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Faculty of Humanities
CONFIRMED Minutes of Technology in Teaching and Learning (TTL) Sub Committee
15ₕ April 2015 2pm - 4pm (Committee Room A, Whitworth Corridor)

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Present:
Judy Zolkiewski Assistant Associate Dean for Teaching, Learning & Students (Chair)
Karen Niven   eLearning Lead, MBS
Dan Rigby   eLearning Lead, SoSS
Neil Cobb   eLearning Lead, Law
Liam Harte   eLearning Lead, SALC
Gary Motteram   Online Learning Lead, SEED
Guy Percival   Head of Faculty IS
Matt Jefferies Assistant Associate Dean

By invitation:
Cath Booth   Assistant eLearning Manager (taking minutes, in Rachel Walton's absence)
Linda Irish   Assistant eLearning Manager
Angela Gardner Executive Education eLearning Manager

1. Apologies

Emma Rose (Head of Teaching and Learning Support Services, Lisa McAleese (Teaching and Learning Manager), Anna Verges (Humanities eLearning Manager), Rachel Walton, Teaching and Learning Officer (Secretary)

2. TTL Subcommittee Terms of reference [TTLS/3/14/2 enclosed]
The terms of reference are now fixed (see Chair's Report, item 5)

3. Minutes of the last meeting

Approved: The minutes were agreed to be an accurate record, incorporating the following agreed amendment:
> "**ACTION -** CB will arrange a meeting in April with GM and Language Tutors in
> SALC to discuss potential take-up of the AR app and will feed back at the
> following TTL Committee meeting"

4. Matters arising

Reported: Linda Irish requested an update from John Greenwood regarding LANDESK, the Management System Process that will be replacing Remedy. Much work had been done to establish eLearning categories for the administration of the system; however John Greenwood now indicated that the user interface has already been agreed and is being implemented as close to the 'out of the box' version as possible and for IT needs – without the option to tailor it for specific groups in the University of Manchester – using a preset form to capture user requests. LI had understood that Faculty eLearning teams would be able to input into the design of the user experience interface (e.g. selecting a form option that would direct the request to the most appropriate area), so the lack of customization is likely to have a negative impact on effective handling of eLearning related queries.
Update: LI queried this at a Service Management System Project meeting and was told there would in fact be opportunity to include eLearning requests as options in the user-interface. She is following this up.

Discussed: Did the sub-committee want LI to feedback to John Greenwood? GM felt the overall approach had been wrong: no opportunity for feedback; no academic input. DR asked who the stakeholders (from

across the University) had been. LI said that user requirements had been gathered initially. GP commented that he had not seen details, and would like to do so before giving a critique. It was agreed the Committee will wait befire making a response to JG

ACTION: The committee will wait before making a response.
*[**Ongoing ACTION from 4 Feb** – JZ will invite John Greenwood to a future meeting of TTL once the roll out of the new system has been completed date to be agreed by the group]*

Discussed: Brief discussion about progress in choosing video conferencing tools – still ongoing. AG asked how this would affect existing provision: would existing licensing be upheld, or would there be a requirement to migrate to a new video conferencing tool. JZ felt this was part of a wider discussion: how to get the user voice; how to 'join up' representatives in meetings into Faculty systems.

ACTION: JZ to go back to Fiona Smyth, Emma Rose and Matt Jefferies to look at procedures for joining up representation from meetings so user voices can be better presented.

5. Update on Distance Learning Matters (Dr Matt Jefferies, Assistant Associate Dean)

Reported: MJ reported that the University has announced massive expansion in Distance Learning (DL), via a 'task and finish' group looking at DL across the University, which reviewed three possible approaches: a) conservative, b) moderate, c) aggressive. The 'aggressive' option was chosen, i.e. a big expansion in DL provision, and the report recommended teaming up with an external partner rather than handling all provision internally. Pearson is likely to be the 'preferred provider', initially co-delivering three big DL programmes with a September 2016 start date, including one from the Faculty of Humanities, the Masters in International Law (Becki Bennett).

