

Citation:

Farrell, LG (2016) Dissertation IT Toolkit. In: ALDinHE 2016: The Learning Development Conference, 21-23 March 2016, Herriot Watt University, Edinburgh. (Unpublished)

Link to Leeds Beckett Repository record: https://eprints.leedsbeckett.ac.uk/id/eprint/2420/

Document Version: Conference or Workshop Item (Presentation)

The aim of the Leeds Beckett Repository is to provide open access to our research, as required by funder policies and permitted by publishers and copyright law.

The Leeds Beckett repository holds a wide range of publications, each of which has been checked for copyright and the relevant embargo period has been applied by the Research Services team.

We operate on a standard take-down policy. If you are the author or publisher of an output and you would like it removed from the repository, please contact us and we will investigate on a case-by-case basis.

Each thesis in the repository has been cleared where necessary by the author for third party copyright. If you would like a thesis to be removed from the repository or believe there is an issue with copyright, please contact us on openaccess@leedsbeckett.ac.uk and we will investigate on a case-by-case basis.

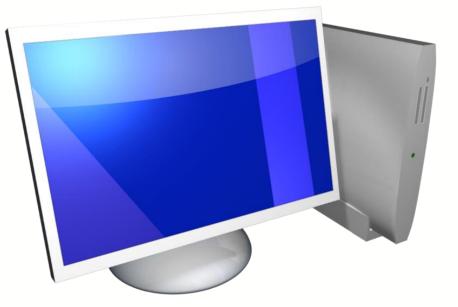
## **IT Dissertation Kit**

Lyn Farrell, Online Learning Tutor Distance Learning PGCE, School of Education Leeds Beckett University



#### Some questions for you

- How many of you believe in the digital native?
   Why? Why not?
- How many of you work in institutions without any academic IT support?
  - Why do you think this is?
- How many of you think the academic IT support provided is adequate?
  - Why? Why not?





### My original research

- My experience as an academic skills tutor at odds with Digital Native theory
- This led to my case study paper (2013)
  - HE students' come to university with mixed levels of academic IT skills (Farrell 2013)
- I found a wealth of challenges to the Digital Native theory (Prensky 2001)
  - Brown, C. and Czerniewicz, L. (2010), Corrin, L., Bennett, S. and Lockyer, L. (2010), Margaryan, A. and Littlejohn, A. (2011),



## **Current research**

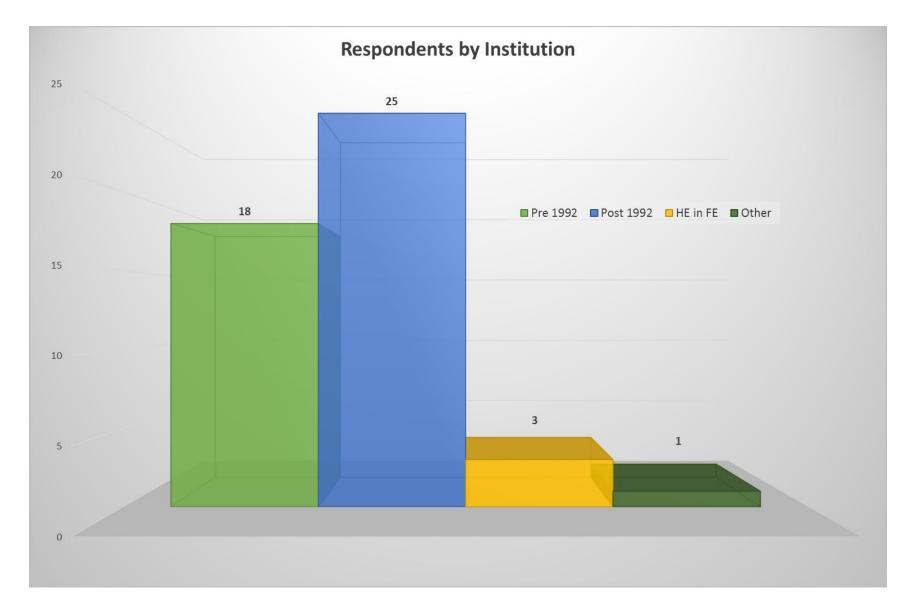
- Lanclos (2016)
  - Digital native results in barriers to students and staff interactions with technology
  - Nothing biologically different about 'digital native' brains – IT interaction is NOT motivated by age
- A wealth of current challenges to the Digital Native theory (Prensky 2001)
  - Kwok-Wing & Kian-Sam (2015) Slechtova (2014), Thompson (2014)

