

Making it Rich and Personal

meeting institutional challenges from next generation learning environments

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PLE_BCN 7th July 2010

This presentation and the paper
<http://eprints.ecs.soton.ac.uk/21327>

Links and tags and badge



Basic details and links to publications

<http://www.ecs.soton.ac.uk/research/projects/749>

Curriculum innovation programme

<http://www.soton.ac.uk/cip/environment/index.html>

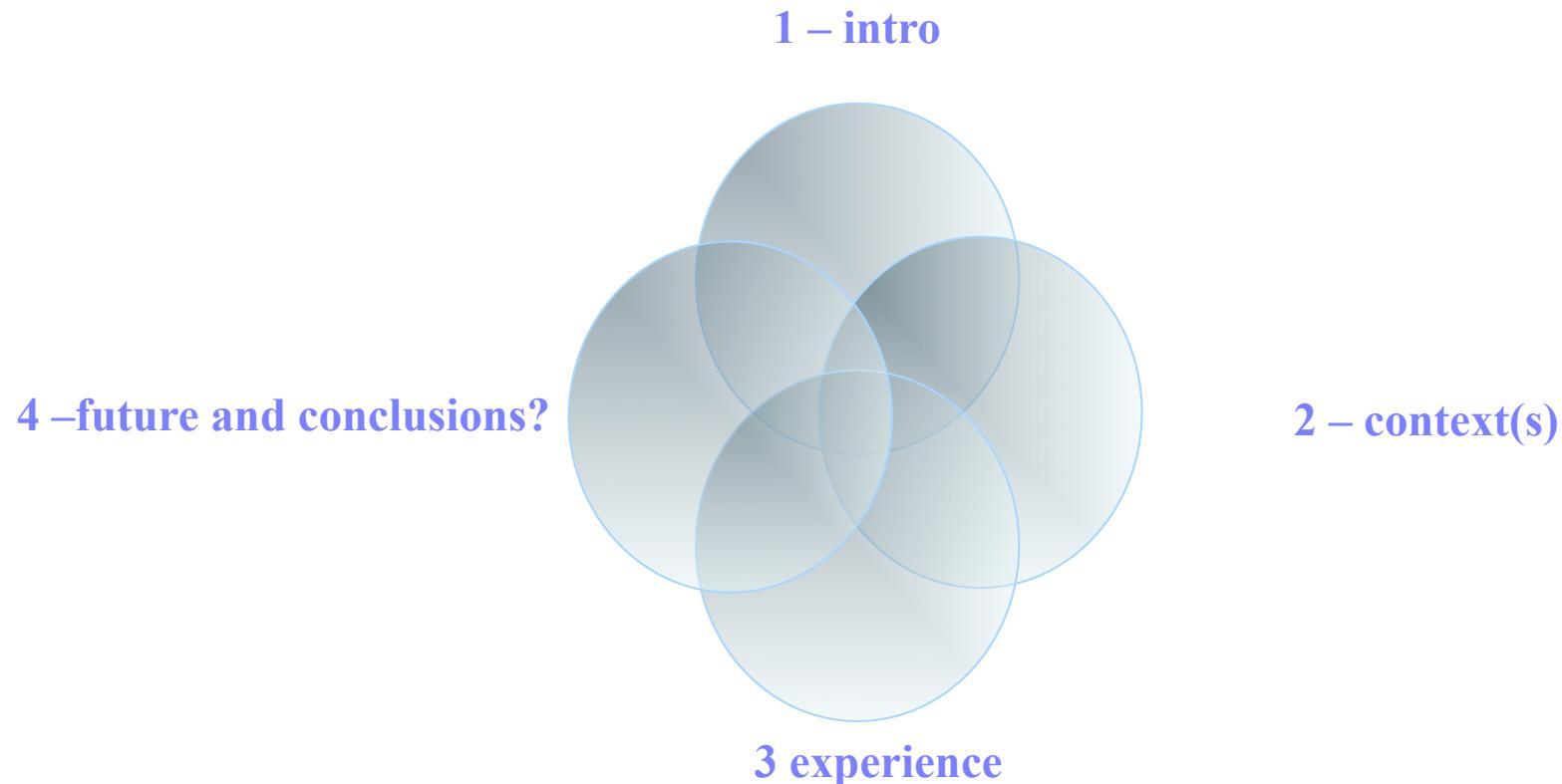
Project Blog

<http://blogs.ecs.soton.ac.uk/sle/>

This presentation and the paper

<http://eprints.ecs.soton.ac.uk/21327>

The shape of this talk



Who we are

Hugh Davis
Hon Head of
Technology Enhanced Learning

Curriculum Innovation Programme

Debra Morris
Librarian
leads on e-learning

Pete Hancock:
Director of 'IT services'

Soton Learning Environment

Group Leader: Professor Hugh Davis, University Director of
Technology Enhanced Learning, ECS

With a copy of stakeholders, including representatives of the
University, Soton Learning Environment, Soton Learning Solutions, ECS and SUSU are meeting regularly to develop the vision of the
future Southampton Learning Environment. Following on from a successful
set of away days, the group will report back to the Curriculum Innovation
Programme Board in April with findings and recommendations.

And a host of others....

Kenji Takeda, Heidi Solheim, Janice Rippon, Pat Usher,
Mark Brown, Fiona Grinsey, Marcus Grace, Trevor
Bryant, Alex Furr, Vicky Wright, Dave Martin, Jamie
Ings, Ash Browning, John Isger

Search
Search

University Home

Terms of Reference:

1. Review the existing inter-operability of several separate systems that
prioritising the design of a learning environment over functionality. Such a
review will help to identify opportunities for improving the experience of students paying
close attention to the interface between currently partially developed systems
2. Build a business case for the proposed system to create a
vision and design for the staged development of a virtual learning
environment for 2012/13
3. Make recommendations to CIP Board and ASRP for a phased
implementation plan connected with wider system and infrastructure
developments across the University by June 2010.

Learning in varied environments



**Learning Societies Lab,
University of Southampton**
<http://www.ecs.soton.ac.uk/~saw>

Its been a long while in the making

A journey and some observations...

