
Student Generated Content

Learning objects created by students and for students

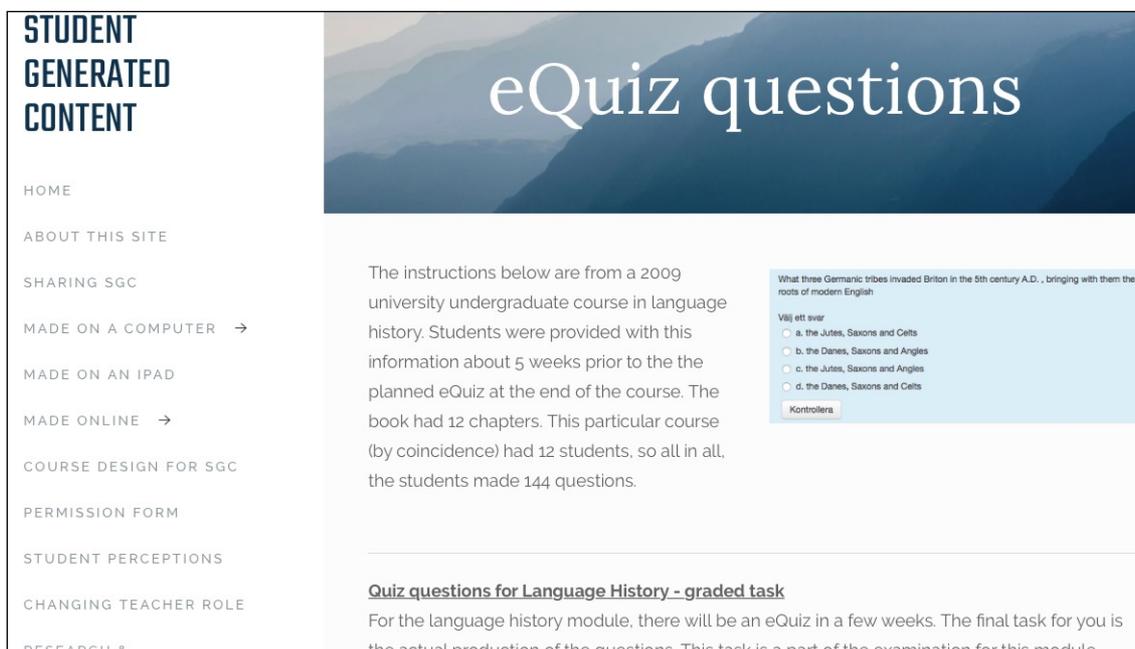
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website link:

<https://goo.gl/QLdSzB>

<http://studentgeneratedcontent.weebly.com>



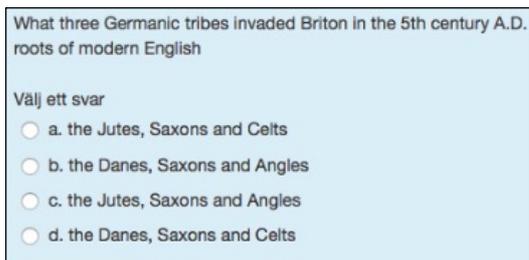
The screenshot shows a website titled "STUDENT GENERATED CONTENT". The main header reads "eQuiz questions". The page content includes a paragraph about a 2009 university course where students generated 144 quiz questions. A quiz question is displayed: "Vilg ett svar" (Choose one answer) with four options: a. the Jutes, Saxons and Celts; b. the Danes, Saxons and Angles; c. the Jutes, Saxons and Angles; d. the Danes, Saxons and Celts. Below the question is a "Kontrollera" (Check) button. A section titled "Quiz questions for Language History - graded task" follows, stating that an eQuiz will be held in a few weeks and that students will be responsible for generating the questions.

Some questions you/ I might want to ask

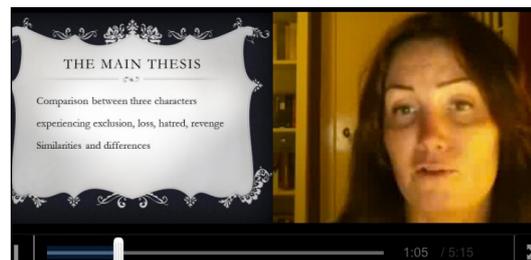
- ◆ How do students experience being generators of content?
- ◆ How can tutors best scaffold a flipped tutor environment for successful outcome?
- ◆ How can assessment methods be adjusted to incorporate this model?
- ◆ Do students perform better / or understand the subject matter better as a result of being the tutor?
- ◆ How can/do tutors adapt to their new role as facilitator instead of lecturer?
- ◆
- ◆

