

Partnerships in Learning & Teaching - PLanT Project Application Form 2019 – 2020 13-2019

Lead student contact details

Name: (name removed)
School: School of Law
Degree programme: LLB law
Year group: 2 nd year
Email: (details removed)

Lead staff member contact details

Name: Adrian Aronsson-Storrier
School: Law
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Project title

Teaching tech together: Collaborative development of a final year undergraduate tech law module with flexible assessment, blended learning and a future-focused innovative module curriculum

Project team name and details

Project team name: Technology, Privacy and Internet Regulation module design team
Other members of the team (including students and/or staff) Include name, year group and degree programme of student partners
The group of students involved in the project features a blend of students who: <ul style="list-style-type: none">• Are current second year undergraduate students who will be eligible to enrol in the module in 2020;• Are current postgraduate students (returning to Reading after their LLB) completing an LLM programme in the related fields of IP or Technology Law;• Have participated in PAL leadership training; and/or• Have expressed a particular interest in technology law. There will be additional opportunities for further students from the law cohort to participate in a more limited manner in surveys or focus groups in Spring term.
1 st year LLB student: <ul style="list-style-type: none">• (name removed) 2 nd year LLB students: <ul style="list-style-type: none">• (names removed) Final year LLB students: <ul style="list-style-type: none">• (names removed) LLM students <ul style="list-style-type: none">• (names removed)
Staff have been chosen for their experience in involving students in the module design process, subject specific knowledge and/or technical and pedagogical knowledge. They include: <ul style="list-style-type: none">• Amanda Millmore, Associate Professor & School Director of Academic Tutoring• Dr Annika Newnham, Associate Professor and Director of Undergraduate Programmes• Dr Peter Coe, Lecturer• Adam Bailey and Emma Herrod, Senior TEL Advisors

Project summary (up to 100 words)

Students and staff will collaborate in developing the curriculum and assessment for a new final year law module 'Technology, Privacy and Internet Regulation'. The project aims to pioneer innovative flexible assessment tasks, giving students autonomy and choice by providing a mix of compulsory and voluntary assessment activities¹ to drive student engagement and ensure

¹ For a comparator flexible assessment approach in a different institution see Lynette Pretorius, Greg P. van Mourik, and Catherine Barratt, 'Student Choice and Higher-Order Thinking: Using a Novel Flexible Assessment Regime Combined With Critical Thinking Activities to Encourage the Development of Higher Order Thinking' (2017) 29:2 International Journal of Teaching and Learning in Higher Education 389

assessment for learning.² The project also seeks to trial a range of blended learning technologies including video lectures integrating interactive quizzes³ (implemented with SCORM packages within Blackboard)⁴, alongside more traditional face-to-face seminar sessions.

² Simon Ball et al, ‘A Marked Improvement’ (2012) HEA, 19 available at <https://www.advance-he.ac.uk/knowledge-hub-marked-improvement>.

³ Daniel Schacter and Karl Szpunar, ‘Enhancing attention and memory during video-recorded lectures’ (2015) 1 Scholarship of Teaching and Learning in Psychology 60

⁴ See Rustici Software ‘SCORM solved and explained’ available <https://scorm.com/>, The Advanced Distributed Learning Initiative ‘SCORM® Overview’ available <https://www.adlnet.gov/scorm> and Blackboard SCORM guidance online at

https://help.blackboard.com/Learn/Instructor/Course_Content/Create_Content/Add_Content_Packages

Project objectives, anticipated outcomes and outputs/deliverables (bullet points)

Please note the anticipated benefits for students, staff, department/school, institution etc.

Objectives

- To design a new ‘Technology, Privacy and Internet Regulation’ module in collaboration with students.
- To pioneer flexible module assessment,⁵ aligned with the HEA focus on ‘student governance and participation in the (co)construction of assessment’.⁶ The flexible module level summative assessment regime would give students autonomy and choice by providing a mix of compulsory and voluntary assessment activities.
- To build upon work carried out in the University Mediasite learning capture pilot⁷ and work on the University Learning Capture Steering group to investigate the feasibility of blended learning activities, aligned with a developing University and Law School interest in blended and online courses.