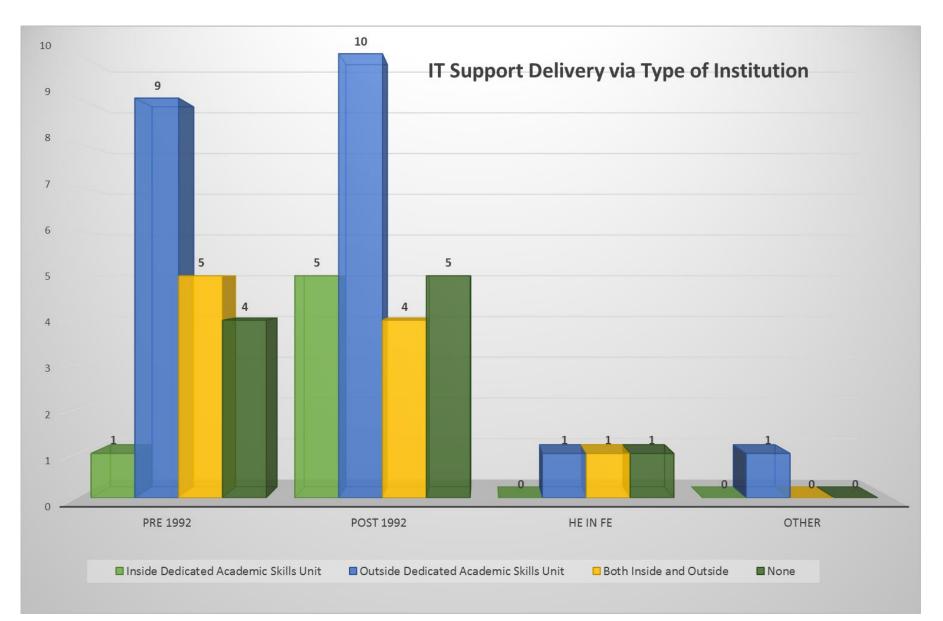


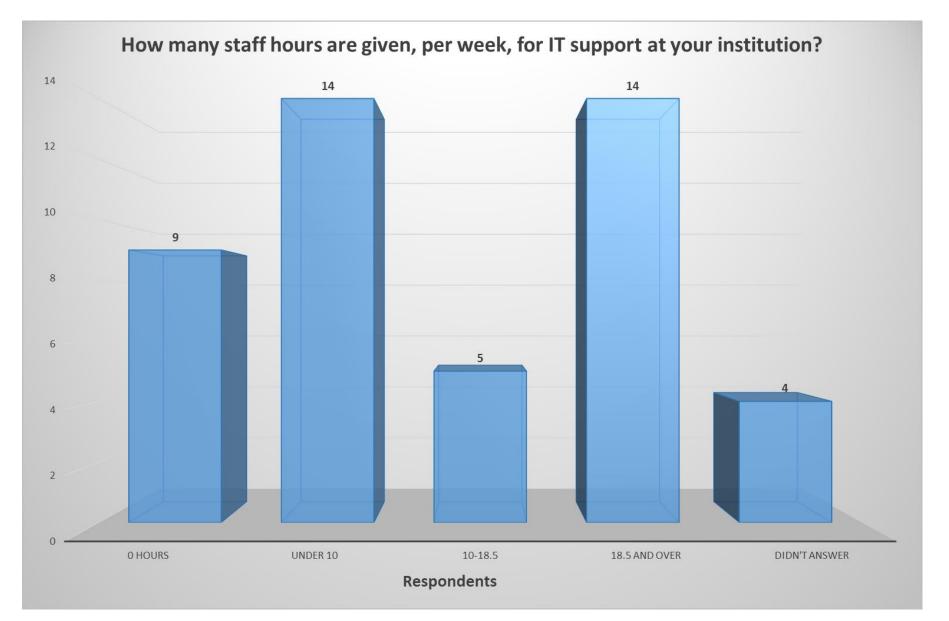
# Graduate skills, digital literacy and employability

