



Cross-institutional open course: BYOD4L

This exemplar is relevant to Digital Student challenge:

Develop coherent policies for 'Bring Your Own'

'Bring your own devices for learning' (BYOD4L) started life as a collaboration between developers at Manchester Metropolitan University and Sheffield Hallam University, who felt that more support was needed for students and staff to use their own devices in learning and teaching situations. They also wanted to model the use of social media and open online spaces to extend learning beyond the traditional classroom. BYOD4L is now an open online course with 12 institutional partners and over 20 volunteer facilitators. Staff and students (the online space does not discriminate) work on problems and scenarios around [five practice areas](#): connecting, communicating, curating, collaborating and creating (the 5Cs model, Nerantzi & Beckingham, 2014). The course site offers tools and resources but encourages participants to identify and share their own using the hashtag #BYOD4L. Learners can link their own blogs or e-portfolios via a [padlet](#) and can work towards a number of [open badges linked to the course](#). All work is peer reviewed, and from the next iteration participants will be able to earn a mentor badge.

Anyone can join the course at any time, but live versions are run twice a year in conjunction with local events at participating institutions. It can be difficult to know how many people are involved in BYOD4L, as a number of different platforms are used in parallel (twitter, blogs, storify, the course web site) and some people 'listen in' without contributing. However, the feedback from participants who do identify themselves has been hugely positive:

'Thanks @suebecks @chrissinerantzi and all dear friends in BYOD4L for spending time to be here for each other.' 'I don't think anyone wants to say goodbye! Can we just say...until the next time?' 'Thank you all for a truly memorable learning experience. Every minute has been worthwhile :).'

How does this meet the challenge?

- This initiative shows that online courses need not start out massive: a high quality local initiative, in a public space, quickly attracts partners and participants.
- Staff and students work together on issues that affect them both. Nobody's work is privileged.
- Student feedback shows that they particularly value the sense of community and support that the facilitators foster.
- A common course can lead to different learning outcomes: some students curate portfolios and blogs, some collect Mozilla open badges, while others simply participate and learn.

Find out more

- [Course home page](#)
- [Research findings from the course](#)
- [Participant feedback, participant videos](#) and a [poem](#)
- [ALT newsletter article](#)
- [Presentation of findings from the first course iteration](#)

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