

Conference Programme

knocking@an OPEN DOOR

The 12th Annual Durham
Blackboard Users' Conference

5th & 6th January 2012

Calman Learning Centre
Science Site, Durham University



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Welcome

On behalf of myself and the other members of the Learning Technologies Team at Durham University, I'd like to welcome you to the Calman Learning Centre. Thanks for supporting this conference – number twelve – it wouldn't happen if it wasn't for people like you! We work hard to try and make it one of the friendliest events of its kind. To that end, we hope you enjoy it whether you are attending for the first time, or have been here every year, come sun or snow!

This year the conference will explore "openness". This is a hot topic in education and educational technology – think of open educational resources, open source software, open standards, open learning, open courseware, open access, open to all, open all hours. What could, indeed *should* these terms mean to learners and teachers, the institutions and commercial interests that support, facilitate measure, evaluate, archive, constrain or attempt to control these activities?

This theme will be taken up by our keynotes (Grainne Conole and Ray Land), by Blackboard and in the user sessions. All presentations have been anonymously reviewed by members of the UK Blackboard Users Community – many thanks to all those who gave so freely of their time as an author and/or a reviewer.

We are also very grateful to our sponsors, without whom this event wouldn't be possible (or as competitively priced). They are (in alphabetical order) Blackboard, Durham University, Eesysoft, Kaltura, Learning Objects, Panopto and ProFiler. They all have stands and staff in the top floor of the Calman Learning Centre – please visit them if you want to find out more.

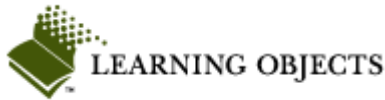
If you have any questions, please don't hesitate to stop me or any other member of the Learning Technologies Team – you'll find our pictures in this programme. If this is your first time at the conference, do say hello. If there's anyone you want to meet, let us know and we'll try and fix up an introduction. We hope you find your time in Durham rewarding, stimulating and inspiring – and leave with new ideas and friends.

A handwritten signature in black ink that reads "Malcolm R. Murray".

Dr Malcolm Murray FRGS FHEA CMALT
Learning Technologies Team Leader
CIS Service, Durham University

CONFERENCE SPONSORS

This year, the Conference has been sponsored by the following organisations, to whom we extend our thanks for their generous support:



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.



Panopto's award-winning lecture capture platform enables you to record and share presentations, lessons and bite-sized video tutorials with a number of viewers online. Our software allows you easily to capture video, PowerPoint, Smart board and anything you can show on your screen, automatically, put it online and make it accessible and easy to search for specific content. Our platform integrates seamlessly with Blackboard and other virtual learning environments. We are used by over 3 million viewers and 400 universities and colleges globally and have a rapidly increasing user community. Visit us for a demo! www.panopto.com



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.



New! PROfiler Version 2.0 Personal Development Assessment for Employability

Personal Development Assessments allow the learner and institution to deliver skills for Employability and allow learners to focus on the exact requirements of their planned vocation. Self Development Assessments are selected, managed and achieved by leveraging both formal and informal organisational learning resources in a more logical way than the standard LMS interface, serving up only resources to bridge areas where specific skills gaps have been identified following assessment. Personal Development Assessments can compliment academic study by providing assessment based on the most up to date Professional learner content associated with chosen vocation, making PROfiler a fine tuning skill development workspace for Learners, Tutors, Student Career Services, Managers, Libraries, Back office staff and Vice Chancellors offices, showing Progression, Impact on Learning and ROI on Learning Resources, while building new skills based Communities of Practice in Higher and Further Education independently or through your LMS.

EesySoft: Navigation System for Blackboard users



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

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Blackboard

Jessica Finnefrock
Andy Hulme
Richard Burrows
Andy McGinn

Paul Wigfield
Alistair Brook
Tiffany Tooley
David Ashman



Panopto

Rachel Doyle
Ravi Khakar



Kaltura

George Meek
Sam Wilson



Learning Objects

Sharon Della
Hal Herzog



Profiler

Bruce Ogilvie
Tim Hunnybun



Eesysoft

Michel Visser
Harm Weistra



Calman Learning Centre

Deborah Coulthard (Facilities Manager)

Jenny Dixon (Receptionist)
Pamela Smith (Receptionist)



Durham University: 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

Conference Assistant: Bob

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 Assistants, or to a member of the Learning Technologies Team, who will be happy to help.

WiFi Access

WiFi Access is available in the Calman Learning Centre. Usernames and passwords can be found on the reverse of your conference badge.

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.

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: THURSDAY, 5 JANUARY 2012

Start Time		Room
9:30 am	 Registration , early morning coffee, pastries and exhibits <i>Presenters - this is a good time to upload your slides and check equipment</i>	406/407
10:30 am	 Formal Welcome Malcolm Murray – Durham University	013
11:00 am	 Keynote: Using the VLE as a Trojan horse – transforming practice through creative design Professor Grainne Conole – Leicester University	013
12:00 noon	A Sessions	
	Blogging in Urban Design Education: A virtual “public domain” of exchange Georgia Giannopoulou & Ashley Wright – Newcastle University	013
	Beyond Good and Evil Nick Pearce – Durham University	202
	iTunesU – Digital Distribution Ralph Holland – South Tyneside FE College	203
12:45 pm	 Lunch & Exhibits	406/407
1:45 pm	B Sessions	
	These Pages are Now Open for Comment – Targeting Templates, Quizzes and Feedback in ePortfolios Guy Pursey – University of Reading	013
	Getting the Message Out There Melanie Barrand & Adam Tuncay – University of Leeds	202
	“Opening Doors Early to Academic Integrity” – aiding the transition to and managing expectations of academic practice at University John Thompson & Judith Jurowska – Durham University	203

