

# Making it Rich and Personal

meeting institutional challenges from next generation  
learning environments

Su White, Hugh Davis,  
Debra Morris, Peter Hancock

[saw@ecs.soton.ac.uk](mailto:saw@ecs.soton.ac.uk)

<http://www.ecs.soton.ac.uk/people/saw>

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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)

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

Curriculum innovation programme

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

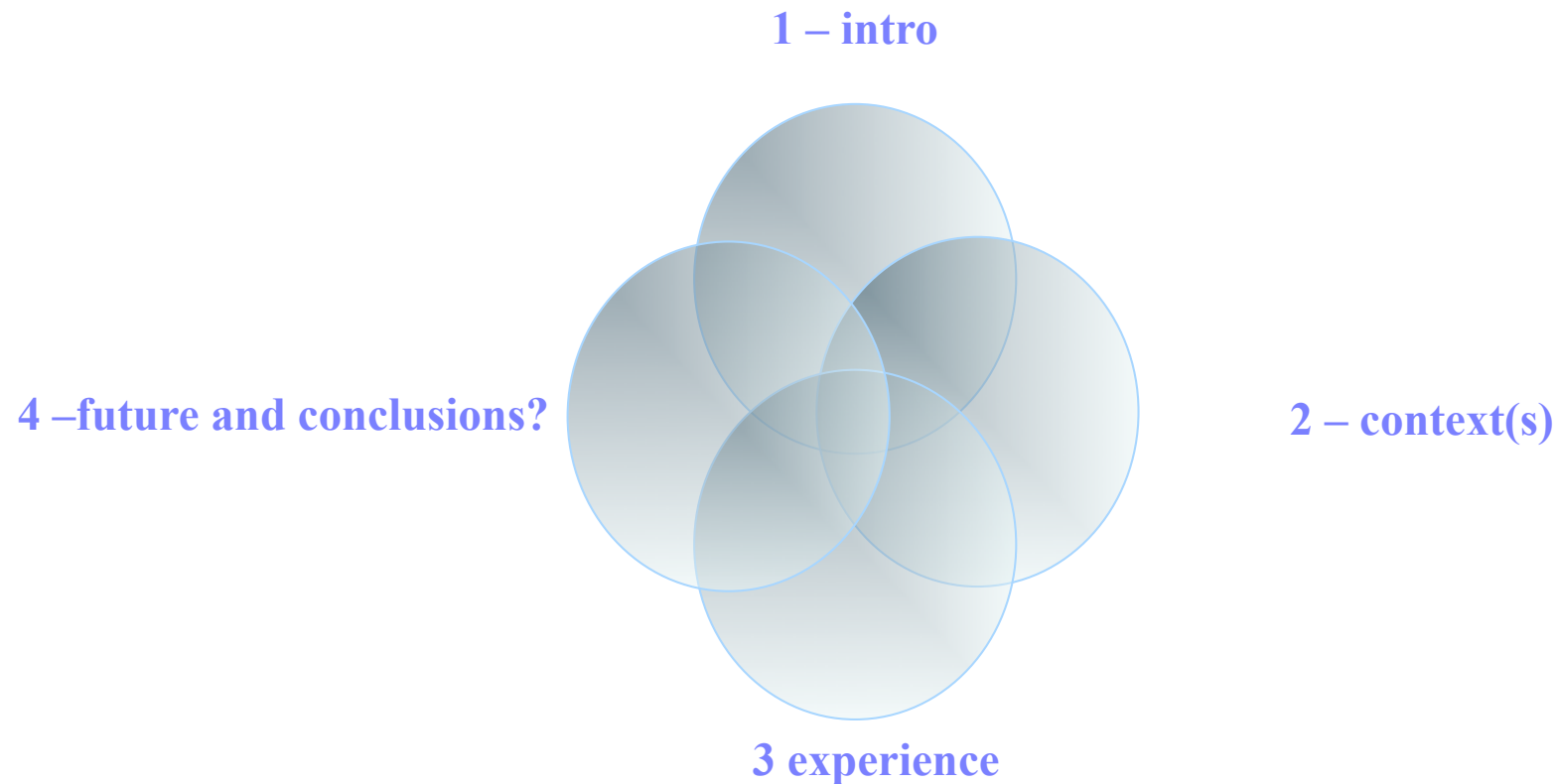
Project Blog

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

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# The shape of this talk



# Who we are

Hugh Davis  
Head of  
technology enhanced learning

Pete Hancock:  
Director of 'IT services'

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 Isgier

Patron/Sponsor PVC Humphris

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	Output
<b>Learning: Processes that directly impact on pedagogical aspects of e-learning</b>					
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					
L1 Courses are designed to support diverse learning styles and learner capabilities					
<b>Development: Processes surrounding the creation and maintenance of e-learning resources</b>					
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 An explicit plan links 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					
<b>Support: Processes surrounding the support and operational management of e-learning</b>					
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 formally					
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					
<b>Evaluation: Processes surrounding the evaluation and quality control of e-learning</b>					
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					
<b>Organisation: Processes associated with institutional planning and management</b>					
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 administrative information prior to starting courses					
O9 E-learning is supported by institutional structures					

