

# A CMALT experience

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# Background

- MEng Media Technology/Electronics
- Casual vacation work
- Two-year post for Online-only team
- Transfer to Department
- Essentially: Technical

# Why CMALT?

- Professional development
- Demonstrate approach to learning and technology
- Recognition of continued work
- Employment in an upcoming field

# Developing the portfolio

- Evidence collection
- Basic outline (CV, project folders)
- Get as much in as possible, then edit
- Description + Reflection + Evidence
- CMALT webinar
- Overarching objectives
- Online appendix

# Challenges of the portfolio

- Choosing specialist areas (I prefer to be diverse)
- Conveying technical expertise (finding the right language and level)
- Proving awareness of pedagogic principles in a support role
- Time

# Side-effects of CMALT

- Confidence in working with others
- Drawn out specialist interests
- Need for documentation
- Design, implementation, evaluation
- Achievements, what can be improved
- Motivation for more projects
- What I can bring to the team

## Appendix 1c

### Extract from SPSW VLE Strategy Document

I was the lead author of this document, with input and suggestions from the department's ICT/VLE group. Some of the key points include: addressing the student perceptions of inconsistency by implementing a consistent baseline approach where each module will have a minimum VLE presence; encouraging use of the supplementary and administrative tools such as seminar sign up lists, electronic reading lists and announcements as a first step to both staff and student engagement with the technology; showcase how the early adopters in the Department have used the VLE to support their teaching in a meaningful way. This opening section demonstrates an awareness of University procedures (modularisation) and how this affects the implementation of the VLE.

The Department's undergraduate and postgraduate programmes are supported by the VLE in subject-wide sites. These sites hold administrative information, lecture materials and some learning activities.

Changes to administrative and teaching procedures that come with modularisation commencing in October 2010, provide an opportunity for integrating VLE tools more effectively. The Department will avoid significant changes to core undergraduate modules until modularisation

## Instructions on how to use the discussion board

The screenshot below shows how I have structured guidance on using the discussion board tool for a particular exercise. The framing of the task was outlined in a previous section, this section focuses on how the discussion board should be used.

**1 Adding a new question**

- Each new topic or question should have a new **thread**.
- The **subject line** of that thread should be as helpful as possible to identify your topic/question.

To add a new thread:

1. In the Discussion Board, click the **"+ Thread"** button at the left side of the Toolbar. This will display the **Add Thread** form.
2. In the **Subject** field, add your question/topic.
3. Complete the rest of the **Message**.
4. Click **Submit** to post to the discussion board. NB You will need to scroll down and click 'submit' in the bottom right-hand corner. You will then see your new thread on the Discussion Board screen.

**2 Reading and replying to a post**

1. In the main discussion screen, click the **title** of the thread to open that thread.
2. Click the **Reply** button at the **bottom** of the post you wish to reply to. This will bring up a reply form.
3. Write your message and click **Submit** to post your reply.

**3 Navigating the discussion board**

[DiscussionBoardNavigation.pdf](#) (264.173 KB)

A discussion board may contain many 'threads', each with its own subject. A thread will comprise an initial post and replies to that post. Attached here is a quick guide to navigating a discussion board thread, including how to view all replies within a thread.

## The discussion board in use

The screenshot below shows how the tutor has responded to my advice on regular feedback, responding to each of the students' posts. The students have created their own questions in separate threads and also used meaningful thread titles.

<input type="checkbox"/>	<input type="checkbox"/>	<b><u>Bibliographical references in the dissertation proposal.</u></b>		11/4/09 2:06 PM
<input type="checkbox"/>	<input type="checkbox"/>	RE: Bibliographical references in the dissertation proposal.	<b>Tutor</b>	11/5/09 1:53 PM
<input type="checkbox"/>	<input type="checkbox"/>	RE: Bibliographical references in the dissertation proposal.		11/6/09 12:30 PM
<input type="checkbox"/>	<input type="checkbox"/>	RE: Bibliographical references in the dissertation proposal.	<b>Tutor</b>	11/6/09 4:53 PM
<input type="checkbox"/>	<input type="checkbox"/>			11/5/09 11:34 PM
<input type="checkbox"/>	<input type="checkbox"/>	<b><u>Ethics section?</u></b>		
<input type="checkbox"/>	<input type="checkbox"/>	Ethics section?		
<input type="checkbox"/>	<input type="checkbox"/>	RE: Ethics section?		

1c) Supporting the deployment of learning technologies



## Appendix 2b

### Survey data influencing the eLibrary short course specification

The following tables show the results from a student survey of 34 students which informed the creation of the eLibrary and Web short course module specification. The survey data helped ensure that the intended purpose and content of the course met with student expectations and skills needs.

