

“Joined up Working” – A collaborative approach using University tools to support HE in FE practitioners and their learners.



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University of Plymouth**

Session Outline



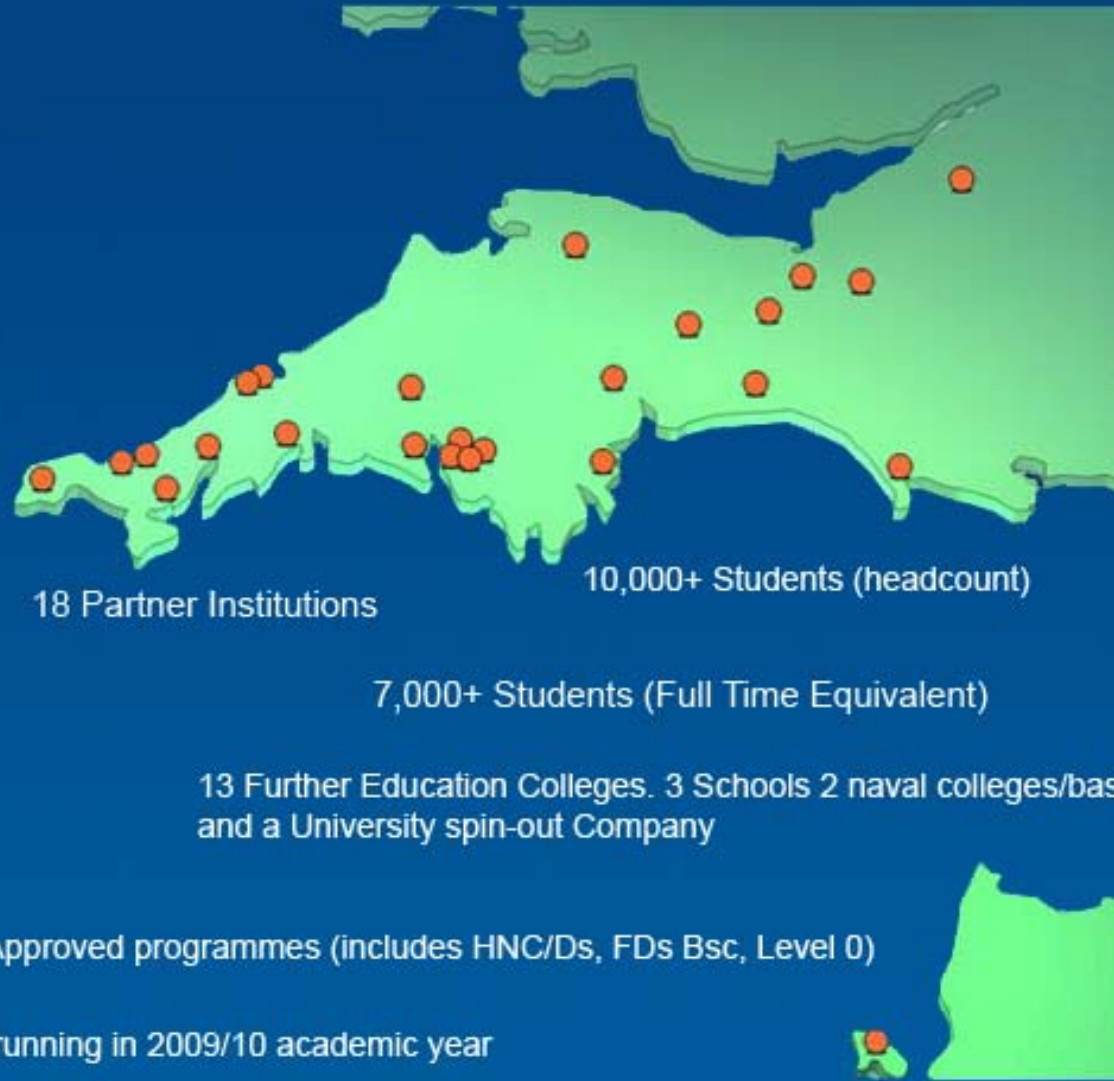
- University of Plymouth Colleges – UPC – Who we are & what we do?
- Mission & aims for e-resources
- Collaborative partnerships & stakeholders identifying responsibilities
- System Issues ‘Let’s Talk’
- Developing & implementing tools for supporting teaching & learning
- Technology Enhanced Learning Advocacy Scheme
- Staff Development
- Summary of findings