2:30 pm	C Sessions	
	The University in your pocket: opening access to learning and support Julie Usher – Northampton University	013
	Engineering a SPOT at Leeds: Opening a Window on the Truth Roger McNally & Stuart Robinson – University of Leeds	202
	The Development of Online Resources to enhance Understanding of Subject Specific Language in Non-Traditional Students Simon Rees & Megan Bruce – Durham University	203
3.15 pm	 Tea, Coffee, & Exhibits	407
3:45 pm	D Sessions	
	The role of Social Media within HE in an age of Openness and Publicness Sue Beckingham – Sheffield Hallam University	013
	Opening Up Support Chris Sparks – University of York	202
	Blackboard & Accessibility Jessica Finnefrock & David Ashman - Blackboard	203
	Get a High from LTI (or opening out your on-line teaching in Blackboard with Learning Tools Operability [WORKSHOP]) Stephen Vickers – Edinburgh University, Simon Booth – Stirling University, Susi Peacock – Queen Margaret University	406
4:30 pm	Panel Discussion	
	The Implications and Practicalities of Agreeing and Enforcing a Threshold Standard of use of a VLE in an Education Institution Ashley Wright & Mike Cameron – Newcastle University	013
EVENING HOSPITALITY		
6.00 pm	Undercroft Bar (Durham Castle) – Open from 6pm	
6.45 pm	Guided Tour of Durham Castle (Must Be Booked through Conference Assistant)	
7:30 pm	Drinks Reception The Senate Room, University College (Durham Castle)	
8:15 pm	Conference Dinner The Great Hall, University College (Durham Castle)	
10:00 pm	Undercroft Bar (Durham Castle) – Open till 1 am	

DAY TWO: FRIDAY, 6 JANUARY 2012

9:00 am	 Tea, Coffee & Exhibits <i>Presenters - this is a good time to upload your slides and check equipment</i>	407
9:30 am	 Welcome Back Malcolm Murray	013
9:35 am	 Blackboard's Take on Openness Jessica Finnefrock – Snr VP for Blackboard Product Development & David Ashman – Blackboard Principal Architect	013
11.00 am	 Tea, Coffee, Pastries & Exhibits	407
11:30 am	 Keynote: Professor Ray Land School of Education Durham University	
12.30 pm	E Sessions	
	Open Education Videos in the Classroom: Exploring the Opportunities and Barriers to the use of YouTube in Teaching Introductory Sociology Elaine Tan & Nick Pearce – Durham University	013
	Why Our Help Documentation Might As Well Be in Dutch! Peter Rayment – Cardiff University & Michel Visser - Eesysoft	202
	Using the Blackboard Open Platform to Enhance Assessment, Marking and Feedback Paul Wigfield - Blackboard	203
1.15 pm	 Lunch & Exhibits	406/407
2.15 pm	F Sessions	
	Investigating the use of Screencasts in a Face to Face Classroom Environment to Facilitate Effective Learning Andrew Raistrick – University of Huddersfield	013
	Opening Pandora's Box and Riding the Tiger – Reflections on Transforming Blackboard Support at Staffordshire University Gary Clay – Staffordshire University	202
	Postgraduate Virtual Open Week at the University of Edinburgh Josephine Kinsley – Edinburgh University	203
	Opening Doors with LTI ... but which doors and Why? Susi Peacock – Queen Margaret University	406
3:00 pm	Blackboard Executive Listening Session	
3.30 pm	Conference Evaluation / What's Next?	

Keynote

Thursday, 5 January 2012 11.00 am
Room 013 (Ground Floor)

Using the VLE as a Trojan Horse – Transforming Practice through Creative Design

Professor Gráinne Conole
Professor of learning innovation and
Director of the Beyond Distance Research Alliance



Gráinne joined Beyond Distance as Director on 1st September, 2011. Prior to this, she was Chair of E-Learning at the Institute of Educational Technology, The Open University, since April 2006.

Previously, Grainne was Professor of Educational Innovation in Post-Compulsory Education at the University of Southampton, and was Director of the Institute for Learning and Research Technology at the University of Bristol, a centre of excellence on the development and use of information and communication technology in education.

Gráinne has research interests in the use, integration and evaluation of Information and Communication Technologies and e-learning and impact on organisational change. Gráinne has research, development and project management experience across the educational and technical domains; funding sources have included HEFCE, ESRC, EU and commercial sponsors.

Very recent projects include the EU-funded projects OPAL, Design-Practice, and X-Delia, the JISC-funded learner experience project, the ESRC TLRP Technology-Enhanced Learning project, PI led by Eileen Scanlon and Mike Sharples, as well as an OU Learning Design Project.

Past projects include the JISC LXP Learner Experience Project, the HEFCE-funded E-Learning Research Centre, the JISC/NSF funded DialogPlus digital libraries project and the ESRC National Centre for Research Methods. Also see Gráinne's website:

<http://e4innovation.com/> .

**A Session: Thursday, 5 January 2012 12:00 pm
Room 013 (Ground Floor)**

*Blogging in Urban Design Education :
A virtual "public domain" of exchange*

Georgia Giannopoulou & Ashley Wright – Newcastle University

This presentation will showcase an open-source blogging platform as a teaching resource, which was piloted in AY 2010-11 and is continuing to run in 2011-12 as part of the MA in Urban Design. The blog is aiming to capture the richness and cultural/professional capital of each cohort and create a legacy for future cohorts, to be incrementally built on in the context of constant change to curriculum and student profile. The MA in Urban Design is a unique post-graduate course; it offers a new qualification and career in one year which is where its strength and appeal lies. Students from all over the world come together to share and exchange their diverse understanding of the built environment and learn new skills for designing places in a specific spatial and socioeconomic context.

The blog utilises networking technology to promote spontaneous exchange under the banner of an open-ended brief to create a virtual "student-designed course handbook". The brief is open to interpretation every year by the cohort, which means the blog structure and content take different directions year on year. Mostly it narrates a process of becoming an urban designer at Newcastle University and living in the city in the course of a year whilst being used as internal tool for communication and learning. The blog starts running at the beginning of the academic year in the context of a module, facilitated by the course director with technical support from other colleagues, and is then handed onto the students to manage and populate. It is summatively assessed as a low percentage of the overall module to ensure participation but the marking is not the main motivation for contributing.