- Microcosm (1990s)
- Campus Wide Structure for Multimedia Learning (TLTP Scholar)
- WWW, Blackboard, QuestionMark, SUSSED (portal)
- Staff Use and Attitude Surveys
- Audits
- Benchmarking (EMM carpet)
- Student Survey
- Enhancement Academy

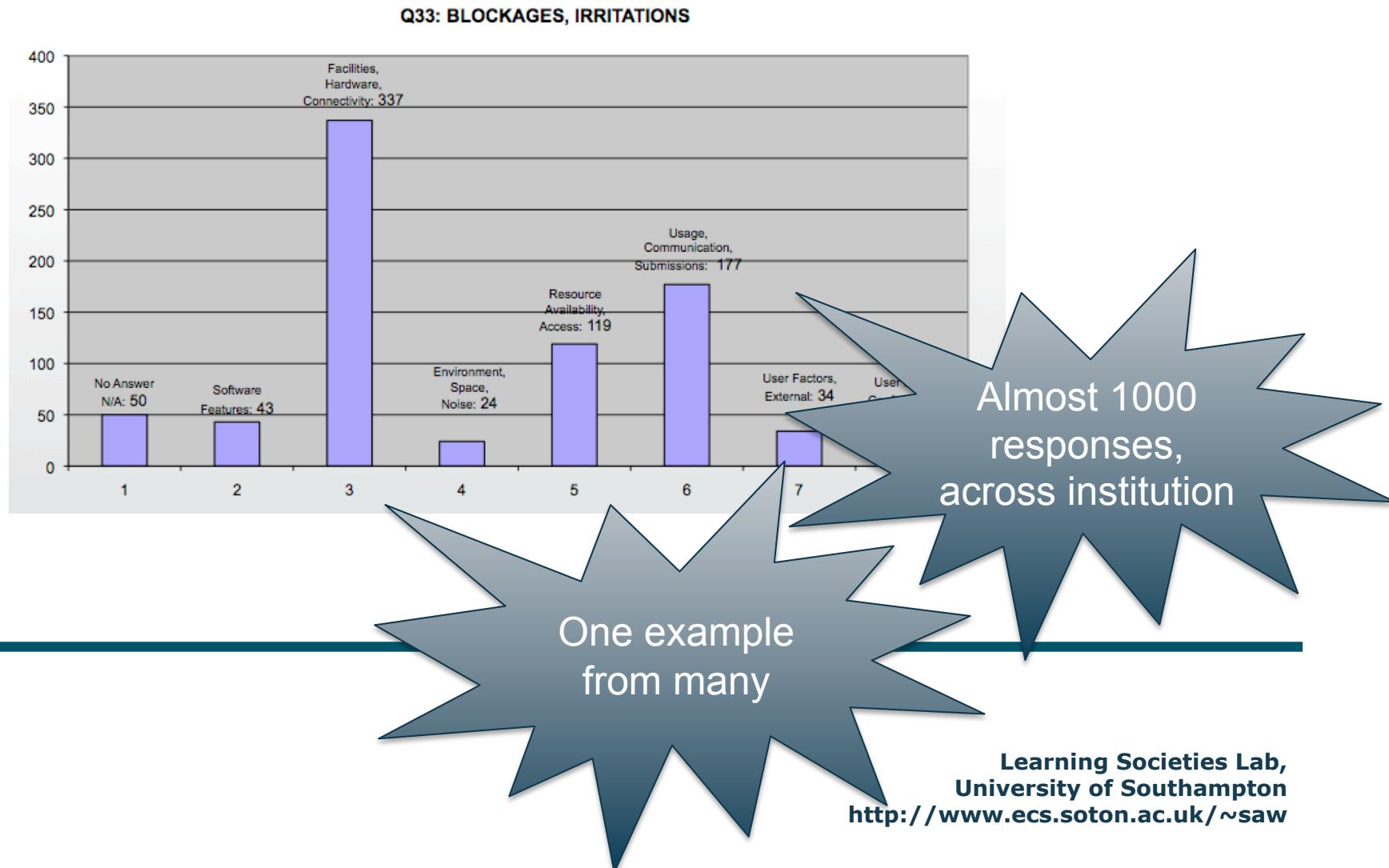
	Delivery	Planning	Definition	Management	Opair
Learning: Processes that directly impact on pedagogical aspects of e-learning					
L1	Learning objectives guide the design and implementation of courses				
L2	Students are provided with mechanisms for interaction with teaching staff and other students				
L3	Students are provided with e-learning skill development				
L4	Students are provided with expected staff response times to student communications				
L5	Students receive feedback on their performance within courses				
L6	Students are provided with support in developing research and information literacy skills				
L7	Learning designs and activities actively engage students				
L8	Assessment is designed to progressively build student competence				
L9	Student work is subject to specified timetables and deadlines				
L10	Courses are designed to support diverse learning styles and learner capabilities				
Development: Processes surrounding the creation and maintenance of e-learning resources					
D1	Teaching staff are provided with design and development support when engaging in e-learning				
D2	Course development, design and delivery are guided by e-learning procedures and standards				
D3	Course development, design and delivery are guided by e-learning technology, pedagogy and content used in courses				
D4	Courses are designed to support disabled students				
D5	All elements of the physical e-learning infrastructure are reliable, robust and sufficient				
D6	All elements of the physical e-learning infrastructure are integrated using defined standards				
D7	E-learning resources are designed and managed to maximise reuse				
Support: Processes surrounding the support and operational management of e-learning					
S1	Students are provided with technical assistance when engaging in e-learning				
S2	Students are provided with library facilities when engaging in e-learning				
S3	Student enquiries, questions and complaints are collected and managed by e-learning support services				
S4	Students are provided with personal and learning support services when engaging in e-learning				
S5	Teaching staff are provided with e-learning pedagogical support and professional development				
S6	Teaching staff are provided with technical support in using digital information created by students				
Evaluation: Processes surrounding the evaluation and quality control of e-learning					
E1	Students are able to provide regular feedback on the quality and effectiveness of their e-learning experience				
E2	Teaching staff are able to provide regular feedback on quality and effectiveness of their e-learning experience				
E3	Regular reviews of the e-learning aspects of courses are conducted				
Organisation: Processes associated with institutional planning and management					
O1	Formal criteria guide the allocation of resources for e-learning design, development and delivery				
O2	Institutional learning and teaching policy and strategy explicitly address e-learning				
O3	E-learning technology decisions are guided by an explicit plan				
O4	Digital information use is guided by an institutional information integrity plan				
O5	E-learning initiatives are guided by explicit development plans				
O6	Students are provided with information on e-learning technologies prior to starting courses				
O7	Students are provided with information on e-learning pedagogies prior to starting courses				
O8	Students are provided with administration information prior to starting courses				
O9	E-learning initiatives are guided by institutional information integrity plans				