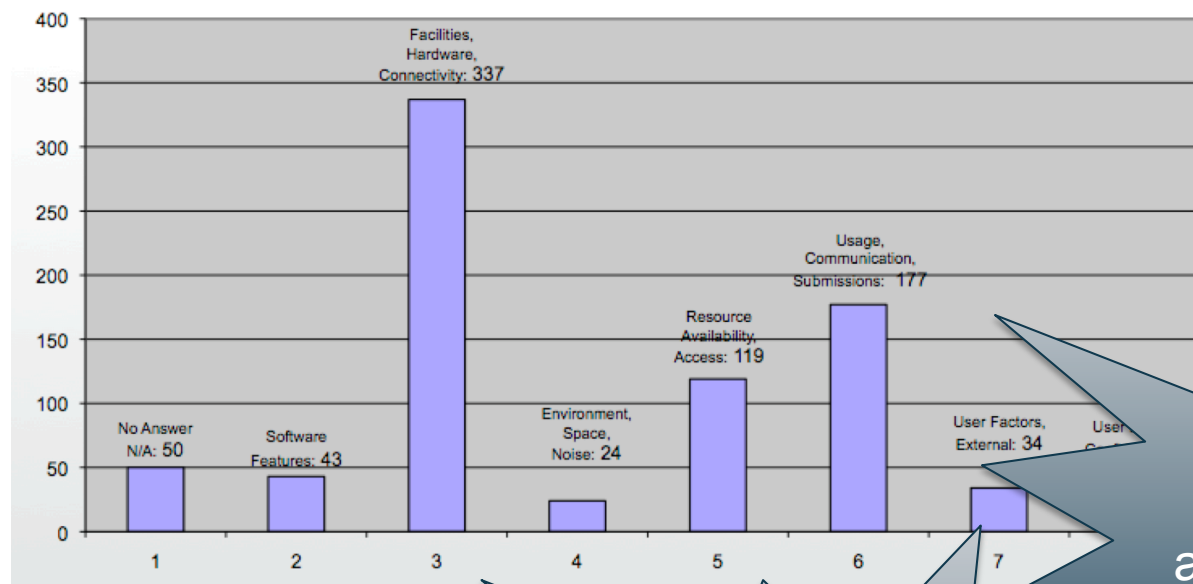
EMM carpet

We have organisational knowledge

And we have ECS and LSL

# Feedback as driver

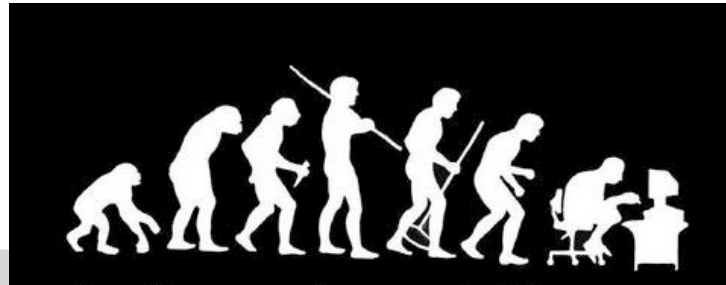
Q33: BLOCKAGES, IRRITATIONS



Almost 1000  
responses,  
across institution

One example  
from many

# use and understanding



**There were  
no  
computers  
at the  
University**