There are four main areas to report:
(i) That programmes still need to go through the existing NPP processes: this is likely to be time-consuming, even irrespective of content, which may affect the start date. Beyond the three initial programmes, the direction is not yet certain, but scale is critical: annual turnover of £100 million (11,000 DL students x £9000 fees). This will make a significant change to the UoM character.

(ii) A new appointment of Academic Director of Distance Learning has been created, with Pam Vallely appointed. She acts as the interface between the University of Manchester and Pearson, and will be in charge of a central DL team, including Learning Technologists (noting that production work will also be done by Pearson).

(iii) The two previously distinct strategic groups, OESG and DLSG will merge to form OLSG (Online Learning Strategy Group) which will have its first meeting in the summer.
Benefits: it will cross-fertilise and expertise and experience can feed into Blackboard practice
Cons: **timing**: a little strange to disband the existing DL Strategy Group; **membership**: the DLSG membership has not yet been finalized.
The OLSG will have a managerial function primarily..

(iv) Faculty DL
Update on MOOCs: two within Faculty, Water Sanitation in Developing World (MBS) and Global Health (HCRI). The Water Sanitation MOOC was considered particularly successful, and a follow on MOOC is in development. There is a proposal for a new MOOC on 'Principles of Management'. As well as Coursera, the University is considering running MOOCs through Future Learn (predominantly UK-based, headed up by the Open University).
Faculty initiatives have been overshadowed somewhat, however even though smaller scale, they should still be profitable, based on the DL framework. New DL programmes in development include: Real Estate (SEED), Quantitative Analysis (SoSS), Healthcare Leadership (MBS), Disaster Management (HCRI/SALC).

Discussed:

KN asked how assessment will be handled on UoM/Pearson large DL courses. MJ replied that Pearson has a huge amount of experience and will be able to advise; specifics are yet to be resolved.

KN asked whether there could be a danger in farming out of a quality risk to the University? MJ replied that risk assessment processes will be included and that handling totally in-house could present even greater risks. Pearson has a good deal of experience to draw on.

LI asked if there is a danger of a two-tier system: the Pearson/UoM provision being well resourced and the Faculty DL provision less well resourced? MJ thought that a good question, one not yet resolved. The track record of MBS Worldwide is in our favour, with recognised high quality standards, and we would face opposition from MBS Worldwide if it were to be merged into Pearson. He sees it important that the positives from Pearson initiative should feed through into University provision, so that all benefit. GM noted that he sits on DLSG with Pam Vallely, and sees her as keen to knit together both strands. The next phase may be to pick up existing courses and help them to grow. MJ agreed that Pam Vallely's expertise is reassuring, that she has long-standing connections to online UoM provision and will not forget the interests of the wider community, and will be keen to ensure that consistent standards are adhered to in the Pearson partnership (as Ian Hutt has been doing in the MOOC context).

ACTION: May need to visit the role of this TTL sub-committee with respect to the remit of the new OLSG. The role of chair could ensure connectivity.

5. Chair's report

Reported: JZ saw the T&L Dashboard demonstrated at TLG in February; it is a high-level way of viewing mainly information in University systems such as Campus Solutions, and still has quite a way to go in development.

Discussion: GM felt it important that committee members know about this.

ACTION: Email Emma Sanders if you would like to go to the next presentation

Reported: TLG approved minor revisions **Policy on Recording Lectures** as a result of user feedback to read "Recordings will normally be kept by the University for **at least** two years from the date of recording."
It was noted that the ability for approved DSO adjustments to override the 'opt out' option will not be implemented this academic year. This will be implemented from September 2015. Only students with adjustments approved by the DSO will receive the recordings when individual lecturers have chosen to 'opt out' of recording sessions.