The blog is "open to the world" which presents a challenge because the content can be associated with the institution; the students are called to be responsible for the appropriateness of posts and comments which promotes their autonomy and adult functioning ability. This also means that the blog is open for viewing and commenting from outside which offers extended possibilities for exchange and gives students a sense of pride. It can also act as a tool for recruitment and self promotion to potential employers, creating an alumni community of urban designers.

The Blog is a "live" tool and a virtual "public space" where students are challenged to reflect, negotiate meaning, interpret, debate, develop and create, bringing their experiences and personal attributes to the forth and defining their values in the face of plurality.

As indicated by student reflections, the original aims of this venture have been fulfilled and exceeded in the constantly reiterative development of the blog; some of the additional benefits and functions are indicated to be: fostering community, empowerment, cultural inclusivity, active learning, co-production, strengthening identity and instilling pride. Process and response have been constantly evolving especially with the shift in power in the management of the blog. The observation of these dynamics gives fruitful material and insight into the personal attributes of graduates of this course and the wider built environment.

**A Session: Thursday, 5 January 2012 12:00 pm
Room 202 (2nd Floor)**

Beyond Good and Evil

Nick Pearce – Durham University

Closed content, whether through copyright or restricted access, often gets a bad press in educational circles. Some of this criticism may be justified, but what's often ignored is that might be termed open educational practice precedes the open access and open educational resource movements. It is possible, and even at times desirable, to incorporate closed content within course materials.

This paper will look at a number of case studies which explore these issues. The first example will examine the use of the Copyright Licensing Agreement (CLA) to produce a physical and digital reading pack. Even within the confines of the CLA it is possible to share a pdf of collated copyright materials amongst students (via the VLE), and this could facilitate the sharing of notes and comments on the text. Here copyright materials can form the basis for students' shared understandings and readings of these texts in an open way (albeit within a closed environment).

The second case study will be the Blackboard VLE itself. Through the 'mashup' feature and the 'share' button blackboard has been exploring the relationship between open content and a closed environment. This raises questions of copyright, privacy, security and pedagogic practice which will be explored.

Throughout, this paper will use these case studies and broader literature to contribute to the debate about the essence of open and closed educational practices, which is all too often polarised as Good vs Evil. Concrete educational practice is often more of a contested, messy, mix of open and closed practices and content and by examining these in detail I will shed new light on this debate.

**A Session: Thursday, 5 January 2012 12:00 pm
Room 203 (2nd Floor)**

iTunesU - Digital Distribution

Ralph Holland - South Tyneside College of Further Education

iTunes U is a powerful distribution system for everything from lectures to language lessons, films to labs, audio tours and is an innovative way to get educational content into the hands of students at South Tyneside College.

iTunes U allows the teacher to distribute digital information (podcasts, video casting and PDFs) to the college's learners all over the world. The iTunes U site for South Tyneside College will be home for the above specified materials that have been created by college staff; and then can be easily downloaded and viewed on any PC, Mac, iPod, or iPhone by the learners.

The content, made available through iTunes, can be accessed by anyone (worldwide) and we have taken the step to allow everything we place upon iTunes accessible to all users, thus facilitating the community of sharing that apple want to promote.

This service will be run in tandem with the college's VLE, Moodle, and content that is placed on the iTunes U service can be linked to in Moodle allowing students access to a large number of resources.

What I hope to demonstrate is the services that the college has signed up for, how content is added (and created) and answer any questions the issues that we as an institution have had to overcome to implement the service and the future developments.

**B Session: Thursday, 5 January 2012 1:45 pm
Room 013 (Ground Floor)**

*“These Pages Are Now Open For Comment” –
Targeting Templates, Quizzes and Feedback in
e-Portfolios*

Guy Pursey - University of Reading

In 2010, the University of Reading received JISC funding for a project called DEVELOP, aimed at building on existing VLE development work and good practice. The project has developed a series of “widgets”, which in the first instance operate with and within Blackboard but which might also be adapted for other VLEs and systems. In January 2011, part of the DEVELOP Project Team presented on our plans and work-in-progress at the Durham Blackboard User’s conference. Since then, we have been finalising developments, working with staff on additional user requirements, and piloting the current versions of the tools with students.

One widget we have developed enabled students to create e-portfolios with all the pages they needed for their assessments ready-inserted. This widget not only automates the creation process but guides the user through the various steps needed to share and maintain their e-portfolio too. This guidance is bespoke and open to alterations depending on the requirements of the course.

A feedback widget we are currently in the process of implementing allows tutors to comment on or annotate specific parts of their students’ e-portfolios, allowing for targeted feedback. Rather than restricting comments to one area, we have effectively opened up the whole e-portfolio to commenting. This has raised some interesting questions as to where else this sort of tool might be useful and to what its limitations are and how they might be overcome.

Finally, we have been making plans for an export widget would allow students to download their portfolio in an open and standards-compliant format. Though development for this is now planned for a later date, the questions it raises will likely be of interest to anyone who has worked with e-portfolios before.

We are now ready to start disseminating our initial findings, demonstrating the tools, and describing how they are being used. While other widgets for video and tagging were developed, this talk will focus mainly on the experience of users of the e-portfolio tools and their feedback on this innovative use of Blackboard. By providing students with ready-made structures and templates, easing the delivery of feedback, and enabling students to take their work away for future use, the project has endeavoured to make e-portfolio technology less of a hindrance and more of a help. However, this talk will also address where the project has fallen short and what the future might hold for e-portfolio use at Reading.

B Session: Thursday, 5 January 2012 1:45 pm Room 202 (2nd Floor)

Getting the message out there

Melanie Barrand & Adam Tuncay - University Of Leeds

The University of Leeds is a large campus serving 40000 staff and students. The VLE provides access to core learning materials with an average of 31000 unique logins per month (over 20 million sessions per academic year).

A reduction of dedicated VLE staff in Faculties combined with a major VLE upgrade project (7.3 to 9.1) highlighted the importance of an effective communication strategy from the central VLE Service. We needed to ensure that staff/students knew about forthcoming changes, especially with regard to VLE downtime. Alongside improved communications, online VLE guidance was also reviewed. With less staff to offer desk-side support, we needed to create effective support materials as efficiently as possible.

