



## Notes from TDD Workshop 16 August 2011

Organisers: Stefanie Anyadi, Lorraine Dardis, Clive Young

### Participants:

- Mumtaz Abdul-Ghafoor, , Mathematics
- Karin Charles, SELCS
- Catherine Conroy, Epidemiology
- Sophie Cross, Physics
- Deana D'Souza, MHS
- Tina Fowler, Economics
- Paloma Garcia, ICH
- Andy Hart, MS&I
- Megan Hayes, ICH
- Amanda Kosinski , ICH
- Liz Milner, Laws
- Michele Pannaman, IONS
- Susie Rizvi, SSEES

### Introduction

The aim of the workshop was to

1. introduce TDD to UCL teaching administrators
2. undertake some initial brainstorming (a method known as 'knowledge spaces') with the group around the areas of digital literacies, what kinds of areas the TDD should investigate and what kind of skills training and development we should consider.

Clive's slides are available at <http://www.slideshare.net/TheDigitalDepartment/tdd16aug11v2>

### Knowledge spaces

The workshop divided into three groups. Each 'knowledge space has a question on a flipchart sheet, a moderator and pens. Participants are asked to discuss and respond to the question by writing points on the sheet. After 10-15 minutes the group breaks up and members move to new knowledge spaces. The moderator outlines the previous discussion and the new group adds to it. With one more changeover everyone gets a chance to discuss and contribute to each question. The benefit of this approach is that specific lists are generated which are relatively detailed and generally quite representative of the group (everyone has a voice).

## Knowledge Space 1 - What are Digital Literacy Skills?

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Moderator's comment: As expected we started with a list of software and tools. This was surprisingly extensive and mixed UCL-provided and external services. We then moved on to the skills needed to use these tools effectively and some of the maybe UCL-specific issues of joining these tools together;

### UCL admin and financial systems

- Portico – student information service [<http://www.ucl.ac.uk/ras/portico>]
- Financial Information System (FIS) - financial data and management [<http://www.ucl.ac.uk/finance/fiswebsite/>]
- Timetabling/CMIS - room bookings and timetabling [[http://www.ucl.ac.uk/isd/staff/admin\\_systems/timetabling\\_system](http://www.ucl.ac.uk/isd/staff/admin_systems/timetabling_system)]
- Service in Partnership (SiP) – HR forms [<http://www.ucl.ac.uk/adminsys/index.php?sys=SIP>]
- Rome - online recruitment [<http://www.ucl.ac.uk/hr/rome/index.php>]
- Web content management [<http://www.ucl.ac.uk/isd/staff/websites/silvaCMS>]
- Scanners – being piloted as attendance checks for Points-Based Immigration System (PBIS)

### UCL teaching and learning systems

- Moodle - e-learning environment [<http://moodle.ucl.ac.uk/>]
- Turnitin – plagiarism detection [<http://www.ucl.ac.uk/isd/staff/e-learning/tools/turnitin>]
- Lecturecast – automated lecture recording [<http://www.ucl.ac.uk/isd/staff/e-learning/tools/lecturecast>]
- Opinio - web-based surveys [<http://www.ucl.ac.uk/isd/staff/e-learning/tools/opinio>]
- My Portfolio – staff and student e-portfolio [<https://myportfolio.ucl.ac.uk/>]
- Electronic Voting Systems (EVS) – audience response 'clickers' [<http://www.ucl.ac.uk/isd/staff/e-learning/tools/e-voting>]
- Wiki – collaborative web pages [<http://www.ucl.ac.uk/isd/staff/e-learning/tools/wiki>]
- Blackboard Collaborate – virtual classroom, about to be piloted at UCL [<http://www.blackboard.com/Platforms/Collaborate/Overview.aspx>]

### Communication and networking tools

- Email – inefficient way of contacting students? [<http://www.ucl.ac.uk/isd/staff/mail>]
- Facebook [<http://www.facebook.com/>] – seen mainly as a communication tool
- Phone Text messaging – no UCL service but a strong demand
- Messenger - text messaging [<http://www.windowslive.co.uk/messenger>]
- Skype – video conferencing [<http://www.skype.com>]
- LinkedIn – professional networking [<http://www.linkedin.com/>]
- Blogs – UCL Wordpress service [<http://blogs.ucl.ac.uk/>]
- Twitter – how to use in for networking/communication in HE? [<http://twitter.com/>]
- YouTube – online videos [<http://www.youtube.com/>]

### Productivity tools

- MS Office
- Dreamweaver – web page development

- Etherpad – collaborative note taking [<http://www.ucl.ac.uk/isd/staff/e-learning/innovation/etherpad>]
- Evernote – stores notes, photos [<http://www.evernote.com/>]
- Google docs – share web documents [<http://www.google.com/google-d-s/documents/>]
- Google analytics – web usage [<http://www.google.com/analytics/>]
- UCL Dropbox – exchange large files [<http://www.ucl.ac.uk/dropbox/>]
- Dropbox – web-based online storage [<http://www.dropbox.com/>]

### **Marketing and events management**

- Eventbrite – events management [<http://www.eventbrite.com/>]
- Find a Masters – marketing [<http://www.findamasters.com/>]
- Oxboffice – ticketing service [<http://www.oxboffice.com/>]
- Google Adwords – online advertising [<http://www.google.com/adwords/>]

### **How can we use these tools intelligently?**

With such a range (and there are probably more) the initial issues are

- What is out there – how do we find new stuff?
- Which systems to use - why and how are programmes/systems are used, need forum
- Benefits, advantages and disadvantages
- How to use better, more efficiently

An example is communicating to students - what do they use, e.g. as alternative to email (Facebook, twitter, texting for communication) . It may differ from group to group e.g UG – Facebook?, PG?), need some market research, ask them at induction? Text messages? Maybe ask students in order to develop communication strategy, find out what they would find of benefit

### **Beyond basic skills**

Maybe we need to consider what are the general principles, e.g. of a VLE, once agreed it then becomes easier to choose and change. Consider also roll out to student – what works?

