The 13th Annual Durham
Blackboard Users' Conference

8th & 9th January 2013

Calman Learning Centre
Science Site, Durham University

Conference Programme

MAKE DO
OR SP£ND?

maintaining your vle in the £9k economy

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WELCOME

Durham University

Welcome to **#durbbu** (yes that's the hashtag to use for tweets!) I can hardly believe that this is the thirteenth conference. I hope you're not superstitious, if you are, ask the registration desk if they still have any lucky horse shoes, four leaved clover, lottery tickets or rabbit's feet... More seriously, the entire Learning Technologies Team would like to thank **you** for attending this event. If you are a presenter, reviewer or keynote speaker can we offer extra thanks, as it is people like you who keep drawing delegates to Durham year after year. We hope you find the conference friendly, fun, stimulating, challenging and inspiring.

The theme this year is a play on 'make do or mend'. It invites presentations that look at how colleges and universities (and the people within them) are responding to two pressures: increasing consumerist attitudes amongst some students (and the associated focus on lists and league tables) and, secondly, severe fiscal constraints (Blackboard price-setters take note!) This is all at a time when the technologies that support learning are changing – we've seen mobile trying to go mainstream, institutions dipping their toes into the world of MOOCs, and apps for almost everything. It's not going to be a dull year in the world of learning technologies ☺

Insight into these topics will be found from our keynote presentations (Allison Littlejohn and Jeremy Knox), in Blackboard's session and of course in the user sessions.   All proposals have been anonymously reviewed by members of the UK community. We've made a few changes to the format this year and look forward to your feedback. We are offering a range of different session lengths and short presentations by our sponsors – Eesysoft, Kaltura, Learning Objects and PebblePad. These are clearly marked in the programme, so if they are of interest to you, be sure to attend their sessions. Sponsors can also be found on the top floor of the Calman Learning Centre (next to the tea and coffee).

As well as the intellectual proceedings, we have a solid social programme for the Tuesday night. If you've not experienced a dinner at the Castle before, you are in for a treat! We will gather beforehand in the Castle's Undercroft Bar (walk into the castle courtyard on Palace Green and it is accessed through a small black door on the LHS).

If you have any questions about the conference, please don't hesitate to stop me or any other member of the Learning Technologies Team – you'll find our photos in the programme. If this is your first visit to Durham or the conference, do please say hello.

I hope you enjoy it as much as I do,

Malcolm R. Murray

Dr Malcolm Murray   FRGS FHEA CMALT PG Cert
Learning Technologies Team Leader
Computing & Information Service, Durham University

CONFERENCE SPONSORS

Kaltura provides the first and only open source video platform for education, a full-featured framework that enables educational institutions to handle all of their rich-media needs. The platform is in use by more than 100,000 global publishers including leading universities. Platform functionalities include media ingestion, transcoding, editing, annotation, metadata and content management, publishing (live or VOD) to web or mobile, syndication, and analytics. In addition, Kaltura offers a pre-integrated Video Building Block for Blackboard, and an out-of-the-box 'YouTube' application for universities – Kaltura MediaSpace™. Kaltura is also pioneering the 'open video' revolution through initiatives like www.openvideoalliance.org, www.HTML5video.org and the introduction of collaborative video-making into Wikipedia. For more information visit www.kaltura.com.

Learning Objects is the leading provider of social software for learning. Our solutions facilitate constructive interactions among students and instructors and enhance the value of an institution's existing IT investments with the help of Web 2.0 technologies.

Helping our clients realize the potential of academic technology is our top priority. We work closely with the user community to evolve our products in response to their ever-changing needs. Our close relationship with our clients also allows us to respond quickly and effectively to customer service and technical support issues.

Blackboard offers your organisation a lot of options to optimise the learning process and the communication and administration around it. As many institutions are increasingly aware however, extensive functionality does not always equate to extensive use, often resulting in Blackboard being reduced to the status of document repository.

Increasing end-user adoption and satisfaction is critical to leverage the potential benefits of your investment in Blackboard. EesySoft's unique building block helps your organisation to achieve this, by supporting users while they are working in the Blackboard application.

- Detailed reports on how Blackboard is being used
- Increased end-user adoption
- Fewer help-desk calls
- Lower training costs
- Higher end-user satisfaction

Blackboard Learn is a powerful tool for teachers to support their learners and for institutions to manage their learning environment. At Pebble Learning we believe it is important for learners to have their own space in addition to the institutionally controlled systems - a place that allows them to plan and record their learning independent of the course or unit of study they are enrolled in. PebblePad provides a personal environment that is not course specific and is available to users for free after they leave the institution. It is also important that it is as easy as possible for people to work with PebblePad, so we have developed a feature rich Blackboard Building Block™ to assist learners in their movement between the Blackboard Learn and PebblePad environments.

LEARNING TECHNOLOGIES TEAM

Feel free to stop any of the people shown below if you've any questions about the conference.

Malcolm Murray	Stephen Applegarth	Janet Lavery
Julie Mulvey	Elaine Tan	Judith Jurowska

HOUSEKEEPING

Calman Learning Centre

The conference is located in the Calman Learning Centre which opened in September 2007. You can refer any queries to the Reception Desk staff, Conference Assistant, or to a member of the Learning Technologies Team, who will be happy to help.

Wi-Fi Access

Wi-Fi Access is available in the Calman Learning Centre. Usernames and passwords can be found on the reverse of your conference badge. The University has signed up to EduRoam.

Mobile Phones

Please turn your mobile phones to silent during the presentations, but feel free to tweet at any time. Our conference hash tag is #durbbu

Luggage

Coats and small bags can be stored during the day in Room 406 – The Derman Christopherson Room on the top floor. A member of staff will be on duty at all times to watch over these items. Suitcases should be dropped off at the Reception Desk on the Ground Floor where they can be stored securely.

Toilets

These are located on each floor of the Calman Learning Centre.

Transport

The staff at the Reception Desk can arrange individual taxis for your departure as long as you make the booking before 10 am each morning. Durham Taxis are very popular so you need to book in advance.

A coach will be available at 4.00 pm on the Friday afternoon to travel from the Calman Learning Centre to Durham Railway Station. This is free of charge but you will need to reserve your seat with the Conference Assistant.

If you need to arrange transport to an airport please speak to staff at the Reception Desk the day before your flight.

Smoking

Durham University has a "No Smoking" policy in force. Smoking is not permitted in any part of University premises or entrances at any time, by any person regardless of their status or business with the University.

Fire Procedures

Fire Notices are posted throughout the building and if an alarm sounds, please evacuate the building in an orderly fashion. You should congregate outside at the front of the Calman Learning Centre where a register will be taken.

Not Feeling Well?

Please contact the Reception Staff who can arrange assistance.

Meals

A Buffet lunch will be available on the first day in the Room 406 – The Derman Christopherson Room on the top floor. On the second day we have arranged for packed lunches to be available so that if you need to get away you can take your lunch with you. Catering staff will be available to help you through the selection process. Please allow speakers who are presenting straight after lunch to take priority.

You will need to wear your conference badge to indicate that you are a conference delegate and are thus entitled to a free meal. With catering for over 100 people there are going to be queues so please be patient.

Once you have chosen/collected your meal please proceed next door to Room 407 – The Kingsley Barrett Lecture Theatre where tables are available along with drinks. There you will be able to sit down and take the opportunity to mingle with other delegates and meet our Conference Sponsors.

If you have any specific dietary requirements, please identify yourself to a member of the Catering staff.

On the second day we provide a "take away" lunch in a bag. We have found the delegates who may need to leave early appreciate this. In your bag you will find a sandwich of your choice (from a selection), a bag of crisps, a piece of fruit, a chocolate bar and a bottle of water/orange juice.

The Calman Café will also be open during the day.

Prayer Room

If you have need of a Prayer Room, then please speak to a member of the LTT, who will be able to give you access to a quiet room.