Outcomes

- Students enrolling in the new module will benefit by greater autonomy in their module assessment, leading to increased engagement and authentic learning.
- Students in the project team (and those participating in the wider focus group and feedback activities) will benefit from active engagement as active partners in the module development process, gaining valuable transferrable skills and increased sense of being part of a learning community.
- Staff will benefit from feedback on the design of a new module.
- The School of Law will benefit by further developing staff experience with video lectures, blended learning and flexible learning, with potential application across the LLB programme. This may lead to flow-on benefits to co-teaching in the law school’s partner programmes, including at UoRM and NUIST.
- The institution will benefit from insights into the effectiveness of flexible assessment on student engagement and satisfaction.

Outputs

- Creation of a new final year undergraduate module in the fast-developing field of technology law, featuring blended learning and flexible assessment.
- Dissemination of results and insights from the process in a number of forum (including the T&L exchange blog, the School of Law’s regular teaching enhancement committee seminars, CQSD events and technology/legal education conferences)

⁵ Note that there are some limited existing UoR approaches to flexible assessment – see for example the discussion online on the blackboard EMA help page on implementing flexible assessment at <https://sites.reading.ac.uk/tel-support/2018/12/13/ema-integration-flexible-assessment-pattern/>, noting a small number of modules such as the English Literature module ‘Class Matters’ EN3CM, where students can elect to either complete an essay or a placement report. In the PGT law curriculum there is a small degree of flexible assessment – for example, in the LLM Global Crisis, Conflict and Disaster Management programme students can either elect to complete a 40 credit dissertation research project (LWMPRO) or a 40 credit professional placement (LWMPLA) with corresponding changes to their programme assessment – see the programme specification online at <http://www.reading.ac.uk/progspecs/pdf20/PFTZGLOBALHM20.pdf>. Finally, the new law module developed from the 2018/19 PLanT grant application LW3CFS-Children, Families and the State permits students to choose between a summative essay OR a summative oral presentation, worth 40% of the grade for the module – see <https://www.reading.ac.uk/module/document.aspx?modP=LW3CFS&modYR=1920>.

⁶ Dr. Sam Elkington and Professor Carol Evans, ‘Transforming Assessment in Higher Education’ (2017) HEA Case Study Series, 13 available at <https://www.advance-he.ac.uk/knowledge-hub/transforming-assessment-higher-education>.

⁷ See Adrian Aronsson-Storrier, It’s Snow Problem! Using Personal Capture For Recording A Lecture Cancelled On A ‘Snow Day’ (2019) CQSD T&L Exchange available <https://sites.reading.ac.uk/t-and-l-exchange/2019/09/11/its-snow-problem-using-personal-capture-for-recording-a-lecture-cancelled-due-to-a-snow-day/>

Project description (up to 500 words in total)

Describe the proposed project including each of the following:

How will students work as partners with staff in the design and delivery of the project?

The student and staff team will meet to develop the module MDF and convene focus groups to inform the choice of topics to be covered within the module. The staff lead will then develop proof-of-concept blended learning materials (building upon previous work in the Mediasite learning capture trial, but using the blackboard compatible screen cast and interactive learning tools to create videos) which will then undergo a review on usability, content and pedagogical value by the student team members, and the team will carry out a review of the proposed flexible learning optional assessment tasks. The team will design a wider student consultation plan (including focus groups and electronic questionnaires) to gather broader student cohort views on module content, structure and assessment. Those activities will then lead into a team ABC learning design process and the design of the MDF.

What does success look like and what are the anticipated impacts of the project?

- Students taking the new module developing enthusiasm and an understanding of technology law – an emerging employability requirement in modern legal practice.
- Greater flexibility in module assessment increasing student engagement, reducing assessment related stress and anxiety and improving student learning.
- Blended learning approach allowing a richer and more engaging learning experience for students enrolled in the module without increasing the staff-hour resource costs of teaching final year elective modules.

When do you anticipate that you will be able to demonstrate this impact?

- The new module will be introduced in 2020/21, including the assessment structure and blended learning approach developed by the project team. We expect that insight from the project will begin to be available for wider dissemination from Spring term 2020, with the potential for impact on module revisions over the summer term in readiness for the 2020 academic year.
- A follow-on implementation and evaluation study will be completed in 2020/21 once the module has been launched to investigate the impact of the flexible assessment on student outcomes and satisfaction (both as captured in module evaluations in 2021 and through focus groups/quantitative data collection).

How will you evaluate the project to determine its success? How will students be involved?

