

Teaching and Learning News

review articles, updates, events and teaching tips from around the faculty

JUNE 2013

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Best On Blackboard 2012-13

This year the Faculty of Humanities eLearning team held the 4th annual Best On Blackboard competition. As in previous competitions, there was a strong field of nominations demonstrating truly varied and innovative ways to use Blackboard in supporting students' teaching and learning.

What we looked for

First of all, we read the student nominations. Three reviewers from the eLearning team (Linda Irish, Phil Styles and Blaise Nkwenti-Azeh) looked for information about how the tutor has used Blackboard during the course to enhance teaching and learning in four main areas:

Evidence of Blended learning

- To what extent was there the opportunity for interactive online activity? e.g. quizzes, additional reading material
- How did the online provision complement the face-to-face teaching/learning? e.g. group work

Peer-Peer & Peer-Tutor interaction

- What types of communication or interaction took place in the course between or among peers and between students and the tutors? e.g. in discussion forums, announcements, email

KEY DATA

Total Nominations: 152

Commended: 7

Highly Commended: 5

The next Teaching & Learning News available from week commencing 21st October 2013

Best on
Blackboard



Feedback

- What kinds of feedback did the course provide to enable students to assess their progress? e.g. group and individualised feedback on formative exercises, weekly quizzes with feedback

Self-directed Study

- What ranges and types of tasks do the students have the opportunity to do in the course? e.g. pre-tutorial activity, post-lecture reading

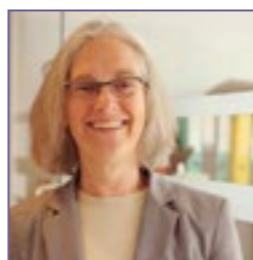
They then looked at those courses where the nomination suggested that two of the above areas are evidenced, seeking to confirm the student’s impressions and to gather details. A shortlist of the twelve strongest courses was then compiled to be presented to the judging panel, who then decided which would be Commended or Highly Commended.

The judging panel were: Dr Judy Zolkiewski (Associate Dean for Teaching and Learning), Professor Dan Rigby (eLearning Lead - SALC), Will Moindrot (eLearning Technologist and postgraduate student in Education). We’d like to thank them for their time and careful deliberations.

Highly Commended Courses and Tutors

Kate Sapin - EDUC30692 Professional Development Supervision in Community and Youth Work

Originally designed by Kate to be a fully online, distance learning unit, so it’s no surprise to see such a well-structured, rich and varied course as the result. As Kate admits “it’s taken a lot of preparation ... I’ve even cut down on some of the resources just to focus things a bit more”. The consideration and effort that’s been dedicated was obvious as soon as we looked – clear navigation, attractive layouts, weekly reading, formative assignments – a really strong example of a well-rounded course that just “feels right”.



“...her use of blackboard in terms of structure content and support has been the best of all tutors I have experienced.”

Diane Slaouti - EDUC70130 The Education of Language Teachers

Eschewing a constructivist approach, Diane offers this postgrad cohort of professional teachers varied opportunities to explore the subject and to submit work which fits their own professional setting. As Diane explains “Professionally developing their teaching practice, they’re already bringing a lot of knowledge to the context. They don’t need a didactic, teacher-led approach ... These teachers come from all over the world and are teaching at different levels and situations.”



By offering a wide range of materials, well organised and attractively presented, Diane lays the groundwork for dynamic discussions for students to build their own learning pathway. The students are encouraged to act independently and interact freely as the course progressed - “the students set up their own threads – they don’t wait for me!”

“Diane Slaouti takes a personal interest in the students’ progress, encouraging their individual exploration of the topic, and providing timely critical feedback...In Diane’s hands, Blackboard becomes more than simply a content delivery system, and is the path on which we make our own journeys of discovery!”

Annie Morton, Olivier Perez et al - FREN10210 French Language and Life 1

We rarely see a course with such a distinct and exciting structure as this. Students are directed, week by week, to reading materials, videos, exercises, external resources and self-testing quizzes which give them a very clear framework for progress. As the students’ nominations show – they feel very well guided and supported in this course.



