



University of the
Highlands and Islands
Oilthigh na Gàidhealtachd
agus nan Eilean

Introduction to Digital Scholarship

Keith Smyth

Professor of Pedagogy

Head of Learning and Teaching Academy

Scholarship Development Webinar 03.11.20

Digital scholarship

**Using digital tools, spaces
and networks to engage in
the open development and
sharing of knowledge**

**Social networking
Read/write web tools
Content curation tools**



A whistle stop tour

- Developing networks of support
- Virtual engagement and participation
- Creating and curating your own space
- Applications to learning and teaching
- Engaging in open digital scholarship



But first...scholarship?



Informing our own practice

e.g. drawing upon general or discipline specific pedagogic research in developing a new course or teaching approach

Cascading our practice

e.g. sharing our own pedagogic practices and evaluations with colleagues

Contributing to knowledge

Undertaking research that contributes to published bodies of discipline specific and pedagogic research

Advancing knowledge

Undertaking pedagogic research that contributes new concepts, ideas and findings to the field

Based on Braxton, J. M., Luckey, W., & Helland, P. (2002) Institutionalizing a broader view of scholarship through Boyer's four domains, *ASHE-ERIC Higher Education Report*, Vol. 29, No. 2. San Francisco: Jossey-Bass.



What counts as scholarship?

- Presenting at internal and external conferences
- Engaging in digital scholarship e.g. blogging, harnessing social networks to disseminate practice, podcasting
- Writing short articles, opinion pieces and reviews for relevant academic or professional body publications
- Reviewing for academic journals



Do you currently use digital social media to keep up to date with your discipline or to share your knowledge, work or views?

What do you do, and how do you benefit?



What do others do and why?



Keith Smyth @smythkrs · 10h

Colleagues...a polite ask. How do you use social media to keep up to date with your subject? Answers will help with a workshop tomorrow :-)

👍 1 🌟 1



Keith Smyth @smythkrs · 10h

Colleagues....another polite ask for my workshop tomorrow. How do you use social media to share your educational practice/research/views?

👍 1 🌟





Anne Tierney @goze01 · 10h

[@smythkrs](#) Twitter and Facebook to get papers talk to colleagues and share thoughts. Eg I'm a member of Actor Network Theory and ...



[View conversation](#)



Anne Tierney @goze01 · 10h

[@smythkrs](#) Threshold Concepts on FB. And [@iutconference](#) [@SEBiology](#) oh, and follow things like [#phdchat](#) and [#LTHEchat](#)



[View conversation](#)



Sally Brown @ProfSallyBrown · 8h

[@smythkrs](#) I get all my best contacts, links to new journal articles, alerts re great websites, features and stories& trivia too via Twitter



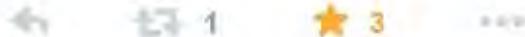
[View conversation](#)





George Littlejohn @geolittlejohn - 10h

@goze01 @smythkrs @PlantTeaching @GrahamScott14 I think follow lots of active sources inc. journals. Pass on things of interest. Comment.



[View conversation](#)



David Walker @drdjwalker - 8h

@smythkrs I connect with a range of professionals and professional communities across disciplines to monitor emerging practices.



[View conversation](#)



Simon Thomson @digisim - 7h

@smythkrs social media has enabled me to establish meaningful collaborations. I use it as a global network to inform & share practice.



[View conversation](#)



'Tapping in' to expert guidance



Following and subscribing

 <p>Daniel Belton @dbelton35 FOLLOWS YOU Senior Lecturer, University of Huddersfield. Interested in STEM, ChemEng, Chemistry, Nano & Education. Husband. Dad to 1 girl, 2 boys!...</p>	 <p>Heather Bain @HeatherBain9 FOLLOWS YOU Senior Lecturer Postgraduate and CPD Education at School of Nursing and Midwifery, RGU and chair of the Association of District Nurse Educators.</p>	 <p>George Littlejohn @geolittlejohn FOLLOWS YOU biologist working on the interaction of rice with its major fungal pathogen, Magnaporthe oryzae. Interests in education, quantitative microscopy...</p>
 <p>Sidneyeve Matrix @sidneyeve FOLLOWS YOU Associate Professor at Queen's University, Canada. I research and teach about digital culture, creativity, communication, and commerce.</p>	 <p>Lindsay Henderson @Hendy402 FOLLOWS YOU</p>	 <p>Ed Dev team at QMUL @Ed_Dev_QMUL FOLLOWS YOU The Educational Development team at QMUL's twitter account. We run academic development programmes, excellence in teaching schemes and...</p>
 <p>Martin Williams @Martin1Williams FOLLOWS YOU Journalist at Scotland's The Herald/Sunday Herald with bohemian take on news & sport. 'More influential than Ewan McGregor': @PeerIndex...</p>	 <p>Democratic Society @demsoc Making democracy work for the 21st century. A membership organisation. Engaged, independent and non-partisan. Get involved for free at demsoc.org/JOIN</p>	 <p>Eric Stoller @EricStoller FOLLOWS YOU Education consultant & speaker. Teaching social media & digital identity. Blog at @InsideHigherEd. Live: UK. Work: Globally. Married to @GillianSeely.</p>



Blogs by leading experts

The Thesis Whisperer

Just like the horse whisperer – but with more pages



In praise of academic jargon

November 4, 2015 - by Thesis Whisperer | in On Writing | tagged academic jargon | 33 Comments

I like coffee I mean – I rarely drink. Caffeine is that it's unhealthy, but from my cold dead hands

TOPICS

- Book Reviews
- Getting things done
- Miscellany
- On Writing
- Presenting
- You and your supervisor
- Your Career

How evernote literature review

October 28, 2015 - by Thesis Whisperer

This post is by Alyssa B... the Queen's University... translator, and develop... post outlines her writing... like me, who like to use

