## 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.

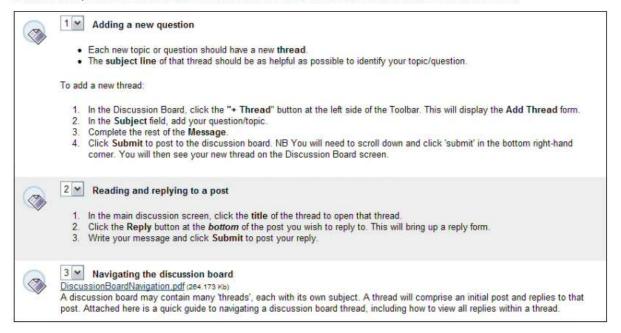
Changes to administrative and teaching procedures that come with modularisation commencing in October 2010, provide an opportunity for integrating VLE tools more effectively. The Department will avoid significant changes to core undergraduate modules until modularisation

13

1c) Supporting the deployment of learning technologies

#### 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.



#### The discussion board in use

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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.

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### 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	76%
resources available online.	
How to search MetaLib for online academic	56%
journals.	
How to search MetaLib for individual	74%
journal articles.	
Accessing eJournal articles through links in	18%
module pages on Moodle.	
How to use aRrany for electronic books	7/10/0

2b) An understanding of your target learners