**mainframes**

**Local  
networks**

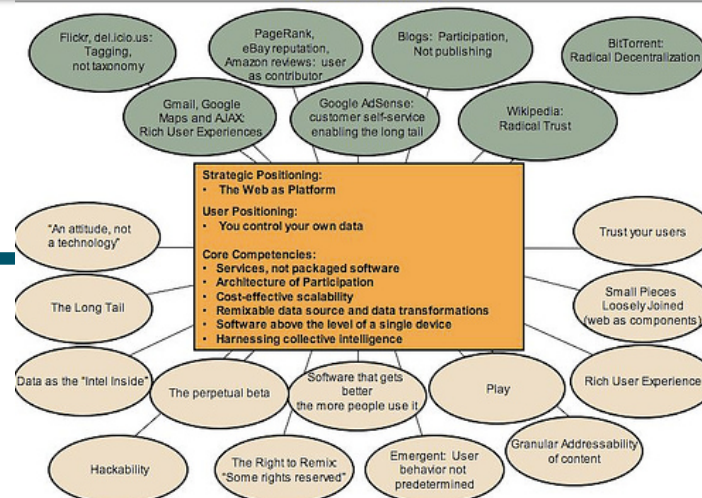
**Microcosm**

**Web and  
'learning'  
apps**

**The social  
web**

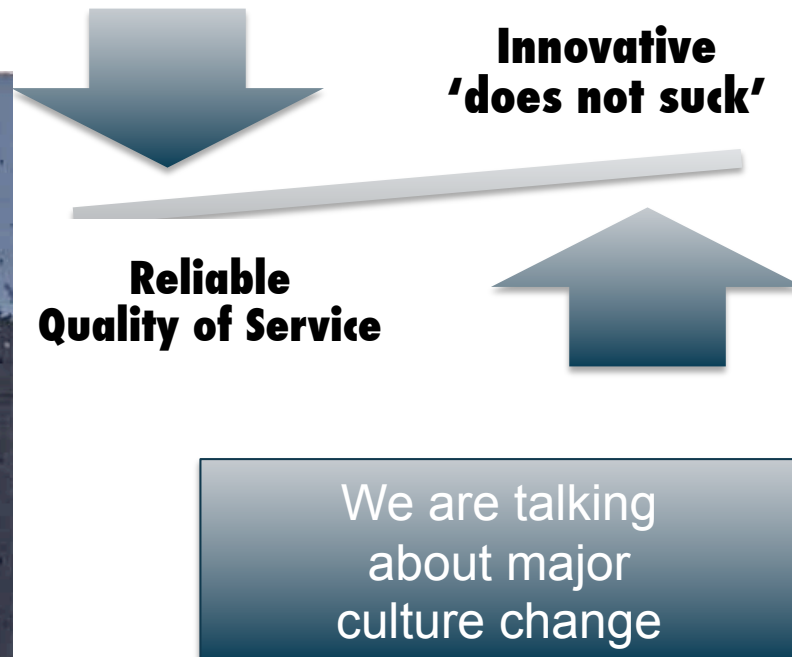
**Somewhat  
informed  
users**

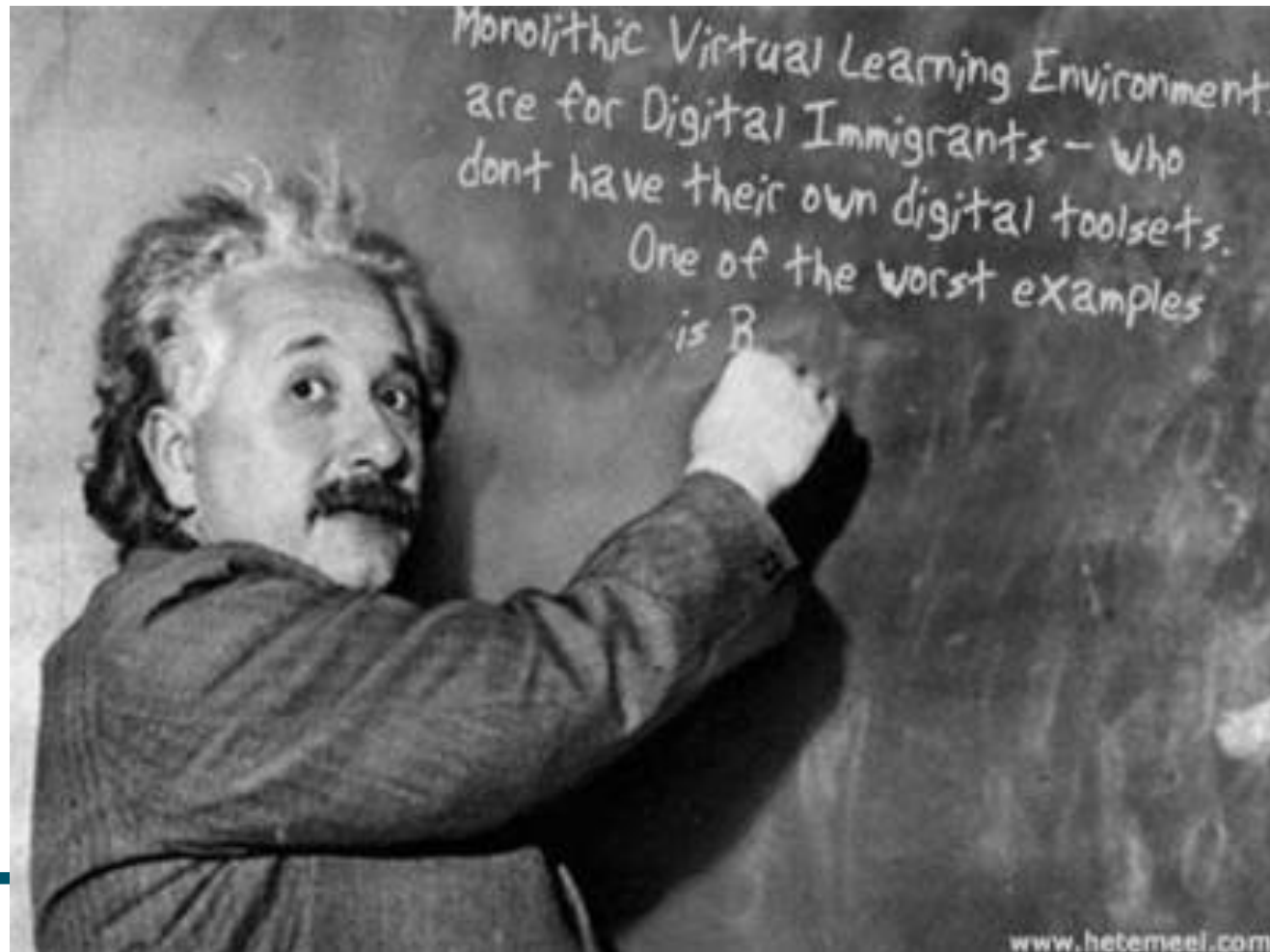
**Web 2.0 Meme Map**



# A computing service...

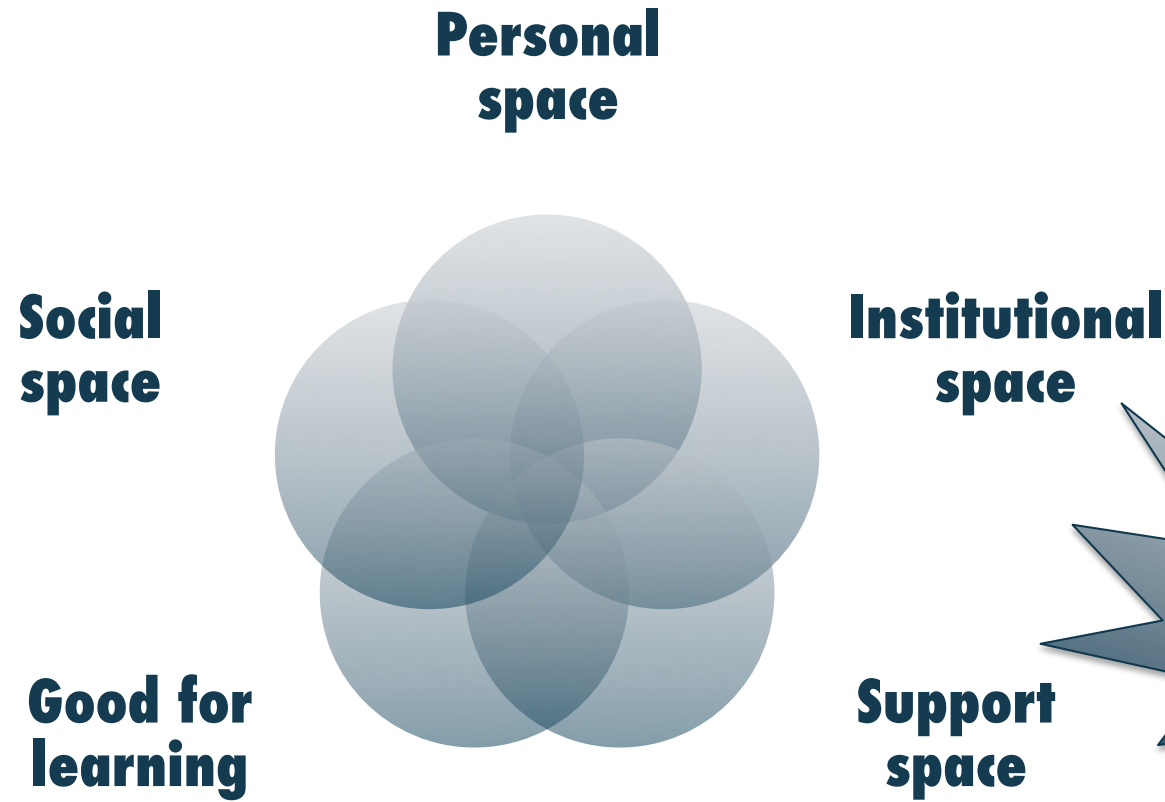
