-seven adults were selected, twenty-two females and five males, using purposive and opportunistic sampling technique. The sample was selected purposively based on a variable that is being studied (Cohen et al, 2011), which in this case is technology-infused assessment. Purposive sampling technique was effective as it allowed access to participants who have in-depth knowledge and experience about the influence of technology-infused assessments unlike random sampling which will involve participants who may be largely ignorant of the subject being researched (Denscombe,2014). I had the opportunity to meet and work with the selected sample and this meant that the participants were likely to be more open and comfortable when participating, as opposed to if they were involved in a stranger's research. This provided insider researcher position and promotes both the telling and the judging of the truth (Bonnor and Tolhurst, 2002). Contrastingly, Mercer (2007) states that a heightened familiarity may lead to a risk of bias. However, this was acknowledged prior to conducting the research. Therefore, to ensure validity and reliability, participants were further questioned on their responses to expand and clarify the research data and remain focused on minimising sources of bias.

The cohort is predominantly female, which is common to Education Studies cohort nationally (HESA,2016). Although gender is not central to this research it is a valuable area for further study with emphasis on technology in education (Shukie, 2017). The pattern of the sample included; eighteen level six Education Study undergraduate students and range from twenty-one to late forty years of age who completed questionnaires, six level four Hospitality Management with Event Management undergraduate students with an age range from twenty-one to twenty-three who participated in a focus group and three tutors who participated in a semi-structured interview.

However, there is an alternate top up group in the third year who have completed a foundation degree and I have purposely chosen not to include those because I required students who had the same pattern of year one, year two and year three. This sampling strategy ensured continuity in the process and assured strength and richness in the data collected as the first-year student participants and the third-year student participants were actively involved or familiar with the same process of designing and presenting a digitally-enhanced assignment (see appendix 2).

The tutors who participated in the interviews are referred to as T1, T2, and T3 in the finding section of this report. This is to identify the background, age and length of time each tutor has worked in the HE sector - which is relevant and satisfactory to the needs of the research topic

	Background
Tutor 1	Academic lead in digital innovation in teaching, learning and assessment, Creator of interactive essay
Tutor 2	Fine Art and Education Studies lecturer, Interest in technology and education and is actively involved in the interactive essay.
Tutor 3	Hospitality Management with Event Management lecturer and is actively interested in the concept of technology-infused assessments

Table 1: How the interviewed participants will be identified within the report.

3.2 Data collection

It is highly important that the methods chosen to collect data are appropriate for the study and meet the aims of the research (Ritchie and Lewis, 2003). Therefore, for this research, semi-structured interviews with the creator of the interactive essay model and two lecturers at the CBHE establishment, a focus group with a group of six level four Event Management and Hospitality students and questionnaires with eighteen Education studies students, were used during the investigation. The qualitative data collection methods adopted correspond with the research questions, with each primary data collection tool serving a specific research question. Alignment in the research approach, design frame and the data collection methods used, strengthened the research accuracy and increased validity. Applying multiple qualitative methods whilst conducting research allowed for methodological triangulation - providing a rich insight into the concept of innovative assessment. Thus, by using focus group, interviews, as well as questionnaires, added a depth to the findings that would not have been possible using a single-strategy study (Lisa et al., 2002), thereby increasing the credibility and reliability of the data (Sharp, 2012).

According to Thurmond (2001), one of the key disadvantages of triangulation is that it can be time consuming. This limitation was considered, and a time scale was created in the initial stages of project planning for better time management.

3.2.1 Interviews

Semi-structured interviews were implemented to answer the first research question (what the benefits and limitations for lecturers are, that have used/will potentially use the interactive essay as a form of assessment?), as they provided the opportunity to gain insights into the tutors' opinions and experiences regarding the interactive essay as a method of assessment in comparison to the traditional essay.

The interviews with CBHE staff were arranged by contacting the tutors, via email, informing them of the intended research project and all the interviews were conducted at the CBHE institution. At the time of the interview, participants were provided with participation information forms, consent forms and were debriefed with the questions, so that they fully understand what was being asked of them (Sharp, 2012).

The semi-structured interviews were carried out with three tutors, consisted of open-ended questions and lasted approximately six to twenty-one minutes in length. All interviews were audio recorded using a dictaphone (with the participants' consent), and then subsequently transcribed (see appendix 3) for accuracy and data analysis purposes. However, this was extremely time-consuming (Bell,2005). This method was selected because it presented an opportunity to gather rich, in-depth data through flexible style of inquiry (O'Leary, 2014). For example, it allowed me to probe responses and investigate the tutors understanding and individual experiences with

technology-infused assessments, though some responses were difficult to analyse and interpret. It is a highly subjective technique to collect data and therefore an evident elevated risk of bias (Bell, 2005). Also, the validity and reliability could have been affected but audio recording and transcribing of data reduced the potential of bias and minimised effects. (Fielding and Thomas, 2008; Sharp 2012).

3.2.2 Focus group

To ascertain student perspectives and experiences on interactive essays, a focus group was used to answer the second research question (What are the initial impressions of students yet to complete the interactive essay?). This method provided students the opportunity to share their feelings freely about a new digitally-infused method of assessment and their initial thoughts, before designing an interactive essay, without constricting their views. A benefit of using focus group is that I was able to gather valuable data in a short time (Barbour, 2005). Laws et al. (2003) highlight that, focus group is a valuable method to collect in-depth information about peoples' feelings on a particular issue. Therefore, this suited the second research question as it aimed to explore the students' initial thoughts of interactive essay.

The focus group for this study consisted of six level four Event management and Hospitality students and lasted approximately ten minutes in length. Focus group discussion was carried out in the students' classroom which was booked at an earlier date to fit the students schedule. Students were provided with participation

information forms, consent forms and were briefed about the research objectives. After consent was sought, focus group discussions were audio-recorded and subsequently transcribed (see appendix 4).

One of the challenges faced in recording focus group data is that the louder voices dominated the focus group and knowing who is speaking at any time became difficult, since at times, students spoke in overlap (Cohen and Crabtree, 2006). However, audio recordings provided the ability to replay sessions during data analysis.

3.2.3 Questionnaires

To answer the third research question (How do students describe their experiences having used the interactive essay as a form assessment?), I used semi-structured questionnaires (see appendix 5) because I recognise the potential of avoiding researcher bias and wanted to capture experiences of students. Questionnaires provided the opportunity to collect reliable and straightforward information from a large group of students in a brief period, with little involvement of myself as the researcher (Sharp, 2012; Bartlett and Burton, 2012). Due to the time constrained nature of the study, questionnaires appeared to be the most practical method in comparison to other data collection tools. Whilst designing and constructing the questionnaire, I ensured that the language used was accessible to all levels of students, so that the purpose of the study was understood, and it was acknowledged that questionnaires take time to fill in. Therefore, to ensure a maximum and detailed response rate, I considered the number of questions necessary to answer the

research aim and included a mix of both open-ended and closed questions, allowing participants to disclose their views freely (Simmons, 2008).