Annie and Olivier strive for a balance in the course between a clear and firmly-directed weekly structure and a friendly, approachable tone. Announcements and discussions often use less formal language to put students at ease and to give a sense of the personal. In conversation with Annie, it’s clear that she cares that her students feel welcomed and supported – “It’s important to make them feel that they are individuals within this great big course”.

Annie has embraced screen recording this year as a method for providing rich and engaging feedback. For translation examples she records the screen and narrates as she annotates samples of work with a stylus (giving the appearance of handwriting). Aiming to be both fun and engaging as well as pedagogically sound, this approach offers a compelling experience to students with differing learning styles.

“The WOW (weekly online work) and ILP (independent learning program) encourage me to work regularly and systematically, something with which I would normally have trouble”

“I was very impressed with the variety of sources available for the independent learning and the fact that they were fun activities to do.”

“Annie’s blackboard site is impeccably organised, thorough and fun... Feedback is given after each WOW (weekly online work) is completed and you can track your progress easily. I can’t fault it!”

“The instructions for homework are always very clear and I always know I can rely on these instructions being there.”

Adam Ozanne - ECON10061 Introductory Mathematics

This course is taken by first year economics and social science students who dropped maths after GCSE. Adam observes that these students often lack confidence in their mathematical ability, and many are rather alarmed to find they have a compulsory maths course in their first semester at university. It is important, therefore not to put them off maths any further, and to make the course and teaching materials as accessible as possible. A rich variety of teaching, assessment and feedback methods and technologies have been deployed by Adam and his GTAs to engage the students : annotated lecture notes, lecture podcasts, online quizzes, student response systems (MBClick), peer-assisted study sessions, anonymised sample feedback of past student exercises, past papers with models answers. The online quizzes, incidentally, were only added



this year, and there are already plans to increase the pool of questions in time for next year.

For Adam, organisation, structure and ease of access are key: the one principle that his (or any course for that matter) must respect is that “the structure is simple and easy to navigate and the students can find everything they need quickly and easily”.

“Regularly uploaded lecture notes and helpful answers to seminar questions.”

“It was well organised, simple and easy to navigate and the tutors were always very accessible. The best subject by far.”

Ralf Becker - ECON20110&ECON30370 Econometrics

The main wow factor in Ralf’s course are the video clips he’s produced which show the various steps in solving equations and other problems.

Ralf spends a significant amount of time to produce these clips but the pay-off is considerable: students can watch them on-demand and the clips can be re-used, for example, problems solved 3 years ago are still being used.

The advice to other colleagues who might wish to produce similar clips is that they should make these as generic as possible (e.g. avoid reference to week or chapter) so as to enhance re-usability, keep them relatively short, and make them theme-based.

A challenge facing Ralf with his large cohort is providing useful individual feedback on formative assessment. This is being done primarily via the peer-assisted student study sessions; students also get answers to tests, generic feedback on online quizzes, incomplete lectures with solutions worked out in class, and solutions for final exams spanning the previous 5 years.

Ralf is still figuring out the balance between face-to-face and online delivery: “if some content is moved online, you need to figure out how to spend that freed time in class”.



“Furthermore, seminars were wonderfully organised - students had a task beforehand and answers to it in a video clip, and similar but unforeseen exercise in seminar - perfect for extra practice, self-check and exam preparation!”

“The quizzes to test our own knowledge and the exam sample section for revision is something every module should have”

“His online videos, which must take a lot of his time up, help incredibly and I owe most of my understanding of Econometrics to this very valuable resource.”

Commended

Danielle Lyssimachou, Pawel Bilinski & Helen Scott - BMAN10621(A)(B)(M) Fundamentals of Financial Reporting

Course is well-organised; students have ample opportunities to test their understanding both before and after attending lectures and workshops.

Helen Scott & Natalya Shiryeva - BMAN10632M Fundamentals of Management Accounting

Clear sign-posting of material; pre-lecture tasks in the advance lecture notes, and topic-based quizzes to assess knowledge and progress.

Joseph McGonagle - FREN30091 France and Algeria in Visual Culture

Course is well structured and there is clear sign-posting throughout, including rationale for choice of additional self-study material.