EMM carpet

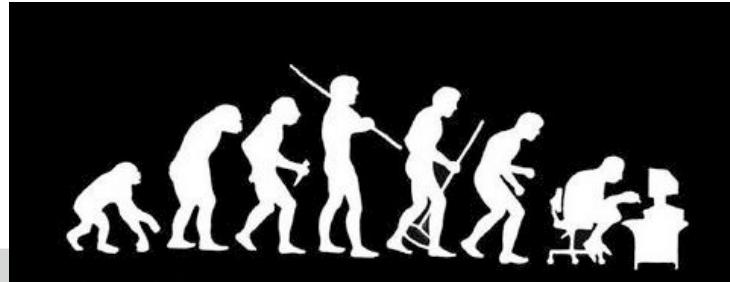
We have
organisational
knowledge

And we have
ECS and LSL

Feedback as driver



use and understanding



**There were
no
computers
at the
University**

mainframes

**Local
networks**

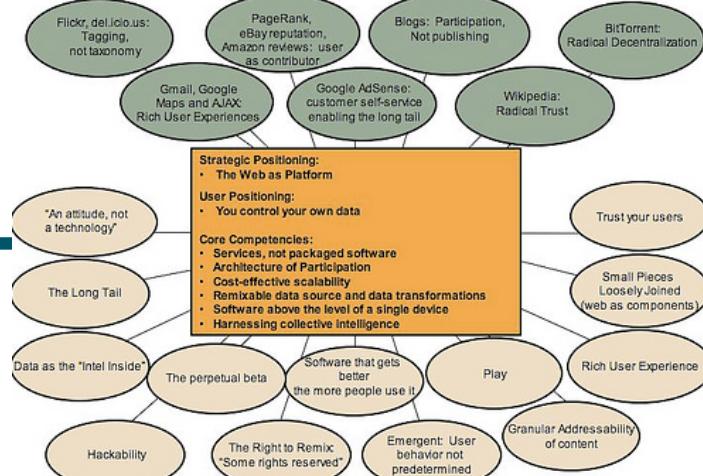
Microcosm

**Web and
'learning'
apps**

**The social
web**

**Somewhat
informed
users**

Web 2.0 Meme Map



A computing service...

