Making it Rich and Personal
meeting institutional challenges from next generation
learning environments

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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

1 – intro
2 – context(s)
3 experience
4 – future and conclusions?
Who we are

Hugh Davis
Head of technology enhanced learning

Debra Morris
Librarian
leads on e-learning

Su White
Academic
researches institutional change

And a host of others....
Kenji Takeda, Heidi Solheim, Janice Rippon, Pat Usher,
Mark Brown, Fiona Grindey, Marcus Grace, Trevor
Bryant, Alex Furr, Vicky Wright, Dave Martin, Jamie
Ings, Ash Browning, John Isger

Patron/Sponsor PVC Humphris

Pete Hancock:
Director of 'IT services'

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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

We have organisational knowledge

And we have ECS and LSL
Feedback as driver

Almost 1000 responses, across institution

One example from many
There were no computers at the University!

- mainframes
- Local networks
- Microcosm
- Web and ‘learning’ apps
- The social web
- Somewhat informed users

Use and understanding

Web 2.0 Meme Map

- Strategic Positioning
  - You control your data
- Content Generation
  - Services, not packaged software
- Cost of Participation
- Cost-effective scalability
- New roles and jobs
- New data transformation
- Software as a service
- Different levels of system intelligence
- Platform

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A computing service...

Pathologically risk averse

Innovative ‘does not suck’

Reliable Quality of Service

new ideas mean it's time for some negotiation 😊

We are talking about major culture change
Monolithic Virtual Learning Environments are for Digital Immigrants — who don't have their own digital toolsets. One of the worst examples is B.

(above image thanks to Dave Millard from a generator at http://generator.kitt.net/)
Rich Learning Environments

- Personal space
- Social space
- Institutional space
- Support space

Good for learning

A model aligned to our situation
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

Personal space
- Can be accessed from SLE and may be integrated
- Enable interfaces

Institutional space
- Is the body of SLE
- Maximally exposed
- High functionality

Support space
- Is external to SLE but clearly relevant to student journey
- Is linked to from SLE, supports holistic view

Good for learning
- Is external to SLE but clearly relevant to educational journey
- Is linked to from SLE, supports holistic view

Social space
- Integrated set of communication tools
- Email, social software, messaging
- Intersects personal and institutional space
  Is ‘fabric’ and context
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
- IT support
- Invigilator
- Doctor
- Counsellor
- Senior tutor

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

We said

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

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

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

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Selected references