Julia Handl - BMAN10732 Quantitative Methods for Business & Management

Course layout easy to navigate; weekly tests with feedback so students can gauge progress.

Marcus Senior - LAWS20022 Land Law

Weekly tests with detailed feedback for both correct and incorrect answers; samples of feedback provided to broaden student perspective.

Mark Brown - SOST30012 Theory & Method in Demography

Course is well structured and easy to navigate; self-tests with feedback on correct/incorrect answers to assess knowledge.

Paul Middleditch - ECON10042 Macroeconomic Principles

Announcements of upcoming course activity and discipline-related events; revision material to prepare for module examination.

Student Prize Draw Winner – Beth Parkinson

Our student prize draw winner is Beth Parkinson, who nominated ECON30600 Microeconomics III by Craig Webb. She identified strong points like the presence of videos, additional reading and detailed feedback for Economics problems set for the class. Beth wins a £25 Blackwell’s voucher. Many thanks to Beth and to all students who nominated courses.

Key Data

Total Nominations: 152. Nominated courses: 48. Commended: 7. Highly Commended: 5

School	Total Nominated Courses	Total Nominations Received	Commended	Highly Commended
Art, Languages and Cultures	17	48	1	1
Social Sciences	14	52	2	2
Environment and Development	1	1		
Education	4	5		2
Law	3	7	1	
Manchester Business School	9	39	3	

What next?

Look out for the Highly Commended courses in our Blended Learning Examples area (www.humanities.manchester.ac.uk/tandl/elearning/exemplars). These will provide much more detail and may serve as inspiration for your own development.

Every year we're seeking to recognise and promote the best teaching and learning in the Faculty of Humanities and eLearning plays an important role in that. If you feel your course is a strong example of good eLearning practice and is making the most of Blackboard, consider suggesting to your students that they nominate it. Similarly, if a colleague goes the extra mile in providing first class online resources and activities for their students, urge those students to put the course and their tutor forward for Best On Blackboard.

Nominations can be made from the 23rd September 2013 until 1st May 2014, here: www.humanities.manchester.ac.uk/tandl/elearning/bestonblackboard/nominate/

Consider adding the link above to your course!

Details of the competition are found here:

www.humanities.manchester.ac.uk/tandl/elearning/bestonblackboard/ ●

Tablet PC Technology for Pedagogic Innovation in Spanish Language

Susana Lorenzo-Zamorano and Noelia Alcarazo, Senior Language Tutors in Spanish

Contextualization:

The use of tablet PC technology was embedded in a project entitled 'Reaching Out to (New) Readers through the Use of Audiobooks' which was financed by the Teaching Enhancement and Student Support Fund in 2011/12. In general terms the project was task-orientated and aimed at engaging students with reading advanced texts and enjoying literature through weekly reading groups and audiobooks, its final task being the creation of an audiobook by its participants. Promoting the use of online technologies to achieve a blended type of learning was also part of our aims.

As the University is moving towards increasing online submission of assignments, and given the fact that GradeMark within Turnitin was not the ideal option to provide feedback on language for a number of reasons, we decided to use Turnitin primarily as a means of checking on cases of plagiarism and also for administrative purposes i.e. extension requests. In order to facilitate feedback we decided to use the tablet PC option as we thought that it would not only be quicker but would also provide more of a near-pen-and-paper experience and, consequently, students would perceive the feedback process as more natural. With a budget of £1000, and after some investigation on the part of a technologist, we were handed two Dell Latitude ST tablet PCs with a 10-inch multi-touch display and a digital pen.

Main challenges and benefits

From the students' perspective the use of tablet PCs meant that they could access our feedback electronically. For this purpose we decided to upload all the marked short stories of the audiobook project to Blackboard. Initially, getting used to the digital pen was quite a challenge for the tutors



providing feedback and it actually required some good training before we could make our writing legible.