Pathologically risk averse

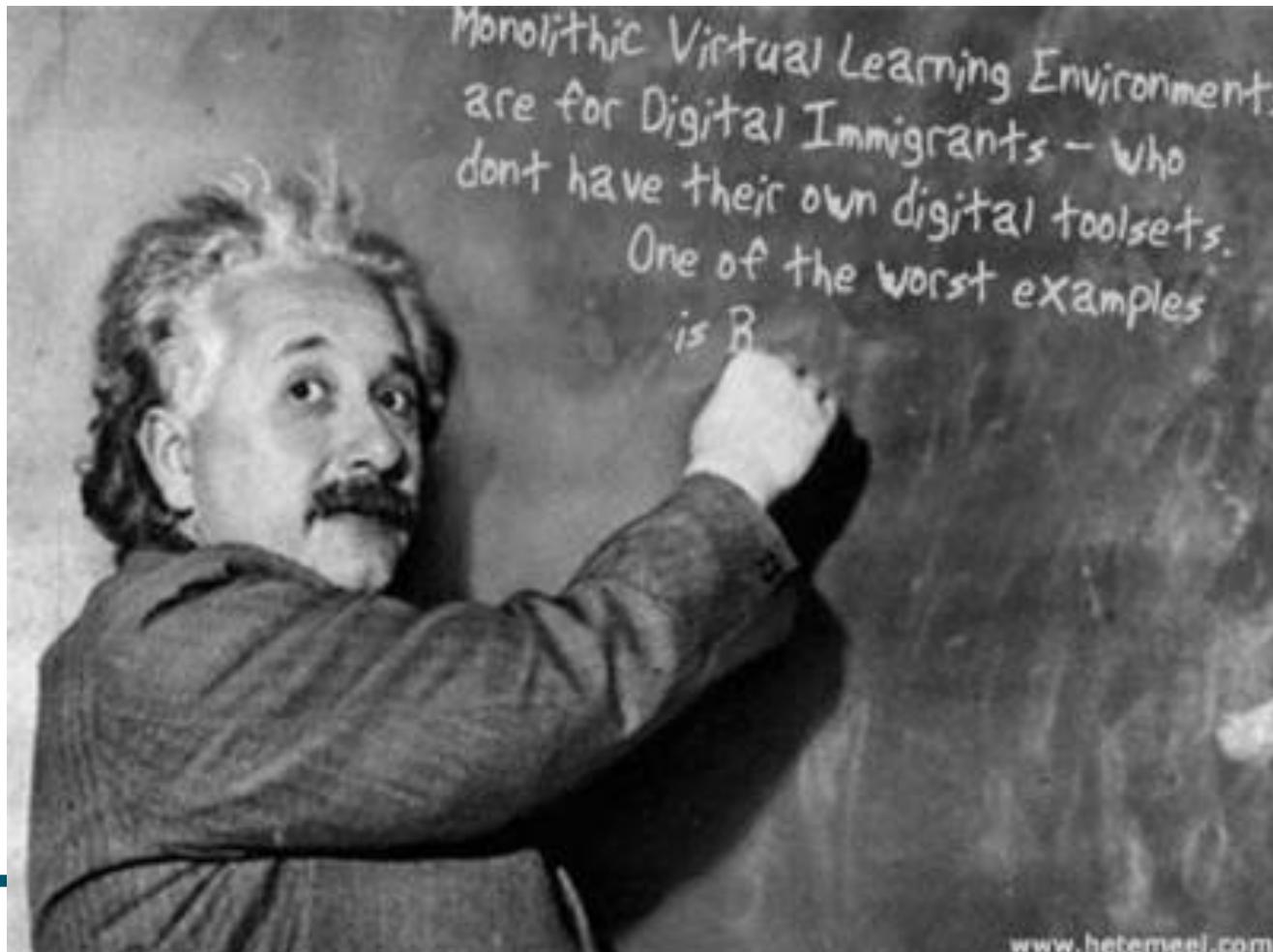


**Reliable
Quality of Service**

**Innovative
'does not suck'**



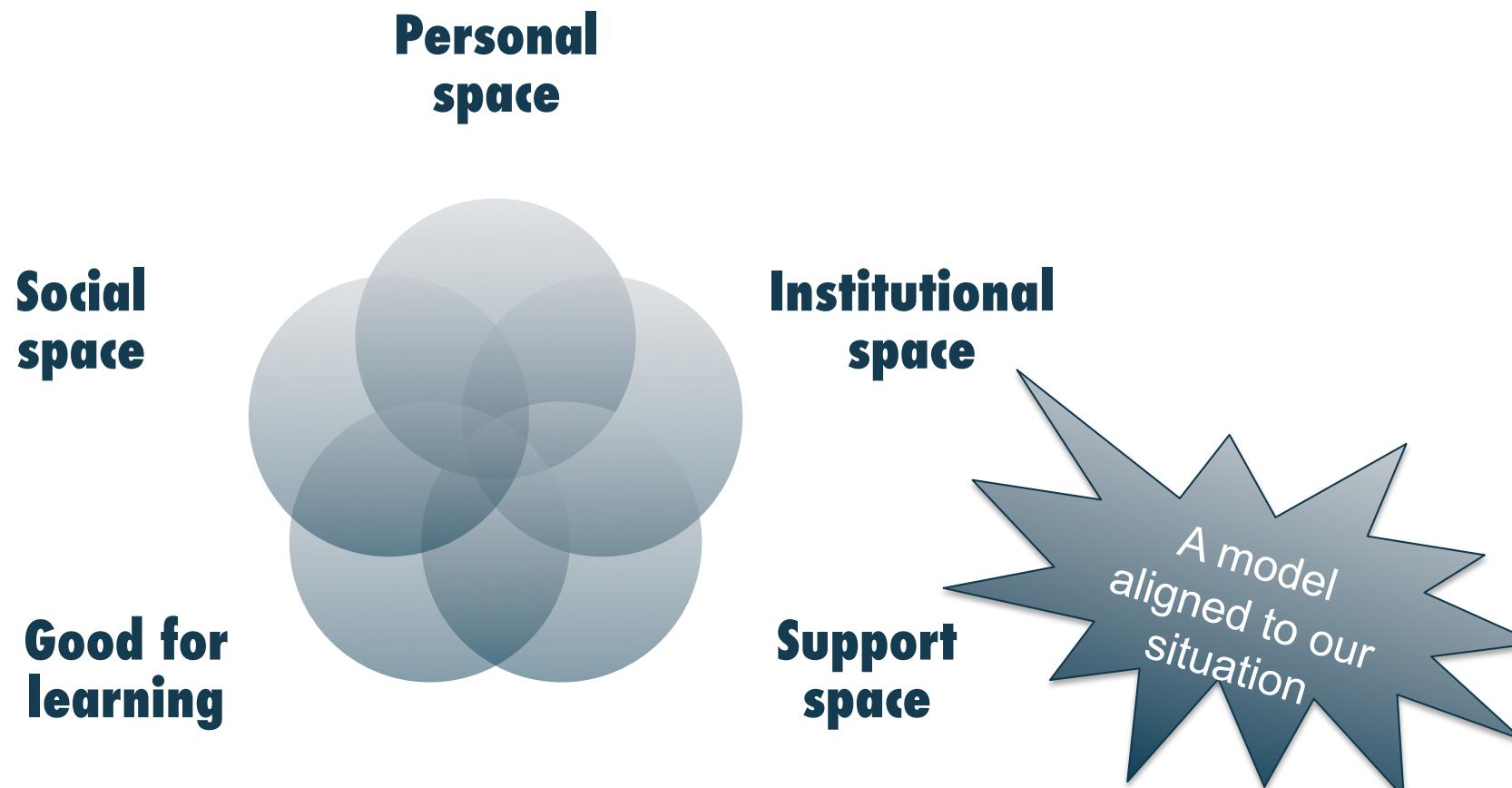
We are talking
about major
culture change