University of Plymouth Colleges (UPC)



UNIVERSITY
OF PLYMOUTH • COLLEGES

Welcome to the interactive
guide to UPC Colleges.
Roll over the highlighted
dots to get information
about the Colleges



Mission

To provide comparable learning experiences 'off' & 'on' campus – through access to e-resources



'Student success across the partnership'

UPC Aims for e-resources

- Provide highest quality teaching & learning e-resources
- Bring together 20 Virtual Learning Environments (VLE's) & access e-resources
- Support staff to support students & each other through staff development – building communities
- Continually address accessibility issues – Registered University Teachers



“New technologies are beginning to transform how Higher education is organised and delivered both on campus and at a distance but implementation must be managed with clear objectives agreed by stakeholders”
(Littlejohn, 2003)

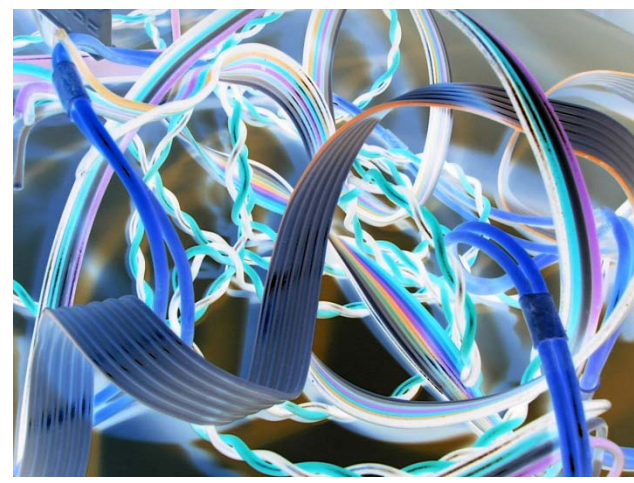




System Issues – ‘Let’s Talk’



- Multitude of systems –University & College
- VLE’s & Management Information Systems (MIS) systems
- Managing them to ensure they ‘connect’ together to ‘talk & communicate’

