


# Faculty of Humanities eLearning Network

17 January 2023

## Confirmed Minutes

Item	Noted	Actions
1.	<p><b>Welcome &amp; Apologies and introduction to the new Faculty AD Sarah Dwyer</b></p> <p><b>Attendees</b></p> <p><b>Chair:</b> Hannah Cobb (HC)</p> <p><b>eLearning Leads:</b> Huw Morgan (HM), Amanda Banks Gatenby (ABG), Mairead Pratschke (MP)</p> <p><b>Secretary:</b> Rebecca Oldfield (RO)</p> <p>Anna Verges Bausili (AV), Andrew Richardson, Elsa Lee, Angela Gardner, Hannah Bratley, Olesya Shipova, Stuart Phillipson, Janean Lancaster, Benjamin Hobbs, Linda Irish, Sarah Dyer, Steven Bagley(SB), Lisa Mcaleese, Joe Rhead, Kar Stanton (KStar), Peter Kahn, Karenne Sylvester (KSyl), Omar Ahmedmia, Lauren O'donnell, Graham Holland, Kamil Stobiecki, Charlotte Warden, Benjamin Scoble, Helen Perkins, Marie Wright, Blaise Nkwenti-Azeh, Hilary Pooley (HKP), Timothy Walton, Jill Stewart, Eva Ward, Benjamin Hobbs</p> <p><b>Apologies</b></p> <p>Dan Rigby, Blaise Nkwenti-Azeh, Helen Perkins (HJP)</p> <p><b>Introductions</b></p> <p>Sarah Dyer (SD):</p> <p>SD reports funding is secured for visits to the digital universities conference which will take place in Leeds in April 2023.</p>	
2.	<p><b>Minutes of last meeting 28 April 2022 [eLN-2_22_2]</b></p> <p><b>To approve the minutes as an accurate record</b></p> <p>Minutes approved – subject to any comments that members may want to submit to Secretary (Rebecca Oldfield)</p>	[eLN_3_22_2 enc.]
3.	<p><b>Matters Arising and Outstanding Actions [eLN-2_22_3]</b></p> <p><b>To update the committee on matters arising and actions</b></p> <p>HC reports:</p> <ul style="list-style-type: none"> <li>no actions outstanding.</li> <li>the Committee is joined today by Benjamin Hobbs from the SU.</li> </ul>	<p>[eLN_3_22_3 enc.]</p> <p>Anyone interested in contributing to the Teaching Online Workshops</p>


	<ul style="list-style-type: none"> <li>she has been in touch with school teams to ask if eLearning can be added to the staff-student liaison committee agenda. Not all Schools have liaison committees and the student voice Padlet has been created for this purpose. Link:  <a href="https://manchester.padlet.org/mlssab2/student-rep-feedback-on-elearning-2022-23-6tas1voek7qwxepo">https://manchester.padlet.org/mlssab2/student-rep-feedback-on-elearning-2022-23-6tas1voek7qwxepo</a> </li> </ul>	to contact Karenne Sylvester (KSyl)
<b>4.</b>	<p><b>Chair's Update</b></p> <p><b>4.1. Verbal report from Hannah Cobb</b></p> <p>HC reports:</p> <ul style="list-style-type: none"> <li>FLP (flexible learning programme) is ongoing. An FLP strategy was ratified by Senate in the autumn. See link: <a href="https://www.staffnet.manchester.ac.uk/flexible-learning/flexible-learning-strategy/">https://www.staffnet.manchester.ac.uk/flexible-learning/flexible-learning-strategy/</a></li> <li>The new FLP webpage is Live: <a href="https://www.manchester.ac.uk/discover/teaching-and-learning-excellence/flexible-learning/">https://www.manchester.ac.uk/discover/teaching-and-learning-excellence/flexible-learning/</a></li> <li>There are details on pilot projects and applications:  <a href="https://www.staffnet.manchester.ac.uk/flexible-learning/news/display/?id=29168">https://www.staffnet.manchester.ac.uk/flexible-learning/news/display/?id=29168</a> </li> </ul> <div style="text-align: right;">  <p>Flexible Learning - one pager - Jan 2022</p> </div> <ul style="list-style-type: none"> <li>A one-page summary of the Flexible Learning Project is available at.</li> <li>The Central Learning Environment CLE review (i.e. Blackboard) is ongoing; see briefing note. The CLE tender is due to go out in March 2023.</li> <li>Jane Mooney's digital skills programme is also ongoing and inviting Schools to get in touch regarding with Jane on the JISC discovery tool</li> <li>The staff training and development update is live:  <a href="https://docs.google.com/presentation/d/e/2PACX-1vSmhyG5pHPP8kl2IEuGRE5keEd8MLAr3pTly_q16MVnsWQUdEdgKykdghBdljpHG6ps0-eBCWohxO/pub?start=false&amp;loop=false&amp;delayms=3000&amp;slide=id.p">https://docs.google.com/presentation/d/e/2PACX-1vSmhyG5pHPP8kl2IEuGRE5keEd8MLAr3pTly_q16MVnsWQUdEdgKykdghBdljpHG6ps0-eBCWohxO/pub?start=false&amp;loop=false&amp;delayms=3000&amp;slide=id.p</a> </li> </ul> <p>Questions &amp; Discussion:</p> <ul style="list-style-type: none"> <li>SD asks how the FLP pilots will be evaluated. AV responds that it is not known at this time. AV has met with Simon Thompson who will be going out to Schools and Committees to provide a summary of the pilots in the future.</li> </ul>	