Introduction

Although students have always generated their own content by way of essays, papers, lab reports, etc. this form of generated content is, primarily, used for assessment purposes – and usually only seen by two people: the student and the tutor. Little is shared among students for socially constructed newer meaning. In effect, student generated content (SGC) before the advent of the internet and more specifically web 2.0 was only of a one-directional – from student to teacher. In recent times, a growing number of educational establishments advocate the usage of ePortfolios. Yet even here, such usage serves as little more than educational showcasing of finished creations as opposed to the joint production and sharing of learning objects.



eQuiz questions



Video lecture

In this presentation, I aim to justify and exemplify the production of learning objects (quizzes, lectures, games, interactive online material) constructed **BY** students and **FOR** students. Tutors can then be released to facilitate the learning environment and to engage in dialogue with their learners who articulate their understanding through material shared via an interactive learning platform. In effect, a **flipped teacher** model is the aim: a classroom allowing for a more active “learning by doing” role for the student and a greater facilitative role for the tutor engaged in “getting students to do the doing”. The learning objects in this flipped classroom model are planned within a framework model for Constructive Alignment.

Who does what?

Most tasks traditionally viewed by 4 eyes: student and teacher



- ◆ who creates the lecture?
- ◆ who creates study questions?
- ◆ who creates quiz/exam questions?
- ◆ who creates the exam rubric
- ◆ who creates seminar/discussion questions?



Student generated content (SGC) promotes a digital learning environment where students are prosumers; that is, both content producers and consumers, co-creating, collaborating and sharing their work with other students. Meanwhile, the tutor takes on the role of facilitator encouraging students to search for a deeper understanding of the subject matter via discussion & analysis in seminars. For students, a wide range of cognitive disciplines are needed to successfully filter subject reading material and to identify content useful for: presentation to their peers; peer assessment; and course examination.

Lectures & Study questions

So, you have flipped your classroom ... and now have a fair few video lectures. But maybe you would like to make some more. Well, what if some or all of your students were to make the lectures for you? Also, what if they were to make some study questions for their own video lectures too?



Study Questions

1. Provide a summary of the immediately obvious differences between adults and children when they learn languages.
2. How does the author (Lynne Cameron) distinguish between a learner-centred perspective and learner centred teaching?
3. Provide your own example of accommodation and assimilation.
4. What does Piagetian theory offer to language teachers?
5. What is meant by Vygotsky's private speech?
6. How do parents scaffold tasks in an effective manner?

Some questions for discussion/ consideration

- ◆ What are the cognitive processes involved for the student?
- ◆ Are there advantages and disadvantages in using student generated video lectures?
- ◆ If you stop lecturing, then how does your role as the tutor change (if at all)?
- ◆ How can you ensure that student video lectures reach your expectations?
- ◆ What instructions will you provide for your students?
- ◆ Apart from the subject content, will students learn anything else by producing or generating content?
- ◆ What grading criteria will you employ for marking student created video lectures?
- ◆ Will you still share a video lecture of very poor content quality or with subject matter errors?
- ◆
- ◆

eQuiz & Exam Questions

Creating meaningful quiz and test questions that suit your course can take a lot of time. Meanwhile, using questions provided by a publisher of a course textbook might not work for your particular course. So, how about giving this task to students instead? Besides the obvious benefits, there is a small bonus too. Students will experience how much work goes into creating even a small assessment and learn that it is not so easy to be the teacher. Hopefully, they will come out of this with a little more appreciation for what you do every day.



Q24. The article picture most likely refers to what?



a. New symbol of Wall Street bull market

b. "Goat Town" Restaurant in Manhattan, NY

c. "She-Goat" by P. Picasso at MoMA, NY

d. Pablo Picasso's Rose Period, "Young Girl with a Goat"

e. The ancient Sculpture in American Museum of Natural History

Some questions for discussion/ consideration

- ◆ What are the cognitive processes involved for the student?
- ◆ What instructions will you provide for your students to ensure that their efforts match your expectations?
- ◆ Apart from the subject content, will students learn anything else by producing or generating content?
- ◆ What criteria will you employ for marking student created eQuiz questions?
- ◆
- ◆

Games & Tasks

Learning oftentimes involves revisiting the subject several times, and in varying manners: formative quizzes, seminars, discussions, etc. In other words, learning activities that require your students to be active and/or involved. Games and puzzles have an inherent appeal to most people, but especially children and teenagers. By employing them in the education arena, educators can sharpen students' critical thinking and problem-solving skills. Also, sometimes, you might have students that need a 'catch-up task' because they missed an obligatory seminar, for example. Can your student create a game or task for you? Something that you can use in your next seminar? How about a learning game or some kind?