All the participants were provided with participation information forms detailing the aims of the study and consent forms, informing them of their rights. The questionnaires were distributed to the Education Studies students at the CBHE institution during a tutorial session for their convenience and the response rate was one hundred percent as all eighteen out of eighteen participants responded and gave detailed answers, providing rich, valuable data for analysis.

3.2.4 Document

To answer the third research question (How do students describe their experiences having used the interactive essay as a form assessment), I reviewed the level five Education Studies – ‘Educational practice in the digital age’ module’s assignment brief (see appendix 2). The second assessment in the assignment brief which gives students the opportunity to create an interactive essay. Students are required to augment the usual essay through the inclusion of embedded videos/animation/reference links to create and share knowledge.

3.3 Data Analysis

The qualitative data gathered was processed using the six-stage guidance proposed by Braun and Clarke (2006), to perform thematic analysis. The development of themes was data driven. The first action, after data was collected from questionnaires, interviews and focus group, was transcription of notes and audio-data. Once I had transcribed the notes, during the initial familiarisation of the

qualitative data, the transcripts were read and re-read, and initial observations were noted. After initial processing, focused coding schemes were used to generate themes and record parts of each transcript that contained information related to students' and staff perceptions on interactive essay. Then the process of searching for key themes was performed. Jorgensen (1989) explains that the aim of this process, is to assemble or reconstruct the data in a meaningful or comprehensible fashion. However, this was a time-consuming process. To focus on producing a well-represented set of themes which link to the research aims and for in-depth results analysis, minor and non-recurrent themes were discarded at this stage. Meaningful themes were then refined and assembled further through a process of review into a set of clear related concepts and then defined and presented as final themes for inclusion in the report. To display data in different ways, quantitative data produced from the questionnaires was processed using Excel and is presented using graphs and charts. Relevant direct quotes from the teachers and students will also be used for the reporting of the themes within the findings section of this report to increase reliability of the data. To maintain confidentiality and privacy of participants, I will reference the staff in the interviews as T1, T2, T3 and student participants will be referred to as Education Studies student or Event management and Hospitality student in accordance with the course that they study.

3.4 Ethical Considerations

This case study was carried out in line with the British Educational Research Association (2011). As an educational researcher BERA (2011) guidelines enabled

me to recognise and conduct my research within an ethic, moral and legal respect. BERA (2011, p.7) states, '*researchers should operate within an ethic of respect for any persons involved in the research they are undertaking*'. Following these guidelines, voluntary informed consent was sought from all the participants and, relevant and understandable language was used to debrief the participants explaining research incentive, thus ensuring openness and inclusive ethical concern practice. It is worth noting that there were no issues with respect for democratic values and language barriers within the selected sample.

The processing of personal information complied with the CBHE institution ethical guidelines. Within the university's research framework is an Ethical Risk Factors Checklist, which was completed prior to conducting the case study, to reduce and address potential risk factors. Approval was then gained from Head of School, as well as the research supervisor and course leaders involved.

A participation information sheet and a consent form were provided to all participants detailing the objectives of the case study, informing them of their rights as participants and what their participation would involve (see appendix 6 and 7). The Participation Information sheet also explained that participation is voluntary - indicating the 'Right to Withdraw', which is a vital requirement of the ethical guidelines.

Also, all the data collected from the CBHE remains confidential and anonymous, in compliance with Data Protection Act 1998. This was addressed as none of the participants' personal information was included in the publication of findings and all data collected remained confidential and anonymous. As stated, the tutors in the

interview were referred to as T1, T2 and T3, the student participant will be referred to as student 1, student 2 in the findings section, thus ensuring anonymity. Questionnaires focus group and interview recordings - both paper and electronic are only accessible to the researcher and the research supervisor and remain stored in a password protected computer. All the data will be destroyed and deleted upon completion of two years of the research paper submission.

4. Findings and Discussion

An analysis of the views and experiences from the staff and students of the CBHE establishment provided an understanding of the effectiveness of interactive essay as an innovative assessment in higher education courses. The findings of this case study are presented into the 3 key themes identified, during the thematic data analysis.

4.1 Positive attitude

The interview with the staff commenced with a discussion regarding their perceptions about the interactive essay as a modern method of assessment. This provided an insight towards teachers' opinions, regarding a new method of assessment, in comparison to the traditional essay. It was discovered that all three teachers thought that introducing a technology-infused assessment is a positive move and will offer alternative method for assessment for the contemporary learners, increasing choice and encouraging a shift away from the dominant traditional approaches to assessment.

Tutor 2: 'I think it's a positive move I think I suppose I'm coming at it from not as a blanket approach but there has been for a while a need to have an alternative method for those students who struggle to say do a full dissertation or something like that in full written style.'

The findings from the questionnaire and focus group revealed similar responses. Quantitative data from the questionnaires suggested that despite receiving neutral

response, when students were asked how they think the interactive essay compares to a traditional essay assessment. For this research it was important that the Education studies students attempted to augment the usual essay through the inclusion of embedded videos/animation/reference links. Results highlighted that most of the students used technologies when developing their interactive essays, only six students used Microsoft Word to complete their assessment.

This graph above supports this theme by showing the number of student participants that used technologies when designing their work.

All the students had positive experiences of creating sharing networks for their work. Further responses include: *'I loved every step when creating my interactive essay. This was because I was able to express my work in a manner I was most comfortable in. However, I did have difficulties in terms of choosing what platform would be best in terms of presenting my work because of all the various platforms available.'* and *'I was happy and proud of myself as I learnt new things and gave me the choice in choosing what platforms I'm comfortable using'* (Education Studies students).

Student respondents from the focus group lacked confidence, initially, when describing their first impressions of the interactive essay as there was lack of clarity with regards the skills needed but after their tutor had presented them with a step by step guide to interactive essays, all six of them were excited to try it.

Student 1, *'A bit scared not knowing how to do it may be but then after looking at it further it seemed quite easy to use and design one but until we do it we don't really know how its gonna work out'*

4.2 The interactive essay model as an assessment tool

When looking into the experiences of students having created the interactive essay. It was discovered that majority of the students agreed that the interactive essay could be used more widely as an assessment tool. Results from participants suggested that 100% of the tutors and Event management and hospitality students agreed that the interactive essay could be used more widely and improve assessment practice. Similarly, 50% of the Education Studies students supported this view.

The chart below supports this theme and highlights the quantitative data for the Education Study students' responses when asked about interactive essay as a tool for assessment.

However, whilst analysing the questionnaire data and interview transcripts, it was established that designing and marking an interactive essay can be more time-consuming, in comparison to a traditional essay. Though it was interesting to note that tutors from different disciplines had different views on this.

As quoted by tutor 1 (Male – creator in the interactive essay model),

'It takes longer to mark as you can't submit it through Turnitin so you have to create a separate portal for people to put that in.'