One of the main advantages was the fact that we could transfer exactly the same symbol-based marking system we use in class and with which students are familiar. The visual element was another advantage as electronic ink can be colour coded and thus we could use different colours and styles of underlining according to the type of error (see figure 1). Additionally, we could make use of other common tools such as the 'tracking changes' one, and it also allowed us to change the font size and line spacing in order to adapt them to our own visual needs. Also on a positive note, the tablets offered us the possibility to insert small comments through Microsoft Word.

However, when it came to giving more substantial feedback (see figure 2) the keyboard on the screen was not ideal for typing and we had to rely on our own PC desktop to add these comments. Needless to say, this was not very practical and it was not something we had envisaged.

Another technical limitation that we encountered was the slow speed of the tablet. Moreover, we could only use the digital pen on Word documents and not on pdf ones. Another thorny issue was the fact that after the marking was done we had to

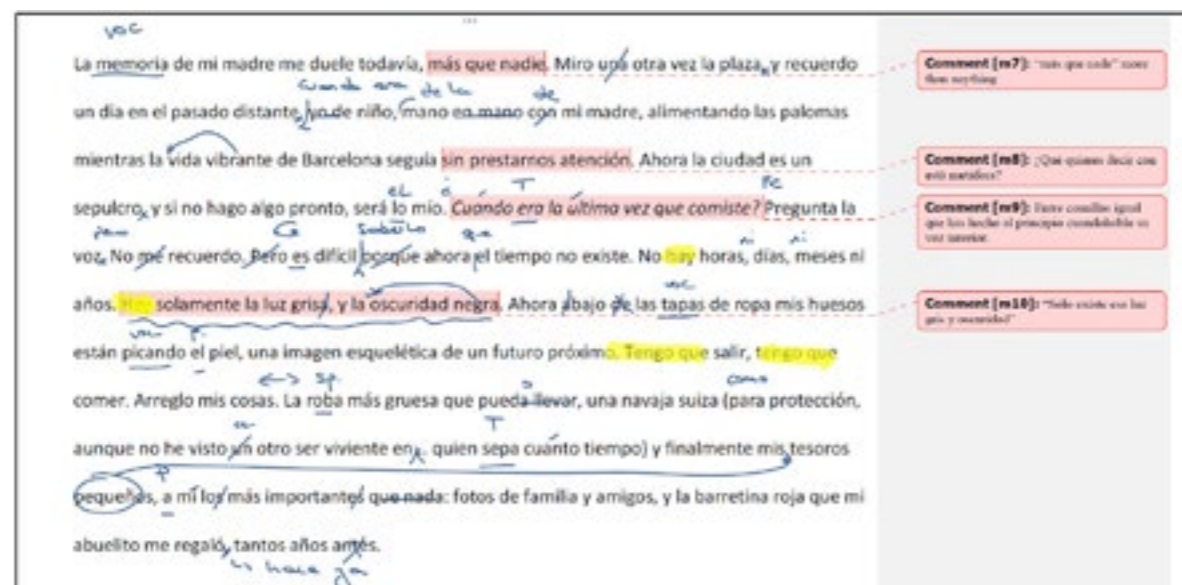
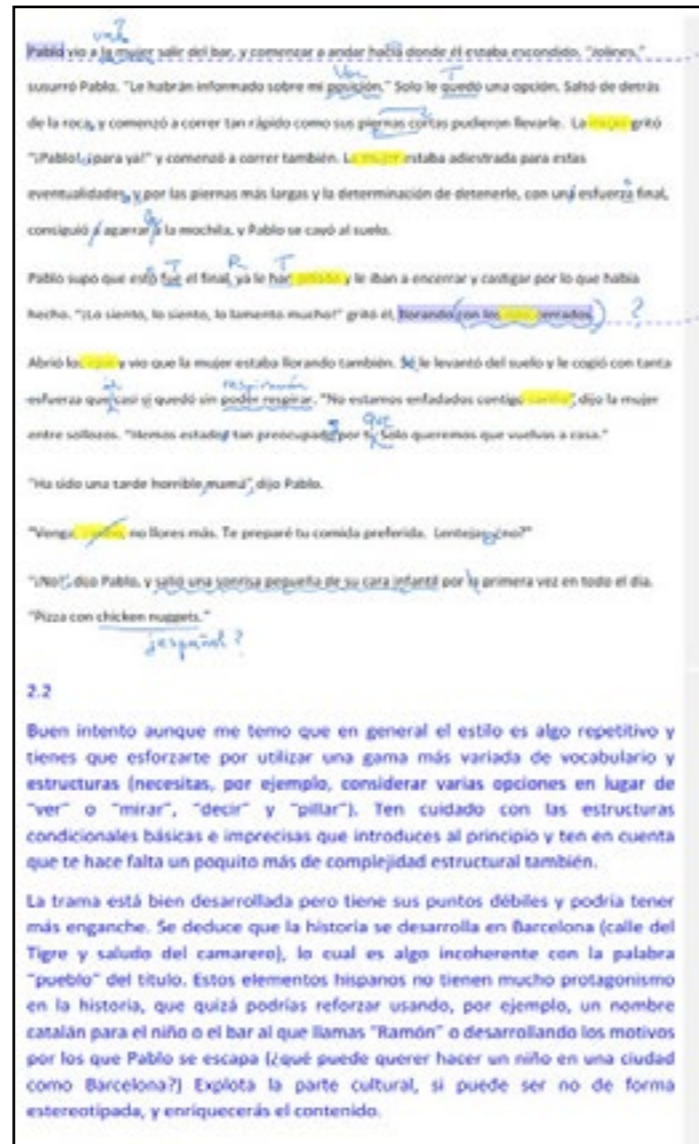
TEACHING IDEAS

