LTC14D192

Title:	***Academic Director of Learning and Teaching Enhancement Report to LTC***
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Issue

Report on the work of the AD Learning and Teaching Enhancement

Recommendation

Recipients are invited to note developments and ask questions during or after the meeting

Resource Implications

None

Risk Implications

None

Equality and Diversity

n/a

Timing of decisions

No decisions need to be made – this is a report on ongoing work

Further Information

I am committed to supporting colleagues in developing their practice in these areas and would welcome feedback about how best to communicate these opportunities and support the development of good e-learning throughout the university - please email me h.gillespie@uea.ac.uk or call x2974

Background

My role as AD LTE is to drive developments in teaching and learning which enhance the student and staff experience. Much of this is focused on developments in e-learning. This report gives details of some of the developments.

Discussion

Questions are invited

Attachments

None

UEA MOOCs 2015

UEA has now run 25 MOOCs, making us the third busiest MOOC producer on the FutureLearn platform. This means we've had in the region of 140K sign ups and 70,000 active participants in our online courses.

We are currently working the British Library, the BBC and the Institute of Food Research on future courses, and expect to run two more new courses this year.

We have also just run our first MOOC in Health Sciences.

Recent visitors to UEA have included Nigel Smith, FutureLearn's Head of Content and Prof Mike Sharples, their pedagogy lead. Both meetings have engaged new communities in a discussion about how MOOCs can support the work of the university in diverse contexts including research impact, public engagement and marketing.

Those wishing to explore the possibility of running a MOOC in 2016 or beyond should contact me in the first instance h.gillespie@uea.ac.uk

Emarking update

120 modules at UEA are currently using or have used the e-marking system. These are not evenly spread across the faculties:

- Faculty of Arts and Humanties – 49% of total modules using all electronic assessment
- Faculty of Social Sciences – 23% of total modules using all electronic assessment
- Faculty of Science – 12% of total modules using all electronic assessment
- Faculty of Medicine and Health Sciences – 16% of total modules using all electronic assessment

3094 pieces of student work have been or will be marked using an all-electronic process.

6 modules have cohorts larger than 100 students (largest are 2 ECO module pieces of 140 students)
54 participating modules have fewer than 20 students

In Spring 2015 an evaluation survey of the evision based all electronic process was circulated to academics. By April we had received 24 responses. The following data is the anonymised response from that survey.

Quantitative data from survey
In total the academics who responded to the survey had marked 421 pieces of student work
Asked to rate their overall expectations of student marking the average score was 2.29 (with 1 as 'low' and 5 as 'high')
Asked to rate their overall experience of the process the average score was 2.79

Of the 24 respondents, 7 had previous experience of electronic marking.

Qualitative data from survey
The respondents were asked for text responses in 6 areas:
- How did the online marking go? What went well and what caused problems?
- Do you think that the process made any difference to your feedback? For example do you think that it affected the amount of feedback you gave or the quality of the feedback?
- Do you think that online marking affected the overall assignment turnaround time for the students?
- How would you feel about using the system again?
- Do you think that online marking affected the overall assignment turnaround time for the students?
- Do you think that the process made any difference to your feedback? For example do you think that it affected the amount of feedback you gave or the quality of the feedback?

The responses to these questions were long, varied and often made reference to several issues, so they have been coded positive, negative and neutral and placed in 5 categories below:
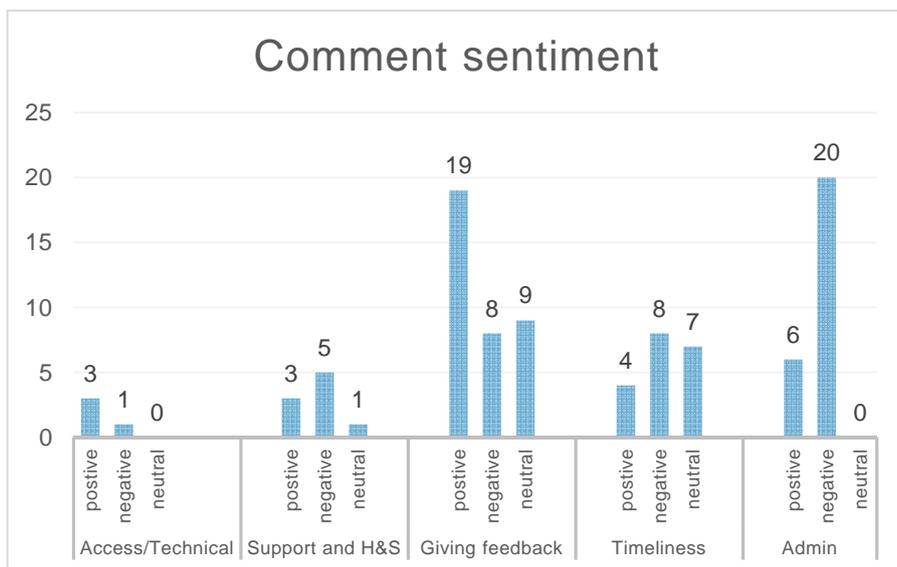
This shows that the impact of an all electronic process on timeliness and quality is somewhat positive, although there are some reservations about timeliness which were mostly related to learning the new system that substantive problems.

