Faculty of Humanities eLearning Network

05 October 2022

Confirmed Minutes

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| **Item** | **Noted** | **Actions** |
| **1.** | **Welcomes and apologies****Attendees:** **Chair:** Hannah Cobb (HC)**eLearning Leads:** Huw Morgan (HM), Dan Rigby (DR), Amanda Banks Gatenby (ABG), Mairead Pratschke (MP)**Secretary:** Rebecca Oldfield (RO)Jane Mooney, Anna Verges (AV), Stuart Phillipson (SP), Linda Irish (LI), Karenne Sylvester, Graham Holland, Olesya Shipova, Rachel Wilder, Jonny Crook, Jac Dennington, Alex Galbraith, Tim Walton, Ben Scoble, Eva Ward, Hannah Bratley, Janean Lancaster, Joe Rhead, Kar Stanton.Apologies: Lisa Mcaleese, Angela Gardner, Blaise Nkwenti-Azeh, Helen Perkins (to leave early) |  |
| **2.**  | **Minutes of last meeting 28 April 2022 [eLN-1\_22\_2]****To approve the minutes as an accurate record.**Minutes approved – subject to any comments that members may want to submit to Secretary (Rebecca Oldfield) | **[eLN\_1 \_22\_2 enc.]**  |
| **3.**  | **Matters Arising and Outstanding Actions [eLN-1\_22\_3]****To update the committee on matters arising and actions**  * FAO eLearning leads: the action to review BB Ultra is no longer necessary. HC reports this is not going ahead due to wider CLE and DLE Review.
* AV reports Sharon Newton has been approached / invited to the meeting.
* Alex Galbraith to update on DLE/CLE review ITS project stabilise – IT services. Alex reports that report is pending from Steve Bagley.
* Jac Dennington reports IT stabilisation suite of projects has now been renamed to Evolve: The strategic challenge subcommittee is continuing with DLE review and the Impact of evolve on DLE should be zero; and FLP is proceeding as planned.
* BB’s actions have been taken over by HC: to be reported in Chair’s update.
 | **[eLN\_1\_22\_3 enc.]**  |
| **4.** | **Chair’s Update****4.1. Verbal report from Hannah Cobb** * HC reports on the CLE/VLE review. HC is member of the CLE/VLE working group, representing Humanities. HC confirms there is academic presence from across the University at these meetings. Aim is for a tender for the CLE to be out in March 2023. The next meeting in November. HC to update at Winter eLNC meeting of results from the November working group.

**NB**: CLE = Central Learning Environment & VLE= Virtual Learning Environment * HC reports there was an IT evaluation of MS Teams vs Zoom: the results of which are that Zoom and Teams are both to stay for now.
* HC notes that Zoom is to be kept with base functionality, 300 people (large lecturers). If there is need for more people, Schools to get in touch. Teams and Zoom remain standard platforms for online meetings.
* HC reports on new tools with reference to AV’s briefing note: the Mentimeter site license is now in place, and as the Hypothesis pilot was well received last year and there is now a site license.
* HC reports on the Cadmus Trial: Humanities is trialling Cadmus, which was already piloted in BMH last year. So far, 4 AMBS courses are trialling Cadmus, 2 in SEED and some in SALC. HC asks committee for any feedback so far.

**Questions / Comments:*** ABG comments on the Cadmus trial in SEED: So far it has been shown to students. The simple interface has gone down well. It is being used for a learning journal which will start next week
* HC reports Teaching Online Workshops are back on 13th October. For themes and weblink see briefing document and Teams site.
* On Hypothesis,
	+ HJP asks if there is a Hypothesis service lead within the team. AV notes the lead is TBC. Library currently supporting Hypothes.is.
	+ HC reports there will be a Teaching Online Workshop on Hypothesis later in the year
* Jane Mooney (JM) reports on JISC Discovery Tool:
	+ There has been an upgrade to version 2 which means the tool can provide new list of departments and subjects to students. There should be more useful back-end data as such, and better accessibility requirements.
	+ HC reports she used it in second semester teaching for SALC and students felt it was general/ broad. HC notes she will trial again in second year course for reflective practice in digital literacy. JM notes that contextualisation is critical with the use of the tool, for example what are the digital tools for Archaeology?
	+ Linda Irish (LI) asks what data is available on usage of the tool in the university so far. JM reports: drop-in sessions were offered in BMH and Humanities. The tool was made available a year ago in September. A lot of work has been done to raise awareness in the last year. As such there is limited use to date. Programs are embedding this year, expecting to see usage stats to rise. Embedding will see gains. LI asks for case studies to be put forward. Stuart Phillipson (SP) notes that access to the data would be useful to assess various levels of different literacy across programs. SP notes where the tool is being used, you can find usage data from BB by searching within the BB database. This was available for SoSS and data was acquired by Janean Lancaster (JC).
 | **ACTION:** Call for any member with a case study for JISC to contact Jane Mooney.**ACTION:**ELearning Leads to contact Graham Holland RE Cadmus training**ACTION:**Anyone interested in contributing to the Teaching Online Workshops to contact Karenne Sylvester (KSyl) & HC |
| **5.** | **Student Voice****5.1** **Verbal update from student reps** * AV reports there are no student reps present at this meeting but recruitment is underway.
* HC reports this will ensure student feedback is embedded. An action from last meeting was to enable embedding the student voice within this meeting to gain student feedback/perspectives on eLearning issues: a proposed solution is the new Padlet. HC reports a Padlet has been shared in the Briefing Note with a column for each of the schools to be shared at the staff-student liaison committees: Padlet and eLearning to be on the staff-student liaison committee agenda as a standard going forward, so eLearning leads can see student feedback, even if students are not able to be present at eLNC Committee meetings.