CALMAN LEARNING CENTRE - LAYOUT

Floor 4
>Registration & Lunch
>CLC 406 – Derman Christopherson Room
>
>Sponsors & Refreshments
>CLC 407 – Kingsley Barrett Lecture Theatre

Floor 2
>CLC 202 – Rosemary Cramp Lecture Theatre
>CLC 203 – Ken Wade Lecture Theatre
>Level 2 Techno Café

Floor 1
>Workshops
>Level 1 Techno Café

Ground Floor
>Welcome & Keynotes
>CLC 013 – Arnold Wolfendale Lecture Theatre
>
>Calman Learning Centre Reception
>Calman Learning Centre Café

CONFERENCE PROGRAMME

DAY ONE TUESDAY, 8th JANUARY 2013

MAKE DO OR SP£ND?
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Start Time		Room
9:30 am	**Registration** Early morning tea, coffee, pastries and exhibits *Presenters - this is a good time to upload your slides & check equipment*	**406 & 407**
10:30 am	**Formal Welcome** Malcolm Murray *Durham University*	**013**
11:00 am	**Keynote 1** **The learning ecology: why the promise of an economy of scale has not been achieved** **Professor Allison Littlejohn** *Glasgow Caledonian University*	**013**
12:00 noon	**Strand A Sessions - 30 minutes**	
	Meeting the Needs of Online Learners, the Challenges of Shaping a New approach to distance Learning Esther Jubb *Derby University*	**013**
	Being in the Middle (Wo)man – Designing Assessment Workflows that make everyone happy-ish Adel Gordon *University of Northampton*	**202**
	Integrating a Personal Learning Space with the Institutional VLE Matthew Wheeler & Andy Holmes Brown *PebblePad (sponsor)*	**203**
12.30 pm	**Lunch & Exhibits**	**406 & 407**
1.30 pm	**Strand B Sessions - 30 minutes**	
	Doing more with Less: Approaches to providing Blackboard support to Academic Staff in the context of reduced staffing Sharon Flynn & Paul Gormley *National University of Ireland*	**013**
	Enhancing the Learner Experience for 1£$: LTI to the Rescue Simon Booth *University of Stirling* & Stephen Vickers	**202**
	Campus Pack: MORE than you bargained 4 Hal Herzog & Brian Nido *Learning Objects (sponsor)*	**203**
2.00 pm	**Strand C Sessions - 45 minutes**	
	Discussion on Blackboard Mobile Richard Lilliker *Middlesbrough College* Alex Spiers *Liverpool John Moores University* Bryony Bramer *Regent's College* Richard Glover *Teesside University* Peter Rayment *Cardiff University*	**013**
	Improving the Quality of Feedback through the use of Electronic Marking Maureen Readle, Jak Radice & Neil McKeown *University of Bradford*	**202**
	Something Old, Something New, Something Borrowed – Are we Blue? 'Make Do & Spend' our VLE Re-launch Nichola Hayes *University of Leicester*	**203**
	Over the shoulder 2.0: Options and opportunities for screencast production in learning & teaching Simon Davis & Chris Millson *University of York*	**406**

2:45 pm	**Strand D Sessions - 30 minutes**	
	Assessment on a Budget: Is Buying a specialist online assessment software for exams a worthwhile investment if you already have blackboard? Mike Cameron *Newcastle University*	**013**
	Use of Online Mind Maps in the Enhancement of Student Learning Anja Conradie *Durham University*	**202**
	10 Best Practices for Building an Education Video Strategy at your Institution Sergio Cardoso & Jose Velazquez *Kaltura (sponsor)*	**203**
3.15 pm	**Tea, Coffee, & Exhibits**	**407**
3:45 pm	**Strand E Sessions - 30 minutes**	
	Walking into Lamp Posts – When Online Discussion & Reality Collides Alex Spiers *Liverpool John Moores University* Robin Gissing *Sheffield Hallam University*	**013**
	Getting More from What We've Got: Upcycling for Study Skills Bryony Bramer & James Leahy *Regent's College*	**202**
	EesyAnalytics™: Get insight in how your Blackboard environment is being used Michel Visser *Eesysoft (sponsor)*	**203**
4:15 pm	**Panel Discussion - 45 minutes** **What makes a 21st Century teacher?** Iain Wheeldon, Mike Cameron *Newcastle University* Ray Land, Richard Pears, Malcolm Murray *(chair) Durham University* Richard Walker *York University* **Allison Littlejohn** *Glasgow Caledonian University* **Jeremy Knox** *Edinburgh University* ***Attendees to be Confirmed***	**013**

EVENING HOSPITALITY

6.00 pm	**Undercroft Bar (Durham Castle)** Conference bar open from 6pm	**Castle**
6:45 pm	**Guided Tour of Durham Castle** **Tours must be pre-booked using the Conference Office**	**Castle**
7:30 pm	**Drinks Reception** The Senate Room, University College (Durham Castle)	**Castle**
8:15 pm	**Conference Dinner** The Great Hall, University College (Durham Castle)	**Castle**
10:00 pm	**Undercroft Bar (Durham Castle)** The conference bar will remain open until 1 am	**Castle**

CONFERENCE PROGRAMME

DAY TWO WEDNESDAY, 9th JANUARY 2013

MAKE DO
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Start Time		Room
9:00 am	**Refreshments** Early morning tea, coffee, pastries and exhibits *Presenters - this is a good time to upload your slides & check equipment*	**407**
9:30 am	**Welcome Back** **Malcolm Murray** *Durham University*	**013**
9:35 am	**Blackboard Presentation** **Blackboard's Take on the Conference Theme plus Roadmap** **Greg Ritter** *Blackboard Inc. (sponsor)*	**013**
11.00 am	**Refreshments** Mid morning tea, coffee, pastries and exhibits	**407**
11:30 am	**Keynote 2** **MOOC pedagogy: the challenges of developing for Coursera** **Jeremy Knox** *The University of Edinburgh*	**013**
12.15 pm	**Strand F Sessions - 45 minutes**	
	Creating Rich Resources with free tools: Customised Google Maps for Learning & Teaching Matt Cornock *University of York*	**013**
	Implementing a VLE Threshold at a University. How we did it, how it works and next steps Ashley Wright & Mike Cameron *Newcastle University* **High Stakes**	**202**
	Considering Copyright Implications in Lecture Captured Learning and Teaching Resources [Workshop] Suzanne Hardy *Newcastle University*	**203**
1.00 pm	**Lunch & Exhibits** **Blackboard UK User Group Leaders Meeting (Room 203)**	**406** **& 407**
2.00 pm	**Strand G Sessions - 30 minutes**	
	Google Portfolios and Google Tools Wayne Britcliffe *University of York*	**013**
	Nurturing a Community of Learners: Creating a Cost Effective Pre-Arrival Portal Sam Nolan *Durham University*	**202**
	There & Back Again: A Digital Tale from South Tyneside College Ralph Holland *South Tyneside College*	**203**

2.30 pm	**Strand H Sessions - 30 minutes**	
	Make New or Repin? Creating a Multimedia Anthropology Resource in Pinterest Nick Pearce *Durham University*	**013**
	SP9 plus XOT equals UX+ or in simpler terms How a Blend of Blackboard and Xerte Boosted student experience Al Holloway & Wendy Turner *University of Northampton*	**202**
	Content Collection Discussion – Strategies for Managing Content: Where next with Blackboard's Content Management System Richard Walker, Wayne Britcliffe & David Barratt *University of York*	**203**
	Developing Engaging Interactions in an Online Environment Candace Nolan-Grant & Allison Bell *Durham University*	**406**
3:00 pm	**Strand I Sessions - 30 minutes**	
	Recycling Writing: Learning from a Corpus of Student Generated Texts Megan Bruce *Durham University*	**013**
	Don't "Make Do" with the old snapshot generator, "spend" time improving things with the new SIS Integration Framework Mark Hodgson *New College Durham*	**202**
	UK Blackboard Content System User Group Meeting Bryony Bramer *Regent's College* *All welcome*	**203**
	A simple, minimal MathJax integration in Blackboard VLE Stuart Robinson & Andrew Parkinson *University of Leeds*	**406**
3.30 pm	**Conference Close** Feedback Eurovision style, plus we want your ideas for next year's format & theme…	**013**
4.00 pm	**Finish** **Free shuttle bus service from the University to the Railway Station**	

Room 013, Tuesday, 8 January 2013 – 11.00 am

Keynote

Professor Allison Littlejohn – Glasgow Caledonian University

Professor Allison Littlejohn is Director of the Caledonian Academy, a research Centre exploring technology enhanced professional learning in the public and private sectors, and is Chair of Learning Technology at Glasgow Caledonian University, UK. Her area of specialism is technology enhanced professional learning. Within this field, her research interests are focused on four broad areas *Professional learning*, exploring how expertise development can be supported and enhanced by information and communication technologies, including social media. A unique aspect of this research is exploration of learning at the intersection of the individual and the collective. S*ustainable learning,* analysing tensions between cost-efficiency, effective pedagogy, and continuous innovative practice. *Learner literacies*, investigating how learners can be better prepared as lifelong learners. This research links literacies to knowledge curation, while more recent work questioned current thinking around what constitutes 'literacies' and how these might be integrated within the curriculum to ensure learners are better prepared for the workplace. *Organisational learning*, examining how group learning can be translated into organisational effectiveness. Recent work with Shell and BP has examined how individuals, teams and organisations can learn from incidents to improve health and safety in highly hazardous environment.