- The project will be evaluated through the reflective practices of the participants. The new module will also be evaluated by the School of Law Undergraduate Board of Studies, School Board for Teaching, Learning and Student Experience, Student Staff Liaison Committee and through other ongoing formal and informal feedback.

How will the project outcomes be disseminated? How will students be involved?

- Students will be involved in disseminating the outcomes at the School level (in focus groups, at the UG Board of Studies, and informally to their peers). At the University level the outcomes will be disseminated on CQSD blogs or events, and a number of technology or learning pedagogy conferences have been identified where students may be able to present this project.

How does the project support your School/Department's Teaching and Learning Plan and the University's [Teaching and Learning Strategy](#)?

- The project will allow the development of an optional final year module, to support the law school's increased undergraduate intake (with a particularly large 2019/20 first year intake and students from UoRM and NUIST meaning additional well-developed and tested final year elective modules will be required in 2021/22).
- There is nothing more central to the University mission of 'Educating for 21st century lives' than to equip students with the tools to engage in the regulation of emerging technologies, a core focus of the new module and an emerging need into the future as developments in AI, deepfakes and 'fake news' and intrusions into privacy challenge existing regulatory frameworks.

Briefly outline plans for project-related activities to continue beyond this PLanT project and/or for project outcomes to be realised in a sustainable way:

- The project-related activities will continue as the module will be offered to students in the 2020/21 academic year onwards, with a second phase of the project taking the form of an implementation and evaluation study of student experiences on the module.
- It is also hoped that the flexible assessment approach will (if successful) form a case study for other an approach that other modules in the School and broader University could adopt.

Project start date:

31 October 2019 with public guest seminar and conversation with tech lawyer Jo Frears, followed on 14 November with the initial meeting of the full project team and on 15 November 2019 with participation in the Society of Computer and Law 'Building a Tech Law Curriculum' launch event in London

Project end date:

Module design process completes Spring 2020 with MDF approval, with module evaluation and dissemination activities continuing through the 2020/21 academic year

Budget details

Brief outline of project activities	Activity start date and end date	Approximate costs associated with the activity. (Note: All claims and/or expenses need to be arranged before 30th June 2020)
Guest seminar with tech lawyer Jo Frears – providing an introduction to the topics to be taught in the module and the opportunity to engage with industry on module design.	31 October 2019	N/A – self-funded by lead staff member
Staff lead review of competitor institution module offerings in technology law and development of module business case.	October – November 2019	N/A
Participation in the CQSD ‘Students as partners in curriculum development’ session	6 November	N/A
Initial meeting with Student project group	14 November 2019	N/A – self-funded by lead staff member
Attendance at SCL Building a Tech Law Curriculum’ event in London	15 November 2019	N/A – self-funded by lead staff member
Initial formal meeting of core-project team and introduction to ABC learning design	December 2019	Refreshments – University catering £15.60 Tea and Coffee £10.20 biscuits Total £ 25.80 (excl Vat)
Meeting of project team to design surveys and focus group activities to obtain broader student input into module assessment and activities	December 2019	Refreshments – University catering £15.60 Tea and Coffee £10.20 biscuits Total £ 25.80 (excl Vat)

Team member pilot of draft blended learning activities (interactive video lecture, incorporating quiz elements)	January 2019	Refreshments – University catering £15.60 Tea and Coffee £10.20 biscuits Total £ 25.80 (excl Vat)
Broader focus groups (x4) and other data gathering activities	January 2020	Pizza and soft drinks – University catering £190.00 Pizza £10 drinks Total £200 (excl Vat)
Design and planning meeting of project team (using ABC learning design)	February 2019	Lunch platters and tea and coffee – University catering £57.60 Wrap platters £15.60 Tea and Coffee £18.00 Cakes Total £91.20 (excl Vat)
Group meeting to finalise drafting of module description form, before Spring term UG BoS	February 2019	Refreshments – University catering £15.60 Tea and Coffee £10.20 biscuits Total £ 25.80 (excl Vat)
Module approved, and insights from process disseminated to students and staff	March to June 2020	Amazon vouchers £10 each as a thank you for students in core project team Student train fares to conferences to disseminate (subject to location, these may include the SCL conference, EPITN conference, BILETA conference, SEDA conference, LERN conference etc.) Total £150+

Calculated total £544.20+

Total funding applied for £500

Signature of lead student	Signature of lead staff member
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Date	Date

Please submit your completed form to Martin Wise, CQSD: m.wise@reading.ac.uk