Reported The eLearning team are going to be looking at the process relating to online exams that take place outside of the exam period; there is a need to see how to ensure that they have the same level of security as the ones in the exam period itself.

Discussion: KN asked about mitigating circumstances for online exams; processes are in place to ensure that the system/resource is set up effectively. DR asked whether the 'out of exam time' procedures would be as cumbersome as exams, and commented that if so, this may dissuade academics from choosing online tests as a method of course assessment. JZ indicated that it may depend on the percentage weighting the online test has, and that online testing may involve technical security solutions. It was felt there was some confusion over the distinction between 'exam' and 'coursework assessment'.
JZ stated that the eLearning team resolves issues that occur but a more disciplined approach to processes is needed.

Reported Update about student access to previous year's course materials from Ian Miller (FLS eLearning Manager): their solution allows staff to upload a selection of files (e.g. handouts, lecture notes) giving student access for file sharing.

This is an interesting way of creating a repository of course materials but it does not answer the original request: which was providing an automatic way to allow students to access their own feedback across the duration of their studies and across units.

We are back to manual download of Grademark files and manual upload to a personal ePortfolio area accessible by students and staff through the duration of the programme of study.

The eLearning team are trialling Mahara as a portfolio tool - this may help.

Discussed: GM gave information about the ePortfolios Masterclass taking place in SEED on 28 April, open to all colleagues *(Note: the session was recorded and can be made available – contact the eLearning team).*

6. Delivering School Operational Priorities (Guy Percival)

Presentation: Guy Percival presentation: Discuss IT requirements for the delivery of School Operational Priorities

Reported: This is a reversal of goal from the previous situation, where IT resources were limited and demand was high; in the new scenario, supply is unlimited but demand is limited (as costed rather than free). Supply can be bought in. The question was not whether IT 'is not provided' but rather 'can it be afforded'?

What is the 'right' IT resource to buy? Conflict in demand against other School costs (teaching, research, support)

High level committees will determine their IT priorities: key to it is that operational priorities come out of strategic priorities, at School, Faculty or University level. For example, each Teaching and Learning Committee will need to prioritise items listed for consideration, so the role of Teaching and Learning Directors is key in setting these priorities. The role of eLearning Leads may be to work with the T&L Directors in assembling the wishlist and help with prioritisation considerations.

GP outlined the timeline for introducing these new processes through workshops, discussions and narrative, and his role as IT Partner. He stressed the enormity of the transformation, that it is not likely to be 100% successful on first iteration.

Discussion

A number of eLearning Leads had questions and comments to make. LH felt it required eL Leads to have a body of knowledge in order to assemble wishlists. GP responded that the Directors (as authors of the Strategic Plan) are key initiators, and that requirements need to be collated and subsequently prioritised through stages. GM queried whether Computer Clusters and other capital expenditure would be included; money is given to the centre, which then spends it on behalf of the School – how would this work financially? GP replied there was an ongoing discussion to be had about where IT requirements are common across Schools or Faculties; if School-specific then a budget should be allocated for that specific purpose.

LH queried the basic level of IT/AV provision across campus; GP responded that the Faculty of Humanities may be ahead of the curve in regard to other Faculties.

GP gave the example of bespoke MBA systems (e.g. for admissions) requiring dedicated staff. This is unlikely to impinge on academic needs, but there is a role for eL Leads in being aware of wider aspects, e.g. eLearning tools: can a tool used in MBS also be used by others? What specialist software is necessary? KN was concerned if asked about tools she has no personal knowledge of; GP stressed that the T&L Director/Committee would be appropriate bodies to address this: whoever sets a strategic goal where there is an IT component should be able to address why that component is included and outline its importance.

He advised eL Leads to raise this on their TLC agenda, to throw the responsibility open to participants; not expecting people to know about IT, but to know what their requirements are.
Example: the conversion of hold offers to 'actual' requires an IT system to support.