As quoted by tutor 2 (Female - Fine Art and Education Studies lecturer),

'It is just that I am used to looking at different types of submissions/objects/artefacts for art students and so assessing according to weighting is easy for me - I can see how well the information is being communicated - see past the 'decorative bits' or 'technology' if you like.'

What was prominent in these findings overall, was the indication that participants acknowledged using multimedia is everywhere and that is how people widely access information. From analysing the data, it was discovered that participants accept technology presents a more sophisticated way of learning as growth in technology has influenced changes on how students think and present their work. However, questionnaire data revealed that only 17% of the respondents felt that the interactive essay model is a better assessment method in comparison to the traditional essay. Evidence suggests that some participants still prefer writing a traditional essay because of their fear of technology hence, they feel more comfortable and confident with traditional methods of assessment.

4.3 Digital skills

When participants were asked to describe their digital skills before completing the interactive essay, most of the participants implied to be confident users of technology and multiple responses implied that everyone had basic computer knowledge and skills. During the process of conducting the research it was discovered that all the students and staff at the CBHE establishment had access to Wi-Fi, laptops and extra support was also offered via the academic staff and ilab at the campus. Therefore, there were no issues of cost and access present. Responses from the focus group revealed that all six student participants were confident users of technology.

Results from the questionnaire data similarly suggest that 45% of the students were confident users of technology and only 11% identified themselves as weak.

Discussion with one tutor suggest that students require specific skills to incorporate videos and links. However, adequate support is available for students who were ambitious enough to try new technologies.

As quoted by Tutor 2, 'I think one of the other big limitation in a sense is It's a slightly kind of different set of skills that you need to embed, and incorporate videos and links and I don't think we kind of refined the language or refined the skill set to do that yet.'

These findings suggest that traditional essays are a form of assessment that people used at a time where the only way to share information was via the written word. The current progression of how we teach, learn, assess and share information, it would make sense that we use interactive essays. Interactive essays is designed to help people develop ideas in a format that can be read in-depth and at a distance and includes sharing formats through which people can make comments via comment boxes. When students and teachers are using all these different means to expand their knowledge and skills, that should be how we should access educational output as well.

Responses from the creator of the interactive essay model (Tutor1) revealed thought provoking remarks. He suggests that students use technology that they will use again. For example, it is very unlikely that students will write an essay again unless they choose to pursue further studies however, writing and editing blogs and presentations will be used more in retail or business work. He further explained that the skills involved in writing for multiple audiences can be easily transferred. This confirms that, having people read and give criticism and comments on your work is valuable and can help one develop.

5.Recommendations

1. There was an overall case study which is the CBHE establishment, I have split that into two distinct disciplines – Education Studies and Events management and Hospitality but a bigger group could have been used. All the way through, more research could have been done at a wide scale, as interactive essay is a new method of assessment and it is still of limited use, but it is potentially going to be used in other disciplines. Perhaps the response has been different because the sample selected was predominantly female based. May be using other disciplines and a different demographic pattern will suggest different results.

2. It would also be interesting to research why other disciplines like Law, choose not to include technology-infused assessments.

3. Awarding bodies and academic institutions should acknowledge that digital assessments are growing therefore, there should be morals of practice in place to offer spaces to have developments for new practice for progression.

6. Conclusion

Innovative assessments are improving pedagogy for the 21st century learners, by opening a world of possibilities, through dialogue via networking and collaboration. Interactive essay is reflective of how technology is changing the forms of teaching, learning and of assessing. This case study looked at the teachers and students' experiences when asked to include this in their practice. There has been a lot of change in education because of technology and through this study I was able to investigate what the students and staffs lived experiences were when asked to be engaged with a form of technology enhanced assessment. To investigate the initial impressions of students that have not used interactive essays and evaluate the experiences of students who have used the interactive essays, qualitative data was gathered from a focus group with six students and questionnaires by eighteen students. The literature review suggested that a curriculum that is learner driven and is socially empowering will make students feel digitally competent. Findings suggested that there is a positive consensus, regarding the effectiveness of technology-infused assessments at the CBHE institution. To conclude, interactive essays promote creativity and innovation; they can widen assessment practices and equip students with a range of skills and therefore, link with digital curriculum. If students are not given the opportunity to explore the true extent of their possibilities, they will always remain stagnant and not evolve.

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Appendices

Appendix 1 - Denscombe checklist

Appendix 2 - Assignment brief

Appendix 3 - Interview transcript

Appendix 4 - Focus group transcript

Appendix 5 - Questionnaire

Appendix 6 - Participation information form

Appendix 7 - Consent form

Appendix 8 - Questionnaire data evaluation

Appendix 1 – Denscombe checklist

The image shows a screenshot of a PDF document titled "Checklist for the choice of research strategy" from "The Good Research Guide". The document is displayed in a web browser window. The browser's address bar shows the file path: file:///C:/Users/hinas/Downloads/Denscombe2010.pdf. The browser's title bar includes several tabs: "Trapped in the Digital Divid", "Learning_and_E_Learning_S", "The Good Research Guide", and "Denscombe2010.pdf". The browser's address bar also shows a star icon, a search icon, and a refresh icon. The document content is as follows:

STRAATEGIES FOR SOCIAL RESEARCH 9

Checklist for the choice of research strategy

When choosing a research strategy you should feel confident about answering 'yes' to the following questions:

Factors to be considered

Suitability

Will it produce appropriate kinds of data?

- Has the purpose of the research been clearly identified?
- Is there a clear link between the purpose of the research and the chosen strategy?
- Will the strategy produce findings that can answer the research question(s)?

Feasibility

Can it be done?

- Is there sufficient time for the design of the research, collection of data and analysis of results?
- Are sufficient resources available to cover the costs of the research (e.g. travel, printing)?
- Is it possible and practical to gain access to necessary data (people, events, documents)?
- Will the chosen strategy be favoured by the key evaluators of the research?

Ethics

Will it allow me to be ethical in my dealings with participants?

- Can I avoid any harm to participants resulting from their involvement in the research?
- Can I get informed consent from potential participants?
- Will the strategy permit me to work within an appropriate code of research ethics?
- Can I guarantee the confidentiality of the information given to me during the research?

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Appendix 2 – Assignment brief

LO3. Discuss the issues of research and scholarship in technology enhanced environments in relation to your own project and studies.

LO4. Distinguish plagiarism and copyright issues in various approaches to scholarly production.

LO6. Describe digital literacies and present their own academic skills in relation to digital competence.

Assessment 2

A piece of work, individually selected, that demonstrates competencies in digital scholarship and considers the issues in relation to existing practice (this may involve video alternatives to text based assignments, use of web 2.0 applications for research). this would be an alternative to an essay in content and process.