Allison is leading industry-academic research partnerships with multinational companies, most notably Royal Dutch Shell, for whom she was Senior Researcher 2008-2010. She has led research funded by the UK Joint Information Systems Committees (JISC), the UK Higher Education Academy (HEA), the Scottish Funding Council (SFC), the Quality Assurance Agency (QAA) and has been a senior scientist on projects funded by international funding bodies such as the UK Economic and Social Research Council (ESRC), the Australian Research Council, the US National Science Foundation (NSF) and the European Union (EU). www.academy.gcal.ac.uk/people/littlejohn.html

The learning ecology: why the promise of an economy of scale has not been achieved

Allison Littlejohn, Caledonian Academy, Glasgow Caledonian University

A decade ago there was a consensus that an increase in digital resources was necessary to satisfy the greater range of demands for learning. Behind this idea lay a vision in which reusable, educational resources could comprise a new currency of exchange within a learning economy (Littlejohn, 2003). Resources produced by publishers, teachers, support staff and students themselves could be accessed easily, recombined and reused within online courses. In an ideal world, these resources would be designed so that they could be adapted to fit different educational models, subject disciplines and levels of study. Yet this promise of an economy of scale has never been achieved (Stepanyan, Littlejohn & Margaryan, 2012).

Ten years on the learning landscape is now very different, shaped by key trends of open distributed resources, shared knowledge and practice within an increasingly networked society (*ibid*). Challenges of discovering suitable resources to reuse and agreeing their value within a traditional model of education has been replaced by an open ecological models which promise abundance of resources and unanticipated diversity. Examples include Massive Open online Courses and non-formal learning opportunities. These may co-exist with existing models of education, or offer alternatives to those.

These models fit with recent conceptualisations of learning that describe the learning process as creating networks connecting people, organisations and resources (Siemens, 2006; Dron and Anderson, 2007). Through these social networks, learners connect with groups, networks, communities or collectives to consume, filter and create new knowledge. In this concept of learning individuals learn by both drawing on and at the same time contributing to the collective knowledge (Paavola et al, 2004). Learning is enhanced through mechanisms that allow individuals to create and share knowledge by connecting with each other and the broader collective (Littlejohn et al 2012b).

Yet, important questions around how the development of open educational practices can be supported and under what conditions remain unanswered (Littlejohn et al, 2012a). Taking a broad perspective on learning, this presentation will explore why the promise of an economy of scale has not been achieved, examining trends within and beyond the education sector.

Dron, J. & Anderson, T. (2007). Collectives, networks and groups in social software for e-learning. In T. Bastiaens & S. Carliner (Eds.), Proceedings of *World Conference on E-Learning in Corporate, Government, Healthcare, and Higher Education* 2007 (pp. 2460-2467). Chesapeake, VA: AACE.

Littlejohn, A. (2003) Reusing Online Resources: a sustainable approach to eLearning, Routledge, London

Littlejohn, A., Beetham, H., & McGill, L. (2012a) Learning at the digital frontier: a review of digital literacies in theory and practice, *Journal of Computer Assisted Learning (JCAL),* 24(4), 333-347 http://onlinelibrary.wiley.com/journal/10.1111/(ISSN)1365-2729/earlyview

Littlejohn, A., Milligan, C., & Margaryan, A. (2012b). Charting collective knowledge: Supporting self-regulated learning in the workplace. *Journal of Workplace Learning, 24*(3) http://www.emeraldinsight.com/journals.htm?issn=1366-5626&volume=24&issue=3&articleid=17010279&show=abstract

Paavola, S., Lipponen, L., & Hakkarainen, K., (2004) Models of Innovative Knowledge Communities and Three metaphors of Learning. *Review of Educational Research 74*(4), 557-576.

Siemens, G. (2006). *Knowing knowledge.* http://www.knowingknowledge.com/book.php

Stepanyan, K., Littlejohn, A & Margaryan, A. (2012). Sustainable eLearning: towards a coherent body of knowledge**,** *Educational Technology and Society*

Strand A Sessions:
Room 013, Tuesday, 8 January 2013 – 12.00 noon

Meeting the needs of Online Learners; The challenges of shaping a new approach to distance learning

Dr Esther Jubb – Derby University

In August 2011 University of Derby made the strategic decision to place all of its Online Distance Learning provision within a separate operating unit that would focus solely on the development and delivery of online distance learning programmes. With a 10 year tradition of online distance with the responsibility of delivery sitting in individual faculties, departments, and in some cases individuals, the operational challenges of such a transition were significant. With the creation of 'University of Derby Online Learning' (UDOL) came a number of critical decisions about whether the existing systems, processes and infrastructure were fit for purpose, and this included the use of Blackboard as its VLE. The Academic team within UDOL were asked to explore whether the instance of Bb which was used across the on-campus provision would meet the very different needs of distance learning. While the decision to opt for a different VLE was rejected, the option to 'make-do' and continue with the on-campus approach to online learning was not an option as the aspiration of the online academic team to is have an offer supported by the following guiding principles.

- The learner will be provided with stimulating, relevant and current content and activities specifically designed for online distance study
- The learner will receive timely feedback and support from dedicated online tutors.
- The learner will have opportunities to learn with and from their peers.
- The learner will have flexible and simple access to learning resources and key programme information
- The learner will receive dedicated support and guidance about how to be a successful

Which left the question of where to spend a small development budget to have the most impact?

This presentation will discuss the approach taken and the lessons learned from small team seeking to have a big impact. We will look at our approach to enhancing the Blackboard environment for online students (unlocking functionality), the development of enhancements and bespoke functionality, supporting a remote community of online tutors and the development of a strategic approach to our engagement with other University stakeholders who use and support Blackboard. Finally we will discuss our unresolved issues and our likely next steps.

In addition to being of interest to a general audience, this presentation will be of particular interest to those who currently support online distance learning or are considering its development/enhancement in the future.

Strand A Sessions:
Room 202, Tuesday, 8 January 2013 – 12.00 noon

Being the middle (wo)man – designing assessment workflows that make everyone happy... ish

Adel Gordon – University of Northampton

The University of Northampton made the decision to move to e-submission and feedback for the 12/13 academic year across all year groups. Throughout piloting we faced challenges ranging from determining best tools to accommodating practices specific to faculties and departments within the institution. We are now looking to further integrate the student record system with Blackboard to enable us to transfer data both ways. This will ultimately mean that academic staff can spend less time undertaking administrative processes, as the electronic transfer of information means that data can be passed between systems and departments more accurately and in less time.

We are now facing challenges in accommodating administrative processes attached to assessment. As the institution becomes more reliant on data, how do administrative teams manage the transition to electronic assessment processes and ensure the accuracy of that data? How do we ensure that everything we put into place is auditable? What part does Blackboard play in these processes?

In this session I will talk about practice we have already put into place at Northampton, and ask for participation and discussion from attendees about how others have dealt/plan to deal with similar situations.

Integrating a Personal Learning Space with the Institutional VLE

Matthew Wheeler & Andy Holmes Brown – Pebble Pad

PebblePad is a Personal Learning Space being used in learning contexts as diverse as schools, colleges, universities and professional bodies; by learners, teachers and assessors; for Personal Development Planning, Continuing Professional Development, and Learning, Teaching and Assessment.

PebblePad has been designed with the learner at the centre of the system. It provides scaffolding to help users create records of learning, achievement, and aspiration, and has a reflective structure underpinning all of its core elements.

PebblePad supports personal learning whilst providing a powerful suite of tools to improve learning in institutional contexts. Conversation, communication and collaboration are easy in PebblePad; items can be shared with trusted individuals, published to group pages, or made public to the world-wide web.