Approach used:

Existing communication channels relied on a network of Faculty VLE contacts, many of whom had left or only been partially replaced. Although we maintained a VLE Service blog/ mailing list and support website, viewing statistics and membership were lower than expected for a system with such high usage. Therefore, as well as building on existing resources, raising awareness was equally important. With less time to focus on communication/guidance, we wanted to ensure a co-ordinated and streamlined approach.

Our blog became the main communication point, with postings also sent to our mailing list. The blog was promoted with a linked twitter feed which then displayed on our VLE support website. Our VLE home tab was re-designed to promote the website and allow for notices. For critical communication (e.g. regarding downtime), we made use of official University channels.

VLE support materials for staff were revamped with templates created to ensure a consistent and concise approach. A three strand approach is now taken for 'how to' tool guides: 1. step by step guide; 2. video demo; 3. links to examples of use in teaching. We focussed on promoting two guides, one to encourage interest on how the VLE can be used in teaching and a second to highlight new features following the VLE upgrade. These two guides linked to the more detailed 'how to' guides.

For staff, face to face presentations were developed to raise awareness of changes in the upgraded VLE. An online version was also developed combining video/audio and text. A series of blog postings and a separate website (for staff and students) with video demonstrations were developed to highlight upcoming changes.

Results:

The success of these initiatives is evaluated through comparison of: website statistics; blog statistics; IT helpdesk enquiries.

So far our blog readership has steadily increased and our website has received consistently higher views in 2011 compared with 2010. IT Helpdesk received 13 calls requiring action during VLE downtime. Data for the start of term will also be examined to highlight how enquiries compare.

**B Session: Thursday, 5 January 2012 1:45 pm
Room 203 (2nd Floor)**

*“Opening Doors Early to Academic Integrity” –
aiding the transition to and managing
expectations of academic practice at University*

John P Thompson & Judith E Jurowska – Durham University

The Geography Department has long recognized that Freshers are suddenly asked to juggle a whole new skills set on arrival at University. There is often a mismatch between the ideal student (one who understands quickly what a University education is and how to succeed) and the all too common case (a student who doesn't know what a University education is or how to make a successful transition to it). A paper given by Wayne Britcliffe and Katy Mann (University of York) at the 2011 Bb Users Conference (on work to develop methods of managing the challenges facing international students when they begin their studies in a new country) helped to firm up some ideas.

This pilot project seeks to help new Undergraduate students understand the differences between studying at school and reading for a degree (themes such as this form a large part of the Durham Geography Undergraduate Commitment) and to become active participants in a community of practice at University.

Collaboration between staff from the Geography Department, English Language Centre, Learning Technologies and University Library developed a set of discipline specific study skills exercises, based around the concept of Academic Integrity.

Recognising that the first weeks of the University year are very busy for both students and staff, the study skills packages, deployed using Blackboard Learning Modules, were launched from 1st September (with an expectation of completion within the first two weeks of term (mid-October)). This would allow students to fruitfully use the 6 week period between acceptance of a place at University and the commencement of studies.

This session reports on the usefulness of these pre-arrival tasks and seeks to identify transferable lessons for other interested Departments / Institutions. Using data from focus groups with tutors, student survey and comparison of essay writing performance over past years, we seek to rate the effectiveness of the tasks and provide a critique of the use of Blackboard Learning Module as a suitable mechanism for their delivery.

**C Session: Thursday, 5 January 2012 2:30 pm
Room 013 (Ground Floor)**

The University in your pocket: opening access to learning and support

Julie Usher – University Of Northampton

The demand for access to information on the move is rapidly increasing. With nearly half of all internet users, and over 70% of 16-24 year olds accessing the web from their phones, mobile is having a big impact and the direction of the trend seems clear (ONS 2011). As a result, mobile is increasingly high on the agenda for many universities, where the potential for increasing flexibility and student satisfaction links up with opportunities for pedagogic innovation. This paper will review how the University of Northampton is approaching the demand for 'any time, any where' learning and support, using Blackboard Mobile products to create a one-stop-shop for students and staff.

The mobile project at Northampton aims to provide students and staff with information on demand from a range of data sources across the University, as well as creating new opportunities for mobile learning and teaching. This session will walk through the development of the project, beginning with the initial drivers and analysis of demand, and covering key decision making, as well as challenges and successes to date.

Some of the key challenges of the project, and of mobile learning in general, are based around issues of 'openness'. Some of these issues are familiar from the earlier discourse of e-learning, such as inclusion and access to technology. Others are more specific, focusing on adapting data sources to new paradigms of usability. In this session, we will discuss how the iNorthampton project is addressing these challenges, and attempting to balance a range of drivers against the capabilities of the technology (and of the project team!)

Reference:

Office of National Statistics (2011) *Internet Access - Households and Individuals, 2011*. Available at:

<http://www.ons.gov.uk/ons/publications/re-reference-tables.html?edition=tcm%3A77-226727> [Accessed 28/11/11]

**C Session: Thursday, 5 January 2012 2:30 pm
Room 202 (2nd Floor)**

*Engineering a SPOT at Leeds:
Opening a Window on the Truth*

Roger McNally & Stuart Robinson - University of Leeds

The University of Leeds is a large metropolitan campus serving 40000 staff and student users. The Leeds VLE Service provides access to core learning materials to 31000+ unique logins per month. With over 20 million sessions on the system per year, ensuring users connect with the information they want is dependent on a robust, reliable and extensible data feed.

When we set about the process of redeveloping the data feeds for the VLE it was immediately recognised we needed a Single Point of Truth (SPOT). This SPOT would be a definitive source of unambiguous information about an entity on campus. At the enterprise level, the SPOT is a key pillar of the master data management process and is essential for maintaining data quality. A SPOT would help us ensure issues like multiple representations of a 'unique' entity never arise.

The University of Leeds has not yet met our criteria for a Single Point of Truth. Multiple data sources with a frustrating lack of orthogonality in business process has made our task difficult.

