

**SOLSTICE & CLTR Conference 2012**

**Edge Hill  
University**

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Helping students get more 'quality time' with lecturers: how technology is freeing academics

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# What is EXETER ONLINE LEARNING (eXol)?

University of Exeter TEL Strategy (September 2011):

*Access to a rich virtual learning experience should be seen as a key element of the student experience*

*...complementing and strengthening existing learning environments [and] activities... by the introduction of technology into a blended learning environment*

*Pedagogic requirements should underpin the uses of technology*



MOBILISE YOUR TEACHING

- Video
- Animations
- Screen Capture
- Photography
- Audio
- Interactive diagrams
- Galleries

CONFERENCE PAPERS  
LEARNING OUTCOMES  
RESEARCH PAPERS  
LECTURE CONTENT  
RESEARCH DATA  
IDEAS

CONTENT

# What is EXETER ONLINE LEARNING (eXol)?

Option  
1

We give you the tools\* and show you how to use them



Image by StarrGazr, Creative Commons license

**\*a 'multimedia toolkit' – to be launched next academic year 2012-13**

# What is EXETER ONLINE LEARNING (eXol)?

Option  
2

We work with you, developing the 'learning objects' for you

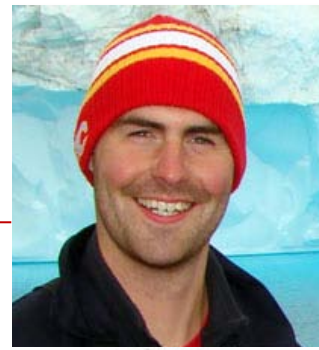


# What are academics asking for?

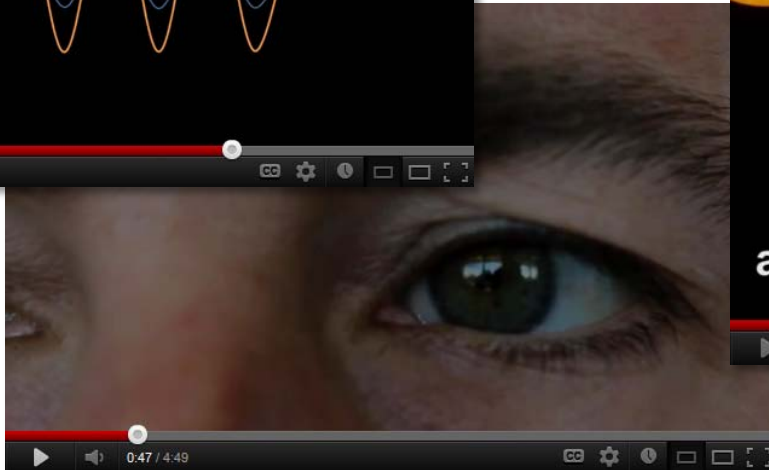
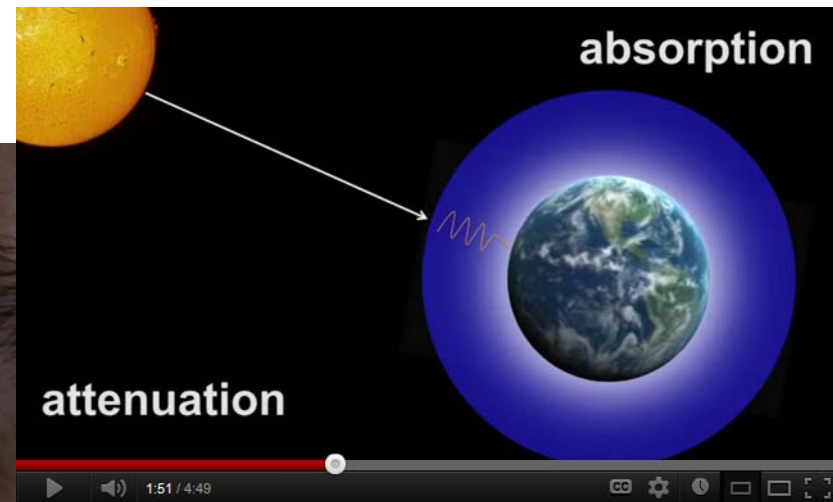
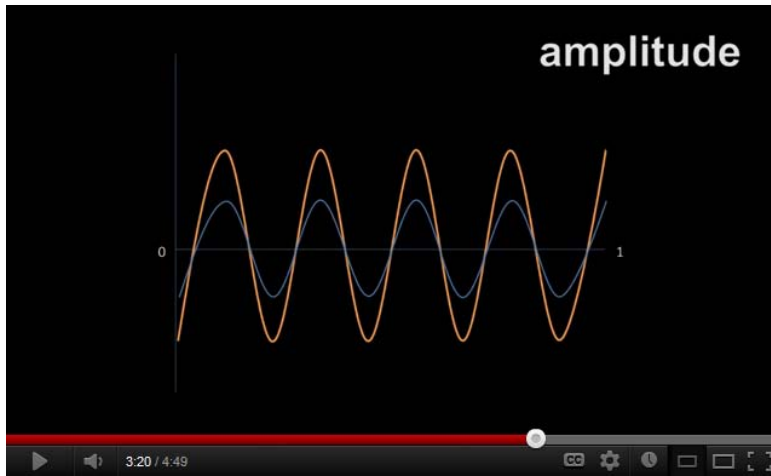
'Pre-readers'