Over time users can create, store, and review multiple assets that can be aggregated into powerful presentational 'eportfolios' to provide rich stories of learning or achievement for myriad purposes including:

• Assessment (formal and informal)
• Advancement (promotion or transition)
• Appraisal (self - peer - 360)
• Accreditation (professional bodies)
• Application (course, job, funding)
• Articulation (informative story telling)

We know that organisations often have multiple elearning systems in place to support their learning and teaching activities. To ensure PebblePad fits in to the institutional learning ecology we have created a number of integration options for popular institution systems so that the learning experience can be holistic, connected and unified.

If you've heard of PebblePad, or perhaps used it before, or even if it is completely new to you please take some time out of your busy schedule to check out the brand new version of PebblePad that has just been released into the market either by talking to colleagues on the stand or by attending the presentation where we'll be specifically showcasing our integration with Blackboard.

Doing more with less: Approaches to providing Blackboard support to academic staff in the context of reduced staffing

Sharon Flynn & Paul Gormley - National University of Ireland, Galway

Higher education is increasingly under pressure to deliver greater efficiencies with reduced resources. Although fees for higher education have not (yet) been re-introduced in Ireland, we face specific challenges resulting from the "Employment Control Framework (2011-14)" for the public sector. There has been an overall reduction of more than 8% in staffing numbers across the Irish higher education sector during this period of continuing growth in student participation. Projections of future enrolments show that by 2020 there will be a further 16% growth in student numbers with tighter budgetary restrictions. In common with other institutions, there is a requirement to achieve more with less.

Since Blackboard went mainstream at NUI Galway in 2007, we have made it easy for academic staff to use: the courses are created and ready for use, the students are automatically enrolled in the correct courses, we provide training and support. Uptake has been very positive, with very few staff not using Blackboard and, we estimate, very few students who don't have resources (at some level) available to them on Blackboard.

The learning technology team at the Centre for Excellence in Learning and Teaching (CELT) aims to provide pedagogical support for staff in their use of technology for teaching and learning. Our mantra is that we want to encourage each member of staff, from their current technology use, to do something a little more. We always keep in mind that the teaching/learning is key, and we're just using the technology to (better) support and enhance it.

But how can we continue to provide a high quality service in the context of reduced staffing, both within CELT and within the ISS department (Information Solutions and Services), at a time when there is also additional pressure on academic staff to achieve higher levels of research and teaching performance?

In this presentation we will discuss a number of approaches that have worked for us. Our Top 10 Survival Tips include strategic and practical approaches to outsourcing, streamlining, training, sharing and using social media. We hope to spark some discussion and find out what approaches are being used elsewhere (such as the current ALT community discourse), and how we can learn from them.

Strand B Sessions:
Room 202, Tuesday, 8 January 2013 – 1.30 pm

Enhancing the learner experience for I£$€:
LTI to the rescue!

Simon Booth – University of Stirling & Stephen Vickers

The IMS Learning Tools Interoperability (LTI) specification is supported by all major VLE platforms (including Blackboard, Moodle, WebCT, Desire2Learn, and Sakai) and offers a secure method to launch external tools and content from within the VLE. Using LTI varies between VLEs but makes it relatively simple for teachers to add connections to other applications. This makes it an ideal solution for providing institutional support to tools which are only used by a small minority of staff (whether they are hosted internally or externally). This session will discuss how the JISC-funded ceLTIc: sharing project is evaluating the use of LTI to provide a shared service for institutions interested in evaluating WebPA. It will include a demonstration of linking to the tool from Blackboard Learn 9, as well as how the outcomes service along with the unofficial memberships and setting extensions are being used to enhance this integration in a VLE-independent way.

LTI offers the potential of being able to add functionality to a VLE in a few minutes and the whole process can be completed by the teacher.

This has clear benefits for learners as suitable tools can be securely and quickly added to a VLE.

Strand B Sessions:
Room 203, Tuesday, 8 January 2013 – 1.30 pm

Campus Pack: MORE than you bargained 4

Hal Herzog & Brian Nido – Learning Objects

Campus Pack is a flexible collection of simple, modular, independent but compatible apps that improve and extend online learning. Campus Pack enables the creation of online communities by bringing together users from across your institution both within a course and beyond.

Today's multi-faceted learner needs tools for collaboration, personalized learning, and an avenue to express personal interests. The educator needs an efficient and reliable solution to properly foster engagement and collaboration. With Campus Pack you address these needs (and MORE) that are not found in your standard LMS/VLE:

- Personal Learning Spaces and ePortfolio/PDPs
- customizable and re-usable templated assignments
- private RSS feed subscriptions
- external sharing outside the LMS/VLE
- inline podcast recording
- batch assignment creation and deployment
- weekly reporting statistics
- external sharing with other social media sites and people outside your institution

This session will look at the Campus Pack 4 applications and how learning is MORE than being course-centric. We will explore best practices and user stories from clients from across the US and the UK.

We will also take a preview at feature developments within Learning Objects, Inc. and how Campus Pack can do a lot MORE for much less.

Strand C Sessions:
Room 013, Tuesday, 8 January 2013 – 2.00 pm

Panel Discussion on Blackboard Mobile

Richard Lilliker – Middlesbrough College
Alex Spiers – Liverpool John Moores University
Bryony Bramer – Regent's College
Richard Glover – Teesside University
Peter Rayment – Cardiff University

Strand C Sessions:
Room 202, Tuesday, 8 January 2013 – 2.00 pm

Improving the quality of feedback through the use of electronic eMarking

Maureen Readle, Jak Radice & Neil McKeown – University of Bradford

The University of Bradford have been trialling the use of electronic marking to improve the quality of the comments provided to students on summative coursework. This is in response to NSS scores and the piles of uncollected coursework in Department offices.

The introduction of the university's policies on eSubmission, typed comments and the 20 day turnaround time for completion of marking has generated interest in using TurnitinUK's GradeMark feature and Blackboard's Interactive Rubrics to provide timely, rich feedback to students.

Some lecturers used QuickMarks with TurnitinUK's Qualitative Rubric. One School adopted to use of GradeMark for all word processed assignments using QuickMarks but not the Rubric feature. This School is now trialling Blackboard's Interactive Rubrics for a range of assessment, including marking practical work.

This presentation will report staff and student evaluations of using TurnitinUK's GradeMark and initial, informal, responses of staff using Blackboard's Interactive Rubrics. It will also try to answer the question of whether eMarking can be used to improve feedback to students.

Strand C Sessions:
Room 203, Tuesday, 8 January 2013 – 2.00 pm

Something Old, Something New, Something Borrowed – Are We Blue? 'Make Do Or Spend' our VLE Re-launch

Nichola Hayes - University of Leicester

In January 2012 the University of Leicester decided to 'Make Do and Spend'.

With the increase in student fees the university increased its focus on the student experience, one aspect of which was the Virtual Learning Environment (VLE), Blackboard.

The University of Leicester VLE had grown organically over an 11 year period, but in light of the focus above - and Student Union Sabbatical Officers' manifestos stating that they would 'Make Blackboard Better' - it was time to put the VLE under the microscope.

There were calls from some staff that Blackboard was not fit-for-purpose and that the grass might be greener with another product, but it was important that our decision was evidence based. Before any judgment was made we conducted an institution-wide Blackboard Audit.

Data were obtained from:
- Server logs to quantify the usage of particular tools.
- An online questionnaire to all staff (academic, administrative and central support), which explored VLE use, attitudes, needs and challenges. (262 staff responded).
- Interviews with all 32 academic departments and student-facing central services.
- A focus group involving a representative sample of students from 13 departments.
- A cost / benefit analysis carried out by IT Services to compare keeping the service in-house versus moving to managed hosting

The conclusion was that the University of Leicester would retain Blackboard ('Make Do') but undertake a regular review – our something old was therefore to stick with what we had, however, to address the institutional response to the Blackboard Audit we were going to have to improve the service dramatically. By the start of the academic session 2012/13 the University of Leicester had:
- Upgraded to the latest version of Blackboard (v9.1 SP8)
- Moved to Managed Hosting to address performance and resilience issues
- Developed in conjunction with Blackboard, a University of Leicester Mobile App. that housed Blackboard Mobile Learn; staff and students had highlighted this as an important addition to our learning environment offering
- Written our first VLE policy
- Designed and developed a template for all new Blackboard course sites including: sample learning designs and support resources
- Formed a dedicated support team to help staff to: address issues the upgrade to Blackboard might create; migrate content out of now-incompatible third-party tools so that they could be switched off in December 2012; and move existing course sites into the new template

All of the above is our something new.