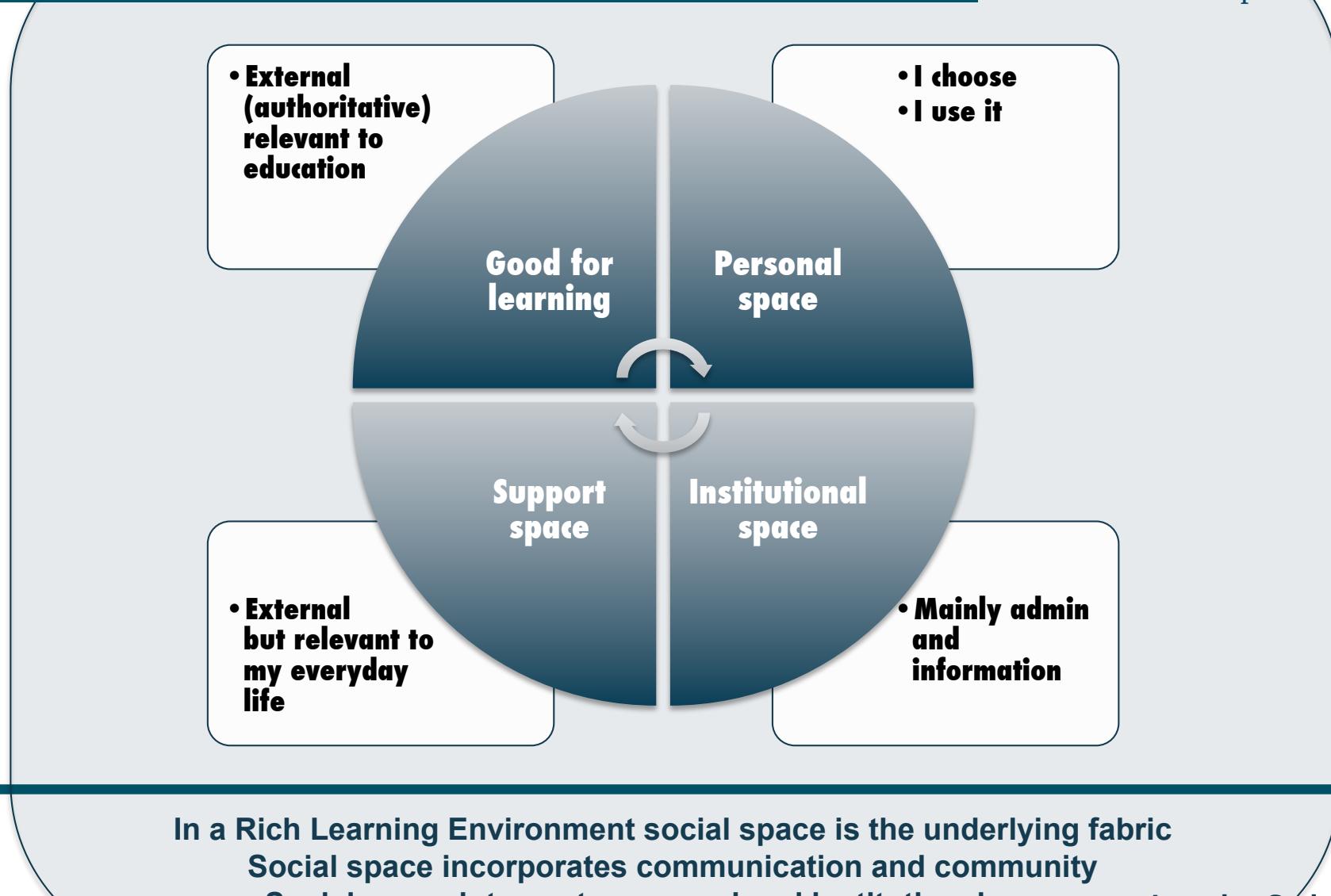
www.hetermeel.com

(above image thanks to Dave Millard from a generator at <http://generator.kitt.net/>)

Rich Learning Environments



Rich Learning Environment

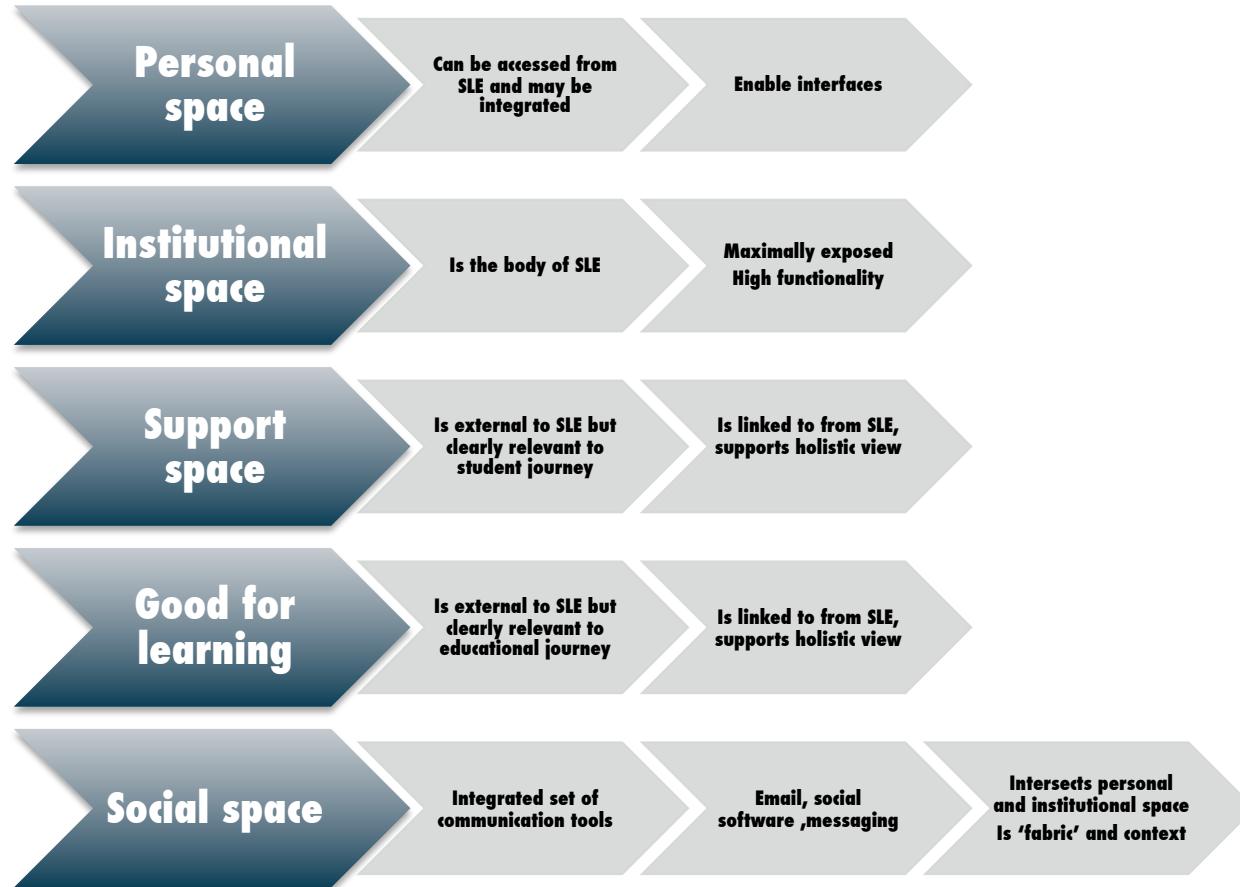


In a Rich Learning Environment social space is the underlying fabric

Social space incorporates communication and community

Social space intersects personal and institutional space

Southampton Learning Environment



How do you model complexity?

External Sources

HERO
UCAS
Elsevier
Blackwells
HESA
HEFCE
UUK
Russell Group
HEA
THES
Guardian
Open Courseware
Registry
Student loans company
Sustrans
Data.gov
IET
ACM
BCS
IEEE
GMC
GTC
Open Street Map
Ordnance Survey
Mimas
ePrints
EdShare