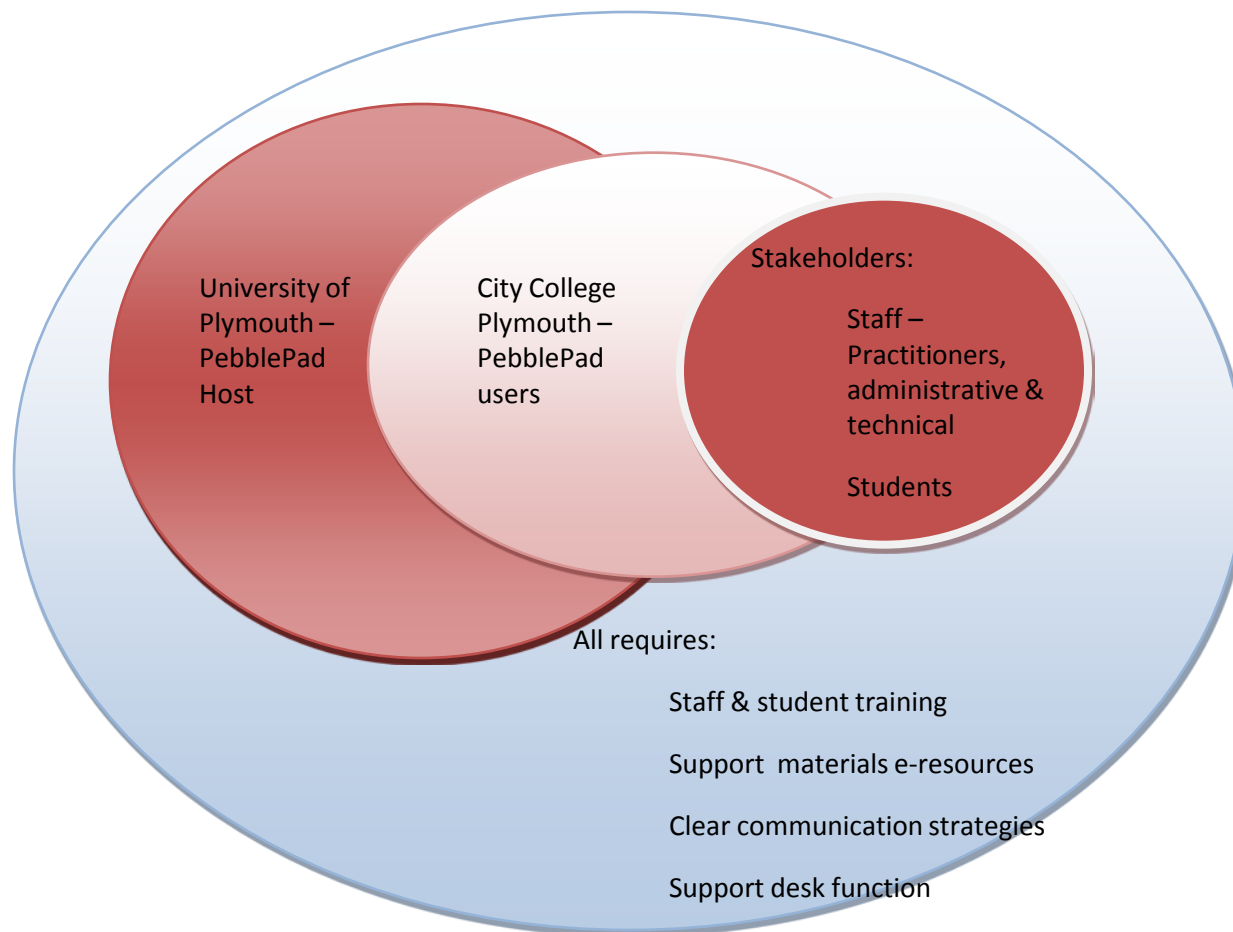


System Issues – ‘Let’s Talk’

- Access to University of Plymouth portal – implemented process to activate accounts including Registered University Teaching accounts (RUT)
- Remote Access Issues – authentication with library journal packages
- Corporate Information Systems – remote viewing
- Online submission tool – SCOLAR - implement policy regardless of system
- NSS – UoP student e-mail forwarding