**Questions / Comments:*** Dan Rigby (DR) asks what kind of information is gathered on the Padlet; What does eLearning mean to students; Will students use this medium to feed back? Is there a division between eLearning and teaching and learning; and how much does eLearning make sense to students?
* SP notes that the Humanities eLearning team have casual eLearning staff who are also students, who may be an effective way to get the student voice at this meeting. SP notes however, they are all master’s students and only cover SALC and SEED: however, these students will have a clearer idea of what ‘eLearning’ means.
* ABG notes it would be useful to learn what students consider to be eLearning
 | **ACTION:**AV / HCTo recruit Student Reps for second semester**ACTION:** HC to contact school student experience teams to ask if the student voice for eLNC committee can go on their agendas**ACTION:**SP /RO to invite Casual eLSA students to semester 2 meetings to offer student voice**ACTION:**HC to find a way to get feedback from students on what they understand eLearning to be. |
| **6.** | **Schools Updates** **6.1. To receive: School written or verbal Reports on 2021-22 achievements and Schools’ eLearning Priorities for 2022-23.** HC invites eLearning leads to give verbal summary of School eLearning plans.DR for SoSS: * Student focused: facilitating the development of communities of learners.
* Evaluations of student use and preference going on for Padlet/ Hypothesis/ Piazza
* Cadmus trial and Gradescope trial. Gradescope seems to not be full appreciated – it is being used for coding assignments and using auto grading tool. The tool allows group work and group assignments and grades a whole group mark. Allows handwritten assignments for quantitative based assessment.
* SoSS currently contacts all new starters and offers a 1 to 1 meeting with an LT – they can simply click a link and book an appointment.
* Introduced intermittent Spark newsletter – improved awareness of LT and helpdesk etc.

**Questions / Comments:*** HC asks whether anyone else contact new starters? HC notes this should be rolled out.
* JL shares the SoSS newsletter: <https://express.adobe.com/page/oAFr5fBngkCLB/>
* HPerk comments that SEED is offering 1-1 sessions for new staff this year: the school office have included info and a link to booking in the induction packs for academic and PS staff.

ABG for SEED:* Themes:
* assessment / rubrics – new AD for assessment / Learning Design / VR – new equipment available / Sharing best practice

**Questions / Comments:*** HC notes there is a VR update on the Briefing Note

HM for AMBS:* Assessment for learning: use of rubrics, Cadmus pilot and Peer Assessment: comparing a series of answers for students to decide which is better.
* Communities of Learners via MS Teams at program level.
* Active Learning: Turning Point/ Point Solutions/ Mentimeter.
* Gradescope: face to face exams. Multi choice. Optical character recognition.

**Questions / Comments:*** HM asks Is there training for Mentimeter? SP shares link to the guidance that FSC put together: <https://www.elearning.fse.manchester.ac.uk/fseta/mentimeter/>
* HC notes that Turning Point (TP) has changed its name to Point Solutions and Adobe Spark has changed its name to Creative Cloud Express.
* DR notes that when academics adopt new software in research, they go onto forums and find fellow users to find peer to peer support. DR asks if it Is possible to do this across the university for eLearning software? DR notes this would facilitate more peer-to-peer support for staff training tools.
* HC notes the link to Yammer group for Hypothesis is in Briefing Note
* SP asks if we get Mentimeter working with Teams

MP for SALC:* Assessment – new associate director Jerry Bryan
* Size and Shape
* UDL
* Digital Literacy – JYSC with JM
* Website updates – online and blended learning – SCS
* Voice Thread
* Communities of Learners – BB communities. Member of Student Experience Team helping to standardize information within those.