Pathologically risk averse





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

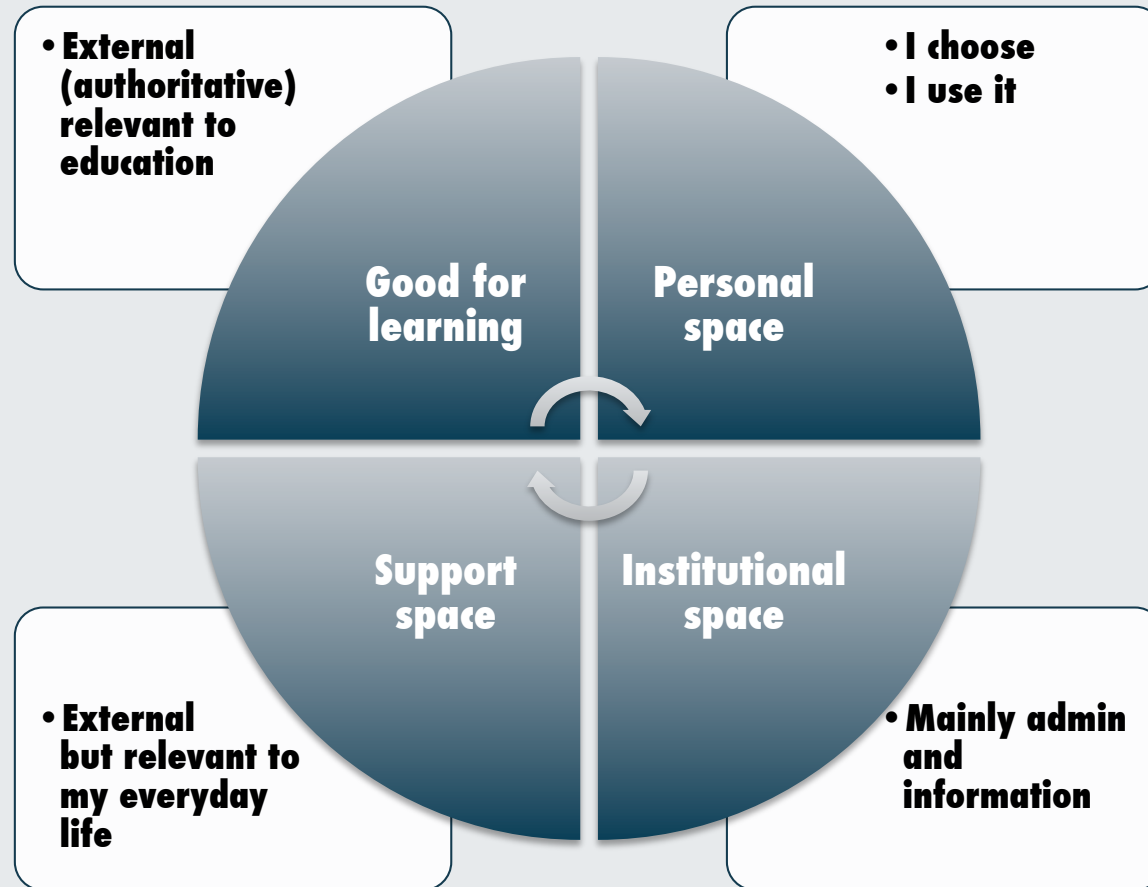
# Rich Learning Environments



A model  
aligned to our  
situation

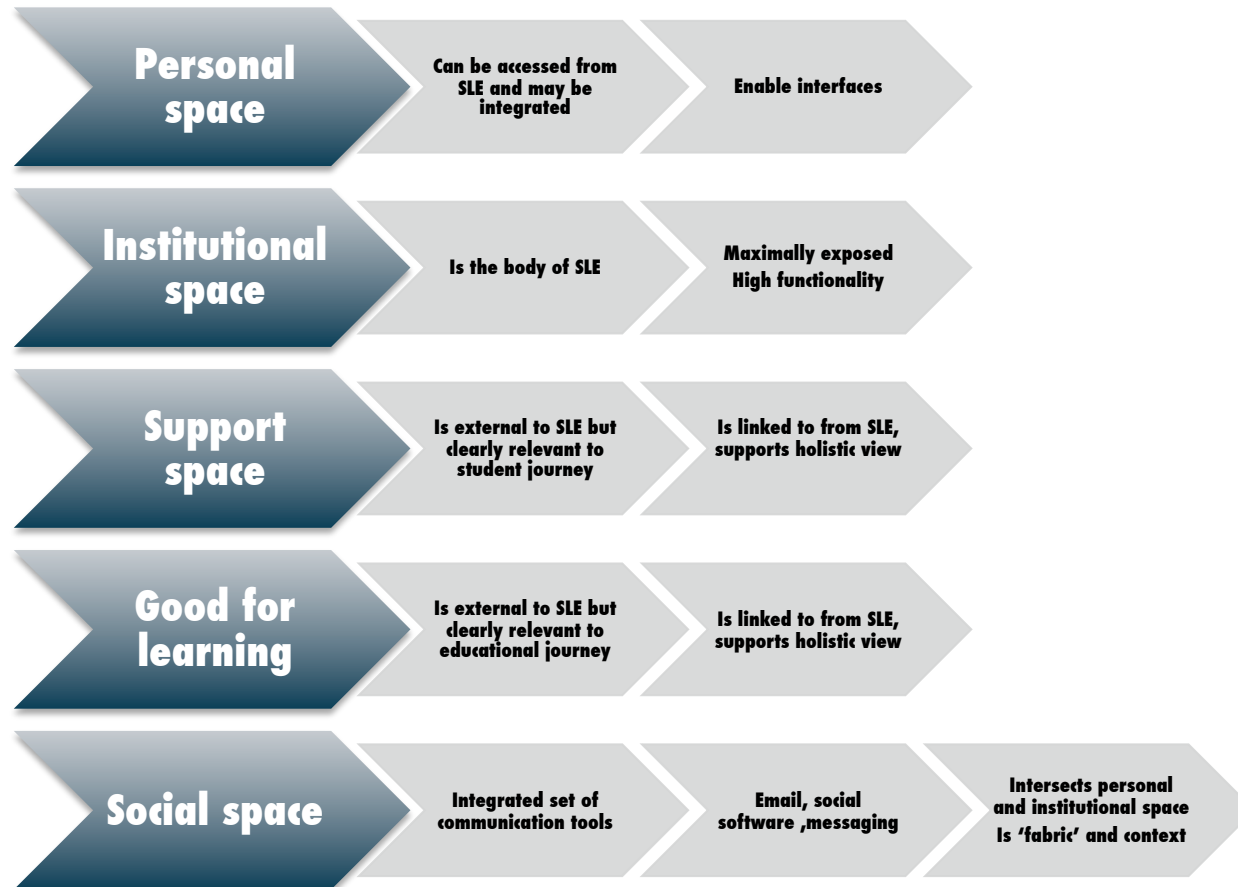


# Rich Learning Environment



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

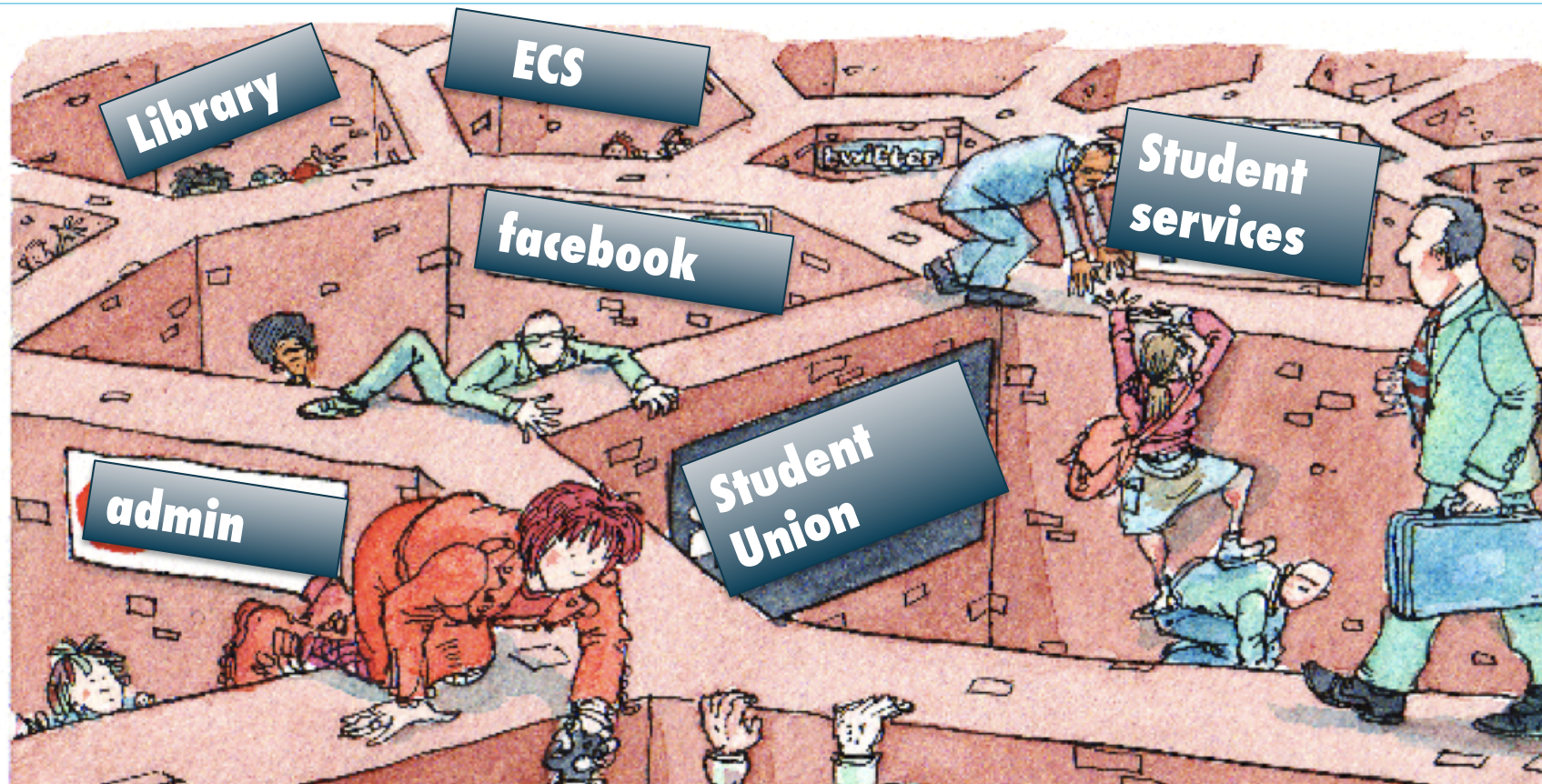
Explore web site  
Book open day  
Investigate current admissions tariff  
Compare five potential UCAS choices  
Review league table performance  
Change mind about study options at last minute  
Examine HERO institutional profile  
Find out who teaches in a department  
Check out the dates of the next 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  
Student