Stakeholders – working collaboratively



University Responsibilities

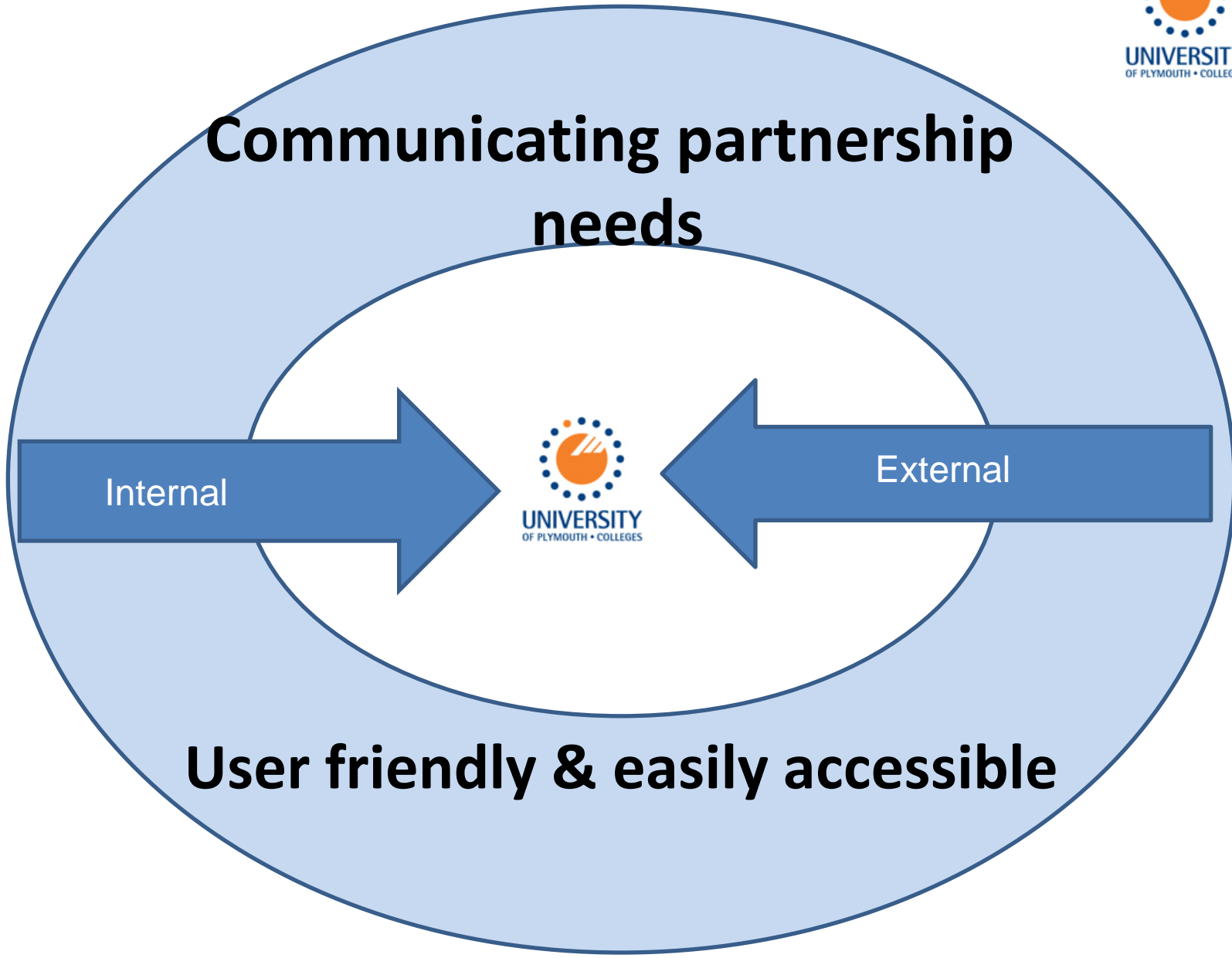
- Adhere to the T&L Strategy & QAA guidelines
- Funding – buying the system
- Hosting the system on University servers
- Providing a support desk operation for staff
- Development of generic online Pebblepad staff and student training materials
- Maintenance
- Upgrades
- Setting up usernames & passwords
- PDP support and advice
- Support and training for staff

UPC Responsibilities

- Adhere to the T&L Strategy & QAA guidelines
- Communicating University wide PebblePad information to partner colleges – liaison role
- Regular system checks & updates e.g. browser checks
- Test remote & mobile access
- Support and training for college staff – face 2 face and online
- Support with additional UPC online Pebblepad staff and student training materials
- Identify and support e-champions, academic and technical and liaise and advise
- PDP support, advice and training
- Collaborating with partners to ensure system meeting requirements and needs of the learners
- Faculty Learning technologist to assist

College Responsibilities

- Adhere to T&L Strategy & QAA guidelines
- Communicating University wide PebblePad information colleagues and students
- Provide academic and technical e-portfolio champions
- Embed PebblePad within PDP modules
- Support and assist the students with the technology
- Support and assist employees (in some cases) with the technology
- Report issues to UPC and support desk
- Test technical remote access and browser issues
- Ensure staff and students are linking through UOP portal and moodle sites