**Questions / Comments:*** KSylv would like more information from eL leads on ideal times in the calendar to offer training. KSylv notes that the HUM eLearning trainers do not have data on key teaching times / academic availability.
	+ ABG asks if it is possible to advocate for inset days within the team?
	+ HM asks whether the schools should decide or if this is a faculty level decision?
	+ HC: thinks inset day is a good idea
	+ JC reports on the recent VR/XR Show and Tell workshop delivered for the eLearning Faculty team itself and invites eLearning Leads for such workshop.
* MP asks at what stage does eLearning consult with academic colleagues about the tools they want to use
	+ LI comments that there are stakeholder meetings and Learning Design (LD) process where Hum eLearning have conversations from the outset to establish aims and values; further conversations and workshops result from this initial meeting. LI notes that the Learning Design approach is not applied to every query: for example, sometimes users only want info on tools. LD focus on new programs coming through the Size and Shape route. This includes ‘Review and Refresh’ for existing programs which involves LD conversations.
	+ AV notes that eLearning offer consultations with LTs for academics. The barrier is often that eLearning is associated with IT, so these design opportunities are not always taken up by staff. AV notes that eLearning could be profiled better to improve engagement with design services.
 | **[eLN\_1\_22\_6 enc.]** **ACTION:**AV/HC to embed links to support forums for tools like Yammer into web pages/ support pages &Find out what is the best way to facilitate peer-to-peer forums.**ACTION:**AG to Investigate if it is possible / and how much work is required to integrate Mentimeter into Teams**ACTION:**JC to organise VR/XR show and tell workshop for eLearning leads**ACTION:**LI / MP to meet to discuss the Learning Design process within the faculty **ACTION:**AV / MP / HC to Discuss how to better market eLearning to staff to improve engagement / embedding |
| **.** | **IT updates****7.1**. **To receive: a verbal update from IT on items raised by members (Steve Bagley/ Alex Galbraith)*** AG reports on the EVOLVE Update. [Please note it is not a public document] [https://livemanchesterac.sharepoint.com/:b:/s/oit/EYlKF\_X81nZJpxAamyILfOoBP5CK6SPVwNGs2CEQo9LGKQ](https://livemanchesterac.sharepoint.com/%3Ab%3A/s/oit/EYlKF_X81nZJpxAamyILfOoBP5CK6SPVwNGs2CEQo9LGKQ)
* AG reports on service improvement plans for student IT access: Academic calendar forum to try and isolate pinch points earlier for next year.

**Questions / Comments:*** DR notes that Eduroam still not functioning in University Place.
* AG comments that investigation continuing into this but at currently IT cannot find route cause.
* HM raises issue regarding 0365: having to sign into the P drive to access word documents or Using Turning Point (Point Solutions) via PowerPoint.
* AG notes that O365 is now protected behind DUO, as such users must authenticate to use O365.
* BS notes being asked to log into 0365, MS word, and PP in teaching spaces.
* AG notes there are usually monthly 0365 updates but there has been none in the past couple of weeks. AG asks users to raise an IT ticket if 0365 login issues are ongoing issue. AG notes this could be a license issue.

**7.2 To receive: any other IT matters**None raised  | **ACTION:** AG to provide update on route cause of the Eduroam issues in UP**ACTION:**IT to put out a refresher update regarding 0365 and DUO**ACTION:**AG to investigate and report on 0365 licensing and login issues. |
| **8.** | **Faculty eLearning Updates****8.1. To receive: Briefing Note\* circulated by AV**No discussion or comments arising from the Note | **[eLN\_1\_22\_9 enc.]** |
| **9.** | **9. AOB.** * SP comments on the decision to Upgrade to BB Ultra navigation being shelved and notes that in the current version of BB – which is currently not enabled for UOM – there are new inclusivity features. For example, a student or member of staff can display their pronouns / choose an alternative name/ and audio record their name (say your name). SP asks, if BB ULTRA Navigation can be reviewed again to gain access to these features
	+ JD confirms that the issue of students being able to express their programs is major in the university now and should be discussed at the TLSE meeting in 10 days’ time: furthermore, Ian Hut should be made aware that the decision to not user BB ULTRA prohibits access to this feature. JD notes that Name coach is another demand (hear how I pronounce my name) and another initiative in place with high priority.
	+ AV asks if Name coach will be released soon? JD reports there is no scheduled release date but confirms it is high priority.
	+ HC: University email address cannot be changed to match identifying name. Is this being investigated?
	+ JD explains that the changing of names is different legally for students and staff, so the treatment is different. For example, in some situations, there is a legal enforcement of using a passport name: In other scenarios a preferred name can be used. JD reports the issue has been identified by the Equity, Diversity, and Inclusion Team and the FLP. JD notes there are two demands, one is tactical - looking at short term fixes - and a second longer term strategic demand that falls under the FLP which is investigating what capability needs to be introduced into applications to allow students to change their names.
	+ AG reports that IT has a capability for a preferred name field and that an initial investigation of IT applications and how they are linked in integration is underway. AG confirms that one of the continuous service improvement plans is addressing pronouns.
 | **ACTION:**SP to raise with Ian Hut that the BB ULTRA pronouns feature which is not enabled in UoM’s current BB version **ACTION:**AG/JD to update on progression with preferred names and pronouns. **ACTION:**eLearning Leads to send any action plans RE names/pronouns to HC |
| **10.** | **Dates of next meeting**Winter January 17th, 2023 / 2-4pm - with eLearning Leeds to meet up in the interim. Spring April 19th, 2023 / time TBCSummer July 5th, 2023 / time TBC |  |