The admin heavy process of the E-Vision system involving ZIP files was the cause of significant negativity and a major problem for many of those who responded to the survey. Reducing the complexity of administration of e-marking is a high priority. Some users have also called for a 'dashboard' for module leads to use to monitor marking on larger modules.

<u>Use of Blackboard formative tools</u>
During the academic year 14/15 there was a good take up of Blackboard interactive tools for formative assessment. Following a meeting with some of the users of these tools, the following barriers and benefits were identified. The meeting had representatives from all over the university, and it was clear that using the tools to facilitate an all- electronic process is easier in text-based than for work requiring mathematical or scientific notation.

Benefits:
- Automated testing (eg MCQs) can provide quick feedback to student learning
- Blackboard submission handles large numbers of scripts safely and efficiently
- A range of files that can be marked (from word to video) and range of assessment types useful
- Formative use of Text Matching Software can useful to both staff and students if integrated into submission process
- Gives academics greater control over assessment process so it relates better to teaching and learning process
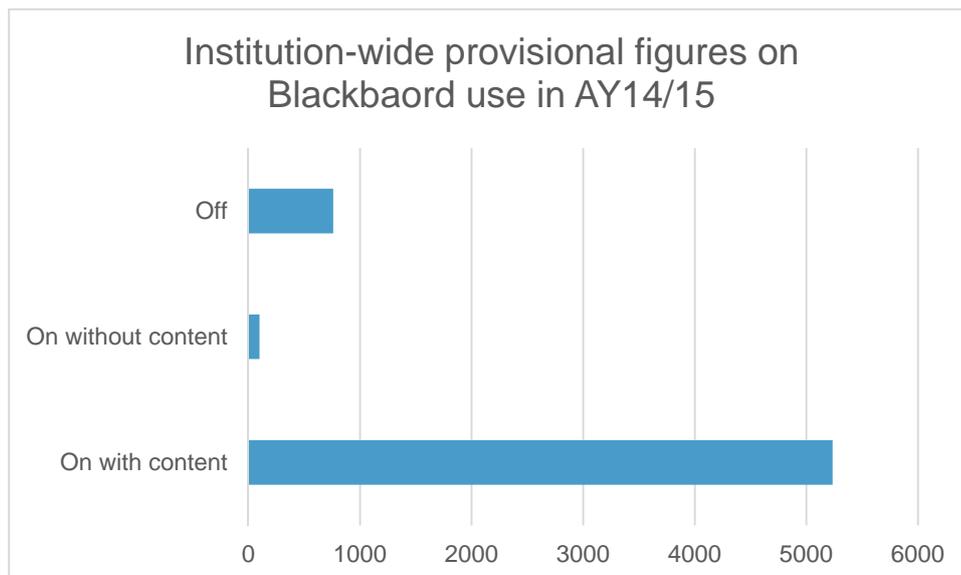
Barriers
- Screen resolution and marking tools not always suitable for maths/computer code/science work
- Worries that students may gamify Text Matching Software if allowed to use it formatively
- Time needed looking at screens for both students and staff
- Confusion about how to access documents on different devices

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Next steps:

1. **Continue to monitor and support the take up of electronic modes summative and formative assessment across the university, and work closely with those using mathematical and scientific notation to support take up where possible.**
2. **In building the new Blackboard-based e-marking system, reduce administrative aspects of the process as much as possible**
3. **Consider the implications of integrating text matching software into the submission process**
4. **Continue to monitor turn-around times of all work, including e-marking routes**

Blackboard Use

Institution-wide provisional figures on Blackbaord use in AY14/15

Category	Value (approx)
Off	~750
On without content	~100
On with content	~5200

We have provisional data on the use of Blackboard to support teaching in AY14/15. This indicates the majority of module sites were on and had content within them. However, the picture is not even across schools and the next stage is to share the data with Associate Deans and Teaching Directors with a view to verifying and understanding Blackboard use. This should help identify where help might be needed in meeting the policy on Blackboard use approved at LTC in March 2015.

Helena Gillespie
Academic Director of Learning and Teaching Enhancement
April 2015