**Faculty of Humanities**

**eLearning Network**

**Wednesday, 5th June 2019, Mansfield Cooper 2.02 - 2pm**

**Andrew Larner (****andrew.larner@manchester.ac.uk****)**

Secretary of the Committee, Learning Technologist, Humanities TLSE

In attendance:

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| Rebecca Bennett | Chair  | Associate Dean |
| Catherine Booth | Assistant eLearning Manager | TLSE |
| Hannah Cobb | eLearning Lead | SALC |
| Mark Shepherd | eLearning Lead | SEED |
| Dan Rigby | eLearning Lead | SoSS |
| Andrew Gold  | Learning Technologist | TLSE |
| Blaise Nkwenti-Azeh  | Learning Technologist | TLSE |
| Mark Lobjoit  | Learning Technologist | TLSE |
| Jack Sutherst | eLearning Support Officer | TLSE |
| Rob Marks | Senior Co-ordinator for in sessional Programmes | ULC |
| Angela Gardner  | eLearning Manager  | Executive Education AMBS |
| Hayley Atkinson | Learning Technologist | Executive Education AMBS |
| Eva Ward | Learning Technologist | Executive Education AMBS |
| Nikos Aspiotis | Programme Development Technologist  | AMBS MBA & Global Education |
| Ben Scholes  | Instructional Designer | Executive Education AMBS |
| Stuart Phillipson | Media Technologies Team Lead | IT Services |
| Jac Dennington | Portfolio Manager - Strategic Demand Manager, Teaching Learning  | IT Services |
| Chris Millson  | eLearning Manager  | TLSE |

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| **1.**  | **Welcome & Apologies**Anna Verges, Hilary Pooley, Jonny Crook, Elsa Lee, Olesya Shipova, Charlotte Warden, Steven Bagley, Ray Wilson, Hamza Badenjiki, Huw Morgan, Andrew Richardson. |
| **2.**  | **Minutes of last meeting, 5th June 2019****Received:** [eLn 1.19.1 enc]The minutes were approved as an accurate record. |
| **3.**  | **Matters Arising and Outstanding actions** **Received:** Outstanding Actions [eLn 1.19.2 enc]  |
| **4.**  | **Chair’s Update**To receive a verbal update from Rebecca Bennett.* VLE update will come from Jac Dennington later in the meeting.
* Manchester **Institute for Teaching and Learning.** Judy Williams has begun the process of setting up the Institute. Faculty teams may contribute workshops. The Chair will be meeting with Judy Williams.
* **Activity around TEF**: Current REF activity will be ending soon and the focus will likely switch to TEF after Christmas. The Teaching and Learning Directorate is drafting a statement about TEF, to be circulated soon.
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| **5.**  | **Schools Updates**5.1) \*To receive - reports from School eLearning leads on developments within their Schools and to share good practice**Received:** [eLN 1.19.3 for AMBS, SoSS, SEED and SALC]Chair thanked members for all the School-based reports.* **Rubrics** are being encouraged across the Faculty.

SALC are using three types of rubrics. Standardised rubrics are useful in Turnitin as they can also act as grade descriptors for students. 1. **Qualitative rubrics** are the most common types of rubric used in the faculty. They provide descriptions of performance across the range of assessment criteria (e.g. Knowledge, Presentation, etc.) and are primarily to provide qualitative/developmental feedback to students with no automatic translation to an overall grade or score.
2. SALC uses a **holistic rubric** which links the student performance (Exceptional, Outstanding, Inadequate etc.) to a given grade band.
3. There are also instances of **quantitative rubrics** with a number of criteria and associated scale items, and a score associated with each of the scale items.

Rubrics are compulsory on the Global MBA, used for formative feedback. They are useful for detailed marking, particularly with large cohorts and when a course is over subscribed. It is important to note that rubrics are different to grade descriptors. Examples of rubrics across the Schools and how widespread their use is should be gathered. Further information about these and whether students find them useful would be also very beneficial. This information can then be shared with the group by the end of the year (before Christmas break).* **AMBS Gamification** Chair would be interested to see the example from Executive Education mentioned in the report.
* **VoiceThread (VT)**: There is now a University-wide site licence for VoiceThread. VoiceThread is being promoted across Humanities and piloted specifically in ULC (SALC). SP noted that he now has VT in his Central support remit. CB noted the Humanities eLearning Team is not in a position to support University wide uptake of VT, as its basic functionality only has been tested with a small pilot cohort in ULC. VT will now be rolled out gradually in Humanities, initially within ULC/SALC. Chair invited eLearning team to report on progress of VT uptake by end 2019 and to extent training Faculty wide in semester 2.Stakeholders from other Departments and Faculties are welcome.