DR raised that mapping the general process to specific discussion at School level could be difficult: the volume of existing IT provision means that it would be a huge job to identify everything. A 'Request for Change' is easier to draw up than a full list of current/existing IT. JZ replied that it wasn't necessary to itemise everything.
'Have we got the IT already? Do we need the IT? Is the IT appropriate?' needs to be addressed in Strategic Plans explicitly.
For example, the strategic goal to move towards online assessment has implications for IT.

GM agreed that IT should be integrated into the strategic equation. Example: planning software requirements for managed desktop.
JZ: said that we should not worry about 'getting it wrong'; it is the start of a process, so we do not have to have it complete the first time around.
LH: was concerned that funding is dependent on this. JZ reiterated that the Faculty of Humanities is ahead of the process in comparison to some other Faculties.
AG: noted that it as about realizing that x provision is key to your strategic development.
JZ: The overall responsibility lies with each Head of School, but they are likely to delegate to Teaching and Learning Director. The eLearning Lead is the School's representative in the TTL subcommittee of the Teaching and Learning Committee, so plays a role in liaising.
KN raised that she had taken on the role primarily to concentrate on eAssessment, but now the committee covers IT as well.

ACTION: Guy Percival to send presentation round.

7. IT Report
No matters to discuss.

8. eLearning Leads/School Reports

SEED: GM reported that the Schools fact-finding/scoping project was going well; an upcoming meeting will review and evaluate suggestions made by academics as potential projects. Overall School engagement was good. The proposed MSc Real Estate is awaiting a decision on funding as a Distance Learning programme.

SoSS: DR reported that he is very pleased with the embedding of Learning Technologists into the School; he meets weekly with Phil Styles and Elsa Lee.

MBS: KN made the point that for MBS, the restructure could be seen more as an 'unembedding' as MBS previously had dedicated Learning Technologist provision. In moving away from this model, the challenge is to address academic expectations of high support, for example in requesting creation of online tests. KN will be looking at this once the project to create eAssessment video resources for the MBS intranet is completed. She added that the eAssessment resources were created with the intention of them being suitable across the Faculty/University, not simply for MBS alone.

ACTION: CB to arrange for eAssessment video links and guidance documentation to be shared to the group.

Law: NC reported that their project to undertake 'Blackboard MOTs' was nearing completion, identifying two main approaches to academics using Blackboard with their students, a) as predominantly a repository for PowerPoints and handouts; b) incorporating, in more depth, benefits as an integrated online learning environment.

SALC: LH reported that unlike the experience reported by other School eLearning Leads, the embedding process has not gone as well in SALC. This is particularly due to the lack of office accommodation for School focused Learning Technologists: the accommodation that had initially been available was then taken back due to building works. LH was not consulted about this, and no timetable for reinstating the office has been given. This has resulted in daily drop-in provision having to take place in Ellen Wilkinson Building, not in SALC; affording little opportunity for embedding to take place.

Additionally, the main focus this year has been on Programme Review; although this is progressing well, by necessity it is taking up much of the time that might otherwise be available for eLearning development initiatives.

9. eLearning Report
Nothing significant to report

10. Student Matters
No matters to discuss

11. Innovation and development: Canvas demonstration by Gary Motteram
Item postponed due to lack of time

ACTION: Canvas Presentation to be added as first agenda item for next meeting

12. AOB

- **Blackboard Upgrade/testing and downtime** (Dan Rigby)
  The recent upgrade of Blackboard necessitated downtime over the weekend before Easter, this affecting the marking period for a number of academics in SoSS (DR); and affecting the provision of MBS Executive Education courses, which do not run to standard University timetables (AG). DR asked whether it was possible a) to reduce the amount of downtime by greater testing on the non-live server, b) whether the upgrade period could be moved to e.g. the Christmas or Summer vacation periods.
  LI said she would distribute the report produced by the University outlining the rationale for the process and schedule currently in place, and confirmed that the downtime period is publicised well in advance. DR commented that it was the scheduling that was the issue, rather than the communications.