*These lists are not in  
any way complete*

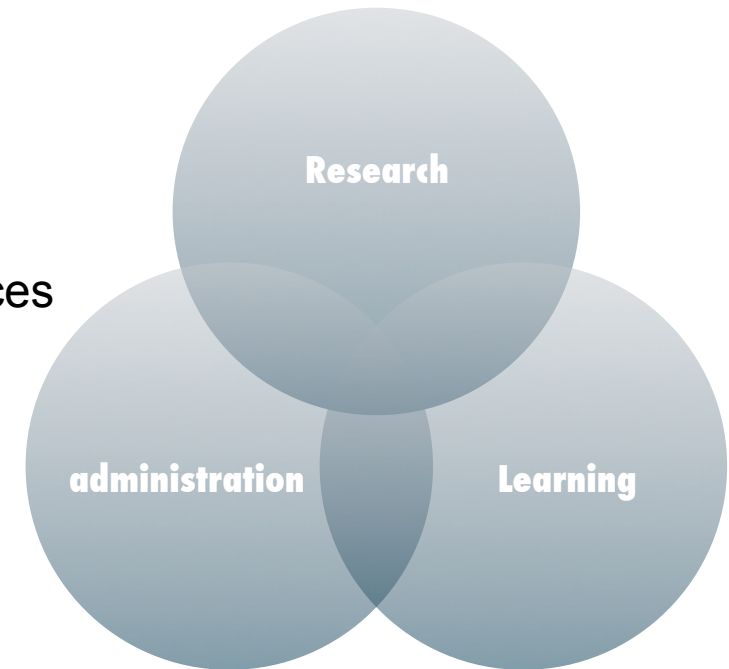
# We want to climb over the walls...



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

# Our educational position: student-centred research-led learning

- Authentic learning
- Situating Learning
- 21<sup>st</sup> 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



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

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Go  
Search  
Toolbox  
What links here  
Related changes  
Upload file  
Special pages  
Printable version  
Permanent link

## Advice on picking modules

This article **uses first-person ("I"; "we") or second-person ("you") inappropriately**. Please rewrite it to use a more formal, encyclopedic tone.

- Remember - you can be completely honest here: this is all for the benefit of other students.
- Be inclined to add "I agree" if you think a comment already sums up the module.
- Add more comments, even if you completely agree/disagree with the current comments.

### Contents (Hide)

1 Year 3

- 1.1 COMP3001 :: Scripting Languages
- 1.2 COMP3004 :: Principles of Computer Graphics
- 1.3 COMP3013 :: Multimedia Systems
- 1.4 COMP3017 :: Advanced Databases
- 1.5 COMP3018 :: E-Business Techniques
- 1.6 COMP3019 :: Large Scale Distributed Systems
- 1.7 ELEC3020 :: Advanced Computer Architecture
- 1.8 ELEC3031 :: Analogue Electronics
- 1.9 ELEC3027 :: RF Communications
- 1.10 COMP3010 :: Advanced Computer Networks
- 1.11 COMP3030 :: Intelligent Algorithms
- 1.12 COMP3002 :: The IT Profession
- 1.13 ELEC3030 :: Computer Networks
- 1.14 ELEC3021 :: Image Processing
- 1.15 ELEC3017 :: Digital System Design
- 1.16 MATH3027 :: Operational Research
- 1.17 MATH3022 :: Management 1 & 2
- 1.18 Modern Languages eg. Spanish, Fr

2 Year 4

- 2.1 COMP3004 :: Formal Design of Syst
- 2.2 COMP3006 :: Intelligent Agents
- 2.3 COMP3028 :: Semantic Web Techno
- 2.4 ELEC3032 :: Cryptography and Dis
- 2.5 COMP3026 :: Evolution of Complex
- 2.6 ELEC3011 :: Introduction to MEMS
- 2.7 ELEC3037 :: Advanced Electrical M
- 2.8 ELEC3076 :: Wireless Networks
- 2.9 ELEC3080 :: Integrated RF Transac
- 2.10 ELEC3087 :: Biologically-Inspired

### Year 3

#### COMP3001 :: Scripting Language

**Notes:** This course is no longer 100% exam. A fairly straight forward module, you are to 2009.

I'm a fourth year student doing Software E suddenly lose a third of your marks. I feel!