convert the Word documents that we had received to pdf so that the symbols did not move around.

Conclusions:

The fact that students did not have to go through the traditional submission process was well received by the participants, not to mention the savings in terms of both time and printing. Nevertheless, the time we dedicated to marking and providing feedback with a tablet PC was far longer than what we had originally planned and doing it within the official time to return marked coursework was only possible thanks to the dedication and hard work of the tutors. Additionally, if the tablet had included a USB port to connect a keyboard to it, the process of writing feedback would have been more efficient. Finally, it goes without saying that the functionality of Tablet PCs to provide feedback depends greatly on how powerful these are and, therefore, it is worth spending some time comparing models and analysing how they best suit our learning objectives.

All in all using tablet technology in this project has opened new horizons to us and made us realise that we have only touched the tip of an iceberg that indeed looks very promising as long as technology is embraced in a flexible way and perceived as a means and not an end.



NEWS and UPDATES

Turnitin and Grademark News

Fully online

In the second semester and the year as whole, there has been a significant increase in the number of staff and disciplines across the Faculty of Humanities moving from paper submission to electronic coursework submission and marking. The most noticeable successes to celebrate come from the School of Education, the School of Law and Geography in the School of Social Sciences where online processes of coursework submission and online marking have been fully achieved for all units assessed by coursework.

Post date changes

A communication to Turnitin/Grademark users was sent late in the second semester to notify a substantial change introduced by Turnitin to the behaviour of the software.

The changes introduced by Turnitin make, in effect, de-anonymisation interventions irreversible. Thus to ensure stable anonymity conditions in marking coursework, academic and administrative staff are being advised not to alter the post date once students have started submitting to a Turnitin inbox.

Identification on non-submissions by School administrators needs to be done manually by working out missing submissions against a list of enrolled students in a given class.

In those disciplines where moderation of scripts takes place outside or after the normal 15 working day turnaround period, the bulk downloading of marked scripts before the post date can guarantee the anonymity of internal moderation and external examiner moderation.



Turnitin for iPad

The ability to mark offline is expected for iPad users over the summer. The long awaited free app that will be downloadable from the App store will allow academic staff to grade and leave feedback offline. A synchronisation function will then allow syncing the offline with the online inbox. Documentation will be available soon in the Knowledge base but if you want to get a preview go to http://turnitin.com/en_us/products/ipad

BB9 STANDARD COURSE STRUCTURE UPDATES

Updated Standard Course Structures (SCS) for Blackboard courses will be available from the end of June, so if you are running a new course this year, we recommend that you wait until early July before activating your course, so that you can start off with the latest version of the SCS.