To accomplish all of this within a year we formed a VLE re-launch project team that consisted of members of staff from all of the associated Central Services; our something borrowed - time and good will from people outside of IT Services.

This presentation will summarise the student-experience-driven approach the University of Leicester adopted for a large-scale VLE development; provide a demonstration of the Blackboard course site template with examples of how it has been deployed by both campus-based and distance learning programmes; and will share the lessons learnt and user feedback we have received to date, to answer the question - Are we blue........?

Strand C Sessions:
Room 406, Tuesday, 8 January 2013 – 2.00 pm

Over the shoulder 2.0: Options and opportunities for screencast production in learning & teaching

Simon J Davis & Chris Millsom – University of York

The use of screen capture technology to support learning and teaching is well established in Higher Education with interest continuing to increase. Over time the applications of this technology have diversified and the production options have grown. This paper will present an overview of recent uses of screen capture at York to support learning and teaching and a comparison of four distinct production approaches. Findings will be supported by evaluation results of staff interviews and student feedback.

Examples of how screencapture has been used in different ways will be drawn from a range of different academic and support departments at the University and will include:

- Software demonstrations and tutorials
- Mini presentations
- Feedback on student written work and / or presentations
- Feedforward through highlighting expectations or exemplar work
- Capturing handwritten annotations or worked examples.

While local evaluation and published research indicates positive student and staff reaction and a number of educational benefits to screencast resources, one of the main drivers for the ongoing uptake of this technology is the ease with which content can be created, produced and published securely. The paper will examine four distinct approaches to screencast production with different demands on a producer's time and their technical ability - key factors in adoption by staff. The paper will compare the functionality, ease of use and production workflow of the following tools, highlighting ideal applications and scenarios for use for each:

- Camtasia
- Echo 360 personal capture
- vGuidance (bespoke development, using free API for screencast-o-matic)
- Screenr

The paper will be of interest to academics wishing to get an overview of some of the approaches and benefits of screencast production as well as support staff who may be called upon to advise content creators about which tool to use in different circumstances. Participants will be invited to discuss the approaches presented drawing on their own experiences.

References:
Davis, S. (2012). Developing and delivering video feedback for students through Blackboard. Unpublished paper presented at 'Blackboard Europe Teaching and Learning Conference'. April 2012. Antwerp.

High stakes assessment on a budget: Is buying specialist online assessment software for exams a worthwhile investment if you already have Blackboard?

Mike Cameron, Helen Lowther, Dave Sharples, Richard Moon & Ashley Wright
Newcastle University

Newcastle University successfully ran 90 high stakes invigilated exams with over 10,000 sittings through Blackboard in 2011/2012. The only additional software cost has been three Respondus licences. By building on Blackboard's existing functionality, we have provided a streamlined process for building and running secure, locked down online exams with additional reporting and feedback functionality.

The paper argues that the existing assessment tools in Blackboard can meet the majority of needs for online tests.We have developed a free solution for providing a locked down browser. We can use exported data from Blackboard to produce additional reports and student feedback. Yet there are limitations to the testing that can be conducted through Blackboard that will stop some users from fulfilling their requirements. Service pack 10 will help, but there are still features that other software offers that staff would like to use, such as breaking tests into sections, more advanced text marking and so on. Should institutions be aiming for more online assessments with more sophisticated features, or should we stick with what the majority need to use?

The paper discusses the pros and cons of Blackboard as an assessment system, outlining what can be achieved and where we are hitting limitations and whether we can do anything about these limitations. During the session. we will encourage some debate about short term/long term needs and strategies for online exams/testing.

Use of online Mind Maps in the enhancement of student learning

Anje Conradie – Foundation Centre, Durham University

The purpose of this small scale study was to determine if Mind Maps will enhance student learning, especially in foreign language students. The study was conducted amongst Business Students of the Foundation Centre at Durham University. Mind maps were introduced as an alternative to traditional Power Point slides in an attempt to attract their attention and to simplify the new concepts.

Literature indicates the importance of active learning in order for students to learn in a meaningful way (Novak, in Hay 2007). However, the value of visual presentation in the transfer of knowledge is not always considered. A visual diagram allows a student to make abstract ideas visible, connect prior and new knowledge, create a framework for ideas used in assignments and discussions, and focus on ideas that lead to better understanding and interpretation (Wills and Miertschin, 2006). A previous study indicated that non-English speaking students struggle with note taking (Sutherland, Badger and White, 2002). They found that foreign language students struggled to take verbatim notes, used very few abbreviations and barely included examples. Visual representation can help to bridge these language barriers. The images, colours and icons used in Mind Maps also represent meaning that adds to the understanding of the concept without burdening the student with extensive explanations. A Mind Map removes the semantic restrictions that are placed on a student (Buzan and Buzan, 2006). The student is now free to express ideas, without being concerned about the correct language.

During the course, Buzan's (ThinkBuzan.com) mind mapping software was used. The mind maps were exported into Power Point for presentation during lessons. Although encouraged, students were not required to use Mind Maps as a planning or study tool. Students were asked to participate on a voluntary basis when completing the questionnaires. The objective of the study and the potential benefits were explained during a teaching session. The questionnaires were anonymous to allow students to give an honest opinion. 33 questionnaires out of a potential 40 students were collected by the researcher.

The results indicated that all British students have had previous exposure to Mind Maps, with the majority of international (especially Chinese), with no exposure. 59% of students agreed that they can form a better mental picture when looking at mind maps; however 26% found mind maps to be confusing. The result also indicated that students were extremely passive in their learning. 70% studied by reading their notes, with only 15% using diagrams or Mind Maps.

In conclusion, a variety of freeware is available for students to compile Mind Maps with, therefore no need for major costs to be considered. There is thus the potential to reach foreign language students and support their learning even further. 1,27 million Chinese students elect to study at an international university. As potential clients, it is worthwhile to investigate how they can be assisted in their learning. The use of characters in Mind Maps are yet to be explored.

Strand D Sessions:
Room 203, Tuesday, 8 January 2013 – 2.45 pm

10 Best Practices for Building An Education Video Strategy at Your Institution

Sergio Cardoso & Jose Velazquez - Kaltura

Rich media management and online publishing is becoming a core part of the modern day educational institution – from teaching and learning, video assignments, and management of lecture capture content to digital libraries, public communications, recruitment, alumni relations and live events.

By attending this session you will learn:
- The most important considerations you should apply to your new or existing online video strategy to see immediate and ongoing results
- How to enhance teaching and learning using video
- How to leverage video across campus and in coordination with existing systems like Campus Tube
- Discover how to keep up with the latest technologies creating connected and sharing environments enabling better communication

Why you should attend:
- In today's digital age and with having to achieve more with less just 30 minutes of your time is a wise investment when it can make a huge impact on your organizations results.
- If content is king then knowledge is your survival kit and your only way of keeping up to date is to fast track your learning curve hearing from your peers and online experts

Please join Kaltura as we share customer examples demonstrating tried and tested evaluation techniques which you can learn from and also use saving you time and money.

Walking Into Lamp Posts - When Online Discussion & Reality Collides

Alex Spiers – Liverpool John Moores University &
Robin Gissing – Sheffield Hallam University

"Student Devices unlock the dreams of agency, control, ownership and choice amongst students…but put the ideals of equity, access and participation at risk. Universities cannot afford, procure, provide, nor control these devices…but they cannot ignore them" John Traxler (2010)

This session will share the experiences of two different institutions that are exploring the learning potential of mobile applications and enhancing the student experience, while responding to the rapidly changing landscape of mobile device ownership and use. Blackboard Mobile Learn is a mobile application that allows academic staff and students anytime, anywhere access to the Blackboard service on a mobile devices. In particular, the Mobile interface for the discussion board provides us with an opportunity to re-appraise the tool but also maximise the opportunities to engage with wherever they are. Making more of what we already have.

The first qualitative exploratory study at LJMU has been initiated with a group of first year Paramedic students (n=15). The will be the participants and will be asked to engage in distance learning activities as part of their studies – these activities will be designed to require regular input and feedback from peers and teaching staff. In particular, the researchers will be focusing on the use of discussion boards and blogs. Students have completed a technology and digital literacy questionnaire, as well as participating in focus groups at the beginning of the research.