HOME

ABOUT THE THESIS WHISPERER

BUY OUR BOOKS

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UHeye

e-learning, networking, and the UHI

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ABOUT



THE SECOND (OR THIRD) PHD SUPERVISOR

OCTOBER 2, 2015 | FRANKRENNIE | LEAVE A COMMENT



Although the main research supervisor normally has the most contact with a research student, the role of the Second Supervisor also provides a useful balance. Normally the second (and perhaps third) supervisor has a limited contact with the student, perhaps as little as three or four discussions per year, but the input they provide is also valuable. It might be because the two supervisors cover different aspects of the same research problem and so can give different suggestions to cope with problems, or they may favour slightly different research methods and emphasis in the investigation. Even when the advice is similar from both supervisors, it can provide a reassurance that the student is on the right (or the wrong!) track. Research has indicated that the way that we supervise research students is often heavily influenced by the

TAGS

Academic Partners culture digital
e-books e-learning geography highland
island media network network fun OER
online open PhD research research
research centres resources rural Sharing
social students supervision
teaching technology UHI
videoconference

MY DELICIOUS LINKS

Ubiquity Press Journals | Ubiquity Press Journals

Journal of Digital Information

Journal of Perspectives in Applied Academic Practice

IRRODL: The International Review of Research in Open and Distance Learning

European Journal of Open, Distance and E-Learning



Who's sharing interesting views?

LTA@UHI

NEWS AND VIEWS FROM THE LEARNING AND TEACHING ACADEMY AT THE UNIVERSITY OF THE HIGHLANDS AND ISLANDS

HOME ABOUT



OPEN TEXTBOOKS...WHY?

October 7, 2020

[Leave a comment](#)

Scott Connor (Digital and Online Education Lead, Learning and Teaching Academy), Kathleen Connor (Library Team Leader, Perth College UHI) The cost? The cost of textbooks for those in education is always a topic for debate. In 2016 the cost of a single textbook was estimated at an average of £50 and the annual cost for ... Continue reading



GROWING TREE CULTURE AT UHI

September 10, 2020

Mandy Haggith, Mandy.Haggith.ic@uhi.ac.uk Over the past year students at the Scottish School

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[Open textbooks...why?](#) October 7, 2020

[Growing Tree Culture at UHI](#) September 10, 2020

[How much does it cost to create online learning material?](#) July 7, 2020

[Time to reflect](#) May 14, 2020

[Reflections on Bhutan \(Part 1\)](#) April 29, 2020

<https://ltauhi.wordpress.com/>



Developing networks of support



Tapping in to wider networks



PhD Connect
@PhD_Connect

Helping PhD Students Connect all over the world by following #PhDChat and phdconnect.org



PhD Forum
@PhDForum

A Facebook & Twitter group to share success and support with others in #HE
Sisterfeeds: @cwphd @phdphil1 @socphd Social Research Hub ...



Write That PhD
@WriteThatPhD

Resources to help you 'write that PhD'.
Tweets by Dr Mel, Community Manager, Research Training, ANU.



PhD2Published
@PhD2Published

Academic writing and publishing support community; home of Academic Writing Month (#AcWriMo) | New website soon! Stay tuned here & on ...



Versatile PhD
@VersatilePhD

16 years helping PhDs transition out of academe. Supportive web-based community led by Paula Chambers. Tweets by Paula and sometimes ...



Research Whisperer
@researchwhisperer

The Research Whisperer shepherds you through the arcane world of academic research, funding, + building that track-record. Posts by @jod999 + @tseenster





Aquaculture, Environmental Monitoring, Engineering, Nordic Heritage, Historical Im

TWEETS 712 FOLLOWING 145 FOLLOWERS 327 LIKES 43 LISTS 2

UHI Research

@UHI_Research

Research centres across the Highlands & Islands with expertise in climate change, archaeology, renewable technologies, adventure tourism, cultural studies.

Perth to Shetland

uhi.ac.uk/en/research

Joined December 2012

Tweet to UHI Research

41 Followers you know



Tweets Tweets & replies Photos & videos

UHI Research Retweeted



Adam Hughes @aquacultureadam · Nov 5

@ScotMarineInst scientists work with NESTA to solve the BIG issues in #aquaculture, can aquaculture feed the world?

Challenge Prizes @Challenge_prize

Director @trisdyson updates on our plans to run a prize in #aquaculture to help improve food security bit.ly/1GyCPW7 #innovation

3 2



UHI Research @UHI_Research · Nov 6

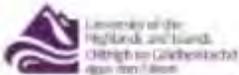
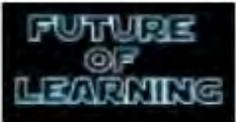
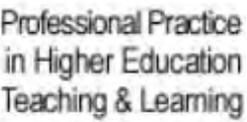
BIS release their consultation on simplifying the HEI environment with implications for REF and HEFCE, metrics etc.

HEFCE @HEFCE

See the Government's #HEgreenpaper bit.ly/1Peri0X and our response bit.ly/1HftfaE