As the revised Standard Course Structures do not automatically get applied to existing Blackboard courses, we have provided a list of changes so that you can manually update your course.

Information is at: www.humanities.manchester.ac.uk/tandl/elearning/blackboard_9/scs_updates/

Please contact elarning@manchester.ac.uk if you need any support in applying the changes.

Blackboard 9 maintenance periods agreed for 2013 and 2014

Dates for Blackboard (Bb9) maintenance have been agreed.

Who is affected?

All staff and students.

What is happening?

Updates are required on a number of Blackboard 'building blocks', ie core tools inside Blackboard and third party Blackboard integrations to other systems/tools. These include EvaluationKit, the content editor, the retention centre, the Blackboard Assignment tool and Turnitin. The updates will take place during June and July 2013. The majority of these updates will be undertaken with no need for downtime, although the system will be considered 'at risk'. The exceptions are the updates to the Assignment tool and Turnitin which will require a short period of downtime.

Blackboard will be 'at risk' or unavailable at the following times

Date	Time	Blackboard will be
27 June 2013	09:00 – 12 noon	Unavailable
4 July 2013	09:00 – 12 noon	Available but 'at risk'
11 July 2013	09:00 – 12 noon	Available but 'at risk'
18 July 2013	09:00 – 12 noon	Unavailable

We can also give you early notice of scheduled downtime at Easter 2014. Blackboard will be unavailable from **Thursday 10th April** until **Sunday 13th April 2014**. We hope that this early notification will enable you to factor in these dates when timetabling assignment submission dates and key course activities.

You may have seen the notice on StaffNet about the opportunity to feedback on a new design for Blackboard (StaffNet, 07 May 2013). This

redesign is part of the ongoing enhancement and maintenance of Blackboard, and has been undertaken in consultation with student representatives. No downtime will be required in order to implement the new design (although the system will be considered 'at risk'). Watch out for a further announcement about the date of this work.



Why is it happening at these times?

It is difficult to identify a time for such significant work, and any consequent downtime, that is convenient for the whole Institution.

Updates to building blocks are taking place in July, which is outside the main teaching and examination periods. Whilst the majority of online submissions will have been completed, some students will be resubmitting work during July.

The dates for the implementation of the redesign have been selected in order that the change avoids the summer examination period, but is complete prior to the August re-sit period and start of year activities.

As you may know, the Easter vacation period is one of the other dedicated maintenance windows identified for work on the University's eLearning applications.

Your co-operation and efforts to accommodate this work are appreciated.

What does this mean for you?

Summer 2013: You will not have access to Blackboard from **9.00am – 12 noon** on **Thursday 27th June** and **Thursday 18th July 2013**.

Easter 2014: You will not have access to Blackboard from **4pm on Thursday 10th April** until **midnight on Sunday 13th April 2014**.

What do staff need to do?

Please remind your students of the downtime and ensure that any online activities you are asking students to do take into account this downtime. Please adjust any deadlines as appropriate. It is hoped that early notification of the Easter 2014 downtime will enable staff to take into account these dates when planning course activity.

We have given students the following advice: Plan your work to take into account the downtime and ensure you download any materials you may need during the period Blackboard is unavailable.

Follow-up

We will let you know about the status of the work, and any new support documents, via eUpdate and StaffNet.

Updates to existing documentation, and documentation about any new features which you may wish to incorporate in your teaching, will be available as soon as possible.

Reminders about the Easter 2014 downtime will be given nearer the time.

Contact for further information:

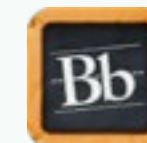
Please contact your eLearning team: elearning@manchester.ac.uk

COMING SOON – EXEMPLAR BB9 COURSES

As part of the move towards making exemplar courses more visible to staff there will soon be a number of Organisation spaces available to staff in each School with copies of exemplar courses for you to view. These will include any Best on Blackboard winners from your School, and other courses nominated by the School.

For our current searchable databases showcasing blended learning examples across the Faculty, visit: www.humanities.manchester.ac.uk/tandl/elearning/exemplars/

Blackboard Mobile Learn – Enabling Push Notifications



If you use the Blackboard Mobile Learn App, you can enable 'push notifications' on your mobile device to receive alerts for your course. You will be alerted to new items such as Announcements, course content, graded items and new assessments.