5.2) To discuss – **School eLearning Action Plans**:* Assessment forms a significant portion of School Action Plans, with increased data analysis also informing the approach for the coming year. Most Schools are looking at Good Practice.
* Chair encourages everyone to look at all Schools’ Action Plans, recommends looking for common priorities and complementary approaches to implementing eLearning technologies.
* Common themes across School’s eLearning Priorities should be identified.

*Actions:**School LTs/CB: Gather examples of rubrics across the Schools and extent of use by end of 2019.* *SALC LTs (OS): Update Network on progress of VT uptake including Faculty-wide training provision by the end of 2019.**RB/CB: Identify common themes across Schools and circulate to Network* |
| **6.**       | **IT Updates**6.1) To receive a verbal update from ITS (Jac Dennington) * **Blackboard/VLE**– VLE renewal is one of Ian Hutt’s three key priorities. Scoping exercises are underway to define boundaries and clearly classify the parameters for an Online Learning Environment. There will not be an ITS bespoke system. To change a core learning management system is likely to take three years, including retraining and development. In the meantime, renewal of Blackboard is being looked at from a business perspective. Options are: i) to stay with the current Blackboard setup; ii) to take up a different offer from Blackboard. We will be continuing with the current Blackboard set up for the next six months.The April VLE review collated teaching and support staff VLE needs; this is with Ian Hutt for consideration. JD invited members to contact Ian Hutt to contribute to the ongoing gathering of requirements.
* **Adobe Spark** – Educational Account have been approved by governance committee. University wide access to the educational licence will allow extra functionality. Adobe Spark will be delivered in three to six months. JD will update Network when implementation date is agreed.
* **IT Governance Structure** – The most relevant group to this network was previously SEITPG, a governance group chaired by Clive Agnew, vice-president of Teaching, Learning and Students for the University, who is retiring at the end of November. The new VP is April McMahon.  SEITPG will now be a sub-governance group of the new **Strategic Change Sub-Committee** (SCSC), sitting alongside similar sub-committees for Research and Administration.  SEITPG will be renamed to reflect it handling all business & IT change requests for Teaching, Learning & Students (not just IT-related as previously). This is to provide a single path for governance. Any requests for new software support (cf. Adobe Spark) will go through this committee. Jac Dennington sits on the group and is happy to facilitate change requests and set up meetings.

Discussion* **IT Support Desk**: IT Support Desk are seemingly overwhelmed some days. JD asked that concerns are passed to Steven Bagley, whose role covers existing provision. *IT Support Desk concerns should be report to Steven Bagley*
* **Pebblepad**: FBMH provides formal support for Pebblepad, but it is not formally supported in other Faculty teams. There is increased interest in it as an effective solution for portfolio assessment, but Humanities cannot officially support Pebblepad until BMH has gained full Information Governance approval.
* **Logitech Presenting Software**: There have been problems using the software in classrooms, as PCs have been imaged with a student image, causing installation problems as staff do not have sufficient permissions. This should be resolved by Media Services upgrading classroom PCs to Windows 10. It was noted this may also resolve similar TurningPoint issues.