- 28th April 2017
- 40%
- 1600 Words
- This assignment is designed to allow you to choose a title based on your interests in technology enhanced learning and then create a technology-inspired presentation. In essence, this is an opportunity to look at the traditional essay and think of ways it can be enhanced using technology. You can use hyper links, video, images, audio files, animation and other tools that you choose.
- The title of the assignment is something you can select based on your interests from the material discussed in the modules. It is something you MUST agree with your tutor beforehand so that you can be sure it is something that can reasonably be covered in the word count equivalence of 1600 words.
- The aim of the assignment is to have you use creative and innovative uses of technology to present a coherent and informative discussion related to a theme from the module.

Appendix 3 – Interview transcript

Tutor 3 interview Transcript

Researcher: What are your perceptions about interactive essay as a modern method of assessment?

Tutor : My perceptions were very limited until I attended a conference which was I think it was September time and ummh.. I heard tutors talk about interactive essays and it really intrigued me because nowadays you have such different students with different capabilities different levels and I teach Hospitality and Management which is very vocational area of study and it attracts students from kind of like the 'chefing' background so very practical and I found interactive essays might just help those students which are not traditional academics kinda help them demonstrate their knowledge and understanding to kinda like technological way rather than like traditional essay type way, making it more inclusive ..yeah.

Researcher: What are the benefits for using Interactive Essays as a method of assessments? ..ummh I know you have just introduced this assessment to your students so how do you think they will react

Tutor : I think students will like it ..they will actually prefer this type of assessment.. having taught this subject for 17 years now some students quite like the traditional essay format where by they go away they research and they type the knowledge and link it to the learning outcomes whereas some students kind of have a block where they kinda like can't get over that barrier until they have a light bulb moment but I think interactive essays and digital essays will allow students to have that light bulb moment a lot earlier than may be they have in the past so I think they will enjoy something different to kinda like academic essays

Researcher: hmm..

Tutor : Yes and it gives them a wide choice and also the student nowadays not in my time when I went to university there were no iPads or screens or no kind of like these advancements in technology but now students are just.. it's just the norm to have all this technology and the traditional essay is just stuck in the past.

And I think students kind of get IT more than may be what I kind of would have done 15 years ago and the traditional methods of writing an essay it's kind of alien to them and there's no alignment as we are still assessing using traditional methods which limits student choice and students want technology coz they have embraced it since they have grown up with

technology so it'll be really weird to kind of not like meet that need in the student body by providing an assessment that meets that need

Researcher: ummh.. have you thought of any limitations for using Interactive Essays as a method of assessment?

Tutor : an evidence learning outcomes using digital essays Umm.. I did have worries about because we are guided by Lancaster University I had worries that Lancaster might not see a digital essay as academic as say a traditional assignment and I had worries about learning outcome coverage to make sure students are covering all the learning outcomes but but after speaking to other tutors and students I do think it would be possible to still meet

Researcher: Hmm,, Do you think introducing this modern approach of assessment impact on students grades?

Tutor : Yes I do because students that don't usually take to the academic report writing don't usually do as well in terms of performance errh.. but I think if you integrate technology to that assessment that motivates them and drives them on because they are used to technology and they like it and I think could be a motivating factor to boost their grades up .. yes.

Researcher: Do you think the Interactive Essay would be more widely used as an assessment tool?

Tutor : I think there is .. tutors are quite reluctant to change they like the norm and they like what's safe and in their comfort zone and if you have got a tutor that was born I dunno in like the 1960s.. 1970s ..they might be reluctant to change but I think with the new students that we are getting on board now we have to change to meet their needs and I think this method assessment meets their needs.. as a tutor I think there are different levels of digital literacy especially within this building itself ermm.. I think the college could do more to train and develop staff in terms of different methods of assessment and how they could do that in practical terms for the students to meet learner needs

Researcher: Do you think using technology can improve assessment practices?

Tutor : Yes I think it adds variety with assessment practices and it gives umm.. again tutors more scope in terms of when they writing an assignment brief it's not just meeting Lancaster learning outcomes its adding a different element to the brief that students will engage with

because it's something they are used to kind of like screen technology and I think with especially millennials now coming through they are used to that and I think it would make sense to them to use that kind of assessment

Tutor 2 Interview Transcript

Researcher: What are your perceptions about Interactive Essay as a modern method of assessment?

Tutor 2: I think it's a positive move I think I suppose I'm coming at it from not as a blanket approach but there has been for a while a need to have an alternative method for those students who struggle to say do a full dissertation or something like that in full written style and I suppose I'm coming from and looking at it sort of from an Art context where actually those students don't do lots of big bodies of writing so actually the dissertation kind of becomes quite an ordeal I mean positive as a process but quite a significant challenge really and I suppose starting with it from that point of view the idea of having other forms of expression or being able to kind of draw on resources that we kind of using all the time in our learning to be able to use those in an academic way so in a rigorous way just seems to make perfect sense really.

Researcher: You mentioned dissertation earlier, I'd also like to know what about comparing interactive essays with traditional word document essays?

Tutor 2: I think the key thing is actually having choice I know in the context of may be the module where it is there is no choice as there a learning outcome I think that is okay in the context of the education studies module because that's what its all about its about exploring that and understanding it as a process and a method I think if you were to look at it in other contexts within other modules for different disciplines I think it would be a real move on to include that as a choice

Researcher: What are the benefits for using Interactive Essays as a method of assessment?

Tutor 2: One of the key things I do think is that that it allows students to be assessed within whatever their strengths may be not just on their ability just write flowing written paragraphs or whatever I think it allows students

to think quite creatively about writing so I don't think its to replace writing I think its actually a creative way to think about expressing and communicating ideas.

I think another advantage is that it actually it aligns much better with perhaps the ways in which students are engaging with their learning in the first place and the content ..aah I think it aligns much better with the idea of the student being you know that the learning doesn't just happen in the classroom with the teacher it happens whenever wherever and actually to take that through to assessment I think means that that we are fairly assessing the learning rather than providing a different set of rules

Researcher: What are the limitations for using Interactive Essays as a method of assessment?

Tutor 2: I think the limitations are and like I say its almost having it on the education studies is almost exempt from this because I think that the very point of being there is to critique it and students to actually kind of experience it but I do think that one of the limitations is that its not for everybody I think some students may be would find it a distraction coz it suits them to write in the traditional format and not sort of think about linking to other sources Ideally I think with every students no matter what course they are on you are kind of preparing them for the digital world to a certain extent so although I think, it's a challenge rather than a limitation but I don't think we are very good necessarily at spending a lot of time thinking about that in our assessments so I think it's a bit underdeveloped at the moment about how you kind of support students and encourage them to do it

I think one of the other big limitation in a sense is It's a slightly kind of different set of skills that you need to embed and incorporate videos and links and I don't think we kind of refined the language or refined the skill set to do that yet.

Researcher: Marking wise is there any difference or any challenges experienced in how you would mark an Interactive essay in comparison to a word document essay?

