

EVENTOS

I JORNADAS CRAI.

UNIVERSITAT DE LES ILLES BALEARS

2003



Working together to support new environments for learning.
Working with staff to support innovation.

**Working together to support new
environments for learning.**

Working with staff to support innovation.

**Alison Hudson
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Centre for Multimedia in Education
Learning and Teaching Institute**

**Learning Centre
Sheffield Hallam University**

Aims

- Set out the context in terms of strategic activity
- Provide an overview of the impact of elearning across the University
- Describe current models of support, new roles and relationships
 - focus on Multimedia Courseware Developers
- Illustrate a range of innovative teaching and learning developments
- Consider the implications for staff

Learning, Teaching and Assessment Strategy

The University's main aims:

- Flexible delivery with time, pace and, increasingly, place chosen by students.
- Support for a diversity of students within a culture of lifelong learning.
- Opportunities for realising the potential of the appropriate use of technology to enable and facilitate learning.

Devolved approach with support from Central Departments.

Indicative priority areas

Some priority areas identified in LTA Strategies.

(Ref. SHU curriculum framework)

- Information and communication technology
- Student centred learning
- Supportive tutor-led environment
- Flexible learning opportunities
- Active and experiential learning
- Integration of Key Skills
- Learner autonomy - the independent learner

ICT to e-learning development

- 1990- Pro-active support for ICT and multimedia
- 1998 Virtual Campus – First Class and Computer Aided Assessment
- Sept 2000 Blackboard level 1 pilot:
60 modules, 3500 students, 300 tutors
- Jun 2001 E-Learning@SHU project approved and funded.
- Sep 2001 Blackboard Level 3 full support service launched.

Current e-learning statistics

- May 2003

1,200 courses and organisations

17,918 students enrolled

1,188 tutors enrolled

Central support

- Pedagogical support from academics with specialist experience
- Multimedia courseware developers
- TV studio
- Off-air recording
- Copyright service
- e-learning advisors – general "at elbow" support for VLE
- e-learning information advisor and Information Specialists
- Research Assistants

Team–base, individual consultancy, interdisciplinary teams

Key contact

- LTA coordinators
- eLearning coordinators
- Academic secondees - specific themes
e.g. portal development, assessment
- Course planning

Aspects of support

- Raising awareness (examples of good practice)
- Discussing ideas
- Formative research
- Development and production
- Piloting and evaluation
- Implementation
- Student support
- Dissemination
- Further development

Team–base, individual consultancy, interdisciplinary teams

Additional activity supported by the Learning Centre

- Evaluation activity
 - the student experience
 - staff perceptions
 - online content
 - assessment activities
 - conferencing.

- Dissemination events: sharing good practice
 - e-learning week
 - The Annual University Conference
 - LTA forums and workshops e.g.. Assessment & Problem Based Learning.

**From the perspective of the
Multimedia Development Team**

Multimedia Development

Multimedia Courseware Developers working in interdisciplinary teams supporting curriculum development and innovation in eLearning with:

- Staff in Departments to support the LTA strategy University wide.
- Tutors and course teams to support Learning Teaching and Assessment (LTA) Strategy and course development at School and subject level.

Current developments

- University wide (generic)
- School based
- Programme level
- Module level
- Externally funded e.g.. EU funding, National Initiatives

Key Skills On-line

Writing Skills



begin



Sheffield
Hallam University

InfoQuest

Blackboard: Courses - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Links KB FR 1 2 M football banking shu G

Address http://blackboard.shu.ac.uk/bin/common/course.pl?course_id=_1081_1&frame=top Go

Welcome Courses Learning Centre Resources Home Help Logout

COURSES > 03-0002.0-0101


Announcements Course Documents Course Material External Links Course Map

Announcements




VIEW TODAY VIEW LAST 7 DAYS VIEW LAST 30 DAYS VIEW ALL

June 18 - 25, 2002

 **Multimedia** Posted by Andrew MIDDLETON

If you are accessing *InfoQuest* over the SHU Zenith network **everything you need to work through the learning materials will have been set up on your PC already.**

If you are not working on the Zenith network you may need to download and install the [Flash Web Player](#) from *Macromedia* to use some of the materials.

 **Full Screen view** Posted by Andrew MIDDLETON

For **best results** please view *InfoQuest* in *Internet Explorer* and then **press F11** to maximise the window.

Done Internet

Interviewer

the Interviewer



play

record

continue

quit

Setup

This screen allows you to check that the camera is working and you are sitting in the right position.