**Defra, 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. @suukil 2009-11-15T18:59:19Z

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

A comprehensive article summarising issues associate with directive and the UK Climate Change Bill. A is for Abroad; B C is for Carbon footprint; D is for Data centres; E is for Ene is for Freecycle; G is for Government; H is for Homeworking caps; J is for Jobs (Steve) ; K is for Kilowatts; L is for Landf Manning; N is for Nonnarrating; O is for Offsetting; P is for scycling; S is for SmartPlan for Virtualisation; W is for emissions; @suukil

**ahead - Public Sector - E licon.com**

im ahead News in brief: Go Jernisation Programme Tag in modernisation programm staff. Published: 11 Novem has confirmed it intends to imunications. Under the i , the government wants coi lok should be taken. Go to th cause he just reuses questio



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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 keep in your calendar and you're good. iSoton

htl

Tagged with: handout, professional and legal issues, categorisation  
Shared with: World

Added by: [Dr Susan White](#) on 22 Oct 2009 15:40



## Overview of the ECS School Ethics Committee

Describes the function and purpose of the ECS School Ethics Committee

Tagged with: Ethics, professional issues

Shared with: World

[Dr Susan White](#) Logout

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Export 47 results as [ASCII Citation](#)



COMP30

[Dr Le](#)

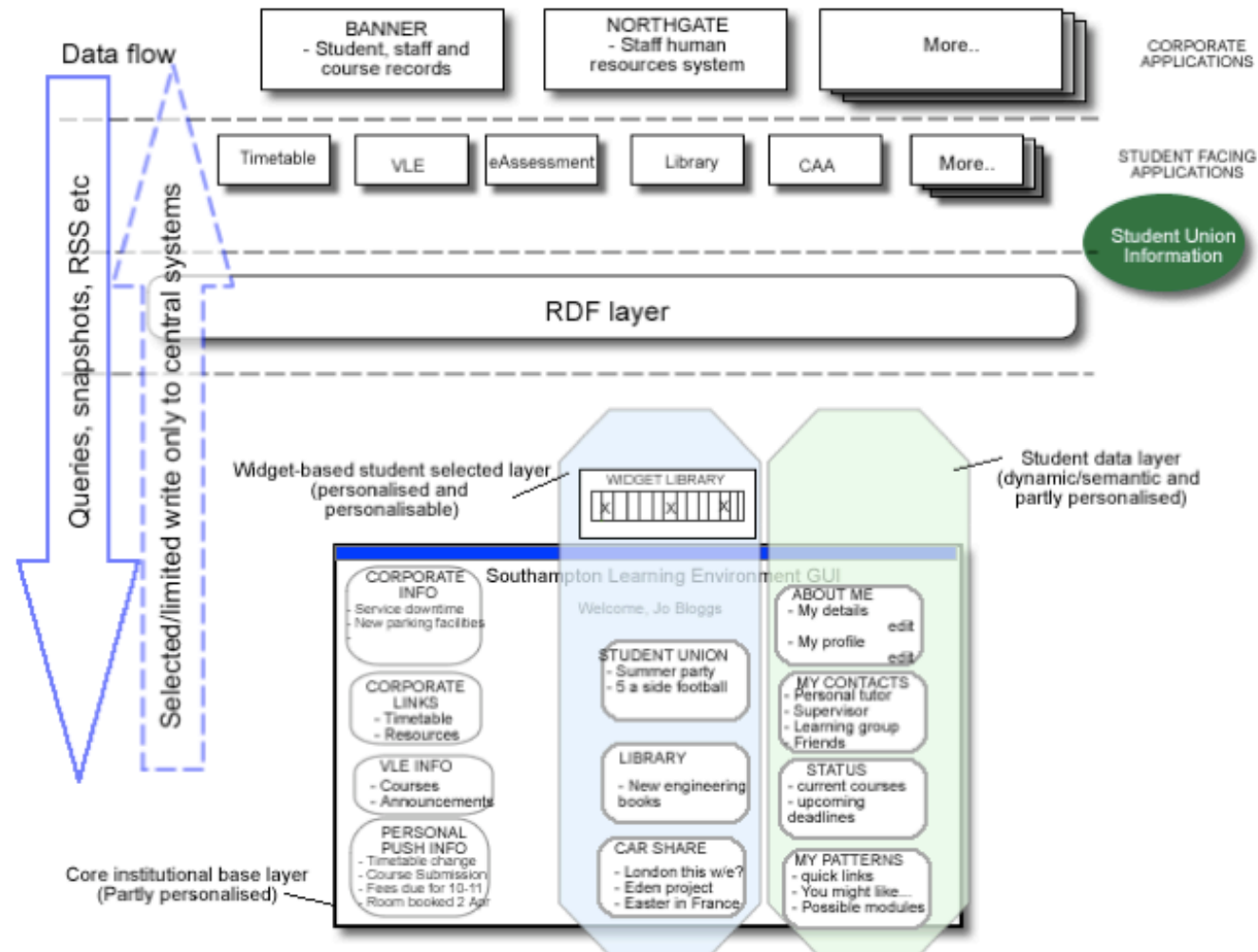
Research

A bibliogra  
contained

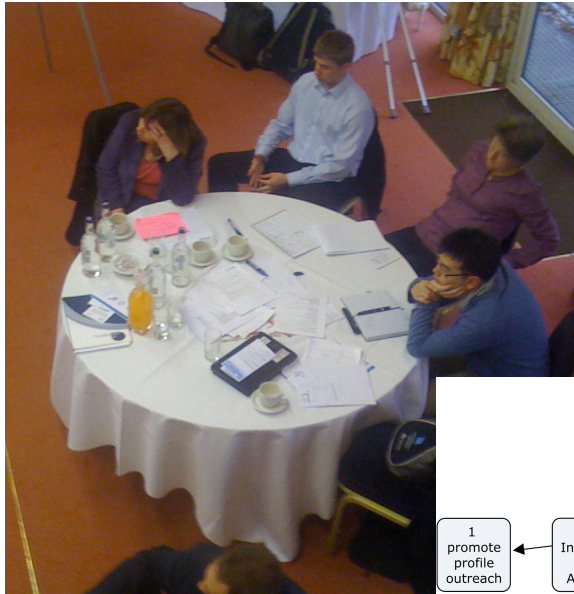
[Dr Le](#)