### **The need for integration**

There has been a “mushrooming” of systems – maybe should consolidate/simplify. Main problem is the sheer number of systems and lack of integration. Need to review systems e.g. PG admissions in terms of efficiency, especially TA workload. The lack of interconnection – between Portico, DeMIST (admissions) , Moodle etc remains a problem. TAs should be actively involved in the review of systems and specifying changes.

### **Two other areas for the future**

- Make use of student skills, e.g. on moodle pages, for design, blogging, create apps
- Mobile devices: smart phones, blackberry, tablet, i-pads – how will these impact on what we do?

## **Knowledge Space 2 - What should TDD investigate?**

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Moderator's comment: This is an important area for the project, there is a need for a 'gap analysis' to see where skills need to be developed and a focus on some mini-projects to develop good practice in key areas.

### **The broad areas**

- Gaps in use of technology – e.g. admissions, student load, teaching load
- Links between existing systems, e.g. Portico-Moodle-Timetable, FIS-SiP
- Extent of role of TAs in integrating systems
- Definition of areas of responsibility, including different levels, responsibilities of TAs vs tutors; link to JDO
- Need joined-up systems within UCL eg postgrad admissions, for efficiency and effectiveness

### **Possible case studies**

- Induction for new TAs, including getting access to systems
- Study number of systems used by TAs and compare to other universities (e.g. SOAS, Kent)
- Portico – reports, timing out, earlier mark entry for components
- Sharing of ideas in particular areas between advanced and less advanced departments (e.g. moodle implementation)
- Work load calculator, what is reasonable?
- Student handbook – sharing elements
- Year plan of UCL deadlines
- Module registration process and timing of process, streamline local processes
- Teaching load calculator
- Short guidelines for complicated processes in addition to detailed manuals, e.g. Opinio

## **Knowledge Space 3 Involvement, training and skills development**

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### **How do you want to get involved?**

- Get divisional managers and line managers on board, to support and encourage TA involvement
- Have multiple ways TAs can get involved at different levels and for different times, so that we maximise participation
- Identify project involvement and/or training course as objective(s) in work plan, annual appraisal and/or training for new staff
- Identify project teams and working groups with clear areas of responsibility and specific objectives
- Department-based specialisations and characteristics (size, subject area)—include a variety of departments
- Exchange good practice between administrative staff
- Breakdown of main activities/involvement options for TAs in TDD project (how much time required, duration of activity, frequency of meetings, etc)
- Use Moodle and Skype conference calls to communicate about project activities

- Include introduction to using electronic communication tools eg Moodle, Skype, webinars, for TAs who are new to them, to ensure maximum participation
- Build in dedicated time for project activities/training course in work plan

### **What types of training?**

- Make sure the digital literacy training course is formalised as an OSD training course so that it is visible, accessible and 'recognised'
- Face-to-face (FTF) workshops, trainer-led training sessions - build training courses around good practice areas in administration (take 'Moodle for administrators' as an example)
- Informal workshops - emphasise applied training approaches and teaching/training led by TA's who do the job, so that training has practice-based grounding in addition to expertise from colleagues who know the systems
- Training pace 'at your leisure'—some flexibility so busy administrators can stay involved, also with different modules so that it is more accessible to TAs, and aimed at appropriate levels of experience
- Networking and exchanges between TAs from different departments
- 'How to' videos ie You Tube demonstrations, webinars (web-based seminars, with demos and discussions), short videos to watch at your desk to supplement other training methods eg have a video to watch as preparatory homework, before a face-to-face (FTF) session where you have Question & Answer (Q&A) session and applied learning activities. Request 'free time' from media services as part of UCL's funding 'in-kind' to record videos
- On-line training courses with support through tutorials, self-paced training with some structure and deadlines
- Interdepartmental exchange of good practice, how to avoid mistakes: good to learn from 'outside' examples from other departments rather than just relying on group within department - identify a 'pool' of TAs to call on for help/guidance
- Comprehensive training course for 'enhanced Moodle' use

### **How can we develop skills?**

- Identify skills development opportunities and recognition for colleagues who get involved in the development and delivery of the project
- Ensure that skill development of those involved in the project activities (outside of completing the actual training programme) is recorded and recognised – use project activities to develop the skills of TAs involved
- Training of trainers: TAs to learn more about being a trainer, due to our role as mentor/trainer for admin, academic staff and in some cases students (eg solving the problem of how to get people to use Moodle)
- Learn from others' mistakes when creating guides and tools (eg FIS help) to ensure user-friendliness, simplicity, etc
- Involve other UCL colleagues and students from appropriate areas eg academics or students working in relevant areas eg IT, use of social networks, etc.
- Streamline IT systems use for other staff and students, as well (use our training course as model)