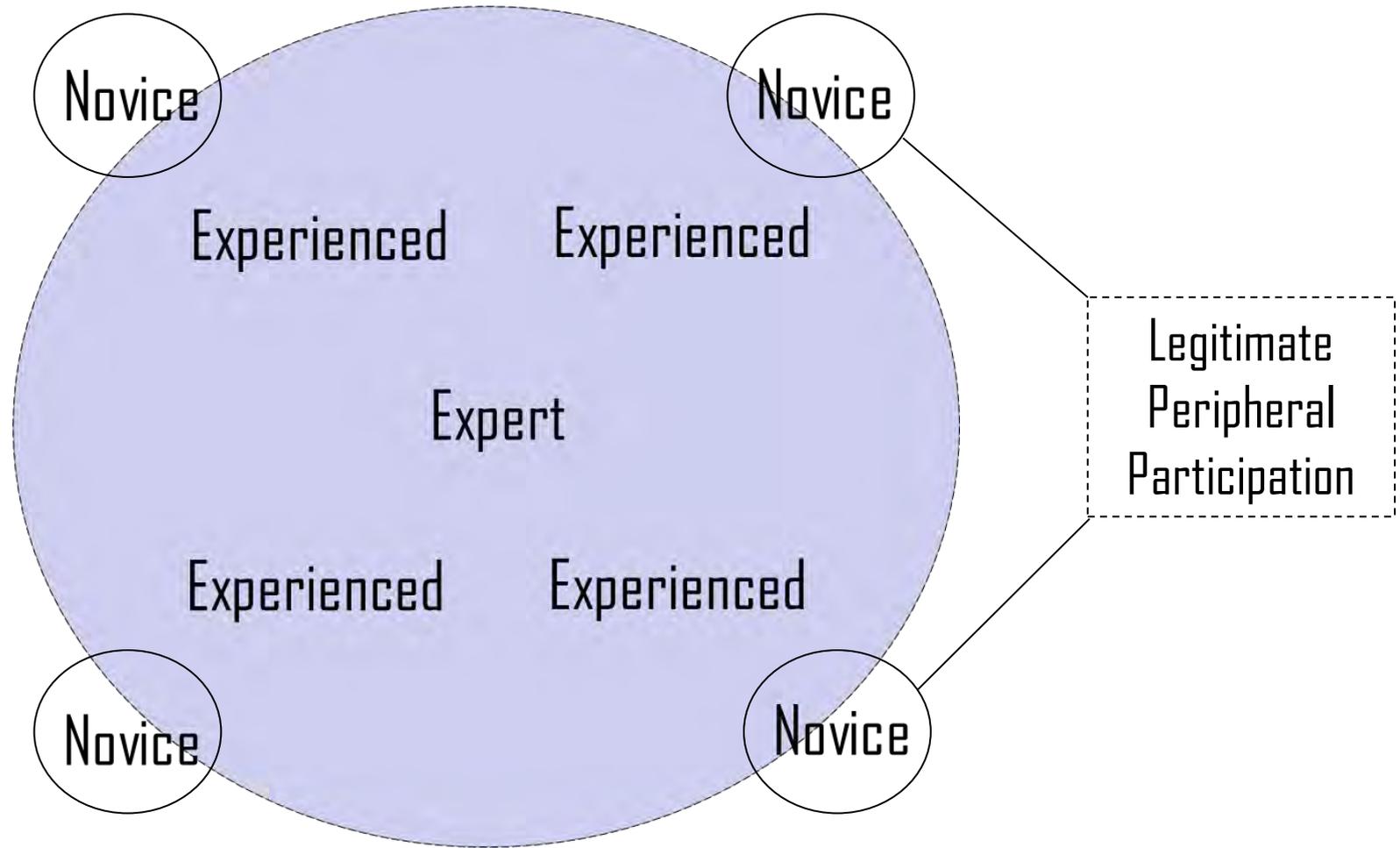


Some of my groups and communities

 <p>University of the Highlands and Islands 343 members Unlisted Group</p>	 <p>Professionals in Education 591 members Unlisted Group</p>	 <p>E-Learning 2.0 62,385 members Visible ▶</p>	 <p>Emporium of Dangerous Ideas 270 members Visible ▶</p>
 <p>Journal of Perspectives 20 members Unlisted Group</p>	 <p>Conferences on e-Learning 1,419 members Visible ▶</p>	 <p>Higher Education Research Centre 61,488 members Visible ▶</p>	 <p>BJET Reviewer Panel 363 members Unlisted Group</p>
 <p>Learning Development 13 members Unlisted Group</p>	 <p>Future of Learning 6,600 members Visible ▶</p>	 <p>Professional Practice in Higher Education Teaching & Learning 248 members Unlisted Group</p>	 <p>Metacognition: Learning to Learn 8,916 members Visible ▶</p>



Communities of Practice



Visual interpretation of ideas originally outlined in Lave, J and Wenger, Etienne (1991) *Situated Learning: Legitimate Peripheral Participation*. Cambridge: Cambridge University Press.



Virtual engagement and participation



Engaging in conferences



Dorothy Aidulis @Dorothy_Aidulis - 9h

@smythkrs Twitter pretty good. Most conferences have hashtag now, eg #ETConf15. Also follow professional socs eg @BritPharmSoc, @ThePhySoc



1



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SEDA @Seda_UK_ · May 29

#sedaconf Spring 2015 Pollyanna Magne @PlymUni presentation 19 now available: seda.ac.uk/events/info/45...

↩ 2 ⭐ 1 ⋮



SEDA @Seda_UK_ · May 22

#sedaconf Spring 2015 Angela Hammond @UniofHerts presentation 11 now available: seda.ac.uk/events/info/45...

↩ 1 ⭐ 1 ⋮



ASmart @ArianeSmart · May 19

@UCL_teaching @UCLArena Prezi presentation Killick: Internationalisation From Principles to Practice #sedaconf



SEDA @Seda_UK_

@DKillickLeeds #sedaconf Spring 2015 keynote presentation: prezi.com/fa7hb6of1bp2/?...

↩ 1 ⭐ 1 ⋮

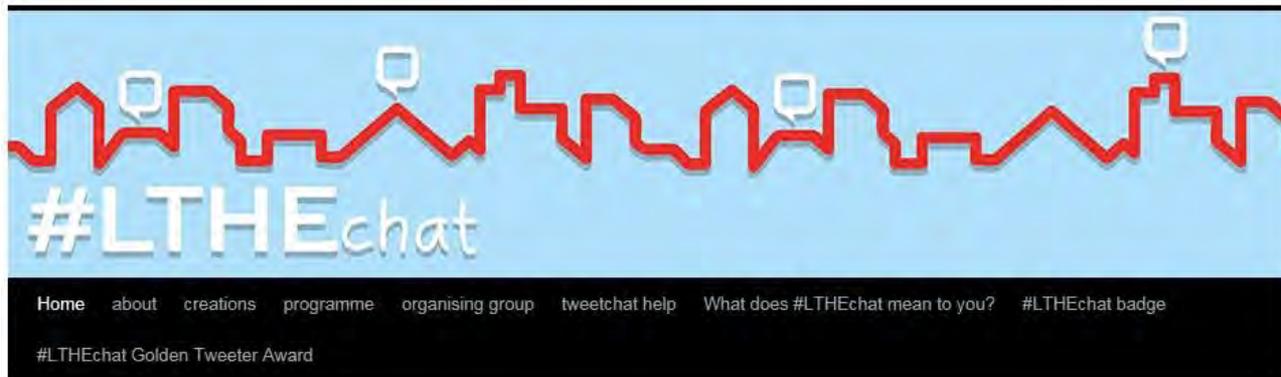


SEDA @Seda_UK_ · May 19

@DKillickLeeds #sedaconf Spring 2015 keynote presentation: prezi.com/fa7hb6of1bp2/?...