5.	<p><b>Student Voice</b></p> <p><b>5.1. Verbal updates from student reps</b></p> <p>Ben Hobbs (BH) from AMBS reports on student feedback (see Padlet):</p> <ul style="list-style-type: none"> <li>• Blackboard comes across as archaic, visually and with functionality. It is not the level of technology expected from a Russel Group university. International students are used to a higher grade of technology.</li> <li>• Some modules have been hosted entirely online as pre-recorded lectures: the feedback is that this doesn't work and is not an engaging way to learn for students.</li> <li>• Student centre and module selection / module enrolment is an outdated process. There is a 30-page guide on how select guide on how to select modules, last updated on 2010.</li> <li>• Students dislike copy and paste feedback in TII which solely references the grade rubrics.</li> <li>• Feedback is needed for mid-range grades - not just 65-70% - on how to improve to a 1<sup>st</sup></li> <li>• The AMBS feedback on Unitu is that it is frustrating logging into different tools and creating accounts.</li> <li>• Student reps are willing to deliver feedback.</li> <li>• Some students have reported problems accessing lecture recordings and / or that if a class starts early or runs late it is not recorded by lecture capture.</li> </ul> <p><b>5.2 To review: Student Feedback Padlet</b>  <a href="https://manchester.padlet.org/mlssab2/6tas1voek7qwxepo">https://manchester.padlet.org/mlssab2/6tas1voek7qwxepo</a></p> <p>HC comments on student feedback:</p> <ul style="list-style-type: none"> <li>• More information on DUO is needed for students, and why it is needed e.g a webpage or podcast.</li> <li>• Advice to pass on to students is: if you cannot access Blackboard from My Manchester then go directly to online.manchester.ac.uk.</li> <li>• Janean and Kar run the eLearning twitter, which is up to date with system issues – it is recommended that students check this. Students report difficulty accessing lecture recordings. It would be useful to have a lecture capture committee.</li> </ul> <p>SP notes:</p> <ul style="list-style-type: none"> <li>• Media Tech runs lecture capture.</li> <li>• 50-minute time slots are used for lecture recordings as per timetable slots.</li> <li>• This is a parameter that could be changed.</li> </ul> <p>SB notes:</p> <ul style="list-style-type: none"> <li>• Lecture capture queries can be taken to James Perry in IT to discuss reinstating a steering group.</li> <li>• Campus Solutions Student Centre is not owned by IT – it is owned by Student Services. Student Services support the functional capacity and IT support the technology platform.</li> </ul>	<p><b>ACTIONS:</b></p> <p>HC pass student concerns regarding Unitu onto Chris Godden HM to investigate why Financial Decision Making was run entirely online.</p> <p>SB to speak to James Perrin in IT regarding student lecture capture concerns and discuss whether it is possible to re-establish a steering group</p> <p>SB to check the DUO support site to make sure information about what to do if students don't have their phone is clear.</p>
----	---	--