**Question 1:** Which of the following topics about web resources would be of most interest to you? Tick as many as you like.

Response	Percentage choosing this topic
Listing and explaining the different resources available online.	76%
How to search MetaLib for online academic journals.	56%
How to search MetaLib for individual journal articles.	74%
Accessing eJournal articles through links in module pages on Moodle.	18%
How to use eLibrary for electronic books	710%

2b) An understanding of your target learners

THE UNIVERSITY of York  
Department of Social Policy and Social Work

You are logged in as Test Student (Logout)

**A**

Main Menu  
 York Webmail  
 Help  
 Term dates 2006-07  
 Announcements  
 Archive

**C**

Online Masters Programmes

**E** Welcome to the Masters in Public Policy and

THE UNIVERSITY of York  
Department of Social Policy and Social Work

You are logged in as Test Student (Logout)

**A**

from the Department of Social Policy and Social Work  
 Select your course:  
 Masters in Public Policy

**C**

Messages  
 No messages waiting  
 Messages...

Online Users  
 (last 5 minutes)  
 Matt Cornock  
 Amanda Prudhoe  
 Bev Beeton  
 Test Student  
 Jane Rostron

**D**

My courses  
 PPM Conferences  
 The PPM Hub  
 Induction  
 Leading and Managing Change  
 Using Evidence in Public Policy  
 Social Security Policy  
 Theories, Institutions and Issues of Development  
 Induction  
 Themes in Public

Announcements  
 Some redesign by Jane Rostron  
 All, we are about 'Communication'  
 You can still find programme at the...  
 I'll be sending out...  
 Best wishes  
 Jane  
 Scheduled down by Jane Rostron  
 Dear All

**B**

My Programme  
 Public Management and Delivery Sept 09  
 Globalisation and Social Policy Sept 09  
 Labour Markets, Work and Welfare Sept 09  
 Globalisation and Social Policy Jan 10  
 Induction (Jan 2010)  
 Induction April 09  
 Leading and Managing Change May 09  
 Organisational Learning and Performance Jan 09  
 Organisational Learning and Performance Jan 09  
 Moodle Testing  
 Assignment Information & Study Skills  
 eLibrary & Help  
 Student Representation  
 Events  
 All courses ...

SPSW Community  
 York Webmail  
 Global Postings  
 Student Clubs  
 Announcements  
 Announcements Archive  
 York eTeam Staff  
 Online Student Map  
 Online Alumni Map

Messages  
 No messages waiting  
 Messages...

Announcements  
 Assignment submission - reminder and information  
 by Helen Story-Samuels - Friday, 18 December 2009, 02:49 PM

Dear all

This is just a quick reminder about your assignments which are due in on **Wednesday 6th January 2010**. I'm sure that some of you are more than familiar with this by now, but for those of you who may be newer to the process, I hope the following is useful:

- The assignment deadline is **Wednesday 6th January 2010**.
- Documents on **how to submit work** can be found in 'Assignment Information & Study Skills', under section 1 'Submitting your assignment'.

Read the rest of this topic (433 words)...

Discuss this topic (4 replies so far)

An Oscar for Ellen!  
 by Jane Lund - Thursday, 19 November 2009, 12:49 PM

Dear All

We're very pleased to tell you that Ellen Roberts has been awarded a very prestigious national teaching award, a **National Teaching Fellowship**, in recognition of her talents and skills as a teacher.

You will know that Ellen is not one to blow her own trumpet, so we're doing it for her. WELL DONE, ELLEN!

I'm sure you'll all join us in congratulating her 🎉

Full story here: [http://www.heacademy.ac.uk/contacts/detail/ntfs/2009/Roberts\\_Ellen\\_2009](http://www.heacademy.ac.uk/contacts/detail/ntfs/2009/Roberts_Ellen_2009)

Jane

Discuss this topic (68 replies so far)

**F**

**IMPORTANT: Avoiding academic misconduct**

As we get near to assignment-writing time I am writing on behalf of everyone here at York to remind you about the importance of avoiding any risk of plagiarism in your work. Our intention is most definitely not to cause anxiety with what follows. We do need to remind you though as problems on this point can have very serious results: two students on these programmes have recently been found guilty of plagiarism and this has led to their withdrawal from the university without any award.

We are very keen indeed to avoid this happening again, and ask you to **read this document** so that you are aware of how serious this issue is and of how to avoid running into problems.

If you have any doubts or anxieties on this point please do email your supervisor and ask for advice. You can also refer to the information on Moodle in the 'Assignment information and study skills section 3: Plagiarism and how to avoid it.'

With thanks,

4b) Interface between human and technical systems