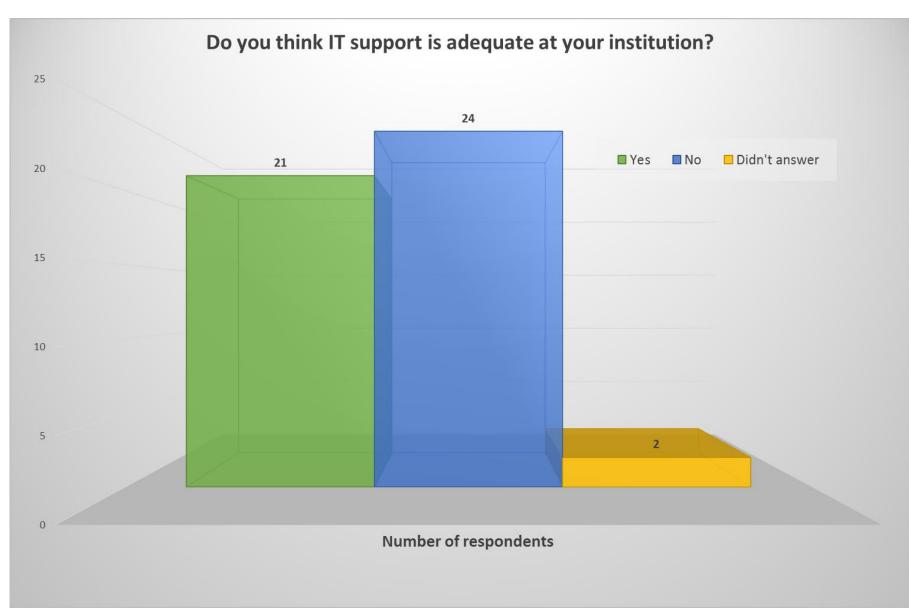
- IT proficiency in graduates one of the top ten skills employers are looking for in graduates (Adams, 2014)
- IT skills deemed essential by graduate recruitment businesses (Page 2014)
- Most institutions have a digital literacy/employability/ graduate attributes strategy
  - "The confident and critical use of information and digital technologies to enhance academic, personal and professional development (Leeds Beckett 2016)

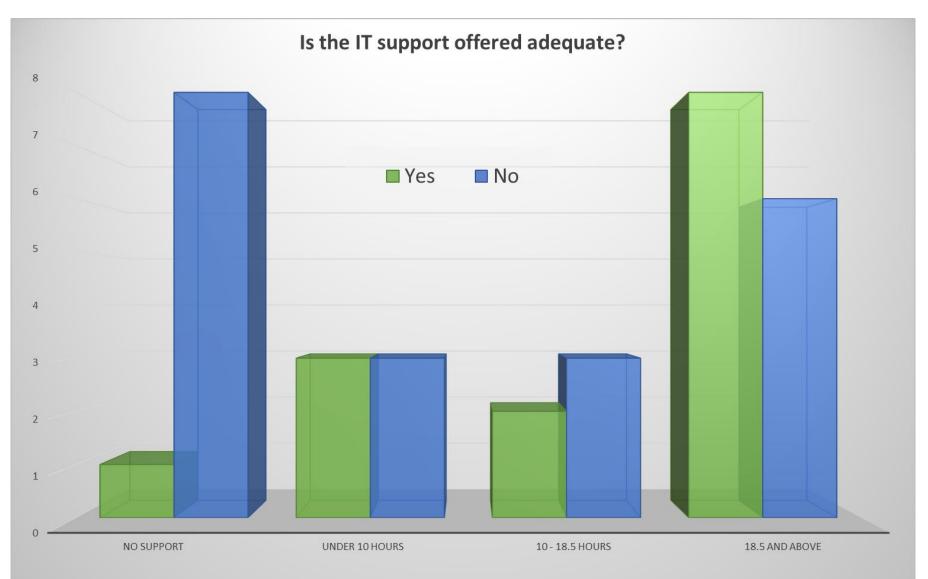












- Do you think academic IT support is adequate at your institution?
  - Almost a 50/50 split between those who said yes and those who said no
  - This is a significant polarisation
  - The majority of respondents whose institutions provide 0-10 staff hours of academic IT support per week said they think it's not enough
  - A significant proportion of respondents whose institutions provide 18.5 + staff hours of academic IT support per week still said they think it's not enough
  - We need an up to date survey of staff and student attitudes to academic IT support at their institution.