Tools to Support

UPC Welcome File

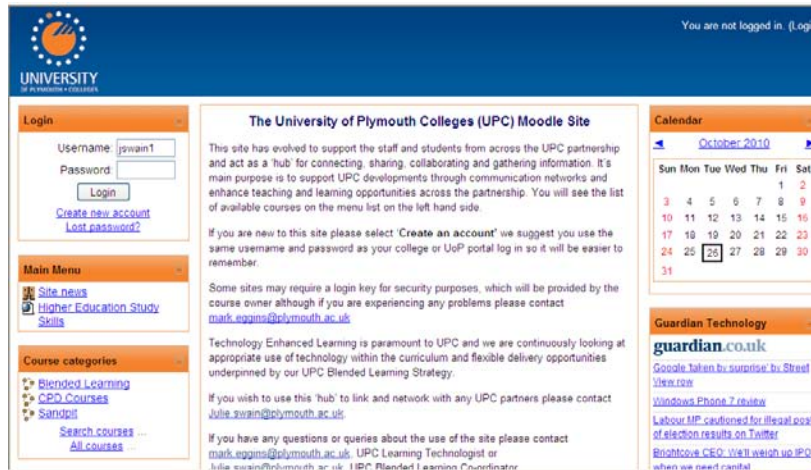
Available from www.help-cetl.ac.uk/upc which includes:

- Given link in induction packs & letters then e-mailed to all students on enrolment
- Accessible externally – linked through College VLE's – instant access for students
- Some e-resources require login e.g. Metalib library



- ❖ The UPC Mini Guide
- ❖ Computing Account Information
- ❖ Disability Assist
- ❖ Library Resources & Guides NEW for 2010 – Lilipad – Interactive tutorials for using Metalib and e-resources
- ❖ Study Skills Guides & HESS
- ❖ Students Union
- ❖ Progression to honours degree
- ❖ Other UPC Colleges
- ❖ UPC Careers Service
- ❖ PebblePad – e-portfolio

Tools to Support



The screenshot shows the Moodle site for the University of Plymouth Colleges (UPC). It features a login section with fields for username (jswam1) and password, and a 'Login' button. Below the login section is a 'Main Menu' with links to 'Site news', 'Higher Education Study Skills', and 'Course categories'. The 'Course categories' section lists 'Blended Learning', 'CED Courses', and 'Sandbox'. The main content area is titled 'The University of Plymouth Colleges (UPC) Moodle Site' and contains introductory text about the site's purpose and contact information for course owners and technology support.

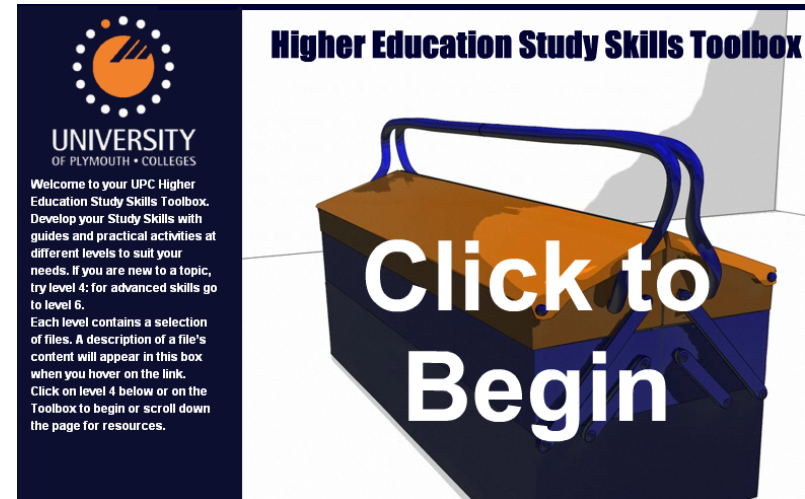
UPC Teaching and Learning Exchange



Video Conferencing across the partnership – communication meetings

Tools to Support – Higher Education Study Skills (HESS)