Indicative activities

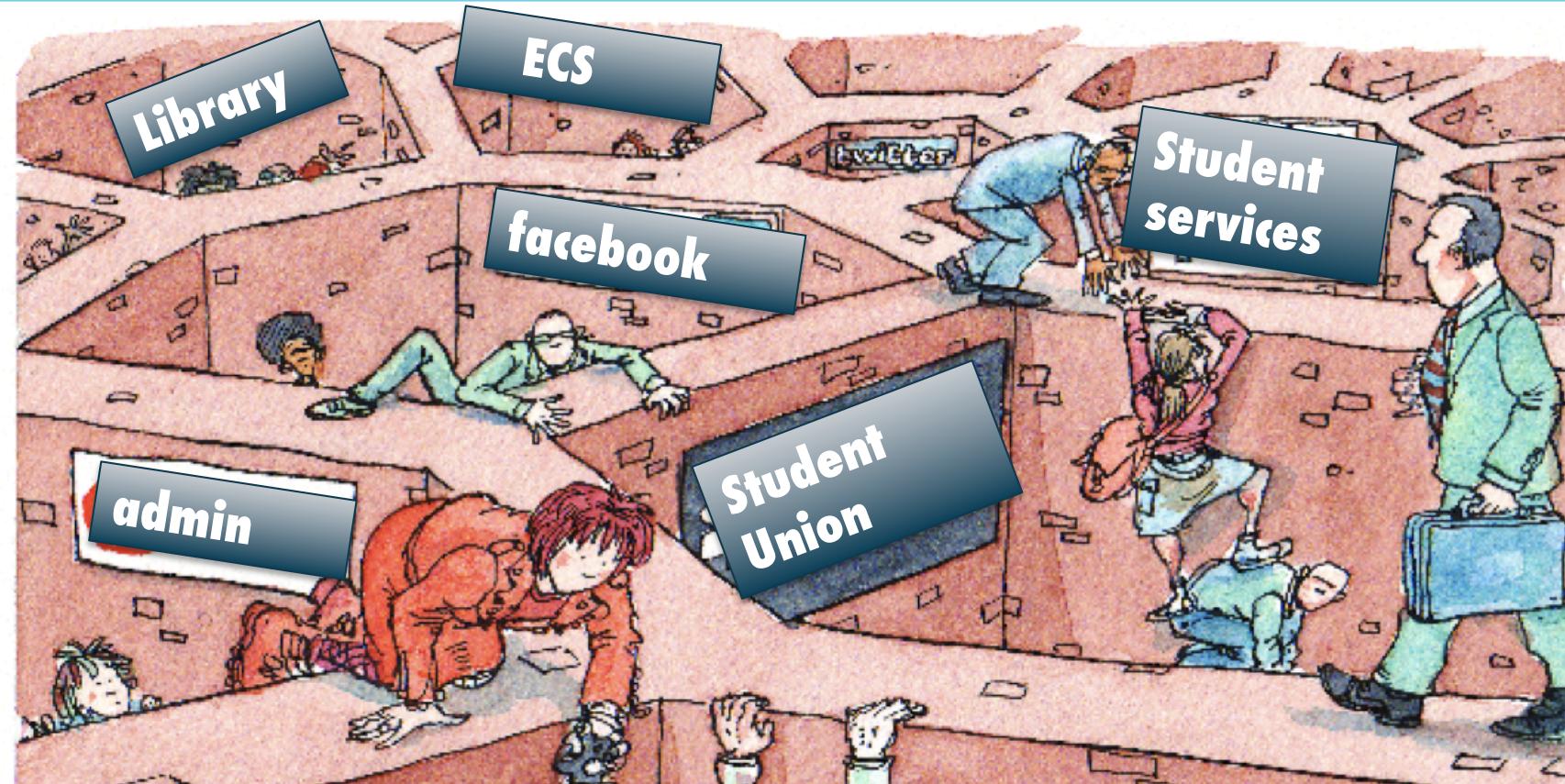
Explore web site
Book open day
Investigate current admissions tariff
Compare five potential UCAS choices
Review league table performance
Change mind about study options at last minute
Examine HERO institutional profile
Find out who teaches in a department
Check out the dates of the next academic year
Consult the regulations regarding academic integrity
Download timetable
Make appointment with mentoring service
Make travel arrangements
Reserve a library book
Find journal articles and put into collection
Book a meeting room
Select options
Review transcript
Construct learning portfolio
Create online CV
Submit a mitigating circumstances request
Review current marks profile
Identify tutor for failing student
Check marks profile of potential project student
Review institutional software portfolio

Actors

Student
Part-time Student
Work-placement Student
Recent graduate
Retake student
Alumna
PSB
Prospective Student
Tutor
Graduate Teaching Assistant
Lab technician
Part time tutor
Teacher
Researcher
Administrator
Librarian
Learning technologist
Digital Learning Consultant

These lists are not in any way complete

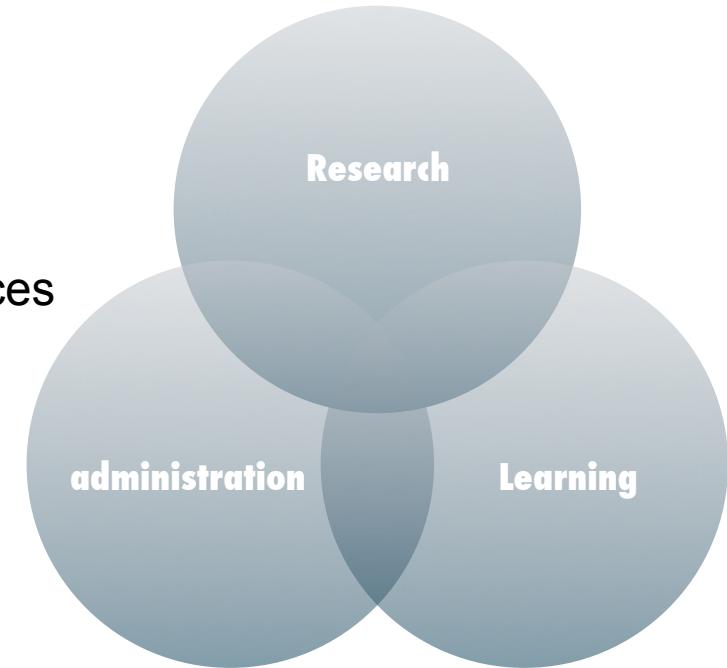
We want to climb over the walls...



Adapted from one used by tbl, originally from the economist I think

Our educational position: student-centred research-led learning

- Authentic learning
- Situated Learning
- 21st century world-wide
- Accommodating diversity caused by disciplinary differences
- Meeting the needs of our learners
- Acquiring/mastering
Skills, knowledge and understanding
- Meeting the needs of our academics
- Making the administration work for the teachers,
administrators and the students!!



Learning experiences for the thought leaders
and decision makers of tomorrow

Ethical decision makers and global leaders

Example collected aspects

Incorporated principles
Aggregation
Personalisation
Customisation
Linked data
Open data
Web 2.0 world



iSoton
by François-Xavier Beckers
iSoton is your personal university assistant. It automatically downloads your timetable and shows you your lectures. You also have quick access to the university's map, information about on campus facilities and bus schedules.

Version: 0.3
Released: 17 March 2010
Size: 5.4 MB

Download



Related Links
• <http://fxbeckers.com>
• <http://twitter.com/isotonapp>

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This screenshot shows a Wikipedia page titled "Advice on picking modules". The page has a sidebar with navigation links like "Main Page", "Recent changes", "Search", and "Toolbox". The main content area contains a note about using first-person ("I", "we") or second-person ("you") inappropriately, followed by a list of tips. Below this is a "Contents" table of contents for the page. The page is categorized under "Year 3" and "Year 4".

