



NEW TECHNIQUES AND TECHNOLOGIES FOR TEXT- BASED DISCIPLINES: INTRODUCTORY TALK

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TODAY

- Me
- My experience
- The plan
- Benefits
- Questions
- Scheduling
- Signing up



ME

- Lecturer in History at University of Lincoln
- Research into religion, history-writing, education and identity in the late ancient world
 - Previously a lecturer in Religions and Theology and Leverhulme Postdoctoral Fellow in the department of Religions and Theology at the University of Manchester
 - Experience in teaching in History, Religions and Theology, Classics and Ancient History
 - Designed courses and taught on modules including
 - Rise of Christianity
 - European Reformations
 - Body and Society in the Medieval West
 - The world of Late Antiquity
 - Rise of Islam
 - Woman in Middle Eastern Societies
 - An Introduction to Muslim Societies



AN ACTIVITY

- On one post-it note, write what you like best about teaching

- On another post-it note, write what you find most problematic or challenging about teaching



MORE ABOUT ME

- Fellow and Academic Associate of the Higher Education Academy (HEA) in the UK: <http://www.heacademy.ac.uk/>
- 2 years as an Educational Developer at the University of Sheffield: <http://www.shef.ac.uk/ibl>
 - Supporting and training staff in teaching techniques and using technology to support their work
 - Working with departments across the Arts and Social Sciences, including Biblical Studies
- Published widely on both active learning and the use of technology to support student learning (see publication list): <https://ulincoln.academia.edu/JamieWood>
- Currently funded for several e-learning projects
 - [Tagging and Learning](#)
 - [Making Digital History](#)
 - [Building primary source repositories online: a scoping exercise](#)



MY EXPERIENCE: TECHNIQUE

- Experienced **trainer**
 - **Facilitation** skills
 - **Presentation** skills
- Higher Education Academy **New to Teach** events
 - 2012 (x 2) and 2013
 - Postgraduates and new lecturers
 - Learning design and classroom activities
- Training in specific pedagogies
 - Workshops on **inquiry-based learning** at University of Sheffield
 - **E-learning** training
 - **Information literacy** training
- See publication list for more specific examples



MY EXPERIENCE: TECHNOLOGY

- E-learning within institutional systems
- Social media and Web 2.0: do-it-yourself/ outside institutional systems
- Projects, events and publications
 - History UK
 - Developing student learning online in History: research, approaches and their broader implications (Nov 2013)
 - Higher Education Academy:
 - Theology and Religious Studies looking outwards: knowledge transfer as a strategy for learning and assessment in the T&RS curriculum (2012)
 - Teaching pre-modern history: e-learning challenges and opportunities (2012)
 - Teaching History in higher education in the UK: e-learning challenges and opportunities (report due winter 2013/14)
 - See publication list for more specific examples



WHAT YOU WANT

- Write on the sheet of paper any of the following that apply to you:
 - What I'd most like to improve in my teaching
 - What I think I can share with others that would help them (= what I'm good at)
 - What I'd like to see included in this coaching course



THE PLAN (AS PROPOSED)

1. Pre-course workshop(s). Introducing the programme and techniques of active and online pedagogy to participants.
2. Planning. Participants workshop their current syllabi and course structure.
3. Observations and mentoring programme.
 - Opportunities for observation and reflection on JW's classes
 - JW will observe classes taught by participants (with another participant) and together they will offer oral and written feedback
4. Debrief. Participants will reflect on what they have learnt, share class and course plans and reflect on the programme.



BUT

- The key thing for me is that it works for you
- So, I can take account of the questionnaires that you've just filled in and any subsequent feedback (i.e. we can develop as we go along)
- Flexibility
 - The programme can be varied to suit your collective and individual needs, esp. if I find out about them now



BENEFITS

- Flexibility...
- Manageability: the techniques can be tailored to suit your needs and classes
- Skills: you will learn new skills that are useful for careers and other areas (like research)
- Learning: techniques will improve student learning and engagement and makes the classroom more enjoyable/interesting place to be
- Time: does not necessarily take more time because the students do more work and are prepared for class
- Evidence: we will gather data from students as we go that you can use as evidence of teaching effectiveness



QUESTIONS? [NOT ABOUT SCHEDULING]



SCHEDULING AND SIGNING UP