To record a clip press 'record' then 'stop' then 'play'. Keyboard shortcuts are given below.



play

start and stop recording

In the interview section, recording begins automatically at the end of each question.

Postgraduate Dissertation Guide



Stephen

What concerns do you have as you embark on your dissertation topic?

[Audio only version](#) 92K.

[Text transcript](#) 3.8K.

Completed?



Katie

What concerns do you have as you embark on your dissertation topic?

[Audio only version](#) 222K.

[Text transcript](#) 4.0K.

Completed?

[TOP OF PAGE](#)

[PRINTER FRIENDLY VERSION OF THIS PAGE](#)

[PREVIOUS PAGE](#) [NEXT PAGE](#)



University Language Scheme

COURSES > 25-L1S2-00L-A-20023

- Announcements
- Course Material
- Student Tools
- Resources
- Course Map
- Control Panel

Name: Pack 4 Video Activity

Instructions: Watch the video clip at a railway station and complete the exercises set.

Question 1 Multiple Choice (1 points)

Question: Watch the first part of the video where Ana wants to buy a ticket to Madrid.
Click [here](#) to watch the video clip.

- Ana wants
- a single ticket
 - a return ticket

Question 2 Multiple Choice (1 points)

Question: The next train

- leaves at 11.00 am and arrives at 2.50 pm
- leaves at 11.00 am and arrives at 3.00 pm
- leaves at 11.00 am and arrives at 3.50 pm

Question 3 Multiple Choice (1 points)

Question: The train makes

My Blackboard

Courses

Community

Learning Centre Resources

Student Intronet



Home Help Logout

COURSES > 25-L1S2-00L-A-20023

Announcements

Course Material

Student Tools

Resources

Course Map

Control Panel

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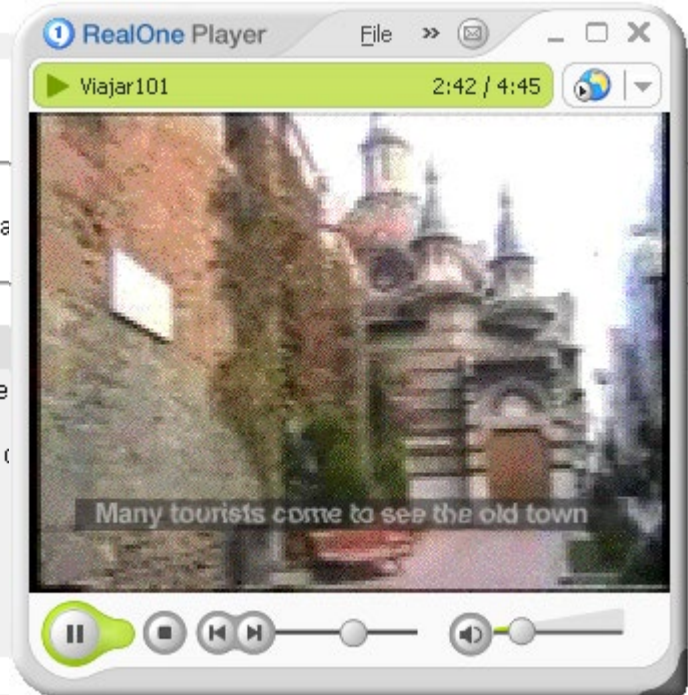
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Sports Science

COMMUNITY > SPORT SCIENCE

Announcements

Course Documents

Staff Information

Documents

Projects

Communication

Virtual Chat

External Links

Tools

Organization Map

Control Panel

Current Forum: Video 1

Read 14 times

Date: Thu Mar 27 2003 4:13 pm

Author: WALDER, Peter

Subject: Video 1

Modify

Remove



Discuss the key teaching points a teacher/coach could identify when using this video footage of a basic cricket stance.



Reply

<< Previous Message Next Message >>

Current Thread Detail:

[Video 1](#)

NAYLOR, Grant

Thu Mar 27 2003 4:13 pm



Sociology in World Perspective

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Back Forward Stop Home Favorites Media Links banking football shu FR Google Search


My Blackboard Courses Community Learning Centre Resources Student Intranet Home Help Logout


COURSES > 24-5018-00L-A-20023


- Announcements
- Staff Information
- Course Material
- Assignments
- Bibliography
- Communication
- Virtual Classroom
- Discussion Board
- Groups
- External Links
- Course Map
- Control Panel


 **[Videos with Leading Sociologists](#)**
In this folder you will find interviews with 4 leading international sociologists from the UK and the USA. We hope you will see how they answer similar questions and also how their contribution to international issues comes through.