Tutor 2: That's a really good question, Marking wise I suppose that is one of the bigger challenges for the tutor I suppose and for the students as well you know them feeling confident in how it is going to be marked. Ultimately we are still looking for the same academic skills with that but I wonder if interactive essay aah.. actually this is interesting, even in the

It is just that I am used to looking at different types of submissions/objects/artefacts for art students and so assessing according to weighting is easy for me - I can see how well the information is being communicated - see past the 'decorative bits' or 'technology' if you like.

education study module there isn't anything there in the criteria that says actually it's a better essay if it has more interactive elements you know what I mean so it doesn't ever become ..it becomes an enhancing thing rather than a ..

Also there are a few more layers to interactive essays in regard to submitting an assignment through Turnitin like if a student has created their own video.

Researcher: Do you think introducing this modern approach of assessment impacts on student grades?

Tutor 2: I have to say I have seen it impact on student grades I think one of the things ill say about it is that its an opportunity to do something different for an assessment actually really engages and motivates some

students and supports them in doing some of their best work I don't think it jeopardises other students necessarily so I can just see benefits there in terms of student grades I think for some students its an opportunity to stand out a little more, I think some students found a voice with this kind of assessment

Researcher: Do you think the Interactive Essay would be more widely used as an assessment tool?

Tutor 2: Yeah I think so, for fine art students I think particularly it gives them an opportunity particularly in creative subjects may be they do want to embed bits of creative practice it could be videos, voice podcasts or sound pieces and I think that in a way remains it remains an academic dissertation which means that their degree is worthy of being called a degree and comparable with other degrees etc but it actually is very sympathetic to the discipline area and relevant to the discipline area and potentially kind of pushes their practice as well so I see some real potential for it to be used especially in the creative subjects and other areas it would be very hard for me to speculate I can only assume that every discipline are would be able to see some elements of it that can may be enhances assessment practice.

Researcher: Do you think technology can improve assessment practices?

Tutor 2: Yeah I guess a lot of my research has to do with technology being a very useful reflective tool or very good for supporting reflective practices and may be I think technology will be very useful to change the pace of assessment what I mean by that is actually students can bring themselves a lot more to the assessment process and in doing so can slow that

process down so its not just something u do at the end of the module its like you know a dose of medicine and you just get it done its potentially something that is a bit more integrated into learning through assessments perhaps, I am hopeful that technology can be used in a very positive way for that but it needs a lot of thought and support because we often think about supporting students with their uses of technology through a module but perhaps a bit of way of how we can do that at the end in assessments through more sophisticated way of learning as technology changes how you think and present an argument

Tutor 1 - Peter's Interview Transcript

Researcher: What are your perceptions about Interactive Essay as a modern method of assessment?

Tutor :They are a form of assessment that utilises tools that people will use in their lives and I don't think there is anything radical about them although they are described as they are that but the reason why we have written essays because at the time the only form there was to share information widely was via the written word so with every progression of how we can share information it would make sense that we use them and if an essay is designed to help people develop ideas in a format that can be read in depth and at distance so you can supply it to someone then if you do that differently and include video and animation and include sharing formats that will allow people to make comments on via blog posts and comment boxes then why wouldn't you do it so I think in terms of we say modern I mean the technology that we are using generally has been around for at least a decade but some people can use more new stuff people can use things like augmented reality which I'm hoping to see some of this year but it all depends on the person's background is but for me its absolutely obvious that when people communicate using those different mediums that should be how we should assess educational output as well

Researcher: What are the benefits for using Interactive Essays as a method of assessment?

Tutor : Well the benefits are that students use technology that they will use again you are very unlikely in most jobs that you go into unless you want to further study to be asked to write an essay again but being able to write and edit a blog post or something that is facing to an often unknown audience so you might be writing something in retail or in education or in business or in any other work you might be writing stuff for even your own LinkedIn page or your own company's materials you are writing stuff and you might have a particular audience in mind but because its going online you are writing to lots of other people so the skills involved in that writing for multiple audiences and for being easily transferred and having people read and criticise and comment on your work I think it's a valuable way of helping people develop those skills I think its also valuable in asking people to go and look at technology as something that they use and not just something that they just stumbled across so make critical choices of technology if I use this what does it mean? Does using this form of

technology mean that people have to download lots of software to access it ? In which case its quite limited or do I use software that anybody can use so it's a wider audience so it depends on purpose you know both can be fine so you ask people to look critically at technology and make choices, become more responsible about those choices and also I think the overall value of it is you start to use technology as a conscious consumer and producer and not just somebody who is just using whatever falls on their lap so big choices.

Researcher: What if you were to compare with traditional essays, what benefits then could it have ?

Tutor : Good question, the benefits are like I said its transferability they are much more likely to be used in a lot of this tools afterwards compared to essay writing although its not throwing the baby out of bath water yet the things that we use in the essay you still need to structure, you still need to use grammar, references, reliable authentic academic peer-reviewed references so their still part of the digital essay it's the format and what you do with it so it's the actual creation using different tools and the sharing it with other people. So its better I think that when you are writing a traditional essay it goes to 1 or 2 people; your first and second marker that alters how you write it and it also alters the amount of things you are thinking about in terms of audience so whether the language is understandable whether the ideas are clear so I think it enhances the traditional essay and goes a little bit further I don't think it loses anything at all

Researcher: What are the limitations for using Interactive Essays as a method of assessment?

Tutor : Disadvantages are I have mentioned them in terms of the reader but also for the writer if you don't have have a great deal of access to technology either through cost it can be expensive all devices cost money internet access costs money all of those things are potential barriers I think that we have designed the interactive essays as a concept in such a way that we know everybody is a student here so they have got access to the internet and they have got access to a laptop not as easily as they might have if they are on their own and they have internet at home but its still possible but yeah that differs from the traditional essay but remember that the traditional essay now has to be word processed and it has to be submitted through Turnitin so although we do have those elements they also exist in the traditional essay you know the idea that people are writing with a pen and a pad for essays that has long gone

Researcher: You mentioned Turnitin so is there a positive or negative element to it ?

Tutor : These are more difficult to put through Turnitin because if you use video or animation they are not something that Turnitin can deal with and for me that goes back to the tutor skills the tutors are always expected to have skills in detecting plagiarism so looking at students work comparing it to previous work recognising when there is a discrepancy that it doesn't look like their own and we do that more now and that's how traditionally it was before Turnitin came in and may be Turnitin helps to de-skill academic skill a little bit that they trust the machine and not their judgement

Its takes longer to mark as you cant submit it through Turnitin so you have to create a separate portal for people to put that in but that's like a small thing so I suppose organisationally the organisation wise all pieces of work should go through Turnitin so they can measure how much work is in how much work has gone out and what plagiarism levels were like or originality reports were like so it breaks that a little bit but then you cant operate to standards when you have got so many diverse courses and the need for learning is so diverse so yeah so that's not the tutors experience I suppose that's the organisations desire for standardisation

Researcher: Do you think introducing this modern approach of assessment impacts on student grades?