This presentation will describe the way VLE Service at Leeds addressed the uncertainty of enrollment status in this context, and outline the tools and techniques employed at Leeds to cope with this problem:

- . Taking data from core systems, filtering and interpreting / processing into the VLE data feed.
- . Development of the L&T data toolkit.
- . Opening up access to data to teams outside the central VLE service.

Background:

The Data ecosystem at Leeds is complex:

- . multiple data sources
- . decentralised data management
- . heavily customised student information and HR systems
- . historic, bespoke computer directory services
- . a legacy data feed system
- . no centralised data integration
- . no Single Point of Truth

Our solution:

Leeds L&T data toolkit:

We went back to source and developed a staging data source to provide the foundations of our SPOT. This mediates between the VLE and all University data sources. Core data is extracted, transformed and filtered according to our requirements.

Having the ability to shape and structure the data ourselves provides a mechanism for producing more accurate and flexible data feeds (extensibility) as well as being able to build up a clearer picture of any underlying problems that may exist (diagnostics).

The presentation will also describe the development of other tools within the kit to allow rapid information retrieval by support staff diagnosing and triaging staff and student access issues.

**C Session: Thursday, 5 January 2012 2:30 pm
Room 203 (2nd Floor)**

The development of online resources to enhance understanding of subject specific language in non-traditional students

Simon Reece & Megan Bruce – Durham University

Durham University's Foundation Centre provides the opportunity for non-traditional students (e.g. mature or with few formal qualifications) to pursue a degree in any subject. This paper reports on our research into the use of different strategies to develop understanding and use of subject specific language in chemistry.

Similarities are often drawn between learning scientific and a foreign language e.g. Rincke (2010). This is because, for students to be successful, they have to comprehend and make use of a new and developing vocabulary in order to communicate within the subject area. Gillett (2011) estimates that subject specific words make up 5% of the words of most academic text. These challenges of increasing and developing their subject vocabulary are particularly significant for non-traditional students.

This paper reports on our ongoing research which aims to answer three research questions:

- What level of prior understanding do students have upon commencing their studies?
- What attitudes do students have towards their understanding of scientific language?
- What are effective strategies to assist student understanding of key scientific vocabulary?

We describe the development of online resources to encourage the development of student explanations of scientific terms via a student constructed E-glossary and etymological activities as part of a suite of activities used throughout the course to develop understanding of scientific terminology. By hosting our own Content Management System, students are able to scavenge content from the web and develop their own multimedia enhanced repository of subject specific information. We reflect on the contribution of these different strategies and how the resources can be enhanced in the future.

References

Gillet, A., 2011. Vocabulary in EAP: selecting vocabulary to learn. Available at <http://www.uefap.com/vocab/select/selframa.htm> (accessed: 1st November 2011)

Rincke, K., 2010. It's rather like learning a language: Development of talk and conceptual understanding in mechanics lessons. *International Journal of Science Education*, 33: 2, 229 – 258

**D Session: Thursday, 5 January 2012 3:45 pm
Room 013 (Ground Floor)**

*The role of Social Media within HE in an age of
openness and publicness*

Sue Beckingham – Sheffield Hallam University

Whilst the majority of our students today are relatively confident in the use of ICT, we continue to provide resources and support to ensure that where needed these skills are developed to meet their needs. However there does not appear to be a consistent approach to the development of digital skills and in particular the use of social media. Many will have embraced Facebook as a social space to communicate, but may not have considered other mediums in a professional context. The notion of the digital native/digital immigrant (Prensky 2001) must be challenged as whilst they may be considered frequent visitors to or indeed virtual residents of online social forums (White 2011); this does not necessarily indicate that they have given consideration to the development of their own professional online presence or indeed have the skills to do this most effectively.

The exponential growth of social media; (defined by JISC as 'a collection of technologies that enable web-based interactions with a focus on collaboration, information sharing and user generated content') have been appropriated in many ways. Our graduates of tomorrow will find that the process for applying for jobs may no longer be confined to the communication channels we have traditionally used for decades. In recent years we have seen the emergence of digital alternatives; the use of Twitter and LinkedIn for example as a recruitment tool is expanding at a furious pace. What is clear therefore is that there is a vital need to ensure that our students have the opportunity to develop the necessary digital skills they will need to prepare them for their future.

In this presentation we will explore some of the innovative ways tutors are using social media in teaching, how students are embracing digital technology to give them the edge and the changing approach to the way employers are recruiting.

JISC (2011) Emerging Practice in a Digital Age: A guide to technology enhanced institutional innovation. <http://www.jisc.ac.uk/digiemerge>

Prensky, M. (2001) Digital Natives, Digital Immigrants Part 1, On the Horizon, Vol. 9 Iss: 5, pp.1 - 6

White, D. S. and Le Cornu, A. (2011) Visitors and Residents: A new typology for online engagement, First Monday, Vol 16, No. 9

**D Session: Thursday, 5 January 2012 3:45 pm
Room 202 (2nd Floor)**

Opening Up Support ...

Chris Sparks - University of York

This presentation will describe a major redevelopment of the University of York's online e-learning support resources which was designed to improve their visibility and usability for staff, and to open up the provision of support.

The E-Learning Development Team at York have created a diverse set of support resources, including technical guides, case studies, training sessions, and models for developing "blended" and online courses. This material is of very high quality, but it has not always been easy for staff to find the guidance they need, or to discover the full range of support available to them. With increased use of the VLE across departments and an expanding University, the provision of efficient, effective and up-to-date self-guided support is becoming increasingly important.

In the autumn term of 2011, the team launched a support portal within the newly-upgraded VLE which was aimed at addressing this need by improving access to resources, creating links between different materials, and making it easier for staff to find relevant guidance. This new support space makes use of a unified central repository of support materials that have been "tagged" according to an agreed taxonomy, to present staff with a set of dynamic, searchable and integrated interfaces to support materials. The repository can be contributed to by learning technologists working across the University, and the underlying framework is currently being adopted by the Hull York Medical School.

This presentation will explore the redevelopment project, its aims and rationale. It will reflect upon the lessons learned whilst the in development and from initial feedback from staff, and will assess the project's success and the goals for future development.