	<ul style="list-style-type: none"> <li>• The road map for course until selection will be released is Feb and April.</li> <li>• There is a DUO support site that students can check messages on if they don't have their phone or access. guidance visibility</li> </ul> <p>Lisa Mcaleese reports:</p> <ul style="list-style-type: none"> <li>• The Student Centre is to be updated with a new system which should address some of the student concerns raised by students.</li> </ul> <p><b>Questions &amp; Discussion:</b></p> <ul style="list-style-type: none"> <li>• HM requests more information on the course that Ben Hobbs reported was run entirely online with pre-recorded material. BH identifies Financial Decision-Making Year 1 as running entirely online – students were informed that the decision was taken because there were no available lecture theatres to accommodate over 1000 students on the course</li> <li>• ABG asks if BH has any feedback on Padlet and if there is a way to get more feedback from students on this.</li> <li>• BH notes that Padlet is easier than Unitu and that the best way to get feedback is to use student reps as they are enthusiastic to get feedback from students.</li> </ul>	
6.	<p><b>Schools Updates</b></p> <p><b>6.1. To receive and discuss: Oral overview of current work within the schools</b></p> <p>DR – SOSS</p> <ul style="list-style-type: none"> <li>• Unavailable</li> </ul> <p>HM – AMBS:</p> <ul style="list-style-type: none"> <li>• The team in AMBS is focussing on online exams.</li> </ul> <p>MP – SALC:</p> <ul style="list-style-type: none"> <li>• Courses have been bulk activated using SCS for the year.</li> <li>• New academic staff consultations are running in SALC: One on one LD. consultations are offered to introduce eLearning (Linda and LD team) to staff. So far 2 consultations have taken place. SALC would like to build on this.</li> <li>• The aim is to reposition eLearning in SALC as fundamental – not optional - for academic staff.</li> <li>• Size and shape – Learning Design workshops – explore and engage.</li> </ul> <p>The Matterport mode of the Martin Harris Centre for Music and Drama is live:  <a href="https://my.matterport.com/show/?m=XYT8avVbvUn">https://my.matterport.com/show/?m=XYT8avVbvUn</a> You can read the article on the Matterport project on the MLA website: <a href="https://media-and-learning.eu/type/featured-">https://media-and-learning.eu/type/featured-</a></p>	<p>[eLN_3_22_6 enc.]</p> <p>JC to circulate information about immersive VR project in Teams space</p>

	<p><a href="#">articles/using-matterport-to-create-a-virtual-student-induction-at-the-university-of-manchester/</a> and on the Humanities good practice library:</p> <p><a href="https://statics.teams.cdn.office.net/evergreen-assets/safelinks/1/atp-safelinks.html">https://statics.teams.cdn.office.net/evergreen-assets/safelinks/1/atp-safelinks.html</a></p> <p>Rebecca, Kar and Alexandra McGaughrin Cross will be presenting at the MLA seminar “Virtual tours of advanced learning spaces” on Thursday 23 February 2023, find out more and register here: <a href="https://media-and-learning.eu/event/virtual-tours-of-advanced-learning-spaces/">https://media-and-learning.eu/event/virtual-tours-of-advanced-learning-spaces/</a></p> <ul style="list-style-type: none"> <li>Immersive language learning pilot is starting. DTCE SALC is a planned collaborative project across schools involving staff and MA students who are developing materials for language learners. SALC Learning Technologists will support this activity.</li> </ul> <p>ABG – SEED</p> <ul style="list-style-type: none"> <li>SEED have put together a newsletter.</li> <li>Looking into inset days to give teachers space and time to undertake training and share ideas with others. This will be trailed for 3 days at the beginning of March.</li> <li>Immersive VR project: more details to follow from Johnny (JC)</li> <li>The AD for wellbeing ran an SSLC before Christmas to gauge student feedback. SALC to put together an induction on the tools that students engage with and are looking for digital student ambassadors / student reps to assist with this.</li> <li>Assessment: recommends running Chat GPT produced text through GPT 0, as it’s very effective at diagnosing the AI generated text.</li> <li>There is an AI and assessment central project run by staff from FBMH</li> </ul> <p>Questions &amp; Discussion:</p> <ul style="list-style-type: none"> <li>KSyl shared article on Chat GPT and Turnitin: <a href="https://www.businessinsider.com/turnitin-will-detect-chatgpt-answers-openai-product-teachers-ai-speech-2023-1?utm_medium=social&amp;utm_source=facebook.com&amp;utm_campaign=sf-bi-ti&amp;r=US&amp;IR=T">https://www.businessinsider.com/turnitin-will-detect-chatgpt-answers-openai-product-teachers-ai-speech-2023-1?utm_medium=social&amp;utm_source=facebook.com&amp;utm_campaign=sf-bi-ti&amp;r=US&amp;IR=T</a></li> <li>Lisa Mcaleese reports they are meeting with the PS representatives in the Schools to start a review of Welcome 2022 and to start planning for 2023. This will include a discussion of introduction to different digital tools and resources.</li> </ul>	
7.	<p><b>Cadmus</b></p> <p><b>7.1 To receive: verbal update on progress (Graham Holland)</b></p> <p>GH reports:</p> <ul style="list-style-type: none"> <li>Cadmus is an assessment for learning tool which makes the delivery of formative and summative assessments – and other types of online submission – easier for students, tutors, and PS Staff.</li> <li>It was trailed on a few courses last year in FBMH where it received positive feedback</li> <li>It has been decided that Humanities will pilot Cadmus for the current academic year.</li> </ul>	