The 2nd qualitative exploratory story based at Sheffield Hallam University is intended to address staff use of Bb Learn Mobile/SHUgo (Blackboard Mobile Central) who are using Blogging & discussion boards with their students to read and/or feed-back formatively on their students' postings. Students in one area of this are also using mobile blogging and will be surveyed regarding their interactions. The questionnaire will match the LJMU question for question with generic terms to analyse if there is a match not just cross-faculty but across institutions in the answers received regarding their experience.

The session will be of interest to the growing body of UK Mobile Learn users. We envisage the results of this study will direct practitioners to examples of best practice, but also highlight issues that need further development or guidance.

Creanor, L., Trinder, K., Gowan, D. and Howells, C. (2006). LEX The Learner Experience of e-Learning Final Report. JISC. http://www.jisc.ac.uk/elp_learneroutcomes.html
Traxler, J. (2010) Students and Mobile devices ALT - J Research in Learning Technology, 18(2), p149-160.

Getting more from what we've got:
Upcycling for Study Skills

Bryony Bramer & James Leahy – Regent's College

In a world of tightening budgets we need to ensure that the VLE adds value and supports the strategic goals of our institutions. In this climate, rather than add to our systems, we need to ensure that we get more from what we have already got. As a private, not for profit, charitable, institution, Regent's College shares the need to evidence that we are getting value for money from all our investments.

Whilst we are all implementing a range of tools to support teaching and learning in modules and programmes, there is an imperative to embed Blackboard into all aspects of the student learning experience.

How can the VLE help to support 'at risk' students? How can we enhance the support we provide to students with additional learning needs, and international students, whilst also saving time for support staff whose budgets may also be under scrutiny?

In collaboration with our Disability Officer and Student Support staff, we have developed a Study Skills area on Blackboard, which is available to all staff and students.

This project focussed on repurposing existing resources produced internally and well as providing links to external resources, breaking these up into easy to digest parts, which are simple for students to access and can be used by students for self-paced support. Students can also use the area to sign up for support sessions and one to one meetings.

For the cost of some development time, a little HTML and some free building blocks, we've come up with an area that is highly visible to students and provides them with anytime, anywhere support on a wide variety of topics.

This low cost, high value solution has had an impact in increasing the visibility of the support services available to students, makes things easier for support staff and provides another area of benefit to, and more value for money from, the VLE.

Strand E Sessions:
Room 203, Tuesday, 8 January 2013 – 3.45 pm

EesyAnalytics™: Get insight in how your Blackboard environment is being used

Michel Visser – Eesysoft

Most institutions using Blackboard have a limited understanding on how the system is actually being used by its teachers, students and staff. As a result, it's not possible to pinpoint which users need attention and/or which key functionality should be promoted, in order to drive adoption.
To address this issue, EesySoft® has worked with Blackboard customers to develop EesyAnalytics. A product that provides answers to the questions like:
- Who is (not) using specific key functionality?
- What is the most/least frequently used functionality?
- How does a specific faculty perform versus the other faculties?

With this insight, educational institutions have been able to establish a robust and targeted communication plan to increase user engagement and improve overall adoption for their Blackboard software; promoting the use of effective but little-used functionality to increase efficiency or driving best practice from one faculty across all others.
Want to learn what other institutions have already discovered about their Blackboard software using EesyAnalytics? Attend our 30-min presentation scheduled for 3.45 pm on Tuesday, 8 January.

All Conference attendees are invited to participate in a free trial of EesyAnalytics

Panel Discussion:
Room 013, Tuesday, 8 January 2013 – 4.15 pm

What makes a 21st Century Teacher?

Iain Wheeldon & Mike Cameron – Newcastle University
Ray Land, Richard Pears, Malcolm Murray (Chair) – Durham University
Richard Walker – University of York
Allison Littlejohn – Glasgow Caledonian University
Jeremy Knox – Edinburgh University
Attendees to be confirmed

Blackboard Presentation:
Room 013, Wednesday, 9 January 2013 – 9.35 am

Blackboard's Take on Conference Theme plus Roadmap

Greg Ritter - Blackboard

Greg Ritter, Director of Product Management at Blackboard, has been involved in education for over 20 years and a leader in educational technology since the early nineties. Greg taught in the English departments at Virginia Commonwealth University and the University of Richmond, where he worked on an Annenberg Foundation grant around integrating technology into the writing classroom. He served as Academic Technology Program Manager at Gallaudet University, the university for the Deaf and hard of hearing, for three years before joining Blackboard in 1999. In his 13 years at Blackboard, Greg has worked in Consulting, Partner Alliances, and Product Management, where for the last seven years he has helped define the direction of the Blackboard Learn platform.

MOOC Pedagogy:
The Challenges of Developing for Coursera

Jeremy Knox – Edinburgh University

Jeremy is developing one of the first Massive Open Online Courses (MOOC) to emerge from the University of Edinburgh's recent partnership with Coursera. 'E-Learning and Digital Cultures' is being designed with colleagues from the international MSc in E-learning distance education programme, and is due to launch on the 28th of January 2013. The team have acknowledged the challenges and potentials of experimenting with the much-publicised MOOC format, and see this course as a way of engaging meaningfully, critically and productively with the changing landscapes of educational provision.

Jeremy's research offers a critical perspective on open education, highlighting assumptions about the inherent value of technology and questioning calls for the restructuring of higher education around supposedly self-directing learners. He has spoken recently about the ambivalence surrounding Open Educational Resources (OER) and MOOCs, suggesting a need for further theoretical considerations of the open education movement. Jeremy teaches on the MSc in E-Learning programme at the University of Edinburgh, and is a PhD candidate with the Moray House School of Education.

http://jeremyknox.net

Creating rich resources with free tools: customised Google Maps for learning and teaching

Matt Cornock – University of York

Drawing upon two example cases, in this workshop participants will explore teaching uses of Google Maps, and develop their own customised Google Maps with embedded photos, video or other resources. No programming or advanced technical knowledge is required.

Presenting information in its geographical context can help students understand the relationship and significance of locality to a particular concept. Cook (2010) describes the provision of such information through mobile devices as 'digital augmentation'. Whilst sophisticated augmented reality is possible, we would like to present a low-cost way to providing similar learning experiences for exploratory and contextualising activities.

Google Maps offers a free, cross-platform way to provide geographical information to students, and hence may be used to complement field trips or to substitute them for economical or accessibility reasons (particularly with Google StreetView). Though the use of Google Maps in education is not new (see Fluke 2008 as an example of a hard-coded desktop 'mash-up'), the proliferation of mobile devices and free-to-use apps offers both tutors and students an opportunity to create maps on location or collaboratively without technical expertise. By using Google Maps in conjunction with other tools, such as Flickr, YouTube or Blackboard Learn mobile apps, rich learning resources can be created with minimal cost and effort.

We will show two early-stage case studies where Google Maps has been used in teaching within undergraduate social policy modules: a walk highlighting crime prevention measures and a city housing field trip. In each case a mobile-friendly map has been created using the cloud-based Google Maps system, which students can use 'in the field' with a smart phone, thus allowing students to view contextual information in the physical environment to which it relates.

We will guide participants through the creation of a custom map using the cloud-based Google Maps site. Participants will need to have a Google Account and at least one of the following internet enabled devices (note: the larger the device, the easier it will be to create a map):

- An iPad or iPhone with the free 'My Maps Editor' app installed
- An Android tablet or phone with the free 'Flickr' app installed and a Flickr account
- A laptop

Participants will have access to example maps to experience how students may use these as a learning tool, and will require either a full browser or the 'Google Maps' app installed to view them.

References

Cook, J. (2010) Mobile Phones as Mediating Tools within Augmented Contexts for Development, International Journal of Mobile and Blended Learning, 2(3), 1-12.
Fluke, C. J. (2008) Virtual Field Trips: Using Google Maps to Support Online Learning and Teaching of the History of Astronomy, Astronomy Education Review, 7(2), 74-96.