  ACTION: JZ to write to Richard Reece and Kim Comer identifying these concerns and asking whether alternative downtime periods can be considered
  ACTION: LI to send round the rationale for the timing of the downtime

- **Blackboard Standard Course Structure (SCS) Cycle** (Dan Rigby)
  DR briefly discussed the limitations of the SCS, which allows pre-loaded content to be inserted into an empty course. It cannot function as a full 'template': when SCS content is revised, the SCS can only be applied to new courses, not to courses that are rolled over. As many academics choose to roll over their courses, they cannot then take advantages of these changes. LI said that a proposal on handling SCS had been discussed at a previous eLearning Strategy Group meeting where it had been agreed that staff should be encouraged to use the SCS where significant changes had been made, with the benefits outlined, rather than rolling their courses forward, to enable them to be based on the most up-to-date SCS. Guidance was included last year in Start of Year and Semester Communications, and will be again this year. DR would like to make a request to Blackboard that a full template option be available.

  ACTION: LI to look into whether a request for change had previously been raised with Blackboard requesting a template feature that can allow existing courses to be updated automatically when a template is updated, and to liaise with eLearning Teams over submitting a request in future.

13. Date of next meeting

Wednesday 17 June 2015, 2-4pm, G1 Stephen Joseph Building

Distribution:

Faculty Officers
Prof. Judy Zolkiewski	Assistant Associate Dean for Teaching, Learning & Students
Guy Percival	Head of Faculty IS
Mrs. Emma Rose	Head of Faculty Teaching and Learning Support Services (TLSS)
Mrs. Lisa McAleese	Teaching and Learning Manager
Dr. Anna Vergés	eLearning Manager

School eLearning Leads
Mr. Neil Cobb	School of Law
Dr. Karen Niven	Manchester Business School (MBS)
Dr. Liam Harte	School of Arts Languages and Cultures (SALC)
Dr. Gary Motteram	School of Environment Education and Development (SEED)
Prof. Dan Rigby	School of Social Sciences (SoSS)

Student representation (nominated by the Students' Union)
Harriet Pugh	Education Officer
Cameron Austin	Humanities UG Representative
Michael Spence	Humanities PGT Representative

Library
Jade Kelsall	eLearning Technologist UoM Library

Secretary
Rachel Walton	Teaching and Learning Support Services (TLSS)

By invitation:
Cath Booth	Assistant eLearning Manager
Linda Irish	Assistant eLearning Manager
Angela Gardner	eLearning Manager Executive Education (MBS)
Nikos-Giorgis Aspiotis	Learning Technologist (MBS World Wide)
Andrew Kirsfeld	Learning Technologist (MBS World Wide)
Karl Florczak	Learning Technologist (MBS World Wide)
John Smith	Service Delivery Manager (Humanities IS)

ACTION	STATUS
JZ will invite John Greenwood to a future meeting of TTL once the roll out of the new system has been completed date to be agreed by the group]	Ongoing
JZ to go back to Fiona Smyth, Emma Rose and Matt Jefferies to look at procedures for joining up representation from meetings so user voices can be better presented.	
May need to visit the role of this TTL sub-committee with respect to the remit of the new OLSG. The role of chair could ensure connectivity.	
Members advised to Emma Sanders if you would like to go to the next Dashboard presentation	

GP to distribute the presentation to members of TTL	Complete
CB to arrange for eAssessment video links and guidance documentation to be shared to the group	
Canvas Presentation to be added as first agenda item for next meeting	
JZ to write to Richard Reece and Kim Comer identifying these concerns and asking whether alternative downtime periods can be considered	Complete
LI to send round the rationale for the timing of the downtime	
LI to look into whether a request for change had previously been raised with Blackboard requesting a template feature that can allow existing courses to be updated automatically when a template is updated, and to liaise with eLearning Teams over submitting a request in future.	