Delicious Bookmarks for "INFO2009"

Note: These are taken unfiltered from Delicious, and may have been provided by anyone, not just the module teachers.

[View all Bookmarks](#)

Latest

Debra, UK - Adaptation in the Climate Change Act - Adapting to climate change

The Climate Change Act 2008 makes the UK the first country in the world to have a legally binding long-term framework to cut carbon emissions. It also creates a framework for building the UK's ability to adapt to climate change. The Climate Change Bill finished its passage through parliament on 18th November 2008, and was enacted by Royal Assent on 26th November. [@suuki 2009-11-15T18:59:19Z](#)

The A to Z of green IT - Management - Breaking Business as Technology News at silicon.com

A comprehensive article summarising issues associated with the directive and the UK Climate Change Bill. A is for Abroad; B is for Carbon footprint; C is for Data centres; E is for Energy; F is for Freecycle; G is for Government; H is for Homeworking caps; J is for Jobs (Steve); K is for Kilowatts; L is for Landfill; M is for Manufacturing; O is for Offsetting; P is for Recycling; S is for SmartPlan for Virtualisation; W is for emissions; [@suuki](#)



iSoton, just updated
Still Free on the App Store

Description

iSoton is your ultimate timetable assistant. How many times have you wondered where your next lecture is, but were too lazy to look for your timetable printout at the bottom of your bag. Now, all this information is right in your pocket, on your iPhone. Setup is really easy. Just have to enter your university and password. iSoton

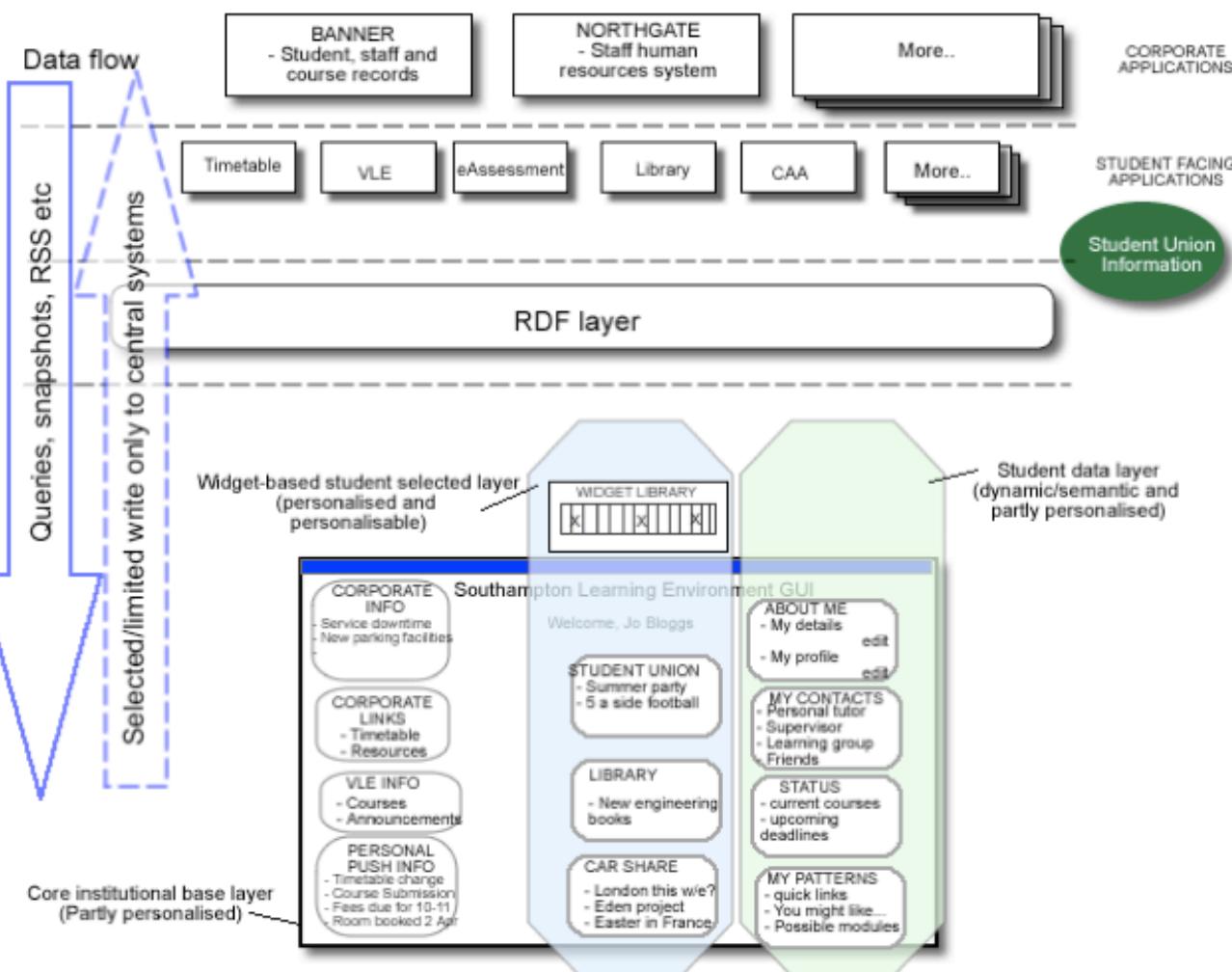
ht1

This screenshot shows the University of Southampton EdShare website. The top navigation bar includes "Homepage", "My Shares", and "Bookmarks". The main content area displays a search result for "Keywords matches 'web sc'". The results include a link to "EdShare University of Southampton" with a PDF icon, and another result for "Dr Susan White" with a "Logout" link. On the right, there are sections for "User Tools" (Create a share, Create a collection, Bulk upload, Latest additions, Tag cloud) and "Send us your feedback!" (Fill-in our online survey, Email us).