Strand F Sessions:
Room 202, Wednesday, 9 January 2013 – 12.15 pm

Implementing a VLE Threshold at a University. How we did it, how it works and next steps

Ashley Wright & Mike Cameron – Newcastle University

From the start of this academic year all stage 1 Undergraduate modules comply with our VLE Threshold Standard. This has been achieved with limited staff resource (Centrally and in Faculties) by displaying data from other University IT systems (Library, Timetabling, Module Catalogue, Exams Office). However, there is still work for subject areas and the University to do but early indications are that this has been successful.

Implementing a Threshold Standard across the institutional VLE is not a task to be taken lightly. In this presentation, demo and discussion session we will explain the institutional drivers for this right through to the implementation and next steps. Along the way we will touch on the technical aspects that were required at a local level (ingesting data from Library, timetabling and other IT systems).

We shall explain what the impact has been so far on staff and students and feedback received to date. Several subject areas have grasped the opportunity to look and enhance their presence in the VLE, others have continued with current practice. We shall outline our proposed next steps and welcome suggestions in this regard.

In the question session we welcome constructive input and suggestions from all those present.

Strand F Sessions:
Room 203, Wednesday, 9 January 2013 – 12.15 pm

Considering Copyright Implications in Lecture Captured Learning and Teaching Resources

Suzanne Hardy – Newcastle University

Lecture capture of teaching sessions presents a new set of considerations with regard to copyright and licensing of learning and teaching resources used in teaching episodes.

Traditionally what goes on in the lecture theatre or seminar room is a one off synchronous event, something private between lecturer and student. With the advent of lecture capture, these sessions are recorded and made available often via the VLE, and can in turn find there way into forums for further sharing. It's natural to want to share good stuff with friends ad colleagues.

Lecturers are legitimately concerned to make sure that they are not falling foul of legislation and are acting within the boundaries of formal licensing agreements.

Navigating through this landscape can be confusing, especially when the technology makes using electronic content in lectures tantalisingly easy.

In this workshop, we will share experiences and current practice, examine what new challenges lecture capture presents to teachers and students, including copyright and IPR, licensing, permission and consent, and performance rights, and discuss how we can move forward in enacting and sharing good practice with colleagues and students.

By the end of the session participants will be better equipped to follow current best practice, know where to find openly licensed content to help them manage risk, and be confident in knowing where to turn for further help.

Strand G Sessions:
Room 013, Wednesday, 9 January 2013 – 2.00 pm

Google Portfolios and Google Tools

Wayne Britcliffe – University of York

Background

This paper reports on the emergent use of Google Tools in direct support of learning and teaching activity at the University of York. With the University's recent migration to Google hosting of calendar and email services, a range of new tools and services have become available for staff to consider using in their teaching practice. Indeed there has been a blurring of service boundaries – specifically between centrally supported e-learning tools (e.g. VLE) offered by the E-Learning Development Team and web applications managed by the University's IT Services.

The paper explores the overlap between e-learning and Google services in our provision to staff and how we are maximising the benefits from this investment. The main focus of the presentation will be centred on the use of Google Sites for online portfolio, although the presentation will touch on further supporting use of other Google tools as well as how the tools complement the institutional VLE.

Student Portfolio

Although student portfolio activity could easily be regarded as a 'Cottage industry' at York there are, however, a few specific courses who make fully integrated use of online portfolio building activity with their students. Consequently, when our then current online portfolio platform had reached 'end of life', we needed to look at alternative solutions to support those courses.

The paper will take a brief look at the solutions we explored (mainly those 'to hand' or 'free' though licensed solutions were considered too) before expanding on why we chose to go with Google Sites.

We'll present on the work-flow established for both staff and students for Google Sites usage and also how we are centrally supporting such activity (for staff and students). This will include observations on creating Google Site templates and the default sharing model for such templates. Although the 2012/13 academic year is the first year such Google based activity has taken place (meaning we can't unfortunately provide an in depth evaluation as yet), the presentation will use real 'in progress' portfolios to illustrate current activity and also provide some initial informal feedback received from staff and students.

The paper will be brought to a close by outlining how further portfolio activities are going to be supported in the 2013 Spring Term (this includes the use of Google scripting to help with an assessed portfolio project) before tabling some lessons learned thus far.

Strand G Sessions:
Room 202, Wednesday, 9 January 2013 – 2.00 pm

Nurturing a Community of Learners: Creating a Cost Effective Online Pre-Arrival Portal

Sam Nolan, Megan Bruce, Steve Leech – Foundation Centre, Durham University

As the landscape of Higher Education changes, increasing emphasis is brought to the important areas of widening participation and increasing social mobility. As discussed in the recent Milburn Report on social mobility Foundation Centres are an excellent mechanism to allow mature learners entry to Higher Education.

In this presentation a study of a new pre-arrival web-based support system for new students from the Foundation Centre at Durham University is presented. This site prepares both local mature students and international students for studies at Durham and engenders a sense of community in a virtual landscape. The presentation will focus on the rationale, the low-cost solution created and the impressive student response to the site.

Strand G Sessions:
Room 203, Wednesday, 9 January 2013 – 2.00 pm

There and Back Again – A digital distribution tale from South Tyneside College

Ralph Holland – South Tyneside College

The distribution of material to distance learners has been an on-going problem at South Tyneside College, over the years the college has tried a number of different approaches to this issue with limited success.

With the emergence of eBooks and the readers onto the market place a new effort on the distribution of materials to distance learning has been undertaken at South Tyneside College. The college initiative is to use eBook readers as the delivery mechanism for the content.

The session is an overview of what the college is trying to achieve, some history on why they have stepped into this digital space, the obstacles to overcome and where they hope they will be moving to in the future.

Strand H Sessions:
Room 013, Wednesday, 9 January 2013 – 2.30 pm

Make New or Repin? Creating a multimedia anthropology resource in Pinterest

Nick Pearce – Foundation Centre, Durham University

Pinterest is a "content sharing service that allows members to 'pin' images, videos and other objects to their pinboard" . It was launched in 2010 and grew to 10 million users quicker than Facebook or Twitter . Its key feature is the user friendly way in which it encourages people to share and comment on images and videos which have been collected from across the web around topics or projects. Early uses have focussed on shopping and commercial applications (e.g. wedding planning) but there have been a few early adopters in education also .

This paper will explore the use of the very new social media site Pinterest to create a multimedia online resource for anthropology students which will enhance their learning through encouraging engagement with appropriate online resources. This resource is an enhanced version of a YouTube playlist, as it can incorporate video from a number of sources as well as images .

This paper will examine student engagement with the pinboards and explore the potential for social media sites such as pinterest to provide an opportunity for curation and presentation of freely available, high quality, online content.

Strand H Sessions:
Room 202, Wednesday, 9 January 2013 – 2.30 pm

SP9 plus XOT equals UX+ or in simpler terms How a Blend of Blackboard and Xerte Boosted the Student Experience

Al Holloway & Wendy Turner – University of Northampton

WHAT WAS THE ISSUE?

The School of Education at the University of Northampton had a course they wanted to revitalise with eLearning content, but didn't want to make do with Blackboard SP5: uninspiring and incapable of doing eLearning, they thought.

So, they decided to spend, and migrate their learning material to an external provider who would toil with their team of academics to custom build the learning content their students deserved. Sadly, the external partner couldn't fulfil that ambition, so now the team were stuck. Spend more on a flawed, pricey and isolated platform, or return to Blackboard, an online learning provider they felt still lacked the full set of features they wanted.

WHAT DID WE PLAN TO DO ABOUT IT?

The Learning Technology team took on the challenge to demonstrate to key stakeholders in the School of Education how they needn't have to make do. They could work with the team to blend the best of Blackboard SP9 with elements of the Xerte eLearning Toolkit, to produce exactly the content they had been working towards. In particular, we'd evolve an Instructional Design methodology which combined Xerte's Accessible and engaging content templates with Blackboard's Adaptive Release, Tests and Analytics functions, to support the student learning journey. Yes, it would take time, and it would take money, but the results would be worth the wait.

WHAT HAPPENED NEXT?

So, we tucked ourselves away in a dark, well-wired room, and set about developing electric content. After months of hard work, the first results were ready to be shared. The Steering Group were impressed, and an early survey from students was extremely constructive. Off the back of this encouraging feedback, we were awarded a research grant by the University to study more deeply, the impact and scalability of our work, and we continue to refine the Xerte content, based on clicks and comments from real, live students.

WHY SHOULD WHAT WE DO MATTER TO YOU?