# Why I created the kit

- Students have to engage with IT whether support is provided or not
  - Students assume they have the requisite academic IT skills
  - My experience of working with students shows they need support, especially with dissertations
- Not all students can come to campus
  - Part time students might not get appointments on the one day they're on campus
  - Distance learners need something they can use remotely and independently
    - Equal provision for distance learners
- Hopefully other institutions can recreate it



#### Three parts to the kit

# It's a learning object on the Skills for Learning website

Dissertation IT kit	
Learning Outcomes	Contents:
If you work through this section you should be able to:	Before you start
• Use the appropriate tools in Word to format your dissertation.	Guide to formatting your dissertation in Word 2013
<ul> <li>Work on your document in the most efficient way</li> </ul>	Video tutorials
<ul> <li>Submit a professional looking document</li> </ul>	Further resources

- 1. Podcasts
- 2. Video Tutorials
- 3. Written Guide



#### **Podcasts**

- Podcast 1 'Avoiding problems with formatting your dissertation'
  - numbering, diagrams and charts, table of contents, section breaks,
- Using library resources to submit your dissertation
  - passwords and pins, printing, copying uploading issues, time management
- Podcast 3 'Advice on formatting your dissertation'
   The order they should complete the formatting tasks



#### **Podcasts**

Podcast: Avoiding problems with formatting your dissertation
Ouration: 10 minutes
Listen to Lyn Farrell, Academic Skills Tutor for IT, and Steve Kendall, IT Help Assistant, discuss how to avoid common problems with formatting your dissertation.
Avoiding problems with formatting your dissertation
Podcast: Using library resources to submit your dissertation
O Duration: 10 minutes
Listen to Lyn Farrell, Academic Skills Tutor for IT, and Steve Kendall, IT Help Assistant, discuss how to print your dissertation in the Library.
Using library resources to submit your dissertation
Podcast: Advice on formatting your dissertation
O Duration: 8 minutes
Listen to Lyn Farrell, Academic Skills Tutor for IT, explain the order in which you should format your dissertation document.
Advice on formatting your dissertation

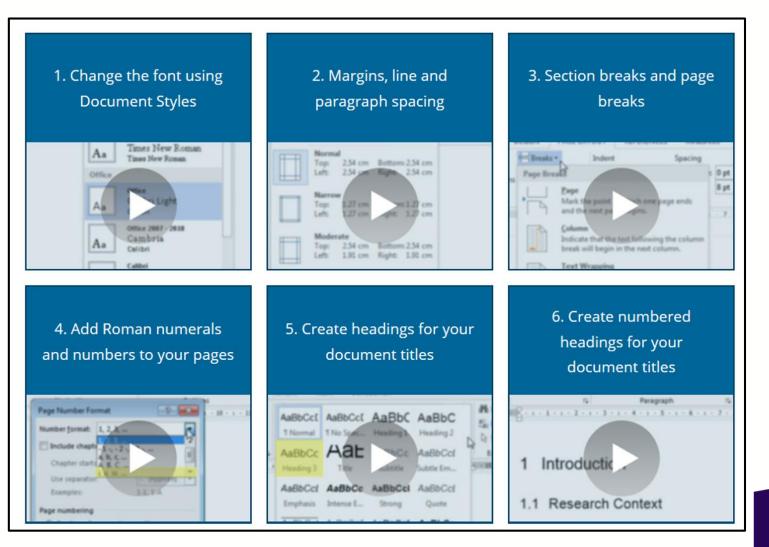


### **Creating the podcasts**

- Field recorder
  - Quiet room! Inexpensive recorder
- Audactity editing
  - Fade in and out, branding, normalising audio, removing/creating silences, removing repeats and hesitations
- Exported to MP3 files and posted to site
- Optional edits important to have something rather than 'bells and whistle's



#### **Video Tutorials**





#### **Creating the video tutorials**

- Captivate software
  - capturing on-screen interactions with MS Word
  - Instruction captions added to each recording
- 4 weeks part time study to learn basics of Captivate
- Free alternatives available



#### **Dissertation Formatting Guide**

CONTENTS	Dissertation IT kit	«BACK
Guide to formatting your dissertation in Word 2013		
Using this guide		
This guide explains how to format your dissertation document using Word. It includes: setting margins, line spacing, heading styles, and inserting images and tables.		
Guide to formatting your dissertation in Word 2013		
Guide to formatting your dissertation in Word 2013 (Word)	ord document)	
Guide to formatting your dissertation in Word 2013 (PDF	Ð	



#### **Dissertation Formatting Guide**

#### • Produced in Word

- Also saved as PDF
- Screen shots accompany the written instructions
- Standalone guide
- Reference to accompany the video tutorials

#### 15. Insert captions for tables/equations

- 1. Click on the References tab.
- Click on Insert Caption. This will open the Caption dialogue box.
- 3. Click on the arrow to the right of Label, shown in Fig 32.
- 4. Click on Tables or Equation.
- 5. Type in your caption.
- 6. Click on OK.
- Repeat for all the tables in your dissertation.