States and Capitals	Government	US History	World History	Geography
10	10	10	10	10
20	20	20	20	20
30	30	30	30	30
40	40	40	40	40
50	50	50	50	50

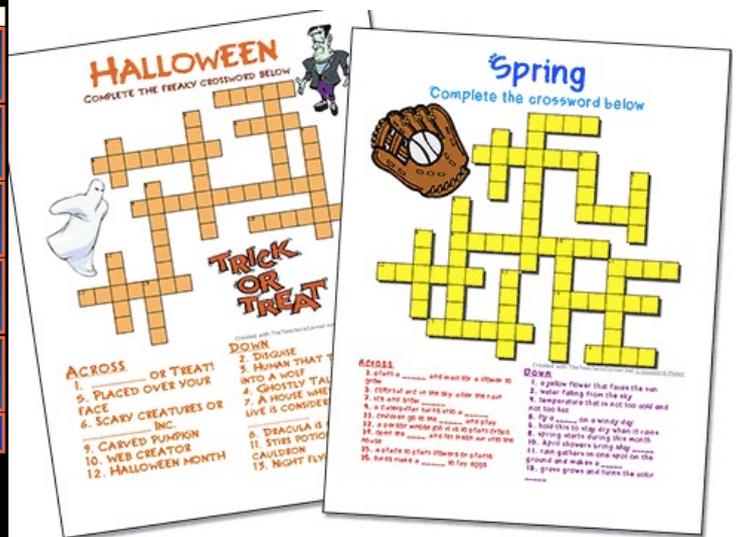
Final Question



Score Board

[Click Here To Edit This Game](#)

[Go Back](#)



Some questions for discussion/ consideration

- ◆ What are the cognitive processes involved for the student?
- ◆ Is using games 'academic enough' or will your colleagues question you?
- ◆ How about using this as a make up task for a missed seminar?
- ◆ What other problems might be experienced by you or the student(s)?
- ◆
- ◆
- ◆

Course Design & SGC

Incorporating SGC within a university program is NOT unproblematic, as your university might have specific rules and regulations which may be a hindrance. What content that students produce may need to vary from course to course. eQuiz questions might be more easily produced for a course which has black/white answers (eg grammar). Meanwhile, a 'greyer' course (eg sociolinguistics) course might be more appropriate for a student made lecture.

My course design thinking is in line with constructive alignment, initially devised by Professor John Biggs. Constructive alignment is a principle used for devising teaching and learning activities, and assessment tasks, that directly address the learning outcomes intended in a way not typically achieved in traditional lectures, tutorial classes and examinations. There are two basic concepts behind constructive alignment:

- ★ Learners construct meaning from what they do to learn. This concept derives from cognitive psychology and constructivist theory, and recognizes the importance of linking new material to concepts and experiences in the learner's memory; thereafter, application to possible future scenarios.
- ★ The teacher makes a deliberate alignment between the planned learning activities and the learning outcomes. This is a conscious effort to provide the learner with a clearly specified goal, a well designed learning activity or activities that are appropriate for the task, and well designed assessment criteria for giving feedback to the learner.



Course aim			
learning objectives by the end of this course my student will be able to ...	how can I measure that the learning objectives have been met	how can I help my students to practice learning to meet the objectives	how will I present learning objects to my students? Book? Lecture? Website?

Some questions for discussion/ consideration

- ◆ Will the rules and regulations for your organisation allow for SGC usage?
- ◆ Is SGC content the primary form of examination or a part of the examination?
- ◆ Does your organisation offer tools that can be used by students to create SGC?
- ◆ Will SGC improve student learning outcomes?
- ◆

Permission from students to use their content

You now have lots of useful content made by students. Some of the content is superb, and you would very much like to use it in some of your courses next term or next year. Are all/some of your students okay about you using their learning objects? Perhaps you need to formally ask their permission? How will you organise this? Have you received permission for the next term, for the next few years, or indefinitely? Where will SGC be hosted? On Youtube, or the university server?

The permission you are granting

Permission to use your work for university and for research/conferences *

Yes, I grant it

Duration of permission *

this term only

this year only

as long as you need it

Never, do not use my work

Scope of permission *

Hard copy for distribution

For viewing in class

Available online within university

Available online without restriction

Conferences

Research publications

Used in anyway for educational purposes

Do not use my work

How I should be credited *

Identify me with my full name

Remove my name before using it

Do not use my work



Some questions for discussion/ consideration

- ◆ Permission only for you, or for your colleagues too?
- ◆ Where is the SGC hosted?
- ◆ Who owns the material? You, your school? The student creator?
- ◆
- ◆
- ◆