D Session: Thursday, 5 January 2012 3.45 pm
Room 203 (2nd Floor)

Blackboard & Accessibility

Jessica Finnefrock –
Senior Vice President of Blackboard Product Development
David Ashman – Blackboard Principal Architect

Notes

D Session: Thursday, 5 January 2012 3.45 pm
Room 406 (4th Floor)

Get a high from LTI (or opening out your on-line teaching in Blackboard with Learning Tools Interoperability)

Stephen Vickers – Edinburgh University, Simon Booth – University of Stirling, Susi Peacock – Queen Margaret University

This workshop will use outputs from the JISC-funded ceLTIC project to help participants appreciate:

- the ease with which the range of tools available in a course can be extended;
- some of the new opportunities which arise from opening up (securely) the walls around the VLE and allowing access to other learning applications;
- the relative advantages and limitations of using LTI compared with using a Building Block or PowerLink;
- the importance of asking providers of learning applications to include support for the IMS LTI specification.

The IMS proposals on Learning Tools Interoperability (LTI) seek to standardise the way in which a learning application integrates with a virtual learning environment (VLE). This work provides benefits for all parties:

- developers of learning applications only have to develop integrations once to support all VLEs;
- system administrators do not have to install and test code for each new learning application; and
- teachers can have a wealth of new learning applications available for them to easily use from within their existing on-line course area.

The currently released version of LTI essentially provides a standard way to launch a learning application and pass data about the user, their context (typically a course) and their role in that context. However, extensions are also available to allow the learning application to request a list of enrolments and to pass back an outcome for each learner. This functionality is available as both an open source Building Block (for Learn 9.0+) and PowerLink (for WebCT 8) as well as being supported by other VLEs.

This workshop focusses on demonstrating the benefits of LTI to teachers. It will allow participants to use Blackboard Learn 9.1 to add one of the following Basic LTI compliant tools to a course: WebPA, Elgg, PebblePad, Campus Pack, WordPress, Rogo

Within some of these applications it will be possible to

- synchronise enrolments with Learn 9.1
- pass back values based on learner activity to the Learn 9.1 Grade Centre
- have learners work with those from another participant's course so, for example, learners from different courses and/or different institutions can collaborate on a peer assessment exercise in WebPA, or have a shared community in Elgg.

This will be an interactive, hands-on session. Some familiarity with Learn 9.1 would be useful (those without should partner with someone who has).

**Panel Discussion: Thursday, 5 January 2012 4.30 pm
Room 013 (Ground Floor)**

The implications and practicalities of agreeing and enforcing a threshold standard of use of a Virtual Learning Environment (VLE) in an Educational Institution

Ashley Wright & Mike Cameron - Newcastle University

As the AY 2012 approaches and the consequent increase in student tuition fees educational institutions are focussed on the student offering. One aspect of this that is being debated at Newcastle University and no doubt elsewhere is the concept of a threshold/minimum standard use of a VLE.

Is this already part of your Institutions plans or are you considering it at the moment? If the answer to either of these is YES, come along to this discussion session where other colleagues will be discussing and sharing their experiences.

The discussion could go along these lines:

1. Who has done this already? Can you briefly share thoughts/issues?
2. Who is in the process of completing it?
3. What is regarded as the threshold standard?

Practicalities:

1. How do you agree it across the Institution?
2. How do you broadcast the message in a non-threatening/panic inducing way?
3. How do you measure it? Tools (VLE ones, customised, commercial)
4. How do you evaluate it?
5. What are the consequences for academic staff of not meeting the standard?
6. How is it resourced? Additional prior to 2012?

Blackboard Presentation
Friday, 6 January 2012 9.35 am
Room 013 (Ground Floor)

Blackboard's Take on Openness & Roadmap

Jessica Finnefrock – Senior Vice President of Blackboard

As Senior Vice President for Product Development, Jessica Finnefrock leads Blackboard's development efforts and serves as a member of Blackboard's corporate executive team. Finnefrock is Blackboard's longest-serving product development chief, and is responsible for identifying and pursuing the vision for the full suite of academic products that are part of Blackboard Learn.



Since coming to Blackboard in 2002, Finnefrock has helped to grow the product development team four-fold and has led efforts to establish a highly efficient, enterprise-class performance engineering and testing system that has been a critical part of the company's continued success and growth. She oversees an annual budget of more than \$24 million and nearly 250 full-time product development staff members working in locations across the globe. More than one-third of product development staff members have been with Blackboard for five or more years, making the group one of the longest-tenured sections of the company.

Recently, Finnefrock helped to conceive and implement the biggest product development effort in Blackboard's history, Project NG, Blackboard's multi-year, multi-release project to deliver a next generation teaching and learning solution. With Project NG, Finnefrock has led an ambitious effort to unite academic software products from Blackboard and WebCT—the world's largest e-learning platforms—to create a more open, flexible platform that allows educators to better personalize, customize and integrate their educational ecosystem. These efforts were recognized in 2008, when Finnefrock was named Technology Innovator of the Year by the Stevie Awards.

Prior to joining Blackboard, Finnefrock served as an Instructional Designer for Prometheus, a community source course management system developed at George Washington University that was acquired by Blackboard in 2002. At Prometheus, Finnefrock worked closely with clients at dozens of universities around the world that used the system before its merger with Blackboard. After the merger, Finnefrock led efforts to integrate the Prometheus system and its client base with the Blackboard platform and community.

Finnefrock began her career working at The Historical Society of Washington D.C. and at the Center of History and New Media at George Mason University. At the Center of History and New Media, Finnefrock worked with the faculty to make courses and course materials available on the Internet before major course management systems became widely used on college campuses, and participated in several projects aimed at helping students to think critically about the Internet as a resource and educational tool. During this time, Finnefrock also helped establish a minor in Information Technology for Liberal Arts students. After leaving the Center of History and New Media, Finnefrock worked at the Library of Congress to help make the Library's American Memory Collection resources accessible to K-12 teachers and students.

Finnefrock holds a Master's degree in History from George Mason University, and a B.A. degree in History from The Johns Hopkins University.