Tutor : No the experience has been no over 6 years now the experience has been no the people have been getting higher grades in the subjects and other two modules tended to do as well and issues where people were scoring so the grade averages matched I think you will find that in the project I think in year 3 grades tend to go up for some a lot of students that were not as high because there was a strong practical element and application element to it and that really works so some students grades remarkably increased whereas in interactive essays at heart it's an interactive essay is an essay its got all the elements of an essay so I think adding the extra element in technology choices being able to evaluate it and assess it and use them they are on a par with content and ability to work I think in the end it all comes down to how much people give time to stuff

Researcher: Do you think the Interactive Essay would be more widely used as an assessment tool?

Tutor : it is more widely used since we started using it in 2012 –2013 I went to an event in London 2 weeks ago and there were people from Brighton and South Hampton university and many other universities and they all had some of them formative rather than summative you know so course work rather than the actual final assignment but the final assignment for Brighton and South Hampton used blogs and they were encouraged to use videos and they were encouraged to use different approaches the thing that they haven't done that we have done is the interactive element where we share with a network before we bring it back in to submit so that's something we do differently than others but the actual fact of using multimedia is everywhere now and will continue because that's how people access information

Researcher: Do you think technology can improve assessment practices?

Tutor : Always yeah if you live in a world where technology is part and parcel of what people have to do as teachers as workers as self-employed people as students then yeah technology has got a big part of what we do we cant just pretend it exists out there and write about it in essay format when actually we never engage with it because you just end up with people behind the ball then all the time

Appendix 4 - Focus group transcripts

Focus group questions

Researcher: What were your initial impressions when first introduced to Interactive Essay?

Student 1: A bit scared not knowing how to do it may be but then after looking at it further it seemed quite easy to use and design one but until we do it we don't really know how its gonna work out

Student 2: Its good really coz obviously on a poster for example you can only put little information on it but if I can choose to design a digital poster i can make it interactive and put so much more information on it and even go it all the details

Student 3: Bit daunting coz it's a lil bit different buh yeh excited coz you can put a lot more information on it including videos and stuff whereas previously I had lil choice coz even when I was writing an assignment before and asked my tutor if I could include a video and she said no even though the video had really helpful information that could have linked to my work really well but I was annoyed that I couldn't do anything with it so ..

Student 4: I dunno how it's going to work like but I know that with the use of digital technology you can make it interactive and explain in a better way like let's say if you are using videos if you can't phrase it but you can show it like just say that it's a better way of interacting and explaining what you want to say saying it that way rather than putting it in your words which sometimes doesn't come out the way you want it to come out

Researcher: How would you describe your digital skills before completing an Interactive Essay?

Student 1: It should be easy coz we are used to using our Iphones but I dunno it depends on individuals and different sources really, but I think it'll be easy to use

Student 2: Yeah imagine it'll be quite easy to set up

Student 3: Yeah, I'm confident using it lets see how it goes

Student 4: Yeah feel confident

Student 5: Yeah

Student 6: Yeah

Researcher: Do you think using Interactive Essays will influence your grades?

Student 1: Yeah, I think we can get a better grade if we use it

Student 2: By including technology, we can include more materials in our work

Student 3: From what we are getting I think by incorporating technology we can boost our grades I think this will give me an opportunity to use a wider range of materials in my assignments and that'll definitely help with grades anyway coz you have access to the whole internet then and are not just restricted to only using words in a piece of paper and you can incorporate videos and images that the tutor can refer to

Student 4: and yeah seems a lot modern as well than just a word document

Researcher: What are your opinions of Interactive Essay as an assessment?

Student 1: If we do this sort of assignment and we can use different sources and it's all good and easy to use and comes across good and can work in our advantage then obviously it'll be something that we will look forward to using again but if it's more of a hindrance than I'll just use a word document

All students: We are looking forward to attempting this kind of assignment because it's the first time we will submit an assignment using a differently otherwise its always been a traditional word document

Appendix 5 – Questionnaire

Questionnaire Data

Question 1: How did you feel when first faced with the Interactive Essay?

Participant	Very Positive	Positive	Neutral Response	Negative	Very Negative	Comments
1				\		I wasn't too confident when asked to do an Interactive Essay, as I had never done anything like this before. Therefore it was a new experience for me which I enjoyed
2			\			I was eager to make my essay interactive rather than staying to the

						written essay
3				\		Was not interested
4			\			I was not quite sure what it was and when I found out more info what it was and the possibilities of what we could do for the essay it was interesting
5			\			Didn't know how it would work or what it entailed
6				\		I prefer traditional assessment methods as I perform better (exams etc)
7				\		Didn't like the change from the traditional methods
8	\					I soon realised it could just be a normal essay with some photos and videos if necessary
9		\				I love trying something different and moving away from old traditional essays
10					\	I am not interested in learning from this way so the whole thing was unhelpful
11			\			I wasn't too excited about it
12					\	I feel as though it brought another level of stress to the assignment
13				\		Because I don't have really good digital skills so I really struggled to do it
14		\				I was nervous because I have never done one before, but I was excited to try something new
15			\			I didn't really know what it entailed & the work involved so it was a mixed response
16			\			Never experienced it before so had no real feelings either way
17			\			A little bit overwhelmed due to the new technologies but I learnt to understand it
18				\		I was overwhelmed with the idea of creating an essay I had never made before eg in terms of what was expected. This is because throughout my whole education experience, I am only used to traditional methods of assessment.

Question 2: How would you describe your digital skills before completing the Interactive Essay?

Participant	Very strong	Strong	Neutral Response	weak	Very Weak	Comments
1		\				My digital skills have been quite strong as I did an a level in ICT and also in my GCSE's.
2		\				I am able to add pictures, video links and do all the basics of technology
3			\			I was okay at using technology
4			\			I am not amazing with my digital skills but I do have common knowledge which helps me build my skills
5		\				Feel pretty confident with the use of technology
6			\			I can work on a computer (basic) but had no experience using software etc
7		\				Confident with my social media and internet
8	\					I know my way around a computer and the internet so I was fine
9		\				I have gained a lot of skills using technology and love learning about new technology
10				\		I know how to do most things in a basic manner and this would be fine in a workplace
11			\			I am good at my digital skills
12		\				I have good digital skills
13				\		I have poor digital skills and have only got basic computer knowledge
14		\				I feel as though my skills were adequate because I am very familiar with technologies
15			\			Not good or bad, I have learnt more since doing the Interactive essay though
16		\				Confident using technology
17			\			Although there is quite a lot I am not familiar with, I am quite confident in my ability to learn
18	\					I am a technology enthusiast and so naturally I have the urge to develop my digital skills which helps my own individual confidence. I am able to develop videos and do more than using a laptop or desktop in a basic manner. But despite this, my overall view before

						the interactive essay was negative as I wasn't sure of how to create a 'good' piece of work.
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Question 3: How would you describe your experiences in creating an interactive essay?