	<ul style="list-style-type: none"> <li>• In Semester 1, there were 9 course trailing Cadmus: 6 semester 1 courses, and 3 full-year course.</li> <li>• Semester 2 participants are being finalized.</li> <li>• All four schools are being represented in the pilot, covering different subject areas.</li> <li>• During the pilot, when students submit their work, they are asked to complete a feedback form which is provided by Cadmus: Humanities had an input on the questions asked.</li> <li>• Student satisfaction scores so far range from 80% to 92% - better than anticipated.</li> <li>• 100% of students from Semester 1 said their experience was either good or excellent.</li> <li>• One assignment showed a 98% feedback access rate.</li> <li>• Humanities will be running focus groups for students, tutors, and PS staff.</li> <li>• Links: <a href="https://www.cadmus.io/">https://www.cadmus.io/</a> <a href="https://www.staffnet.manchester.ac.uk/humanities/teaching-support/elearning/resources/cadmus/">https://www.staffnet.manchester.ac.uk/humanities/teaching-support/elearning/resources/cadmus/</a></li> </ul> <p><b>7.2. To review: Cadmus Pilot so far (Amanda Banks)</b></p> <p>ABG reports:</p> <ul style="list-style-type: none"> <li>• The interface is intuitive</li> <li>• There are templates available for different forms of assessment</li> <li>• Reflective learning journals, for example, were not something which students were necessarily familiar with prior to the Cadmus trial.</li> <li>• Students edit their work as they go, and it is saved automatically.</li> <li>• Staff can instantly retrieve data about student engagement with assignments, for example if they have submitted a draft: staff can also get these insights for the whole class.</li> <li>• In one instance, a rubric was uploaded and 73% of the class viewed it.</li> <li>• It's easy to look at data for individual students, like which words have been cut and pasted, how many words have been cut and pasted, how many words have been deleted etc.</li> <li>• The settings are adaptable as the interface is not rigid.</li> <li>• Setting student extensions is easy.</li> <li>• Marking is yet to be evaluated.</li> </ul> <p>Questions &amp; Discussion:</p> <ul style="list-style-type: none"> <li>• MP asks if the Cadmus assessment templates are customizable.</li> <li>• GH confirms they are fully customizable.</li> <li>• MP asks how student reflective journals / drafts were assessed.</li> <li>• ABG responds that SEED did not mark each draft: submitting the journals week by week equated to 50% of the overall grade.</li> <li>• MP asks how labour intensive is Cadmus, in terms of scaling it out to courses with large student cohorts.</li> </ul>	
--	---	--

	<ul style="list-style-type: none"> <li>• ABG responds that their case study is for a course with only 10 students but, however larger cohorts have been used within the pilot.</li> <li>• GH adds that there are several courses within the pilot with around 100 students, and one course with 500 students: feedback is pending from these courses.</li> </ul>	
<b>8.</b>	<p><b>IT Updates</b></p> <p><b>8.1 To receive: a verbal update from IT on items raised by members (Steve Bagley/Alex Galbraith)</b></p> <ul style="list-style-type: none"> <li>• SB calls for any questions from the committee.</li> <li>• ABG asks if there is an update on PC clusters and software deployment.</li> <li>• SB notes they are not aware of any updates.</li> <li>• SP asks about changes in streamed application methods which are to be deployed next year.</li> <li>• SB refers to the Evolve work stream, which relates to end-user computing, a staff-student experience group. There is an upcoming work stream which will change the application streaming process: rather than pushing all applications out to all PCs and all clusters – which can cause problems due to there being over 600 applications that have to be deployed – applications won't be deployed in advance; they will be streamed on demand. Therefore, applications will be loaded on request from the VLE in the cloud.</li> </ul> <div style="text-align: center;">  <p>Programme Evolve SCSC Pack - 13 Sept</p> </div> <p><b>8.2 To receive: any other IT matters</b></p> <p>None raised</p>	<p><b>ACTIONS:</b></p> <p>SB to check with deployment team about any upcoming computer cluster updates</p> <p>SB to confirm any updates on timescales for application streaming changes via Evolve</p>
<b>9.</b>	<p><b>Faculty eLearning Updates</b></p> <p><b>9.1. To receive: Briefing Note *</b></p> <p><a href="#">eLN 2 22 9 BriefingNote October-January2022</a></p>	<b>[eLN_3_22_9.]</b>
<b>10.</b>	<p><b>AOB</b></p> <p>N/A</p> <p>The committee thanked Hannah Cobb for her willingness to step into the role for such short period and for all her work and enthusiasm in promoting and supporting blended and online learning in her AD capacity and with her other hats</p>	
<b>11.</b>	<p><b>Dates of next meeting:</b></p> <p>Spring April 2023 / date and time TBC</p> <p>Summer July 5<sup>th</sup>, 2023 / time TBC</p>	