The Phoenix Project - Interactive Learning

Matt Smith, Karl Luke, Dewi Parry

The Phoenix Project

The Phoenix Project is a partnership between Cardiff University and the University of Namibia (UNAM) to reduce poverty and promote healthier societies. The project is a Cardiff University Flagship Engagement Project.

The "interactive learning" strand of the Phoenix Project is a collaboration that is building joint capacity and empowering staff and students in the effective use of technology for learning, to provide an innovative learning landscape for students within UNAM.
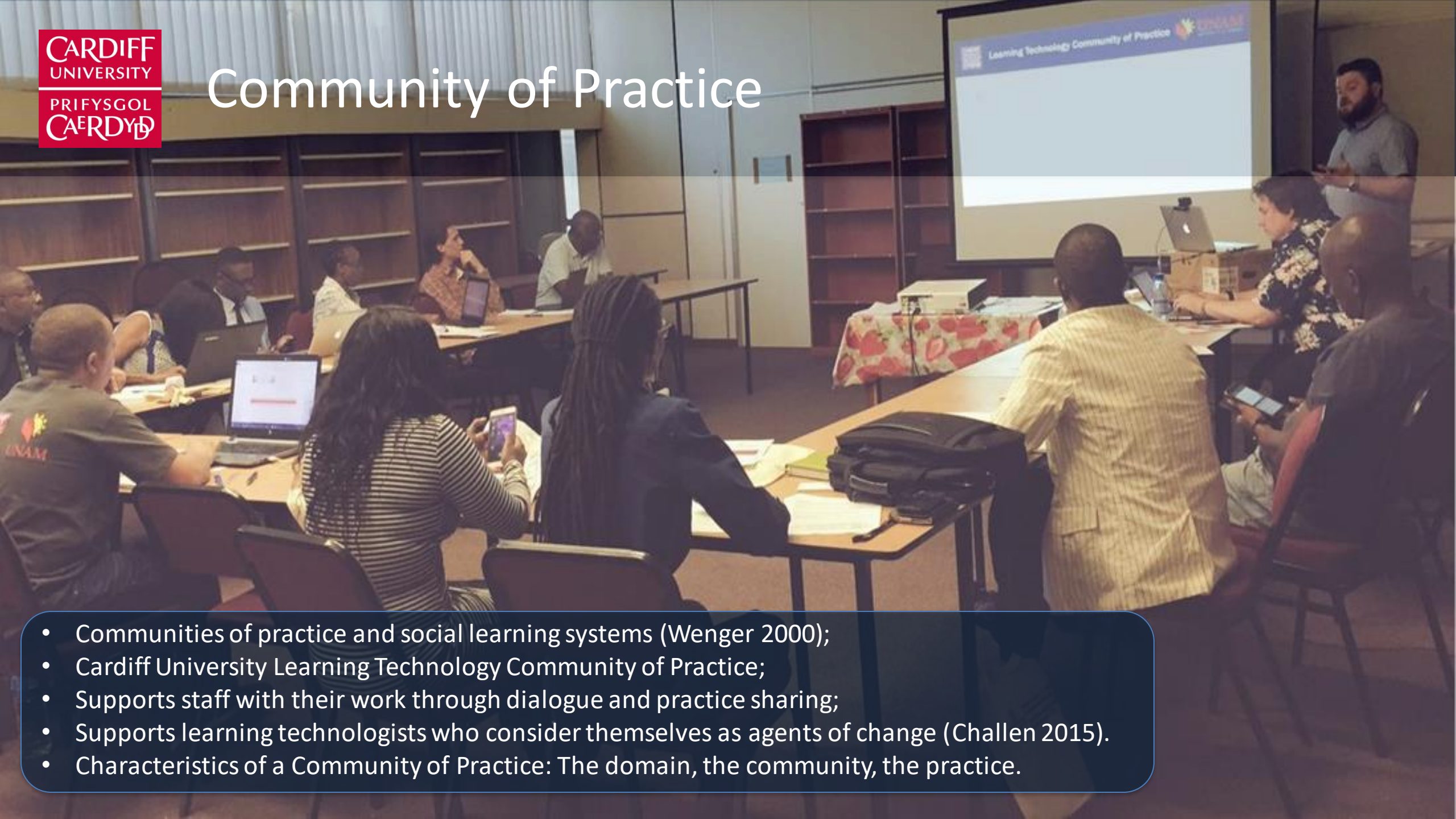
Visitors & Residents, DigiCap

Considering the digital literacy model (Beetham and Sharpe 2010), and subsequently JISC's Digital Capability Framework, a Cardiff University project has been funded within the School of Pharmacy to develop a sustained approach to identifying, supporting and developing innovative learning through appropriate use of technology. An overview of the DigiCap project was delivered to UNAM staff, including an introduction to the JISC Digital Capability Framework and discovery tool.

Panopto & Introduction to Video Pedagogy

- Using Change Management to implement and embed widespread video capture;
- Strategies for adoption;
- Video production and consumption;
- Pedagogic roles of video (in content, methods and assessment);
- Integration into teaching and learning.

Community of Practice

- Communities of practice and social learning systems (Wenger 2000);
- Cardiff University Learning Technology Community of Practice;
- Supports staff with their work through dialogue and practice sharing;
- Supports learning technologists who consider themselves as agents of change (Challen 2015).
- Characteristics of a Community of Practice: The domain, the community, the practice.

Community of Practice

- Development opportunity for research project;
- Links developed between staff;
- Disseminated important information (e.g accessibility, disabilities);
- Appetite for future meetings, themed and recorded.
- Hashtag **#unamcop**

Feedback

Feedback from UNAM Staff

Reflections

- Didn't go to teach (preach), but to understand what the requirements at UNAM were, and to discuss the benefits of sharing practice, knowledge and experience.

- Understanding the context of the environment was key.
- Time management in order to prepare adequately for sessions.

- Barriers to adoption similar to the UK – often personal, lack of desire, lack of time, what's in it for me etc.
- No follow up after the training, so uptake and adoption was low.

- The visit validated the knowledge that we had as a team, and more specifically as learning technology professionals.
- Learning technologists offer meaningful contributions, and are key agents of change.

References

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- Woolfitt, Z., (2015) The effective use of video in higher education.

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