Participant	Very Positive	Positive	Neutral Response	Negative	Very Negative	Comments
1		\				It was positive as I was able to use new resources and develop my digital skills further
2		\				I really enjoyed creating the interactive essay as I was able to create an animated video which I had never done
3		\				I enjoyed it more than what I thought I would
4			\			It was not as challenging as I thought it would be
5			\			Struggled at 1 st but once I started it was pretty easy
6			\			I did it because I had to - I would never choose to
7			\			Didn't overly enjoy it but it was okay. Didn't enjoy more or less than normal MS Word submission
8	\					I found it easy
9	\					It showed how creative I could be it helped me write my essay better as I can speak better than writing an academic essay
10					\	I didn't see the point at all. It was just a useless exercise
11				\		The blog was difficult
12				\		Brought another level of stress
13		\				I wasn't good at it and struggled to create one however I think by doing it I developed digital skills

						& was actually proud of myself. I felt I learnt something different not the same old MS Word document submission
14	\					I enjoyed every single minute of it, a very good experience
15					\	I came across lots of technical issues which caused lots of stress I wouldn't do it again
16		\				Liked the creativity - I had much more freedom than traditional essays
17		\				When I looked at creating a blog for the interactive essay, I found it out it was quite straight forward. It was also good to get some responses on twitter in my essay
18	\					I loved every step when creating my interactive essay. This was because I was able to express my work in a manner I was most comfortable in. However, I did have difficulties in terms of choosing what platform would be best in terms of presenting my work because of all the various platforms available.

Question 4: 4. Which technologies did you use when developing your interactive essay (please tick if used)

Technologies	Participants
Video	\ \

Animation	///
website	////
blog	//////////
Prezi/ Sway/ PowerPoint/ presentation tools	////
MS Word	\
podcast	
Audio files	
Others	

Question 5: How would you describe your experiences of creating sharing networks for your work?

Participant	Very Positive	Positive	Neutral Response	Negative	Very Negative	Comments
1		\				I found this positive as I was able to use Moodle, Facebook with which I am passive with
2		\				I enjoyed it so much because I was able to develop my knowledge further
3			\			Not that many responses
4			\			For my work I have different platforms to share
5		\				Find it easy to create sharing networks
6			\			I shared it because I had to
7			\			Didn't create a sharing network just posted a link on Moodle
8	\					It was easy to share
9		\				It was good to share the experience, I had many responses from different communities

10				\		I made sure I didn't engage and only did the bare minimum
11					\	Did not create a network only posted a link on Moodle
12				\		Didn't really gain much from doing it
13			\			Only posted a link on Moodle, did not create a network
14		\				My experiences were very good
15					\	Again stressful wish it was a written essay
16		\				Creating sharing networks is quite easy
17		\				I think it is important to share it on the right applications
18		\				I found it very easy to create sharing networks

Question 6: Which of these network tools did you use, if any? Please say more about any not listed using the 'other' box.

Network Tools	Participants
Twitter	\\ \\ \\ \\
Facebook	\\ \\ \\ \\ \\ \\ \\
Other social media	
LinkedIn	
College virtual learning environment (Moodle)	\\ \\ \\ \\
Coocs	
Email	\\ \\ \\ \\ \\
Blog	\\ \\ \\ \\ \\ \\ \\ \\ \\ \\
YouTube (Vimeo)	\\ \\

Question 7: How would you describe the experience after having created the interactive essay?

Participant	Very Positive	Positive	Neutral Response	Negative	Very Negative	Comments
1		\				I felt confident after

						creating my interactive essay, as I had never done anything like this previously
2		\				I felt relieved that I completed interactive essay and I developed my digital skills
3		\				I was happy that I could create an I.E
4			\			It was an interesting experience creating I.E
5			\			Can't say I liked it really, would have liked it more with better input from the tutor
6			\			Didn't really see the need , would much rather a traditional essay
7			\			No change, wouldn't voluntarily do it again
8			\			No one viewed my blog
9		\				Easy to create and enjoyed creating it
10					\	Still can not see any positives in this at all
11			\			There was no difference
12			\			Time consuming prefer traditional essays
13		\				I was happy and proud of myself as I learnt new things and gave me the choice in choosing what platforms I'm comfortable using
14	\					I became even more confident after creating an I.E
15					\	I didn't receive much feedback even though I posted a link on the forum
16		\				Easier than simply writing a 4000 word essay, much more freedom
17		\				I received enjoyed the experience and got feedback from people on

						Twitter
18	\					It was completely the opposite of what I expected it to be. I had a very positive and fun experience. However it was difficult in producing a blog because of the lack of support provided. Nevertheless, I enjoyed the I.E because I was able to express my work in a manner I'm most comfortable

Question 8: Do you think the interactive essay could be used more widely as an assessment tool?

Participant	Yes	No	Not Sure	Comments
1	\			Yes, as it is a more enhanced way of learning
2		\		I rather write an essay as it is less time consuming
3		\		Time consuming, technical issues
4	\			I think a mixture of assessment tools should be used rather than the traditional method
5		\		Not all students have access to technology
6	\			It could be, but that doesn't mean it should be. May be as an option for some, but not compulsory
7			\	Depends on the assignment
8	\			I think it would be good to use if people want to share and gain feedback on their essay
9	\			Definitely, it helps students to choose different ways of assessment
10		\		Goes against inclusion for people who do not want to be public faces
11		\		Too many technical issues
12		\		Time consuming and stressful because of technology
13	\			There should be a balance in assessments
14	\			With technology expanding rapidly, students will start to use it more
15		\		I think the traditional methods are more effective and less stressful
16	\			Students engage better
17			\	It is different , I don't see it better or worse,

				sometimes sharing can be a positive or negative experience
18	\			It would definitely be more interesting to see it in a variety of modules however its compatibility with the nature of the module needs to be taken into account and more training/ support sessions are needed in order to use certain platforms to develop the I.E

Question 9: How do you think the Interactive Essay compares to a Traditional essay assessment?

Participant	Much better	Better	Neutral Response	Worse	Much Worse	Comments
1		\				It is a more modern and relative as it takes into account new strategies
2		\				I think it is similar, as you have to still write though you can incorporate technology (animation)
3			\			
4			\			It was a different approach for an assessment
5			\			Some students prefer traditional types
6					\	It was more difficult to create, taking time away from creating an argument
7			\			Same thing really, unless you actively share it
8		\				It give you more freedom to do what you want with your essay
9	\					It is better development of structuring essay and is more fun
10					\	Traditional essays are tried& tested & are shown to work change will not be helpful
11			\			It was okay I wouldn't mind doing it again
12				\		Did not enjoy it
13			\			People with digital skills would prefer this and will probably be good at it

14			\			I still prefer both methods of producing work
15				\		Increased stress, less feedback, lack of experience in the tech world limited my experience
16			\			Until they become more available I'm not sure
17			\			It is different, I don't see it as either better or worse. Sharing can sometimes be positive/negative experience
18	\					We are able to use more material and resources. I feel it increases the flow of work better and helps to understand more difficult concepts for eg When talking about theorists, we can images or a background& this provides more depth and interest when reading the essay as opposed to just reading text.