To allow students to receive new Announcements within the course, you must add the tool to your course menu.

1. Click the + button on the course menu
2. Select >Tool Link
3. Type in Announcements in the name field and set Type to Announcements
4. Click Submit

How to enable Push Notifications (staff and students)

1. Make sure you have installed the Bb Mobile Learn app* for your mobile device (iOS, Android, Blackberry, Palm)
2. Select the Settings icon within the app (available from different locations depending on device (note this is not available in the iManchester version of Blackboard))
3. Select 'Notifications'
4. Depending on the device, you may also have to enable the app to communicate with the device via the main settings

*To install the app please visit your device's respective Application Store and search for 'Blackboard Mobile Learn'



Teaching and Learning Showcase June 2013

The Faculty of Humanities will be hosting its next Teaching and Learning Showcase event on Tuesday 25 June 2013 from 1 - 4.45pm.

The event will be held in the Humanities Bridgeford Street Building, with stalls and refreshments (tea, coffee and biscuits) in the Hanson Room.



There will be 10 sessions available for participants to attend, each lasting 30 minutes and structured around a presentation followed by time for questions and answers. Topics at the event will include employability, assessment and feedback and enhancing student contact time.

If you haven't been to one of our Showcases before, please do try to come along to this one! Previous attendees have found the event interesting and inspiring, and a good opportunity to discuss practice initiatives with colleagues.

Pre-registering is required. The timetable and registration survey are now available online and can be accessed through the link below. Look out for posters around your building, and please check our website at: www.humanities.manchester.ac.uk/tandl/news/



www.facebook.com/humelearningteam

eLearning Summer School 1-5 July 2013

Educational processes are changing. What does this mean for you?

Sessions for the Summer School are now open to book. You can attend as many or as few as you like.

See www.humanities.manchester.ac.uk/tandl/elearning/training/summerschool/ for full details and to book.

Sessions include discussions around new technologies, mobile learning, using the wider online environment, use of open educational resources, student created content, ways to enhance student communication and interaction, using the lecture capture system, and what students really think about learning technologies. There will also be some practical workshops, demonstrations, and presentations on copyright and digitisation.

We hope to see you there.



www.facebook.com/humelearningteam



Events Update

Forthcoming External Events

Developing digital literacies and intercultural communicative competence for the 'global graduate' 26th-27th June 2013. Coventry University. See

www.heacademy.ac.uk/events/detail/2013/26_June_global_graduate

Open Access Monographs in the Humanities and Social Sciences

1st-2nd July 2013. The British Library, London. See

www.jisc.ac.uk/events/2013/07/oaomonographs.aspx

Assessment: best practice in promoting student development

2nd July 2013. University of Chester. See

<http://tinyurl.com/cwgzrk2>

New to using social networking in teaching and learning

10th July 2013. The Studio, Birmingham. See www.heacademy.ac.uk/events/detail/2013/NTT_socialnetworking_Brum

Developing Employability Programmes with Interactive Curriculum Technologies

11th July 2013. The University of Salford. See

www.heacademy.ac.uk/events/detail/2013/Seminars/Themes/GEN370-Salford

Can we do it? Yes we can! Recognising, promoting and developing flexible learning in HE

22nd - 23rd July 2013. University of Westminster. See

www.heacademy.ac.uk/events/detail/2013/22_23_July_Flexible_Learning

Forthcoming Internal Training & Events

Online Assignment Submission with Turnitin & Grademark

20th June 2013, 2pm.. See

www.humanities.manchester.ac.uk/course-ict/course.php?id=538

Faculty of Humanities Teaching & Learning Showcase

25th June 2013, 1-4.45pm. Humanities Bridgeford Street Building. See

www.humanities.manchester.ac.uk/tandl/showcase/index.html

eLearning Summer School 2013

1st - 5th July 2013, various on campus locations. See

www.humanities.manchester.ac.uk/tandl/elearning/training/summerschool/index.html

Details of scheduled sessions are also available via our Calendar, see

www.humanities.manchester.ac.uk/course-ict/calendar.php

Damien Tolan talks about his important role in the Faculty and his footballing dreams...