Virtual participation



#LTHEchat No 27 with Peter Reed @reedyreedles and David Walker @drdjwalker – Recognising & Sharing Excellence in Teaching

Posted on [June 8, 2015](#) by [Chrissi Nerantzi](#)

Dear colleagues,

We hope you are all well and had a good weekend. Our next #LTHEchat is with Peter Reed and David Walker from the LTHEchat team and together we will discuss the topic of Recognising & Sharing Excellence in Teaching.

The Storify is available here: <https://storify.com/LTHEchat/lthechat-26-learning-and-teaching-in-higher-ed-cha>

If you participated/are participating in any way in the #LTHEchat, please complete our short survey and let us know if you have other suggestions on how we could make the #LTHEchat more valuable for you. Thank you.

See you Wednesday, same time, same place 😊 – 8-9PM GMT #LTHEchat

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Thank you everybody for voting for #LTHEchat





anortcliffe and 1 other retweeted



Sue Beckingham @suebecks · May 20

A6 both students and tutors need to share enthusiasm for the learning
#LTHEchat



3

4



Abdullah F. AIAli @AIAli93 · May 20

@LTHEchat

An inspiring, motivated lecturer like @HalehMoravej full stop #LTHEchat



1

2



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DeakinDigital and 47 others follow



Bashaer Kilani M.Ed @bashaierk · May 20

@LTHEchat A6 @LTHEchat trust, ownership of learning, having a relevant purpose, inspiration #LTHEchat



1

2



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Simon Lancaster @S_J_Lancaster · May 20

A6 academic (staff) engagement #LTHEchat < lecturers can turn up 'perform' and leave without ever being engaged too.



1

6



Waffling Wilson and 1 other favorited



Haleh Moravej @HalehMoravej · May 20

@iwilsonsj @LTHEchat @juliegillin for learners it is all about confidence, empowerment and application #LTHEchat



1

3



[View conversation](#)



Sue Beckingham and 1 other retweeted



LTHE Tweetchat @LTHEchat · May 20

Q6What factors strengthen student engagement? #LTHEchat



2

1



LTA Connect: Going digital in the Creative Arts

In this session, Dr Lesley Mickel, Programme Leader for BA (Hons) Drama and Performance and BA (Hons) Drama and Production, discusses the pro and con attitudes towards digital teaching methods and will discuss ways in which we could look for innovative ways of integrating live and digital elements to support our students with learning and creativity.

When

12.00PM Thu 03 December
to
1.00PM Thu 03 December

Where

Remote Access Only

Remote access

Not available

Resources

[Presentation slides](#) | [Session recording](#)

Session Outline

UHI has carved out a distinct identity as a learning institution with expertise in using blended and digital approaches to deliver education to its communities; however, the adoption of certain aspects of this approach has been uneven across the University. For example, Arts and Drama programmes at

Presenter Bio



Dr Lesley Mickel is Programme Leader for BA (Hons) Drama and Performance and BA (Hons) Drama and Production at UHI. She

Creating and curating your own scholarly space(s)



Professional networking space (LinkedIn)

The screenshot shows a LinkedIn profile for Keith Smyth, Chair of Education at the University of the Highlands and Islands. The main content is a post by Katrina Swanton, Head of Quality & Enhancement at Edinburgh Napier University, who shared a digital sketchnote from a Scotviz session. The sketchnote is titled 'VISUAL STORY TELLING' and includes a 'Session Tasks' list: 1. Describe yourself in 6 words, 2. Come up with a catchy TITLE, 3. Visualise it... The sketchnote also features a diagram of 'Where EXCITEMENT meets CREATIVITY' and a list of factors: 'No-one sees the planning', 'Audience Motivation', 'Character', 'Tension', and 'Message'. A 'PRESENT' button is visible at the bottom right of the sketchnote.

LinkedIn Profile: Keith Smyth
Chair of Education (Professor of Pedagogy) and Head of the Learning and Teaching Academy at the University of the Highlands and Islands

Post by Katrina Swanton, FAUA, SFHEA
Head of Quality & Enhancement at Edinburgh Napier University
1h • 📍

Great **Scotviz** session last night which gave me opportunity to hone my digital sketchnote skills - thank you to **Benjamin Felis** for sharing your expertise, excitement and creativity (and discount codes!)

Session Tasks...

- 1 Describe yourself in 6 words
- 2 Come up with a catchy TITLE
- 3 Visualise it...

Where EXCITEMENT meets CREATIVITY

VISUAL STORY TELLING

No-one sees the planning

Audience Motivation

Character

Tension

Message

with Benjamin Felis @benjaminfelis

Who is your audience?

TITLE

PRESENT

LinkedIn News

- **England to enter four-week lockdown**
Top news • 7,399 readers
- **Work from home, say city bosses**
4h ago
- **Young and BAME workers hardest hit**
6d ago • 3,650 readers
- **Lockdowns push gaming to next level**
23h ago • 19,555 readers
- **Negativity is bad for your health**
2d ago • 2,723 readers

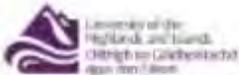
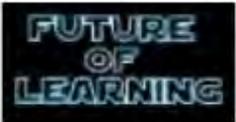
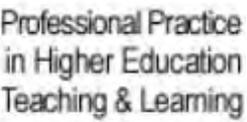
Promoted

- Visualize your projects
- Curate Organize Publish

Messaging



Some of my groups and communities

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Open scholarship space (blog)

3E Education

Keith Smyth Blogging on education, learning, technology, inclusion

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3E Framework

LATEST BLOG POSTS

Keith Smyth

June 4, 2019

Conceptualising the digitally distributed curriculum at #SOLSTICE19

On Wednesday 5th June this week I'm presenting at the annual SOLSTICE 2019 e-learning conference at Edge Hill University, which is organised and run as a joint conference by Edge Hill's SOLSTICE Centre for Excellence in Teaching and Learning (@SolsticeCETL) and the Centre for Learning and Teaching at EDU (@CLTatEHU).