- Students required online study skills support 24/7 for whole FD
- Giving greater flexibility to learning & re-confirm learning
- Familiarity of UoP e-resources in preparation for stage 3
- Progressive through academic levels to develop skills – Stage 1,2 &3
- Teaching resource & self study – to include downloadable & interactive resources, quizzes for formative assessments

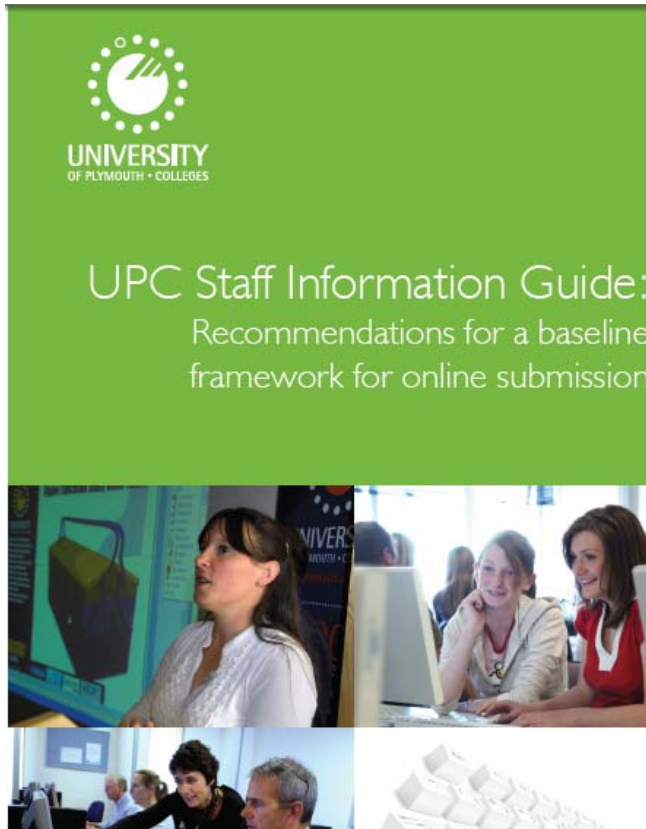


E-resources 2010



- The Centre for Learning & Performance technologies produce a Top 100 Tools for learning- <http://www.c4lpt.co.uk/recommended/top100-2010.html>
- JORUM – <http://www.jorum.ac.uk> & Open JORUM HE <http://open.jorum.ac.uk/xmlui/handle/123456789/25>
- Teacher Training Videos: - <http://www.teachertrainingvideos.com>
- Multimedia Training Videos: - <http://www.multimediatrainingvideos.com>
- Student Tools Videos – <http://www.multimediatrainingvideos.com/studentvideos.html>
- Phoebe Pedagogic Planner – <http://www.phoebe.ox.ac.uk>
- XERTE: <http://www.nottingham.ac.uk/xerte>
- JISC Interactive Copyright tool for schools and colleges- http://jisc-casper.org/public_repository/schools.html
- EduApps – <http://www.rsc-ne-scotland.ac.uk/eduapps>
- OU free learning materials- OpenLearn <http://openlearn.open.ac.uk/>

Online submission booklet



A baseline framework should include: (submission could be via the VLE or e-mail)

- All staff to be appropriately trained and supported on the 'online submission process'. Support guidance to be produced and available online and all students must be appropriately informed and trained. In addition, pilot with a small cohort initially.
- Clear instructions must be communicated on the submission procedure. Including permissible file types and header details. Students must retain back-up copies until notified that work has been assessed and should be encouraged not to leave submission until the last minute in case of system problems (contingency in place). Back-ups must not be modified after the 'hand-in date'.
- If system failure occurs an alternative procedure must be in place and students must be aware of this.
- Ensure a secure, user-friendly method for students submission.
- Student should receive electronic acknowledgement that work has been safely received.
- Submitted material date stamped online.
- Option for tutor to be alerted that work has arrived via email/VLE message.
- Early check to ensure file readable and not corrupt.
- Work held in a secure and structured form.
- Procedures in place regarding group assignments and late submission/extenuating circumstances.
- Monitors and controls in place.
- Adequate administrative support in place.
- Test the system to ensure accurate and robust especially timings on submission windows.
- Institution appreciates the implications of system downtime which is also communicated to students
- Students aware of assessment feedback policy and how they will receive feedback (online or verbally)
- A designated staff contact with responsibility of the system and