*Actions:**JD: Keep Network updated with Blackboard updates.**JD: Update Network with Adobe Spark Education Licence implementation date.**SP: Update Network on Media Services Installation Timeline for Windows 10.*  |
| **7.**        | **On-campus online materials***To discuss proposal for incentivising creation on online materials/units (Becki Bennett)*Chair identified that while University of Manchester Worldwide (UMW) focus is on larger courses converted to Distance Learning, Schools can propose and pursue smaller modules for conversion into online courses by faculty team e.g. modules that may appeal to continuing professional development learners, the general public, current on-campus students. Small-scale on-campus online units can provide a good introduction to staff in how to create online resources without having to invest large amount of time as a full DL programme of study may require. Faculty will provide support and resources for staff in creating these modules. One avenue may also be to look at cross-discipline themes where creation of online content may be used across courses.RB welcome colleagues to come forward with potential online units. **Discussed:** ML noted that it is possible a new MA module in Social Network Analysis will attract new students. JD noted that The University is aiming to have a curation rather than creation model for online learning modules. Campus students are possibly getting repeated content from different areas of the University meaning duplication of work. Heavily subscribed courses are a good starting point for online development.Chair is currently working on a five-year strategy. This is likely to include on-campus students as well as distance learners. A paper is being written for the senior strategy group.AMBS are working on a large cohort module internally. SALC are also actively identifying potential online courses. *Actions:**All: Submit suitable modules for potential on-campus online projects to RB.* |
| **8.**       | **Lecture Capture service***To receive verbal report on Humanities uptake and Staff Survey (Stuart Phillipson); slides attached:* Since original launch, opt-out rates have fallen by 25% institution-wide. However Schools within Humanities continue to have the highest opt-out rates across the institution. Opt-out Survey was answered by 130 academic staff. Results of survey were collated by Stuart Phillipson and shared at the Lecture Capture Steering Committee. Concerns from staff on Lecture Capture often cite Clinton & Edwards 2018; however, this was based on limited test size. More comprehensive survey undertaken by Morris 2019 indicate Lecture Capture is not a detriment to student outcome. 40% of staff are not aware of IP in relation to the Lecture Capture Policy. Staff opting out of lecture capture were contacted for the original survey but not since (after requests for fewer surveys). At a recent SALC Committee it was raised that Lecture Capture is still an academic choice. **Discussion:**Multi-screen teaching rooms: Inconsistency over which screen is recorded. SP reported this is being taken up with Media Services. Recording warning system: originally piloted with red light on desk. However, academic staff survey results were inconclusive and the idea was abandoned due to cost. There are some infrastructure issues in setting up a new implementation of the original piloted system (or similar warning on PC screen) but this is being looked at. *Actions:**SP: Circulate terms of reference for Lecture Capture use* |
| **9.**        | **Schools’ Blackboard Best Practice sites***To receive and discuss Review report by Andrew Gold*A central space avoids duplication of work. Adding School specific folders within a central space would mean that all staff could see exemplary work, and would be easier to maintain and moderate.**Discussion:**An exemplar site is being created in WordPress, migrating existing good practice exemplars and with the facility to link to Teaching Academy content. A Blackboard site showcasing examples of good Blackboard use could be most valuable, if access issues can be bypassed.There was previously a ‘Best of Blackboard Competition’ which was postponed pending review. The competition was effective at showcasing staff and praising effort. ‘Best of Online Development’ as opposed to ‘Best on Blackboard’ suggested. BNA noted that eLearning teams are not easily able to promote innovative use of technologies when they are not widely supported across the institution. This means eLearning teams may struggle to showcase specific technologies and exemplary practice. Ideas for contributions to 60 Second Skills are always welcome. |
| **10.** | **Faculty eLearning Updates**·    To receive - Briefing Note \***Received:** [eLN 4.19.6 enc]No further discussion. |
| **11.** | **Teaching Online Workshops**11.1.To receive: Report of 2018-19 Workshop series from Catherine Booth11.2.To discuss: Workshops carried out so far and further suggestions for sessionsResources have been added to the training catalogue. Report says the same attendance pattern as previous year, with lower attendance at the start of the year and growing participation later. Session on Rubrics could be useful. Suggestions for upcoming sessions are always welcome. Ideas for upcoming sessions can be sent to CB**.** |
| **12.** | **Proposal for the Management of mid-term online exams** *Proposal by Linda Irish in attached eLN 1.19.8 enc*Agreed that the proposal will be taken forward to Faculty Teaching and Learning Committee, where the action initiated.*Action: LI to take proposal to Faculty Teaching and Learning Committee.* |
| **13.** | **AOB**N/A |
| **14.** | **Dates of next meetings 2019/2020** 19th February 202029th April 20208th July 2020 |