The joint SOLSTICE and CLT conference at Edge Hill is long since a well established event, running early each June and featuring a range of internal and external speakers. External speakers include a number of Visiting Fellows and Visiting Professors attached to the Centre for Learning and Teaching, not least Professors [Sally Brown](#) and [Phil Race](#), Professor [Peter Hartley](#), [Simon Thomson](#) and [Sue Beckingham](#), amongst other experienced colleagues in the fields of learning and teaching, academic development and digital education practice. I count myself fortunate to also be in a Visiting Professor role at Edge Hill University, as I have benefited in various ways through learning from the work of the aforementioned folks and, in some instances, collaborating with them.

I have also been fortunate to know and learn from Professor [Mark Schofield](#), Dean of Learning and Teaching and Director of the Centre for Learning and Teaching at EDU, in a range of ways over the years. This includes Mark's time as External Examiner for a Masters programme in blended and online education I used to run, many years ago now and while still definitely very wet behind the ears. As they are want to say around Merseyside way, and as Mark has said a few times, 'I knew him as a lad, you know'.

KEITH SMYTH



Keith Smyth

Academic in Nairn, Scotland. Professor of Pedagogy at the University of the Highlands and Islands. Blogging (haphazardly) in a personal capacity about education, learning, technology and inclusion.

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Sharing our developing ideas

← [Challenging critically not perpetuating the parochial](#)

[Academic development and technology in the next 5 years](#) →

The University as a third space?

■ JULY 28, 2014 [LEAVE A COMMENT](#)

Ray Oldenburg's (1989) influential work on third places (or third spaces) within communities has been pivotal in encouraging sociologists, civic leaders and activists to look critically at how our public spaces for congregating (e.g. museums, cafes, pubs, parks, even barber shops) can provide a locus for democratic discussion and debate, community action, creative thought and expression, and importantly also for frivolity, friendship, and harmonious interaction.

The concept of the 'third space' has also become central to current thinking and a burgeoning movement of direct action in providing more inclusive alternatives to tertiary and adult education out with the confines of the systems, structures, policies and expectations of the higher education institution, and the systems, structures and policies under which higher education institutions are themselves governed. The groups and collectives leading the way in providing alternative higher education in the UK include the [Social Science Centre](#) in Lincoln who provide free, co-operative access to higher education at undergraduate and postgraduate levels, and more recently the [Free University Brighton](#) who are currently exploring how to offer a free degree.

Over the last two years or so, I've been privileged to come to know and experience the work of the [Ragged University](#). Working at the nexus between formal and informal education, the Ragged University is active across the UK (particularly in Edinburgh and Manchester) in utilising 'third spaces' in the community to create opportunities for the sharing of knowledge and facilitation of learning.



Introspection, reflection, connection

Leon's ERMP Reflective Journal

A reflection on educational research and methods



HOME

ASSIGNMENT ONE: DEVELOPING IDEAS

ASSIGNMENT TWO: LITERATURE REVIEW

ASSIGNMENT THREE: RESEARCH PROPOSAL

Assignment One: Developing Ideas

The Context:

The government's *e-Strategy* ties in with the *Every Child Matters* agenda by using Learning Platforms to provide learners with a more personalised approach to their education. *Harnessing Technology: Transforming Learning and Children's Service* (2005) highlights that ICT is an "interactive medium" (p.28) and recognises the need for research as to how "learners learn" and "innovative pedagogical methods" (p.28).

The Latymer School is a secondary school located in North London and is progressing through it's implementation plan for the learning platform and needs to consider the impact of online learning interactions for Latymer School students. The school is a selective grammar and the students are very high achievers. Students study a range of GCSE's. This study will look at GCSE Business Studies which focuses on enterprise skills and explores the relationship between theory and the differing contexts of products and services. GCSE students are 15/ 16 years old, full time students and study the business course for 7, 40 minute periods a fortnight with the expectation there will be one homework per week.

RECENT POSTS

Evaluation
Focus Change - notes
Therapeutic Stage
Mixed Methods Article
Phew, literature review...

CATEGORIES

Assignment One: Developing an Idea (8)
End of Unit Reflection (2)
Induction (1)
Uncategorized (3)
Unit 1: The Philosophy of Research Design (3)
Unit 2: Developing Your Ideas (3)
Unit 3: Literature Review (14)
Unit 4: Research Methods (3)



Putting my roller skates on... #phdchat

My summer has been fruitful in the end and reflecting on the rework of Chapter 2 and capturing the process here has been extremely valuable. So I decided to do the same for Chapter 3.



image source http://fotonin.com/data_images/out/14/883750-scary-wallpaper.jpg

It feels scary as this chapter is probably the one that fills me with fear, with horror... but it is not going to stop me. The scissors are out and I have my roller skates on. I will do this. I have to. Again, have written too much. The first draft is just too long, too descriptive with bits that are not needed... The appendices are filling up. A lot of stuff seems to be moved in there... not a bad thing, of course, I am learning. Learning to be more precise and that less is actually more. Easier to say than do, of course.