TiP - Showcasing Activities



UPC Technology in Practice: A showcase of activities from across the partnership

Contributed by:

Graham Tysall

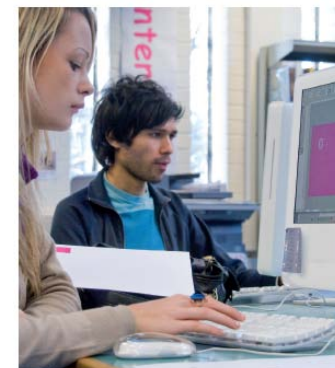
Truro and Penwith College

With the imminent arrival of IQER at Truro College the academic year 2009-2010 seemed to be an appropriate juncture during which to critically reflect upon the role of our Virtual Learning Environment in the context of the FdSc Web Technology programme. It was important to establish what current practitioners believe reflects the elements of a blended learning system, how these components interact and their relative inter-reliance for the establishment of a system that encourages purposeful, open, and disciplined processes that sustain the attainment of higher-order learning outcomes.

Following a period of research into current practices an audit of blended learning approaches and delivery methods, sustainability, e-tools and ethical issues was required, this included an examination of learners' experiences at the college and how, study at stage one & two on a Foundation Degree programme, has shaped their cognitive, social, and teaching presence. The understanding, and evaluation, of previous blended learning experiences was critical in quantifying how these have informed development of strategies required to meet higher-order learning expectations and goals. By exploring

uploaded as an assessment file to the VLE for the student to listen to. This is something we see as expanding into other areas soon.

We have recently created a cross college area on the VLE for sports which gives details of all the college teams fixtures and results and will also include videos, photos. We are working on live score updates via Twitter to this area.



The Complete Me'

Connecting the pieces through Personal Development Planning



Developed by:

Julie Swain (UPC) and Sue Atkinson (City College Plymouth)
to support Professional Practice

Technology Enhanced Learning Advocates (TELA's)

- *Advocate and promote Higher Education Technology Enhanced Learning opportunities within their College*
 - *Support and signpost staff to Staff Development opportunities as required*
 - *Disseminate UPC and TEL agendas - raising awareness of the 'value added'*
 - *Contribute where appropriate with internal HE forums/conferences TEL updates*
 - *Assist in the development of a UPC TEL CoP to share good practice and discuss issues and feedback*
- college issues – this would be virtual via the UPC moodle site and UPC JISC RSC SW Ning site for outputs*
- which could form our annual Technology In Practice publication.*
- *Contribute to College TEL & HE Strategy embedding the HEFCE Enhancing learning and teaching through the use of technology framework*

UPC JISC RSC SW Ning dissemination tool - <http://teachersvoicesw.ning.com/>
[UPC Blended Learning Strategy 2010-2012](#)

- [HEFCE Enhancing teaching & learning through the use of technology 2009](#)
- [HEFCE e-learning strategy 2005](#)
- [E-resources Presentation](#)
- [JISC Effective Assessment In a digital age](#)

Building Virtual Communities

Staff development

- Training & supporting staff through collaborative dissemination
- TELA's supporting and training staff in the colleges
- UPC CPD enhancement opportunities
- Links with JISC RSC SW HE e-learning advisor –"Teaching In Practice" showcase & collaborative events
- Physical & virtual staff communities



Summary of findings

‘Managing the bridge’

sharing good practice both ways & with the wider partnership

Clear agreed objectives

Supporting staff to support students & each other through effective use of technologies

Thanks for listening - Any
?