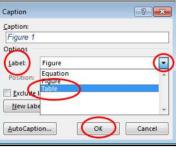


Fig 32

#### 16. Create your own caption label



#### What I think UK He should do

- Review our assumptions around academic IT skills in higher education students.
- Put its money where its mouth is regarding digital literacy and graduate attributes \*
  - Lanclos (2016) argues that employability is not the role of HE but as long as HE says it is, institutions need to fully support students in attaining it



#### References

- Adams, S. (2014) The 10 skills employers most want in 2015 graduates. 'Forbes' [Online]. Available from: http://www.forbes.com/sites/susanadams/2014/11/12/the-10-skills-employers-most-want-in-2015-graduates/#7d918e7919f6 [Accessed 22 January 2016]
- Brown, C. and Czerniewicz, L. (2010) 'Debunking the 'digital native': beyond digital apartheid, towards digital democracy', Journal of Computer Assisted Learning, 26(5), pp. 357-369 [Online]. Available from: http://eds.b.ebscohost.com.ezproxy.leedsbeckett.ac.uk/eds/pdfviewer/pdfviewer?vid=1&sid=7c2efc85-b1b4-4e20-9545-82fdacb21458%40sessionmgr114&hid=114 [Accessed 7 March2016].
- Corrin, L., Bennett, S. and Lockyer, L. (2010) 'Digital natives: everyday life versus academic study', Proceedings of the 7th International Conference on Networked Learning 2010. Denmark 3-4 May [Online]. Available from: http://www.lancaster.ac.uk/fss/organisations/netlc/past/nlc2010/abstracts/PDFs/Corrin.pdf [Accessed: 7 March 2016].
- Farrell, L (2013) 'Challenging Assumptions about IT skills in higher education', Journal of Learning Development in Higher Education, 6, 2013 [Online]. Available from: http://www.aldinhe.ac.uk/ojs/index.php?journal=jldhe&page=article&op=view&path[]=173&path[]=138 [Accessed: 22 January 2016]
- Kwok-Wing, L & Kian-Sam, H (2014) Technology use and learning characteristics of students in higher education: Do generational differences exist? British Journal of Educational Technology, 46, 4, pp. 725-738. Available from: doi:10.1111/bjet.12161 [Accessed 16 February 2016].
- Lanclos (2016) The death of the digital native: four provocations. JISC Inform website. Available from https://www.jisc.ac.uk/inform-feature/the-death-of-the-digital-native-23-feb-2016 [Accessed 16 February 2016]



#### References

- Margaryan, A. and Littlejohn, A. (2011) 'Are digital natives a myth or reality?: Students' use of technologies for learning', Computers & Education, 56(2), pp. 429-440.
- Page, L. (2014) How to get a job when you graduate. The Guardian [Online], 31 May 2016. Available from: http://www.theguardian.com/education/2014/feb/04/skills-graduates-need-students-employability [Accessed 7 March 2016].
- Prensky, M. (2001) 'Digital natives, digital immigrants', On the Horizon, 9(5), pp. 1-6. Available from: http://www.marcprensky.com/writing/Prensky%20-%20Digital%20Natives,%20Digital%20Immigrants%20-%20Part1.pdf [Accessed: 22 January 2016].
- Oblinger, D. (2003) 'Boomers, gen-xers and millennials: understanding the new students', EDUCAUSE Review, 38(4), pp. 37-47 [Online]. Available from: http://www.educause.edu [Accessed: 7 March 2016].
- Slechtova, P.(2015), 'Attitudes of Undergraduate Students to the Use of ICT in Education [Online]. Procedia Social And Behavioral Sciences, 171, 171, 5th ICEEPSY International Conference on Education & Educational Psychology, pp. 1128-1134 Available from: http://www.sciencedirect.com.ezproxy.leedsbeckett.ac.uk/science/article/pii/S1877042815002487 [Accessed: 22 January 2016].
- Tapscott, D. (1998) Growing up digital: the rise of the Net generation. New York: McGraw-Hill. http://link.springer.com.ezproxy.leedsbeckett.ac.uk/article/10.1007%2Fs10639-013-9295-3 [Accessed 16 February 16]
- Thompson, P. (2013). The digital natives as learners: Technology use patterns and approaches to learning. Computers & Education 65, 12-33.

