Connecting with global collaborative peers and industry-orientated assessment

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Background

• ‘Technology offers the opportunity for a thinking community to search, inscribe, connect, consult and explore’ (Levy 1997)
• Peer production and collaboration is common (Tapscott and Williams 2006)
• Employers can be involved in assessment (Thorley 2013)

• Potential presently unrealised in UK Higher Education
Three-way collaboration
Key concepts

• Active and collaborative learning
• Unusual and enriching activities
• Formative communication from academics and practitioners
• Enriching educational and cultural experiences
• Legitimisation of peer and network-facilitated learning
• Reflective of real-life collaboration
• Sharing of related experience and expertise
• Innovative assessment methods, flexible learning
Phases

1. Preparatory (technical, logistics etc.)
2. Actual collaboration (present)
3. Outcomes - Theoretical model, Virtual Presence
4. Dissemination
The good, the bad and the ugly

• The potential is demonstrable
• Students engaged, culturally enriching etc.
• Achieved much of what we thought it could and more
• Students driving many ideas

• Technology is not the complete solution
• Virtual partnerships are tricky
• Cultural and logistical differences
• Politics can still be rife, collective and individual agendas still exist
Summary

• Project is (roughly) where it should be
• Engaging, inspiring, enriching for students
• More to it than technology
• Classic challenges of project management


• Thorley (2013). *Embedding of employer and practitioner input into student portfolios – results of project commissioned by the UK Higher Education Academy*. Audio Engineering Society.