

The paper reported on a Glasgow University module in an M Phil in History and Computing course in which students asked to create a website as part of their assessment.

Format of event

Presentation followed by discussion.

Main Themes of paper

The paper reported on a Glasgow University module in an M Phil in History and Computing course in which students were introduced, amongst other things, to the foundations of digitisation and record preservation, HTML, and web usability guidelines. The paper discussed the training they received, the way they applied it in creating a website on a historical topic of their choice, and the way this was subsequently assessed.

Main strands of discussion

The ensuing discussion centred on two main issues:

Digitisation of images, copyright and meta-data

Some members of the audience welcomed the mention of meta-data since these are essential for future-proofing digitised resources. There was brief discussion about how the original image source was to be referenced. A participant enquired about copyright issues the students in this course might have faced, which led to a more generalised exchange regarding the difficulties and expense of obtaining images to use in teaching, and the ways in which individual lecturers dealt with these.

Assessment of web-based assignments

Audience members contributed their own experiences of assessing web-based assignments, and the overall consensus was that 'fitness for purpose' was an adequate assessment criterion, though it would have to be broken down into more concrete segments for the benefit of students. One participant raised the question of external examiners and their attitudes towards introducing assessment of online elements into a course. In the case of the course described, this was not an issue since all students completed the web assignment, so that like could be compared with like, and also because computing was an integral element of the course. Courses with mixed assignment options might encounter more resistance.