Question 10: Please add any comments that summarise your experiences of the interactive essay as an assessment

Participants	comments
1	Once we found out what we were doing, I had mixed reviews on how to approach it but once I understand it more I was able to do it.
2	I found it okay to do the I.E I just feel more input is needed prior to completion
3	I feel the experience was a bit pointless for me so I never choose to submit work in this way unless specifically told I had to same as traditional methods unless you actively share it which I didn't really and

	didn't get any comments on it
4	I really enjoyed the essay as I got to include photos etc and it felt less formal. I will probably never write another essay after and but may create a blog or Power Point in my future job
5	It was very creative and fun, it allowed me to express in a different manner there was an issue on creating a video it was a bit difficult but I was very happy with the content and knowledge I had learnt and preferred interactive rather than traditional
6	This whole process was driven by a tutor who thinks this is the future of education, however after speaking with other people they also did not like the process and felt excluded
7	It was okay I felt the module was all over the place the teaching standard was not amazing it could have been better I preferred the other modules
8	Really didn't enjoy it
9	Even though using MS Word is in my comfort zone and I would rather just do it because it easy, but I think creating an I.E makes the experience fun and u gain digital skills which are also important in the world we are living today. I think there should be a blend of interactive essays as this makes learning less boring
10	My experiences of I.E was very enjoyable and fun. It was something I had never done before and enjoy challenges. I think students should definitely use I.E as I believe they will learnt a lot more from it
11	I think it is a good method to use but on more tech related courses
12	I think many people need to be educated more thorough on digital tools and using them to share work before this can be done to its best potential
13	I feel that through developing my I.E I have developed my skills in technology and this may prove beneficial within my future employment it has definitely been a more fun and engaging experience as opposed to traditional methods I have been able to express myself using my skills to develop the I.E

Appendix 6 – Participation information form

Participant Information Form

Study Title: The struggles of innovation: What happens when we introduce innovative assessments in Higher Education courses (A collective case study - based investigation of staff and students' experience with innovative assessments in higher education courses)

Researcher: Hina Suleman

Research Supervisor: Peter Shukie

Date: 24/10/2017

Please read this information carefully before deciding to take part in this research. If you are happy to participate you will be asked to sign this form, along with a Participant Consent form.

What is the research about?

I am an undergraduate student. I am interested in developing assignments for HE courses to include greater creativity in how written assignments are presented.

This research project is looking at the use of a Technology Enhanced Learning Assessment approach. This is called an Interactive Essay, which includes:

1. The use of multimedia and digital technology to enhance traditional essays/ written reports
2. The use of platforms for sharing work (online presentation formats)
3. Creating networks to share work with others before submitting

Interactive Essays are something that you have been involved with or potentially might be involved with. I want to know what students and staff responses are to Interactive Essay as an approach to assessment

What I am interested in finding out:

- * Whether people find interactive essays to have benefits or limitations
- * What are people's experiences of interactive essays
- * The impressions of people yet to use Interactive essays

Why have I been chosen?

You have been chosen because you are a staff or student on HE programmes at a CBHE. What I hope to do is to collect views of people from two distinct backgrounds:

(A) You are a student who has used Interactive Essay, or is potentially going to use Interactive Essay as part of your course

(B) You are teacher who is considering using interactive essays or who has used interactive essays as part of their course

What will happen to me if I take part?

I will be running a presentation to describe and discuss the Interactive essay. I would like you to be involved in one of these presentations and be willing to help my research by giving your feedback.

You will be asked to take part in a questionnaire, potentially take part in a focus group, potentially take part in an interview. You can choose to do one or all of those as invited.

I will also hope to record some feedback to help me disseminate my research. This will include:

Audio recordings

Are there any benefits in my taking part?

The benefit of taking part include the ability to explore assessments and contribute your own views on enhanced and progressive approaches. Your views can inform the discussion on potential impact of technology infused assessment on students in a modern contemporary education setting.

Are there any risks involved?

I have done all that I can to reduce the potential for risks. Your feedback will be anonymous and confidential. Any material collected will be anonymised. Any data collected shall not be named and will be stored in a password protected computer.

Will my participation be confidential?

The processing of your personal data will comply with the Data Protection Act and the CBHE institution's Framework of Practice. Participation is confidential, and all personally identifiable data will be kept secure on a password protected computer. The answers you will provide to the questions are anonymous and all questionnaires will be kept in a safe locked location. Where group feedback occurs, such as focus group discussions, I will only include comments that have been anonymised. Your personal information will only be accessible by the researcher and the research supervisor. All data will remain anonymous and all recordings of personal data will be destroyed within three months of the study.

What happens if I change my mind?

If you decide you no longer want to take part in the research, you are free to withdraw at any stage without giving any reason and without any consequence. All your data will be destroyed.

What happens if something goes wrong?

In the unlikely case of concern or complaint, you may contact the Research Supervisor who will respond to you as soon as possible and will happily resolve any issues/concerns raised. If the Research Supervisor is unable to deal with, or resolve an issue, the enquiry/complaint can be

Research Supervisor - peter.shukie@blackburn.ac.uk

Programme Leader- helen.eadon@blackburn.ac.uk

[Where can I get more information?](#)

If you have any further questions regarding the research, please do not hesitate to contact the following:

Researcher: Hina Suleman

20262368@live.blackburn.ac.uk

Research Supervisor: Peter Shukie

peter.shukie@blackburn.ac.uk

Name of participant (print name)

Signature of participant

Name of Researcher (print name) Hina Suleman

Signature of Researcher **Hina Suleman**

Appendix 7 – Consent form

PARTICIPANT CONSENT FORM

Study title: The struggles of innovation: What happens when we introduce innovative assessments in Higher Education courses (A collective case study - based investigation of staff and students' experience with innovative assessments in higher education courses)

Researcher name: Hina Suleman

Name of Research Supervisor: Peter Shukie

Please clearly tick/initial the boxes below if you agree with the statement(s):

I have read and understood the Participant Information Form

And

I have had the opportunity to ask questions about the study

I agree to take part in this research project and agree for my data to be used for the purpose of this study

I understand my participation is voluntary and I may withdraw at any time without consequence

Name of participant (print name)

Signature of participant

Name of Researcher (print name) Hina Suleman

Signature of Researcher Hina Suleman

Date

If you have any questions or concerns about this research, please contact the:

Research Supervisor Research Supervisor email address / contact number

Peter Shukie

peter.shukie@blackburn.ac.uk

Appendix 8 – Quantitative data using the questionnaire

