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Interested in using technology in your teaching?

Here in the Educational Design and Engagement team, we've been creating a Showcase of Innovators – a series of webpages containing mini case studies showing how people are using technology in their teaching.

We're hoping they'll inspire you to think about new ways of using technology in your teaching – and to get in touch with the author of your favourite case study.

The Showcase is divided into five themes, each containing case studies reflecting a different way that technology can be used in learning and teaching.

You can see one case study for each theme here. For more case studies, visit edin.ac/1QMCPjr.

Interactive learning & teaching

Electronic voting in lectures

Ross used the electronic 'clicker' system to allow the whole class to indicate their answers to conceptual questions during introductory Physics lectures. Using the 'Peer Instruction' technique, this allowed him to gauge their understanding and guide productive discussions during the class time.



“ Using clicker questions gives me invaluable information on what the students can do, and what they still have trouble with. And it's often not what you would expect! Knowing this helps make the contact time more focused and effective. ”

— Ross Galloway
School of Physics and Astronomy

What assessment? What feedback!

Verbal feedback using GradeMark

Amy used GradeMark (grading and feedback software by Turnitin) to give students verbal feedback on an annotated bibliography assignment in a postgraduate Research Methods course. The course was already using GradeMark, so adding verbal comments was an easy task that allowed for much richer feedback.



“ I wasn't sure what students would make of the verbal feedback - it wasn't something I had experienced before. I was pleasantly surprised to discover that the students loved it – they seemed to think this feedback was more than usually helpful. ”

— Amy Burge
School of Literatures, Languages and Cultures

Open educational resources

Wikipedia in curriculum for public engagement, science communication and digital literacy

Over two three hour sessions, Reproductive Biology Honours students researched, synthesised and developed a first-rate Wikipedia entry of a previously unpublished medical term: neuroangiogenesis. The project allowed students and staff to explore the affordances of virtual (online) spaces for public engagement whilst integrating digital literacies training and application into curriculum. This course work simultaneously supported skills for academic outcomes and life-long learning, whilst developing students as online, collaborative writers, and supported building skills for science communication.



More details can be seen [here](#).

“ Working with colleagues from different disciplines, I found the process of introducing the whole Honours class to a range of literature searching tools, setting them specific tasks to collect information for the Wikipedia page, and then engaging a small group of students to help build the Wikipedia page a truly inspiring activity. To see the end product evolve on the screen in front of me was very exciting! ”

— Chris Harlow
School of Biomedical Sciences

Exploring spaces

Reflective blogs and peer assessment in PebblePad

Anthea used PebblePad to set up a reflective blog for students to complete on a fortnightly basis. Recently she also created a workbook so students could complete an academic skills e-portfolio every week. Students discuss their answers in class and peer assess each other's work with a chance to submit a second draft at the end of the class. All drafts and comments are then submitted at the end of the course for credit.



“ Don't be afraid to take risks and try something new. I was concerned that my idea would be too complicated to execute but fortunately Ellen from IS was able to offer tailored solutions and support so everything came together with remarkable ease. ”

— Anthea Coleman-Chan
Office of Lifelong Learning

Shakers, makers & co-creators

Smart Data Hack

The Smart Data Hack is a data-centric student hackathon that is unusual in several ways: it last 5 days, it is co-produced with students, and it brings in a variety of 'challenge holders' – from business, the public sector, the third sector, and from academic and non-academic groups within the University itself. Over the course of three years, there has been a focus on making the event increasingly accessible to students outside Informatics.



“ It's inspiring to see how creative students can be when you give them the time and space to set their own targets (and provide incentives like food and prizes). ”

— Ewan Klein
School of Informatics

See the full Showcase at edin.ac/1QMCPjr

... or email ellen.spaeth@ed.ac.uk if you'd like to be part of the Showcase