 **[Citizenship and Revolution](#)**
You will find the powerpoints used in the lecture here as well as an increasing supply of other materials.

 **[Religion](#)**
You will find here some files on religion and also some suggestions for further study.

 **[Definitions of State and Revolution](#)**
You will find some introductory materials here on definitions to start you off.

 **[Researching the Comparative](#)**
The powerpoint slides for this week's lecture are here. I also enclose a short overview document.

 **[World Systems and the State](#)**
You will find this week some work on Wallerstein's approach to world-systems analysis.

 **[What is Globalization?](#)**
Here are the Powerpoint slides and some lecture notes about a) what globalization is, and b) how we need to be clear about the use of 'globalization' as a theoretical concept.

Local intranet

Blackboard: Courses - Microsoft Internet Explorer

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Back Forward Stop Home Favorites Media Links banking football shu FR Google Search

Leading Sociologists : Sociology in World Perspective - Microsoft Internet Explorer

File Edit View Favorites Tools Help

My Blackboard

COURSES > 248

Announcements

Staff Information

Course Materials

Assignments

Bibliography

Communications

Virtual Classrooms

Discussion Boards



Groups

External Links

Course Maps

Control Panel

Leading Sociologists : Sociology in World Perspective



Question 1
What for you has been the excitement of Sociology as a discipline and wherein lies its appeal to you?

Question 2
Has the structure/agency debate outlived its usefulness or do we still need it?

Question 3
Terrorism in its various guises has a long history. How do you feel social scientists can contribute to its analysis?

Done Internet

Local intranet

Here are the Powerpoint slides and some lecture notes about a) what globalization is, and b) how we need to be clear about the use of 'globalization' as a theoretical concept.

Health

Neuroanatomy

Limbic Lobes

Keys On Auto-Rotation On



View Cortex Reset

Cerebrum

Left Hemisphere

Right hemisphere

Frontal Lobes

Temporal Lobes

Occipital Lobes

Parietal Lobes

Limbic Lobes

Corpus Callosum

Basal Ganglia and Thalamus

Pituitary

Midbrain

Optic Nerves

Pons

Medulla Oblongata

Cerebellum

Unlike the other lobes, the fifth lobe, the **limbic lobe**, is not on the lateral surface but lies like a collar around the corpus callosum. It is involved with sexual and emotional aspects of behaviour and with the processing of memory.

Question 1

Fill in the Blank

(1 points)