Hello ;), I am Chrissi Nerantzi and this is my personal learning and development space. I am capturing my raw reflections because I find it therapeutic. This process is part of what helps me learn and I am sharing these thoughts here hoping to create opportunities for conversations of what moves me, and hopefully others too, at certain times. Thank you for stopping by :) Chrissi
@chrissinerantzi



Twitter as a curated and social space

Home Moments Search Twitter Have an account? [Log In](#)

Keith Smyth
@smythkrs
Professor of Pedagogy and Head of @LTA_UHI at @ThinkUHI. Education, learning, technology, inclusion. Editor @JofPAAP, developer 3E Framework. My views only.
Nairn, Scotland
[3eeducation.org](#)
Joined June 2008
335 Photos and videos

Tweets Tweets & replies Media

Keith Smyth Retweeted
ALT - alt.ac.uk @A_LT · May 28
[Guest Post] Discovering the 'Data Dialogue and Doing' By Louise Jones @scotlandlouise altc.alt.ac.uk/2019/news/gues...

5 5

Keith Smyth Retweeted
Ann Tilbury @AnnTilbury · Jun 4
Looking forward to sharing all that is the @LTA_UHI and catching up with our wonderful colleagues at West Highland College with @Walker80alex. See you on Thursday!

Fiona Grant @FJG_Skye
Looking forward to seeing 120+ colleagues at our annual #WHCStaffConference in @SabhMorOstaig on 6th June. [twitter.com/FJG_Skye/statu...](#)
Our Market Place will be busy... #education and ...
1 4

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You may also like · Refresh

- Sheila MacNeill** @sheilmcn
- David Walker** @drdjwalker
- LTA at UHI** @LTA_UHI
- Dr Maren Deepwell** @MarenDeepwell
- Chrissi Nerantzi** @chrisnerantzi

Worldwide trends

- #OPPOReno**
#FurtherYourVision with Reno 5G & Reno 10x Zoom
Promoted by OPPO Mobile UK
- #DDay75thAnniversary**
Theresa May and Emmanuel Macron mark D-Day anniversary
[#AJSvWI](#)





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uhi.ac.uk/en/learning-an...

Joined May 2016

211 Photos and videos



Tweets Tweets & replies Media

LTA at UHI Retweeted



Keith Smyth @smythkrs · Jun 4

New blog post. Conceptualising the digitally distributed curriculum at #SOLSTICE19



Conceptualising the digitally distributed curriculum...

On Wednesday 5th June this week I'm presenting at the annual SOLSTICE 2019 e-learning conference at Edge Hill University, which is organised and run as a joint co...
3education.org

2 6

LTA at UHI Retweeted



Fiona Grant @FjG_Skye · Jun 4

Looking forward to seeing 120+ colleagues at our annual #WHCStaffConference in @SabhalMorOstaig on 6th June. [twitter.com/FjG_Skye/statu...](https://twitter.com/FjG_Skye/status...)
Our Market Place will be busy... #education and #mentalhealthmatters
@WHC_UHI @njp_b @LTA_UHI #ThinkUHI @WHC_Music @AnnTilbury @soas_uhi



5 9

New to Twitter?

Sign up now to get your own personalised timeline!

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Worldwide trends

#DDay75thAnniversary

Theresa May and Emmanuel Macron mark D-Day anniversary

#AUSvWI

Australia vs West Indies: Windies and Aussies battle it out for second victory

#LestWeForget

15.3K Tweets

#DDay75years

10.2K Tweets

#ThursdayThoughts

31.2K Tweets

Normandy

Theresa May and Emmanuel Macron mark D-Day anniversary

Windies

2,872 Tweets

Daniel James

14.5K Tweets

Ford

Ford expected to announce closure of their Bridgend factory

West Indies

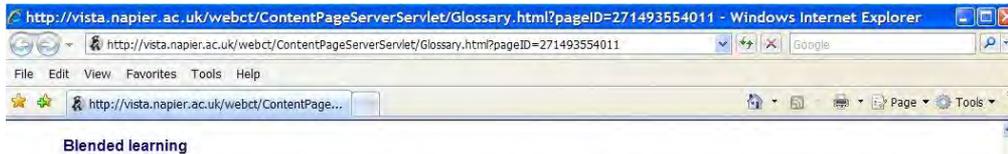
The Sheldon salute marks West Indian success



**Applications of digital scholarship in
learning and teaching
(including 'co-creative' pedagogies)**



Creating simple learning artefacts



Blended learning

This term can refer to any educational process that combines different methods of learning, learning that combines forms of face-to-face or tutor-engaged learning, with processes supported by Technology. The Wikipedia page (http://en.wikipedia.org/wiki/Blended_learning) last accessed 10/10/08 offers some useful pointers to further reading.

Block

Blocks or blog books are a collection of information provided by the blogger or blog community.

C-p Towns: The 50 Worst Places to Live in the UK began life on the website of The Idler, but in its current form, the author didn't fancy slogging around the country inspecting down-at-heel shopping centres or the country's most hideous places, ie he got someone else to do the work.

Blogger Catherine Sanderson, from York, wrote about her experiences while working in the Petite Anglaise, writing about her boyfriend "Mr Frog", the foibles of French life and her "old indiscreet enough to get herself a book deal— and the sack from her job".

Kristin Espinasse, who began a web diary account of her struggle to learn French while living in Paris with her husband and children (<http://www.french-word-a-day.typepad.com>). The resulting book, *Word A Day*, won the Blookers (the blog equivalent to the Booker prize).