Damien works in the Teaching & Learning Office at Devonshire House.



Name: Damien Tolan

Role: Malpractice, Complaints and Appeals Coordinator

How long have you worked in this role/at the University?

Just over a year.

What is your specialism?

I am the Faculty contact point for students' formal complaints and appeals, so a large part of my role involves the coordination and consideration of these cases. I also service academic malpractice panels, which address plagiarism and collusion concerns in academic work. I therefore need to maintain a good grasp of the University's regulations and procedures, the penalties and forms of redress available to the Faculty, so that I can advise both staff and students effectively.

Where else have you worked?

My first job was in local government administration. I then took on the role of Community Coordinator at MMU, from there I moved to the UK Coalition Against Poverty in 2004 to take up the role of Communications Officer. I re-joined MMU in 2008 working in Student Financial Support for a year before moving into the position of Assessment, Complaints and Appeals Manager - similar to what I'm doing now.

When are you happiest at work?

Working through a complex case, breaking down and investigating the substantive issues, addressing each point in turn and hopefully coming to a fair conclusion. Cases can sometimes be long and drawn out so it can be satisfying when one finally closes. If I can see that a student appeal or complaint clearly has merit then it's nice to be able to put some things right. It's also pleasing if a complaint or appeal decision brings about a positive change in process or procedure.

What would you change about your job or work?

I would like to have more time to look into streamlining our processes for the consideration of cases.

Alternative Career (if money were no object...)

I always dreamt of being a footballer, preferably for Manchester United or Bristol City. Sadly, the call up never came and I fear I may now be "over the hill". Although the longevity of Ryan Giggs continues to give me hope!

Blackboard (Bbg) Sections

- Review your Bb course for next year, identify changes from last year.
- If your course has been scheduled, [roll-forward your Bbg course](#).
- If you are creating a new course you need to make sure your 2013-14 Standard Course Structure is available. Contact elarning@manchester.ac.uk for more information.
- Contact the Library to update Talis reading lists.
- Make sure the [Talis link2lists](#) is live on your Bb section. More information is available on the [Library's website](#).
- If you have any problem or question, attend one of the Drop-In sessions organised by eLearning. Details of Training and Drop-In sessions can be found on the [eLearning website](#).

Visibility & Status of Courses Bbg Sections

- The current year's Semester 2 courses will be marked [Ended] at the date when the course is deemed to end in Campus Solutions.
- All [Ended] courses will remain visible to students in Bb until the end of the Resit period.
- Semester 1 and All Year [Ended] courses will remain visible to Academics until mid-October 2013. After that date, they will be backed up and stored by the University (ELAT).
- Semester 2 [Ended] courses should remain visible to Academics in Bb until February 2014.

Blackboard Downtime

Don't forget the unavailable and at risk periods in June and July outlined in the news item in this issue (page 10).

New Academics

Your Blackboard course(s) for the next academic year should become visible to you as soon as:

- Your HR contract and IT sign up are complete
- Your employment start date has passed
- You have a teaching role in the correct classes in Campus Solutions
- Those classes have been activated for Blackboard through My Manchester (whether by yourself or a colleague)
- We recommend that you attend [Blackboard training](#) or come to a [Drop In session](#) organised by the eLearning team.

Drop-in

If you have any problem or question, attend one of the Drop-In sessions organised by eLearning. Sessions run every Tuesday and Thursday from 12pm to 1pm in C1.44 Ellen Wilkinson Building.

Details of Training and Drop-In sessions can be found on the eLearning website www.humanities.manchester.ac.uk/tandl/elarning/events/

Get In Touch!

We particularly welcome details of events or activities taking place in Schools that relate to teaching and learning, and also welcome your feedback on the Teaching and Learning News and any suggestions for improvement.

Take a look at the Faculty's Teaching & Learning News web page for information on how to contribute an article or to view previous editions (www.humanities.manchester.ac.uk/tandl/news/bulletin/)

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