We believe Bb SP9, in collaboration with Xerte and exceptional taught content, can produce exemplary learning, which will have positive impact on the Student Experience and, of course, Student Satisfaction. We would like to share our story, to interest and perhaps inspire colleagues across the sector to explore Xerte and stretch Blackboard.

It might take time and money, but what you produce can be outstanding.

This year's Undergraduates, next year's Post-Grads, your students in practice, in placement and at a distance, won't Make Do with Good Enough, they deserve and demand our best.

Content Collection Discussion : Strategies for managing content: where next with Blackboard's content management system?

Richard Walker, Wayne Britcliffe and David Barrett – University of York

Introduction

This session will review technical changes in the architecture of Blackboard's LMS (v 9.1 SP8) and the implications for content management. The University of York will provide a short case study of its content strategy and how recent changes linked to the underlying architecture of the Blackboard LMS have stimulated a review of our institutional content management policies. The session will provide a platform for wider experience sharing on institutional content management strategies, with an open discussion on the Blackboard CMS solution and its future role in realising institutional objectives for the management of learning and teaching resources.

Background

After rolling out Blackboard's Content Collection (Content Management System/CMS) simultaneously with the Learning Management System in late 2005, the University of York has now reached a point where it is actively reviewing its procedures and policies for content management.

The original vision for the use of the CMS, as reported at the 2005 Durham Blackboard Users' conference (Walker, 2005), included the following goals:

- All content delivered through the VLE to be stored in CMS departmental folders & linked to from the LMS
- Make the CMS an open and searchable repository for learning and teaching materials that both staff and students have 'read' access to by default, regardless of department
- Have a storage hierarchy that is humanly readable and managed by each department individually
- The creation (over time) of a 'high value' catalogue of reusable learning and teaching objects
- Have all objects in the CMS appropriately described with metadata

Wind the clock forward to December 2012 and we find, not surprisingly, that the lay of the land and content management drivers have changed quite significantly. Not only has the practical reality of CMS usage impacted on our goals but the software itself has, of course, shifted continuously over this period. Specifically, the introduction of an underlying Xythos architecture to the LMS appears to be leading product development away from tighter integration with the CMS, supporting instead an 'out the box' LMS usage model. Indeed, there is an apparent tension between what the LMS offers and how the CMS may or may not complement this system logic, raising doubts over whether we can still realise our original vision with the current system architecture.

Considerations high on our agenda in reviewing the role of the CMS relate to module copy, roll-over and archiving procedures and the increasing complexity of these activities with our current configuration for content management.

Discussion

We would like to share our thinking with delegates and invite other institutional perspectives on content management, exploring the benefits associated with their present content management solution. The discussion will focus on current content strategies, as well as future directions in the management of learning and teaching resources.

Reference
R. Walker (2005). 'Reflections on CMS Deployment at the University of York'. Presented at the *Sixth Durham Blackboard Users' Conference*, 15-16 December, Durham UK, 2005.

Strand H Sessions:
Room 406, Wednesday, 9 January 2013 – 2.30 pm

Developing engaging interactions in an online environment

Candace Nolan-Grant & Allison Bell – Durham University Business School

While it is generally accepted that learning is best achieved when students are able to discuss, critique and create with peers and tutors, much traditional course delivery limits this to relatively short, predefined sessions and much more online delivery omits student interaction altogether. We suggest that e-tivities--online interactive opportunities for face-to-face, blended and online courses--are a cost-effective way to enable students to engage with their fellow learners and instructors thoughtfully and constructively.

In this talk, we will discuss a recent project to embed student collaboration into newly designed online courses as well as to complement existing course material with interactive elements. Beginning with the initial pedagogical goals of the project, focussed on master's-level business modules delivered to students around the world via Blackboard, we will examine best practice in the design of e-tivities. We will then focus on the key elements of successful e-tivity delivery, paying particular attention to the unique possibilities of online interaction; student motivation and engagement; and the tutor's role in encouraging and challenging participants. Finally, we will consider the costs of e-tivities, showing that engaging interaction can be achieved on a global scale without costing the earth.

Recycling writing: learning from a corpus of student-generated texts

Megan Bruce – Foundation Centre, Durham University

Students invest a great deal of time producing high quality summative assignments. Yet apart from being read by one or two members of staff for marking purposes, these labours of love rarely have a chance to contribute to the learning landscape of their subject area. Now, however, these texts can fulfil a greater purpose: they can be recycled and included in the FOCUS project.

Durham University Foundation Centre prepares non-traditional students to study an undergraduate programme at the University. In the quest to induct Foundation Centre students into the Community of Practice of their progressing department, we have established a Foundation Corpus known as the FOCUS project. The aim of this project is to build a corpus of student-generated texts from different academic disciplines, then use this searchable data to help Foundation students learn how language is really used in their subject area.

Having surveyed the existing corpus software we decided that there was none available which fitted our remit, so we applied for a Durham University Enhancing the Student Learning Experience grant and had a bespoke programme designed for our project. We then invited students to submit examples of good quality writing (assessed at 60% or above) for inclusion into our corpus. The corpus currently has around 1000 entries: a mixture of writings from undergraduate to PhD and also some scientific figures. Our initial texts have come from the Chemistry department and we are now gathering more examples from Earth Sciences. The Foundation Centre runs programmes to allow students to progress to any Durham department, so our eventual aim is to have a corpus of student writings from each subject area taught at Durham.

Alongside the development of the corpus, we are designing a suite of self-access activities to allow students to make the best use of the corpus data to improve their own writing and use of language.

Strand I Sessions:
Room 202, Wednesday, 9 January 2013 – 3.00 pm

Don't "make do" with the old snapshot generator, "spend" time improving things with the new SIS Integration Framework

Mark Hodgson – New College Durham

At New College Durham we moved to using the new integration method this academic year after using the old snapshot controller for the previous 6 years. The move was due to the old snapshot being depreciated and us not being able to "make do" with it anymore. Hopefully with the new integration we will not need to spend money on new controllers as all the processing is done by the blackboard system without a separate utility.

The Student Information System (SIS) integration helps administrators integrate course, user, and enrolment data with Blackboard Learn. Data may come from various sources and in varying formats. By integrating with your SIS you will save the time, effort and expenditure of manually processing and maintaining the student/staff/course data needed for Blackboard. Also you can reduce spending on staff time by automating the process of running the integration partially or fully depending on your needs.

This session will cover how to setup the new SIS Integration using the Snapshot Flat File method (it is assumed you have created your flat files in the correct format already) whether you are upgrading from the previous snapshot tool or are using it for the first time. I will cover setting up the data sources and integrations within the VLE and the cURL commands needed to automate the 'push' of your flat files to your Blackboard app server. I will finish off with our thoughts and impressions of the new integration in comparison with the old snapshot controller.

Strand I Sessions:
Room 203, Wednesday, 9 January 2013 – 3.00 pm

UK Blackboard
Content System User Group Meeting

Bryony Bramer – Regent's College

Strand I Sessions:
Room 406, Wednesday, 9 January 2013 – 3.00 pm

A simple, minimal MathJax integration in Blackboard VLE

Stuart Robinson & Andrew Parkinson – University of Leeds

Mathematics notation is notoriously hard to represent online and numerous solutions have been found by educators at Leeds to overcome this problem. In the Blackboard VLE this task is handled by the WebEQ editor and the VTBE. Instructors at Leeds have never been enamoured with this tool and many resorted to homespun solutions using pdfs, images, and other online resources.

Knowing how difficult this issue was for our chemists, engineers and mathematicians we looked for an alternative. Our most vocal proponents for a better maths implementation were unsurprisingly, a small core of mathematicians. It was clear from our discussions with them that the only acceptable solution must support LaTeX.

This paper will describe the implementation of a simple integration in Blackboard 9.1 utilising the free, open source Mathjax javascript library to provide live rendering of mathematics notation in a variety of Blackboard tools. We will address cost, user workflows and technical constraints.

Room 013, Wednesday, 9 January 2013 – 3.30 pm

Conference Evaluation / What's Next?

This session is an opportunity for you to give us feedback on the Conference and to give suggestions on how it can be taken forward for 2014!

Dates for the Next Durham Blackboard Users' Conference

Thursday & Friday ~ 9th & 10th January 2014

If you've any suggestions for a conference theme for 2014 then please email them to lt.team@durham.ac.uk