Foundat



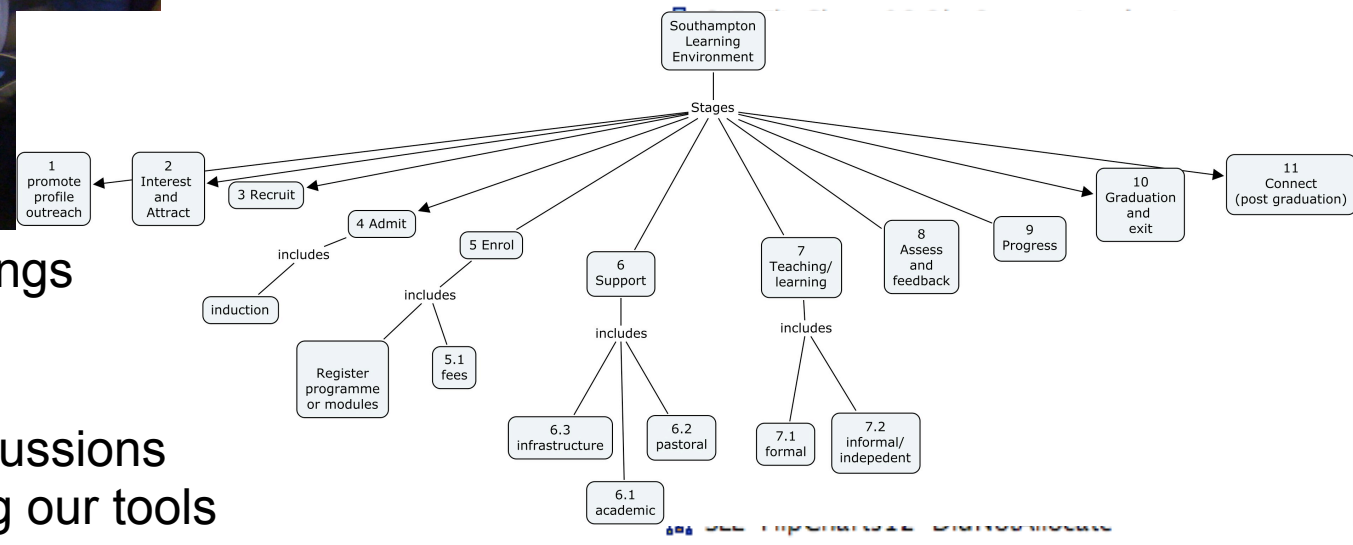


# Meeting, talking, making, talking



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 😊

Su White  
Learning Societies Lab  
Electronics and Computer Science  
University of Southampton

[saw@ecs.soton.ac.uk](mailto:saw@ecs.soton.ac.uk)

<http://www.ecs.soton.ac.uk/~saw/>

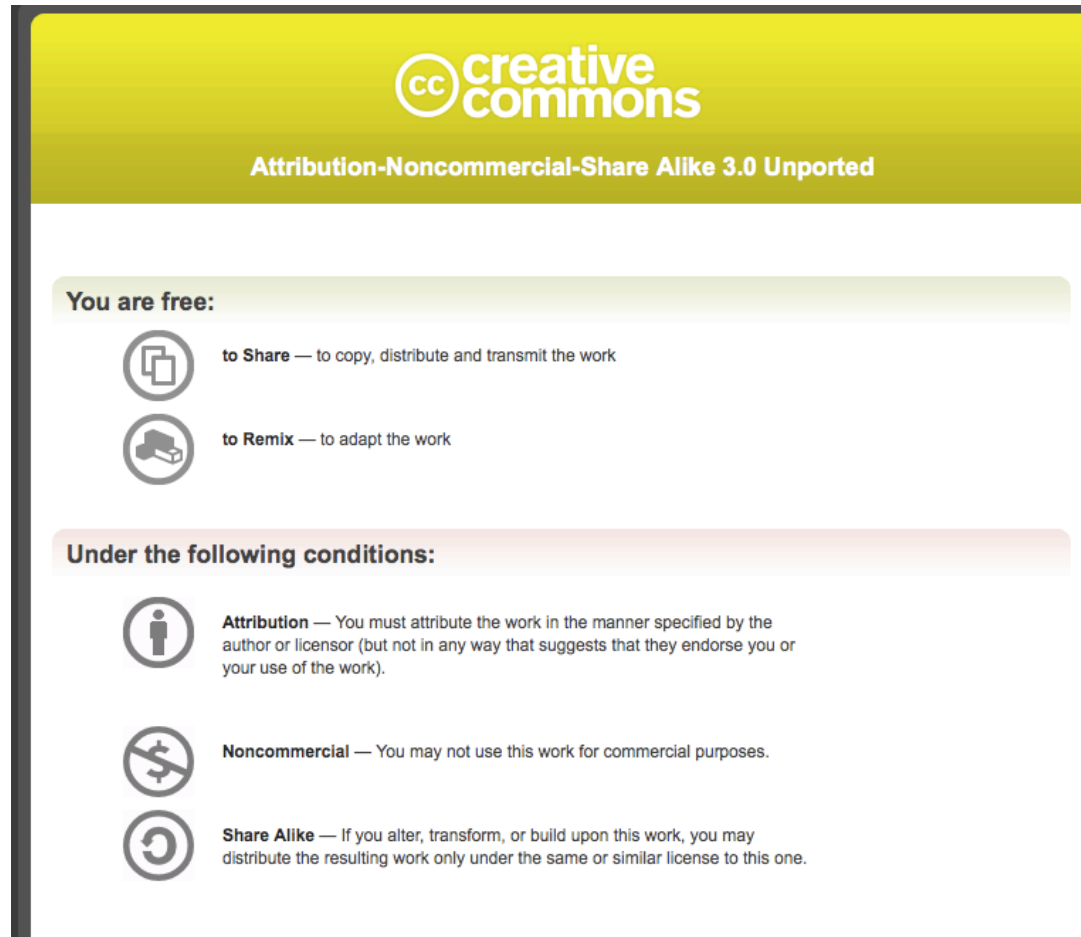
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<http://delicious.com/suukii>

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