Keynote

Friday, 6 January 2012 11.30 am
Room 013 (Ground Floor)

‘Open Season: The Implications, Meanings and Risks of Openness in the Digital Academy’

Professor Ray Land – Durham University



Ray Land was recently appointed Professor of Higher Education at Durham University and Director of Durham’s Centre for Learning Teaching and Research in Higher Education.

He previously held similar positions at the Universities of Strathclyde, Coventry and Edinburgh. He has been a higher education consultant for the OECD and the European Commission and is currently involved in two EC higher education projects.

He has published widely in the field of educational research, including two co-edited books on learning technology – *Education in Cyberspace* (RoutledgeFalmer 2005) and *Digital Difference: perspectives on online learning* (Sense 2011)—and guest editing a double issue of *E-learning*. He has also produced several volumes on the theme of threshold concepts and troublesome knowledge, including the most recent *Threshold Concepts and Transformational Learning* (Sense 2010).

**E Session: Friday, 6 January 2012 12.30 pm
Room 013 (Ground Floor)**

*Open education videos in the classroom:
exploring the opportunities and barriers to the
use of YouTube in teaching introductory
sociology*

Elaine Tan & Nick Pearce - Durham University

The use of open education resources has become more commonplace in classroom teaching and this has been an observable and growing trend. The accessibility of the same materials further reinforces the change in roles of the teacher, from gatekeeper of knowledge to learning facilitator. Our research question is that if a student has free and easy access to the same materials that are being used to teach them in class, how does this affect their perceptions when they are presented with this material in the classroom environment? What are their perceptions regarding the perceived value for money, efficacy and authority of the material?

This research specifically investigated the use of open education videos in the classroom environment and their incorporation into an associated space in the virtual learning environment. The research questions of this investigation surrounded the practical, technical and pedagogical issues that arise from the incorporation of these resources within class and online course materials as well as exploring student perceptions about the use of this material in the class and online independent use.

E Session: Friday, 6 January 2012 12.30 pm
Room 202 (2nd Floor)

Why Our Help Documentation Might As Well Be in Dutch!

Peter Rayment – Cardiff University
Michel Visser – Eesysoft

In summer 2010 we undertook a major software upgrade from Version 8 to 9.1 of Blackboard.

Although we attempted to review and prioritise support documentation the release of the new software resulted in a significant increase in support calls throughout the start of term.

An underlying factor was that customers did not generally read help documents. In part this was due to difficulty locating relevant information, compounded by the fact that our help files are located across a number of systems, making relevant and focused help difficult to find. Titles of help items did not always make it clear what the content was.

At the beginning of 2011 an audit and analysis was undertaken of our help materials, and the resulting report highlighted deficits and the fractured nature of our help documentation. This report made recommendations that our help documents needed to;

- Be easily accessible (Searchable)
- Centralised
- Timely (up to date) and relevant.
- Provide the Ability for users to provide feedback on help materials

Our VLE (Learning Central) is made up of a number of software systems which are regularly updated and contain elements which occasionally break or don't function as expected.

A further requirement also highlighted a need for improved communication about functionality changes or outages within the software i.e. a method of cascading this information in a targeted way to customers. These materials needed to be;

- Proactive,
- Contextual.

Following the report we knew that we needed to do a complete update of the way we provide our help materials but were unsure of the best way to proceed, it seemed like a problem without a solution.

In April 2011 at the Blackboard Teaching and Learning Conference I saw a presentation by University of Delft, Netherlands about a system they had put in place to improve their support of their VLE. This looked like a possible solution to our problems, and discussions with Eesysoft were initiated.

What can the system do? Demonstration. (Michel Visser - Eesysoft).

Followed by a brief synopsis of how we plan to implement the software at Cardiff and our expectations.

E Session: Friday, 6 January 2012 12.30 pm
Room 203 (2nd Floor)

*Using the Blackboard Open Platform to Enhance
Assessment, Marking and Feedback*

Paul Wigfield - Blackboard

Notes

**F Session: Friday, 6 January 2012 2.15 pm
Room 013 (Ground Floor)**

Investigating the use of screencasts in a face to face classroom environment to facilitate effective learning

Andrew Raistrick - University of Huddersfield

This paper presents the results from an action research study that examines the benefits of using screencasts in a classroom setting. The author set out to investigate the validity of his premise that screencasts in a classroom could increase student engagement by adding variety, focus learner attention through video techniques and multimedia animations and deepen learning through synchronous discussion of the screencast subject matter.

Screencast videos were developed and incorporated into a number of face to face teaching sessions. Technical devices such as 'zoom', 'transitions' and animations were used in the screencasts in an attempt to supplant cognitive processes and enhance and reinforce the subject material. Qualitative data was then harnessed and analysed from a number of sources including on-line questionnaires, semi structured interviews and peer appraisal.

Validity was established through a process of triangulation, considering the data from the different sources and comparative analysis with academic literature identified in a comprehensive literature search.

The results of the study confirmed the benefits for learners: increased engagement, focused attention and the ability to deepen understanding of the subject matter by exploration through discursive activities. Additional benefits for the teacher also became apparent. These included conciseness and preciseness of the delivered pedagogy and parity of student experience across multiple sessions.

The use of screencasts which follow good instruction design principles can therefore be recommended in a classroom environment, although due consideration needs to be given to the benefits they bring when weighed up against the investment of time required to create them.

The findings of this research provide valuable generalisable knowledge which can be used in any teaching environment.

**F Session: Friday, 6 January 2012 2.15 pm
Room 202 (2nd Floor)**

Opening Pandora's Box and Riding the Tiger - Reflections on Transforming Blackboard Support at Staffordshire University

Gary Clay – Staffordshire University

The department that supports systems like Blackboard is often mistakenly determined by whoever introduces the system within the institution in the first place. Additionally there emerge (often chaotic) pockets of local support as a sticking plaster attempt to address the needs of specific departments, etc.

At Staffordshire the author's department (Learning Development and Innovation - LDI) is tasked with amongst other things researching innovative systems (and 10 years ago Blackboard would have been considered quite an innovation) as well as the education / pedagogic use but NOT day to day support of such. We introduced Blackboard when we were part of something now called Information Services but although subsequently LDI was made a separate entity the assumption was that support would continue to be provided by LDI.

