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# Crynoldebau / abstracts

Turning It In Or Churning It Out? Technology Enhanced Learning As Feedback

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Engaging learners in the process of data interpretation and critically summary is a common learning outcome across disciplines. But differentiating between relating and discussing an author’s findings can be problematic: climbing Bloom’s taxonomy can seem like tackling Dawkins’ Mount Improbable. I trialled a new form of feedback to assist learners in this task, using the text-matching proprietary software “Turnitin”. Learners frequently demand feedback but are rarely satisfied with what is provided: Biro’d brackets and scribbled asides may be well intentioned but are often misinterpreted. Turnitin provides clear and precise identification of words taken from other sources from a handful of disparate words to a verbatim paragraph. Rather than a tool for plagiarism detection, it can be used to help individuals develop their writing skills. In addition, Turnitin provides an opportunity for verbal feedback – beyond typed notes, this digital personalisation can bring to life the meaning of our messages: it’s not what we say but how we say it. Taking this further I am developing audio-visual feedback by means of screen capture: Face to face from far away.