Consolidation

**Videos:** explaining concepts which will be expanded upon in lectures, and for reinforcement after lectures



Geography



# What are academics asking for?

Dissertation reference guide\*

**Videos and animated media:** student and staff advice to help current students deal with new aspects of study such as choosing dissertation titles and approaching a supervisor



Sport & Health Sciences

*Short, 'bite-sized' learning objects have been most frequently requested so far, however some content demands a more traditional, 'self-contained mode of delivery*

*For the Dissertation Reference Guide, students were very clear in specifying this format*

\*work in progress – this (similar) example shows Digital Technologies for Researchers

# What are academics asking for?



## Photography field guide

**Text and still images:** a guide for students to refer to before and during a field trip; suitable for both printed and electronic media (e.g. mobile devices)



## Historic Exeter Project



The Cathedral - exterior

## Capturing Detail

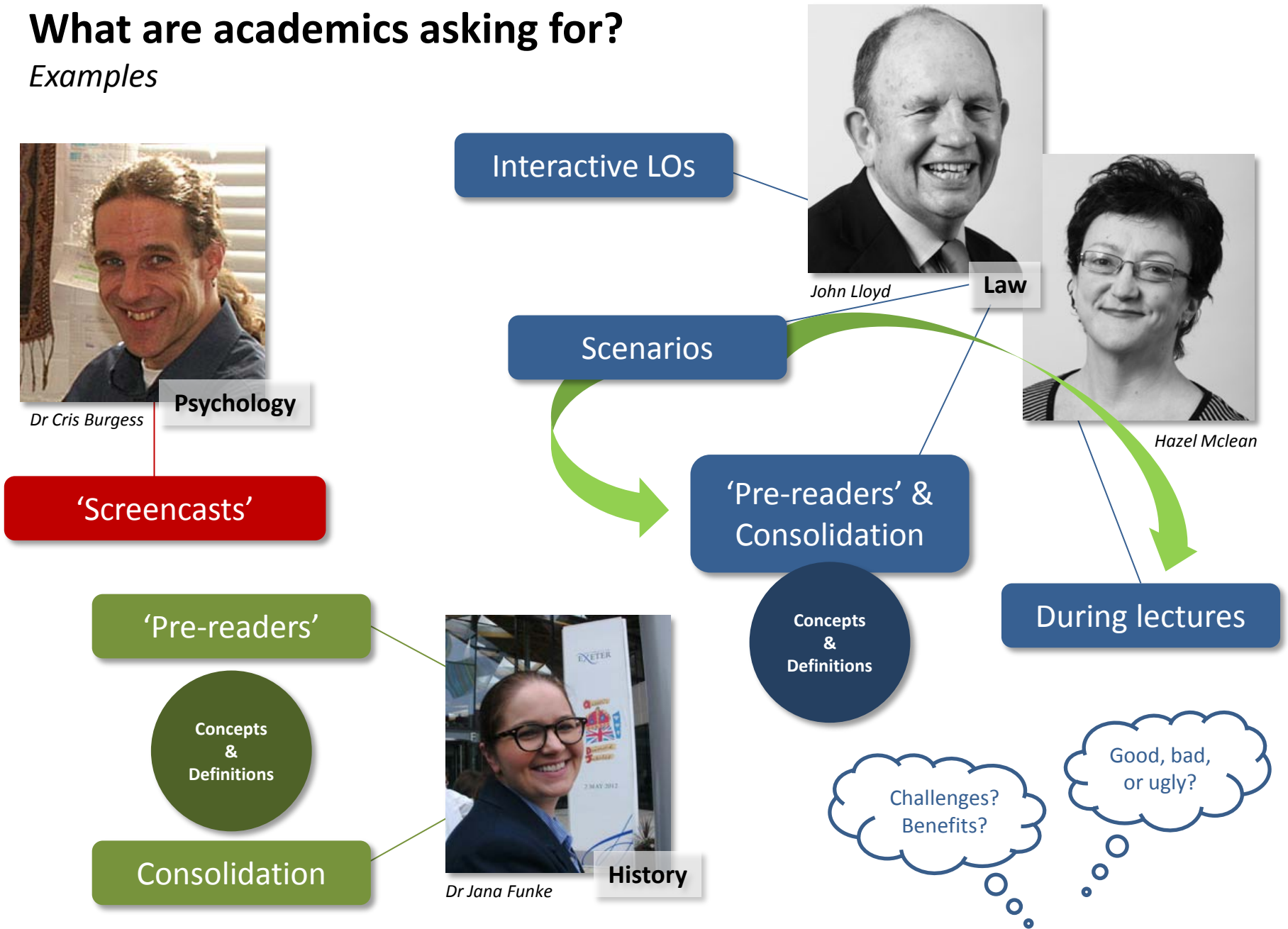


Centre  
of  
Attention



# What are academics asking for?

Examples



# Discussion

*Good, bad, or ugly?*

*What are the key benefits to this approach?*

*What are the main challenges?*



# The challenges

*The biggest (perceived) challenge to a busy academic is TIME*

*Our job is to convince them of the benefits*

- *to their students*
- *to the academics themselves*



# The challenges



Dr Jana Funke, Centre for Medical History

# The eXol process *Option 2: we do the work for you*



## Needs analysis → Outcomes and objectives meeting

- **Needs analysis:** approx 30 mins; identify key academic(s)
- **Outcomes and objectives meeting:** up to 2 hours with key academic(s)
  - Academic(s) follow up with sources as discussed in meeting



## Design Document writing

- eXol use sources provided to write/create Design Document
- Timescale dependent upon content...



## Content agreement (meeting?)

- eXol and academic(s)
- Design Document reviewed, amendments made and final content agreed
- Up to 3 hours



## Development

- eXol develop resource according to agreed Design Document specification
- Final approval by academic(s)
- Deployment in VLE

## The benefits

*Freeing academics for more specialised work with students?*

*“ Students may need this help during vacations or in the middle of the night, and it would be very difficult, very costly and inconvenient for staff to provide it any other way.*

*With the digital resources the EE team are helping me to develop, these students’ learning experience has been greatly enhanced. ”*



Psychology

## The benefits

*Freeing academics for more specialised work with students?*



# Discussion

## *Share areas of similar practice*

- *that you've seen*
- *that you are directly involved with*

## *Aspirations for the future?*

- *personally?*
- *at your institution?*