Question: Identify the bone indicated on the radiograph

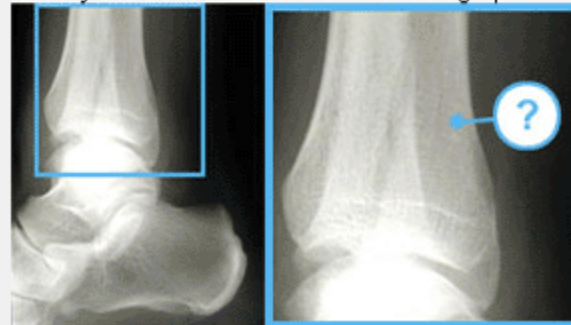


Question 2

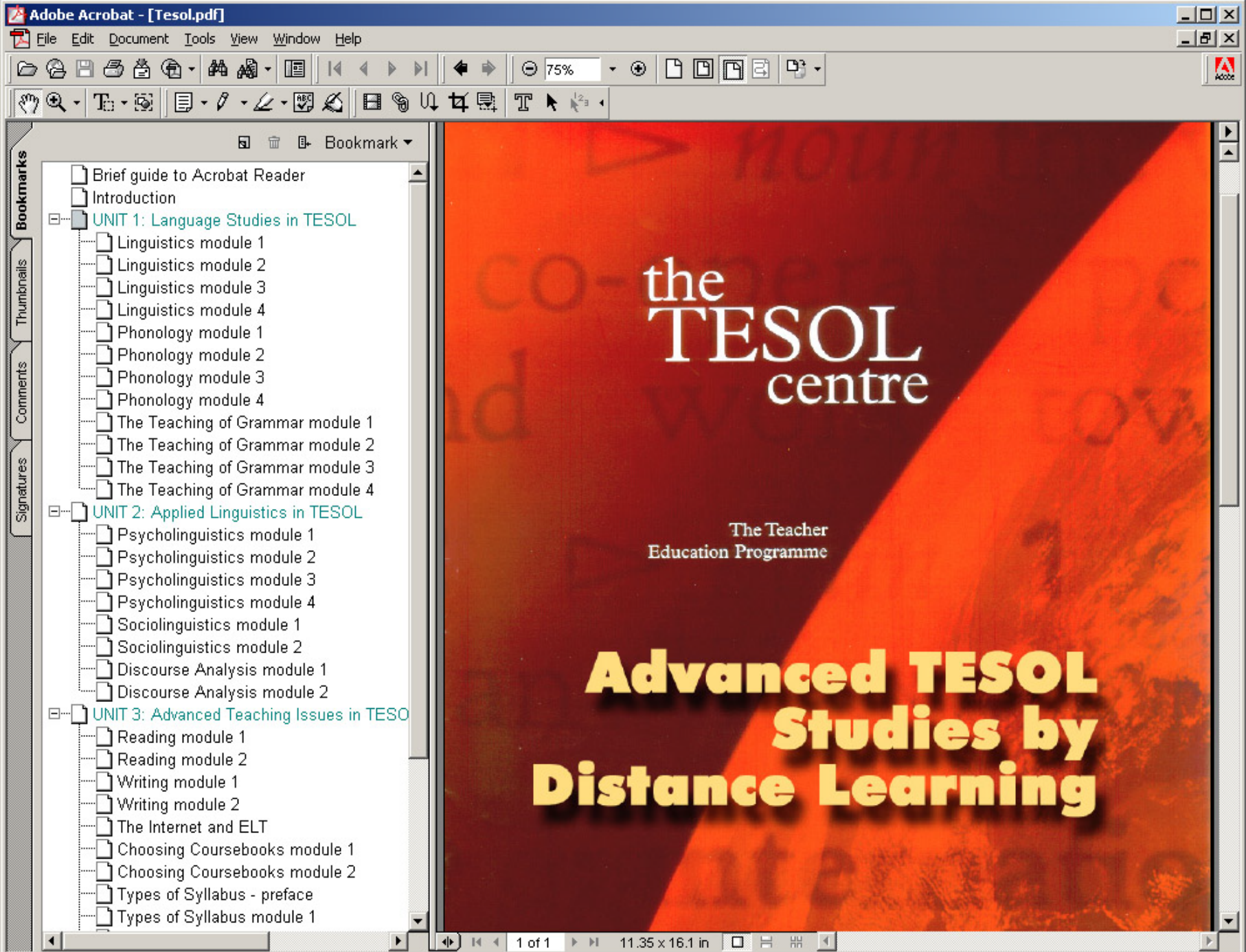
Fill in the Blank

(1 points)

Question: Identify the bone indicated on the radiograph



Teaching English as a Second Language



International MSc in e-learning Multimedia and Consultancy

www.shu.ac.uk/msce-learning

Welcome

Courses

Learning Centre
Resources



Home

Help

Logout

COURSES > 15-M008.0-0101

Announcements

Course Documents

Staff Information

Course Material

Communication

Virtual Classroom

Discussion Board

Groups

Resources

Tools

Course Map

Announcements

International Masters Programme in Multimedia Education and Consultancy



Sheffield Hallam University

Digital Media Applications

VIEW TODAY

VIEW LAST 7 DAYS

VIEW LAST 30 DAYS

VIEW ALL

May 6 - 13, 2002



Wed, May 08, 2002 -- *Links to Prototpes*

Posted by Alison HUDSON

All prototypes have been posted in the discussion area. Please post your comments by May 13th.



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Structure of the programme



Research Methodologies
(15 ECTS)

Project Studies
(15 ECTS)

Dissertation
(30 ECTS)

Student Profile

- Management consultants
- e-learning editors
- Secondary and Primary teachers and head teachers
- Teachers in Higher Education
- e-learning designers and developers
- Multimedia developers from education, business and industry
- Trainers from the professions e.g. the Police

Tutor Profile

- Tutors from different subject areas and different European Institutions
- eLearning specialists
- Media specialists
- Information specialists
- Technical specialists

Pedagogical approach - element 1

- **On-line learning** (e-learning component)
 - On-line resources and material
 - Discussion between peers, tutors and specialists
 - International project groups
 - Whole group activities and discussion (through a VLE), and use of videoconferencing.



Pedagogical approach - element 2

Local Studies (the face to face component)

- Local group activities and discussion through seminars, workshops and tutorials etc.



Pedagogical approach - element 3

Independent Studies

(the individual knowledge acquisition component)

- Individual research, reading, writing and reflection etc.