Cognitivism

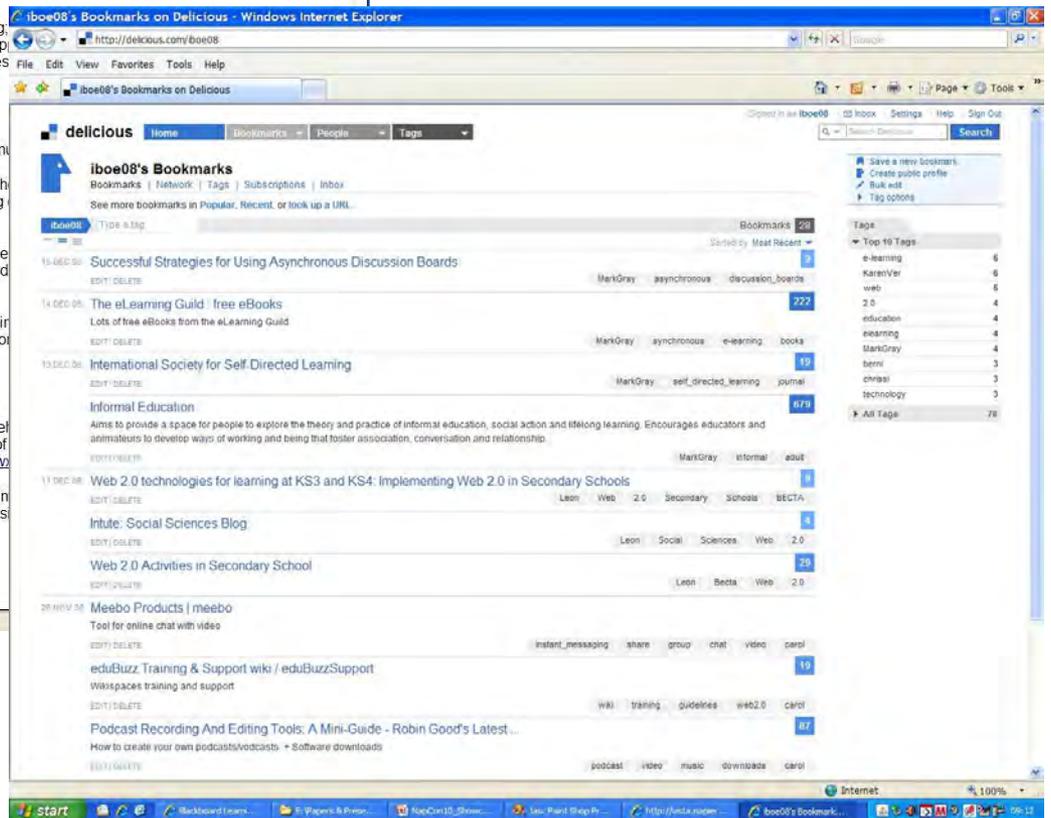
Whereas behaviourism developed in the 1960s relies on the strict focus on observable behaviour, cognitivism "went inside the head of the learner". This approach challenged the perceived limitations of behaviourism and process into their learning theories. (<http://www.personal.psu.edu/users/w/x/wxw1000/>)

"The cognitive approach & cognitive theories emerged as a new perspective employing "intrinsic motivation" to challenge the behaviouristic assumptions that the learner is determined by his environments and so passively receives information."

(http://www.uib.no/People/sinia/CSCI/web_struktur-834.htm).

References

Done



And from the new Benchmarks...

	Enhance	Extend	Empower
Learning and teaching activities	Adopting technology in simple and effective ways to actively support students and increase their activity and self responsibility	Further use of technology that facilitates key aspects of students' individual and collaborative learning and assessment through increasing their choice and control	Developed use of technology that requires higher order individual and collaborative learning that reflects how knowledge is created and used in the professional environment
Supporting engagement with relevant scholarly and professional communities	Provide links to resources such as the social networking spaces of relevant professional groups, or the blogs or Twitter feeds of noted experts in the field, for exploration online and as part of class activities.	Arrange for online guest expert sessions that are co-constructed by the students themselves who collectively determine the questions to be asked and discussed during the guest expert's online seminar or Q&A, which also has the benefit of minimising preparation time for the tutor and the guest speaker.	Have students find, engage in, and report back on relevant online supported professional communities that could support continued learning and professional development post-graduation (e.g. as part of an activity in which students create an online directory of relevant groups and communities in a wiki



Open floor

Think about how you might make further use of digital and social media to either

- (1) keep up to date with your discipline
- (2) share your own work/practice
- (3) enhance your teaching practice



Engaging in open digital scholarship





GROWING TREE CULTURE AT UHI

September 10, 2020

Mandy Haggith, Mandy.Haggith.ic@uhi.ac.uk

Over the past year students at the Scottish School of Forestry (SSF) have been writing poetry, immersing in Gaelic tree tradition and perhaps even trying out the odd magic spell. Meanwhile, UHI literature and creative writing students have been getting to grips with the distinguishing features of blackthorn and hawthorn, the spread of Chalara dieback and other issues in forest ecology. This has all been happening under the aegis of the 'A-B-Tree' project, which celebrates the ancient connection between trees and writing represented by the Gaelic tree alphabet (18 native woodland species each linked to a letter of the alphabet) by introducing and researching interdisciplinary learning between literature and forestry. The activity this year has been carried out thanks to a Learning and Teaching Academy Scholarship, in which I have been exploring what students learn by writing creatively about trees.

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Critical Perspectives

LEARNING STYLES: THE LOCH NESS MONSTER OF EDUCATION

January 30, 2017

In our new 'Critical Perspectives' series of blog posts, we have asked staff from around the university to write critically about a topic of interest. [Matt Sillars](#) from Inverness College UHI starts us off with his thoughts on Learning Styles.

Learning styles have become deeply embedded as an appropriate tool with which to identify the preferred, or dominant, way a person learns, in order to tailor teaching to 'fit' that person's style more effectively. The idea of a learning style appeals to our common sense understanding of how we learn: we have a gut feeling that we learn better ourselves by 'doing' rather than 'reading', or that we are a 'visual' learner. But should gut feelings be the way to design and deliver education in an evidence-led world when there is little, or no evidence that there is such a thing as a learning style?

NEUROMYTHS...

There are a number of different systems or taxonomies of learning styles. A systematic review of learning styles (Coffield, Moseley, Hall, & Ecclestone, 2004) names Fleming's VARK system (which uses the modalities of Visual, Auditory, Reading (and writing), and Kinaesthetic) and Kolb's

Collaborating through digital scholarship

Keith Smyth
August 24, 2019

The 'bounded' curriculum?

What is the nature and purpose of 'curriculum' in Higher Education?

And what, ideally, should it be?

I have found myself increasingly challenged by these questions recently, partly through engaging in a collaborative project that has involved exploring the nature of the university with respect to digital practice, and partly through helping scope a community education initiative that has dual aims around i) widening access to higher education, and ii) harnessing the education programme in question as a means for adult learners to address key social issues within their community.