This is problematic for 2 reasons. Firstly a University is a complex mixture of different departments each with their unique set of requirements, and second LDI is only a small team where support needs to compete against a range of more important strategic activities. We were therefore faced with a situation where it was often quite bureaucratic for staff to raise support, and in turn that support often got drummed down to the lowest common denominator in order to cope with large volumes thereby stagnating institutional development of e-Learning.

Recently the presenter has been involved in a lot of activity around institutional support for Blackboard, and other e-learning systems, seeking to reposition it more appropriately.

In this session I reflect on the experience of “*..chasing down that rainbow,*” the benefits and challenges we encountered on opening the Pandora's box that comes with positioning a Blackboard service in such a complex organisation.

Join me as I “*take that tiger outside for a ride...*” (you might just go ahh!)

(Italicised text – taken from Noel Gallagher's "AKA... What a life")

**F Session: Friday, 6 January 2012 2.15 pm
Room 203 (2nd Floor)**

Postgraduate Virtual Open Week at the University of Edinburgh

Josephine Kinsley - University of Edinburgh

Over a week in February 2011, the University of Edinburgh hosted an inaugural weeklong postgraduate virtual open week event. Almost 140 live interactive sessions were delivered using Wimba Classroom. The event involved academic staff from all twenty-two schools and support staff from six support service departments across the University.

The event was targeted at prospective postgraduate students who would not be able to attend the on campus open day, giving them the opportunity to access and engage with University staff and students to learn more about specific programmes, support services, and about postgraduate life at the University. The event also highlighted the opportunity to expand the University's profile.

Event training was a large-scale cross-university event delivered by Information Services at the University. Template scripts, content slides and role-play scenarios were provided at training so that the trainees could experience a dummy interactive session, seen from all perspectives (student, host, moderator) and they could then realise the potential to deliver a worthwhile, engaging and informative experience during their own live interactive session.

Feedback gathered from attendees and staff involved in the training and the event will be presented along with issues that arose and lessons learned, some of which will influence future virtual events.

**F Session: Friday, 6 January 2012 2.15 pm
Room 406 (4th Floor)**

Opening doors with LTI ... but which doors and why?

Susi Peacock – Queen Margaret University

In this highly interactive workshop participants will be asked to explore their underlying assumptions and perspectives on the 'seamless online learning environment' and its potential advantages and disadvantages for 'opening doors' for academics and learners. Such discussions will then be compared and contrasted with emergent research findings from the ceLTIC project. Discussions from the workshop will inform the development of future LTI connectors and support for academics in implementing an integrated learning environment to enhance the learning process.

For learning technologists, supporting a diverse range of learning applications which do not interconnect gives rise to pedagogical and technical challenges. Disparate systems require significant amounts of support to ensure that learners and academics know how and where to access such applications. This can distract from the pedagogical support that learning technologists can provide to academic colleagues. The IMS Learning Tools Interoperability (LTI) specification (IMS Global Learning Consortium, 2011) provides a standard mechanism for integrating learning applications with virtual learning environments. This reduces the demand for support for technical issues and frees the learning technologist to discuss with academics the development of a seamless online environment.

For academics, the adoption of LTI simplifies the process of embedding new applications in the learning environment. LTI empowers academics to select from a range of learning applications which can be made available by them, as and when required by their learners. Furthermore, there are opportunities for extending collaboration to include learners at different institutions. Thus, instead of worrying about whether applications can be used in combination, and the potential technological fall-out, academics are able to focus on the pedagogical design and organisation of a seamless learning environment. This should lead to an enhanced learning space which facilitates the development of both social and cognitive presence supporting critical discourse and leading to personal meaning making (Garrison 2011).

Alongside the development of example LTI integrations (for WebPA, Elgg, PebblePad and Campus Pack which can be experienced in a separate hands-on workshop: Get a high from LTI), the ceLTIC project has also explored academics', learning technologists' and developers' emergent understandings of a seamless online learning environment and their perceptions of its advantages and disadvantages. Early analysis of semi-structured interviews and questionnaires demonstrate that although such a learning environment is deemed to be of value by all, there is limited understanding of, and consensus about, what it is, what it should be, and if it does, or does not, have an impact on learning. Perceived benefits identified include:

- being able to have everything in one place facilitating easier access for learners;
- a single sign-on which would improve the level of integration between learning applications;
- improved data management especially the ability to synchronise student information such as group membership between learning applications;
- increased opportunities for communication and student tracking.

In addition, a more seamless environment should support academics by allowing them to add new learning applications without any need for technical knowledge. This should improve access to subject-specific applications as well as empower innovation in teaching and learning.

**Blackboard Executive Listening Session
Friday, 6 January 2012 3.00 pm
Room 103 (Ground Floor)**

Notes

**Conference Evaluation/What's Next?
Friday, 6 January 2012
3.30 pm Room 103 (Ground Floor)**

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 2013!

**Dates for the Next
Durham Blackboard Users' Conference**

**Thursday & Friday ~ 3rd & 4th January 2013
OR
Tuesday & Wednesday, 8th & 9th January 2013
We'll be taking a vote at the end of the conference**

If you've any suggestions for a conference theme for 2013 then please email them to it.team@durham.ac.uk

Connection to wireless service

For most users, the simplest method of connecting to Durham University Wi-Fi is to connect to the "Durham Web Authentication" wireless service. Once you have connected to it go to any web page and you will be directed to an authentication page and be prompted to enter your username and password as provided on your conference badge. Once you have authenticated this way you will have full access to the internet from your laptop.

If a more complex connection is required there are detailed instruction sheets for Mac OS X Leopard, Windows XP, Windows Vista and Windows 7 available from the Conference Registration Desk.

Please note: This connection is a non-encrypted wireless service; as such data may be exposed to third parties. It is your responsibility to ensure that any sensitive or confidential information is given adequate protection whilst using this wireless service.

Access to services via this connection will be restricted to web access and ssh only.