Communication

- On-line asynchronous and synchronous discussion
- Video conferencing
- Web conferencing
- Email
- Local meetings

Resources

- On-line journals
- Web links
- eMaterial produced by the tutors – including a range of media

Blackboard: Courses - Microsoft Internet Explorer


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Back Forward Stop Home Favorites Media Print

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Current Location: Welcome Videos

[[Top](#)] : Welcome Videos

 1 **Welcome Videos** Modify Remove Tracking

We have provided the welcome videos in a variety of formats for you to test. You can use the special forum in the Discussion Area to share your experience and comments. If you have specific questions use the forum for Technical Questions.

Key:

- .wmv - Windows Media streaming from server
- .wmv low - Windows Media for low connection speeds downloading from server
- .mov - Quicktime progressive download from server
- .rm - Real Media streaming from server

[Welcome \(.wmv\) \(.wmv low\) \(.mov\) \(.rm\) \(transcript\)](#)

[Project activity \(.wmv\) \(.wmv low\) \(.mov\) \(.rm\) \(transcript\)](#)

[Support \(.wmv\) \(.wmv low\) \(.mov\) \(.rm\) \(transcript\)](#)

[Time management structure and guidance \(.wmv\) \(.wmv low\) \(.mov\) \(.rm\) \(transcript\)](#)

[Assessment \(.wmv\) \(.wmv low\) \(.mov\) \(.rm\) \(transcript\)](#)

[Closing comments \(.wmv\) \(.wmv low\) \(.mov\) \(.rm\) \(transcript\)](#)

[Introductory presentation as a whole](#) (Microsoft Producer downloading from server - beware, 12MB!)

Done Local intranet

Examples of coursework

Multimedia web applications developed by international teams in an on-line environment.



Digital Portfolio for Assessment

PORTFOLIO1.BMP [1:1] (Background)

ANDREW MIDDLETON

PORTFOLIO Flashy Team's "Urban Myths" Project

- Introduction
- Project Outline
- ▶ Team Work
- ▶ Planning Documents
- ▶ Personal Development
- ▶ Evidence



This portfolio is a reflection on, and an analysis of, the process undertaken during the Digital Media Applications unit.

I have tried to pick up a few useful key themes during my reflection. I have made comments based on my reflections and these form my analysis of the process. The most important themes I will focus on are:

- Team communication and collaboration
- Assignment of roles
- Working to plan
- Design approach
- Execution of tasks
- Skill development

In the portfolio you will also find evidence of my involvement through study products and reflections. The study products include everything that I have made, or have been involved in making. Much of our work was one collaboratively. Each product is accompanied by initials signifying who was directly involved in making each item of work,

[Click sub-menu title to close](#)

Implications for Courseware Developers

Technical environments

- Virtual Learning Environment
 - Course development
- Websites
 - Platform independent content
- CD ROMs
 - Platform independent content
- Computer Supported Assessment Systems
 - Multiple choice questions – Digital portfolios

Implications for Courseware Developers

Skills

- Video and audio
- Visualisation and simulation
- Graphics and screen design including accessibility
- Database development and scripting languages
- Current internet standards and specifications

Implications for Courseware Developers

Experience

- HE sector and the institution
- Learning Teaching and Assessment strategy
- Current developments in e-learning
- Project management
- Quality procedures
- Teaching and Learning applications
- Consultancy and working in interdisciplinary teams

Post script

The current Joint Information Systems Committee five-year plan (JISC 2001) reports that the provision of resources and technology infrastructure is in danger of outstripping the skills of the community to exploit it.

JISC (2001), Five Year Strategy 2001-2005, at: www.jisc.ac.uk

Post script

This concern is supported by a recent JISC study on the Career Development of Learning Technology Staff (JISC 2001) and is echoed in the Campus Computing Survey from the United States (Green 1999) which found that:

Two decades after the first desktop computers arrived on college campuses, we have come to recognise that the campus community's major technology challenges involve human factors – assisting students and Schools to make effective use of new technologies in ways that support teaching, learning, instruction and scholarship.

Green,K.C. (1999), The Campus Computing Project, at: www.campuscomputing.net

JCALT (2001), National Audit of Learning Technology Staff, at:
<http://sh.plym.ac.uk/eds/effects/jcalt-project/index.htm>

Post script

Work carried out by the EFFECTS TLTP 3 project and the JCALT study identified that:

Role-specific ICT skills required by individuals and groups of staff are undergoing continual change as both their roles and the technologies available evolve to meet new institutional demands.

New roles are emerging – particularly in the broad area of learning support –

EFFECTS Project ((2000), The Effects Framework for Embedding C&IT Using Targeted Support. HTLTP Phase 3, at: <http://sh.plym.ac.uk/eds/effects>

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