In the very broadest sense, we can think of curriculum as comprising the range of learning opportunities that are offered to learners by their educational institution, within the context of a planned course or programme of study (e.g. Macdonald, 1977; Print, 1993). However, beyond this generalisation, 'curriculum' is a contested concept that can be defined and enacted in a range of ways that place different emphases on what curriculum is, where it is located, and who it is for.

In a wide-ranging overview that considers what curriculum means for informal and formal education, Mark Smith (1996, 2000) drew upon the work of Grundy (1987) and other prominent curriculum theorists in distinguishing between: curriculum as a body of knowledge to be transmitted; curriculum as product i.e. a means to achieve certain ends in students; curriculum as a process of interaction between teachers, students and knowledge; and curriculum as praxis.

Freire (1970, p. 126) defined praxis as "reflection and action directed at the structures to be transformed". On viewing the curriculum as praxis, Grundy (1987) suggests that "the curriculum itself develops through the dynamic interaction of action and reflection. That is, the curriculum itself is not simply a set of plans to be implemented, but rather is constituted through an active process in which planning, acting and evaluating are all reciprocally related and integrated into the process" (p. 115). As for how curriculum as praxis might manifest itself within learning and teaching, then a focus on collective understandings, an emphasis on human emancipation, and linking values to interventions designed for a 'collective good' are key considerations (Smith, 1996, 2000).

Product
Process
Praxis
Place?

KEITH SMYTH



Keith Smyth

Academic in Nairn, Scotland. Professor of Pedagogy at the University of the Highlands and Islands. Blogging (haphazardly) in a personal capacity about education, learning, technology and inclusion.

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a place of peak alienation

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← Critically questioning educational innovation in economics and business: Human interaction in a virtualising world

#educationalrepair: what is to be done? →

on dismantling the curriculum in higher education

JUNE 19, 2015

POSTED BY HALLYMK1

I'm presenting at the [Bishop Grosseteste University](#) learning and teaching conference on Monday 22 June.

There is a separate blog-post on my topic of dismantling the curriculum in higher education [here](#).

The abstract and some references are linked [here](#).

The slides for my presentation are [here](#).

dismantling the curriculum in
higher education

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Political Economics





Special Collection: The Abolition of the University

The Abolition of the University

Dismantling the Curriculum in Higher Education

Authors: Richard Hall [✉](#), Keith Smyth

Abstract

The higher education curriculum in the global North is increasingly co-opted for the production of measurable outcomes, framed by determinist narratives of employability and enterprise. Such co-option is immanent to processes of financialisation and marketisation, which encourage the production of quantifiable curriculum activities and tradable academic services. Yet the university is also affected by global socio-economic and socio-environmental crises, which can be expressed as a function of a broader crisis of social reproduction or sociability. As the labour of academics and students is increasingly driven by a commodity-valuation rooted in the measurement of performance, the ability for academics and students to respond to crises from inside the university is constrained by the market. This article argues that in understanding the relationship between the university and society, and in responding to a crisis of sociability, revealing the bounded nature of the curriculum is central. One possible way to address this crisis is by re-imagining the university through the co-operative practices of groups like the Dismantling the Masters House community and the Social Science Centre. Such an exploration, rooted in the organising principles of the curriculum, asks educators to consider how their curriculum reproduces an on-going colonisation by Capital. It is argued that such

JUMP TO

DISCUSSIONS

[Abstract](#)[Introduction](#)[The crisis of sociability in HE](#)[Conceptualising curriculum](#)[The bounded curriculum](#)[Implications](#)[The curriculum unbounded](#)[Conclusion: dismantling the curriculum](#)[Competing Interests](#)[Notes](#)[References](#)



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– [Call for contributions](#)

Special Issue on Learning and Teaching in the Distributed University – Call for contributions

Special Issue on Learning and Teaching in the Distributed University – Call for contributions

The Journal of Perspectives in Applied Academic Practice is pleased to announce a call for contributions for a forthcoming Special Issue on the theme Learning and Teaching in the Distributed University. The Special Issue will be guest edited by Professor Frank Rennie of the University of the Highlands and Islands and will be published in Spring 2015. For the purposes of the Special Issue we are defining the 'Distributed University' as tertiary and higher education institutions which offer learning and teaching across geographically dispersed campuses nationally or internationally, which offer online learning and teaching across geographically dispersed cohorts and communities or which extend the educational outreach of the university into wider communities.

We are interested in receiving submissions that address one or more of the following themes:

- Institutional policy, strategy and curriculum models for the distributed university
- Learning and teaching across geographically dispersed campuses
- Fully online distance learning and teaching
- Cross-institutional collaborative delivery
- Partnership working and community engagement in learning and teaching
- Online staff development within the distributed university

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Future Thinking: Imaginative Expectations for the Leaky University
On the Horizon paper (emerging work paper)

One thing you'll take away?

One thing you'll try out?

One burning question you have?



The University Mentoring Scheme



introduction to the
university mentoring
scheme guide



the university
mentoring scheme
week

The University of the Highlands and Islands Mentoring Scheme offers a range of mentoring opportunities for all university colleagues, and is designed to support personal development and skills enhancement of the individual in ways that are contextualised to their own needs, interests and aspirations. The scheme is open to new, early career and more experienced colleagues who are seeking mentoring support, and to colleagues who wish to become mentors. The scheme is organised around **three distinct mentoring strands**, comprising :

- Research;
- Learning and Teaching Enhancement;
- ALPINE (Accredited Learning, Professional development and Innovation in Education).



Scholarship Development mentoring



Who is it for?

Supporting colleagues to engage in scholarship activities to disseminate their own practice and expertise.

- Colleagues new to scholarship
- Experienced staff
- Colleagues in professional services
- Colleagues wishing to engage in scholarship as a pathway to research



Benefits of mentoring

- Confidence building
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- Skills development/enhancement
- Career advice and planning
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- Identifying and planning development opportunities

<https://www.uhi.ac.uk/en/learning-and-teaching-academy/prof-devt/mentoring/scholarship/>



Thank you

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