1. [COMP30...](#)

2. [Research...](#)

3. [Foundation...](#)

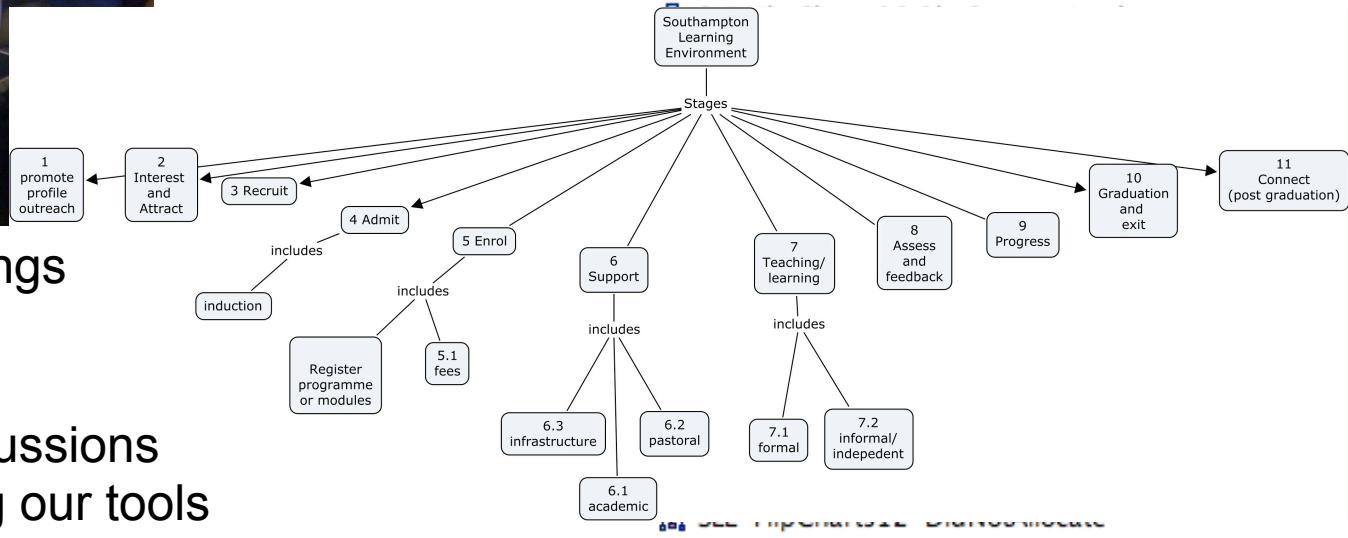


Meeting, talking, making, talking



SLE group meetings
CIP boards
TEL-SIG
Coffee room discussions
Making and using our tools

- SLE-FlipCharts00Overview
- SLE-FlipCharts01-pre-application
- SLE-FlipCharts02-InterestAndAttract
- SLE-FlipCharts03-recruit
- SLE-FlipCharts04.1-AdmitAdmitInduction
- SLE-FlipCharts04-Admit
- SLE-FlipCharts05-Enrol
- SLE-FlipCharts06.1-SupportPastoral
- SLE-FlipCharts06.2ab-SupportAcademic
- SLE-FlipCharts06.2a-SupportAcademic



We found

We said

- SLE group meetings
- CIP boards
- TEL-SIG
- Coffee room discussions
- Making and using our tools

Successful negotiation requires
compromise between
formal approaches
and the
informal and personal
Trust

- Led by colleagues with commitment, knowledge (and backup teams)
- **Massive** investment in term of time
- Technical vision which has been sold to the institution
- But we will still have to do a great deal of work

Our strongest card is the range of folk we have involved and high level commitment

Drip funding internal and external to help and develop

Proof of concept development

Thank You ☺

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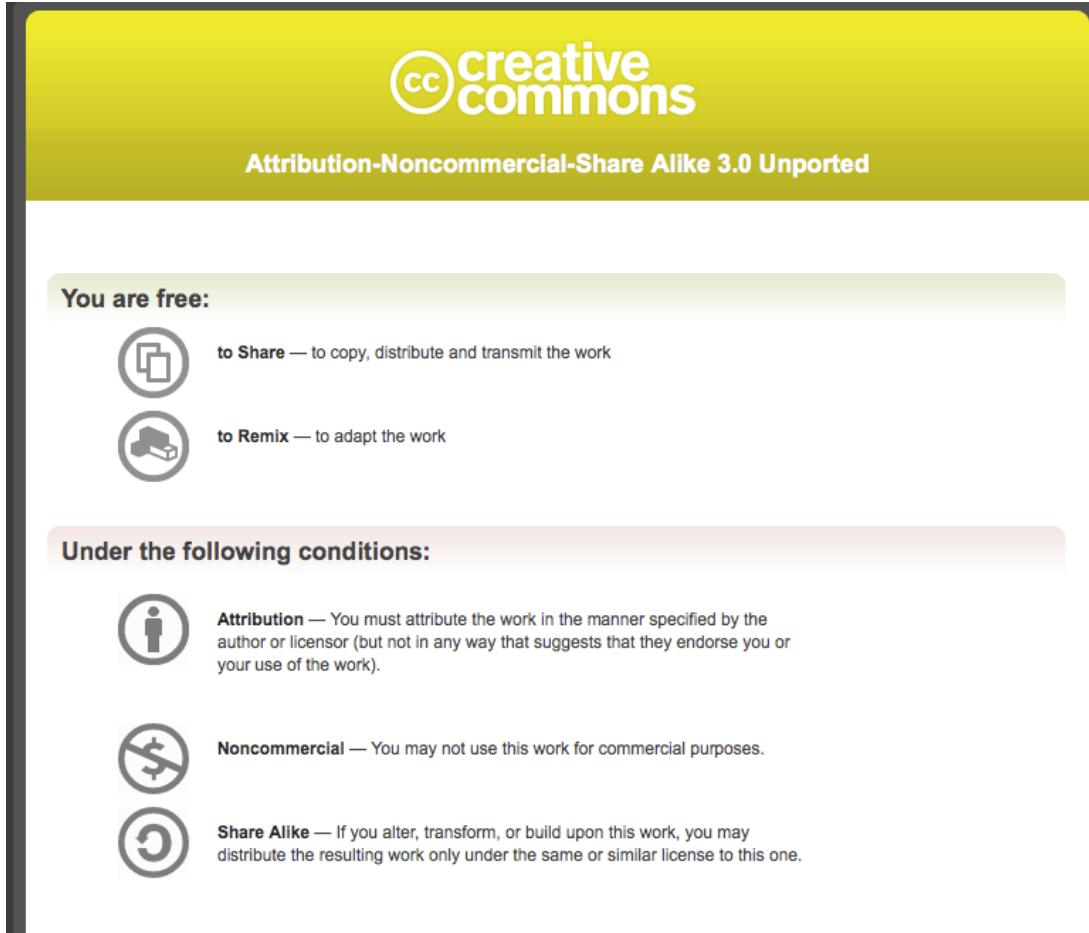
<http://twitter.com/suukii>

<http://delicious.com/suukii>

<http://shirleyknot.blogspot.com/>



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