MINUTES OF A MEETING OF THE eLEARNING AND LEARNING SPACES STANDING COMMITTEE HELD ON WEDNESDAY, 4th AUGUST 2010

PRESENT
Director of Centre for the Advancement of Teaching and Learning (W/Professor Denise Chalmers) – Chair
Nominee of the Executive Director, Finance and Resources (Ms Rowan Maclean)
Nominee of the University Librarian and Director of Information Management (Ms Margaret Jones)
Associate Dean (Teaching and Learning) (Faculty of Architecture, Landscape and Visual Arts), Mr Philip Goldswain
Associate Dean (Teaching and Learning) (Faculty of Arts, Humanities and Social Sciences), Dr Alexandra Ludewig

BY INVITATION (STANDING INVITEE)
Assistant Professor Shannon Johnston, Higher Education Development (eLearning), CATL

BY SPECIAL INVITATION
Mr Frank Roberts, University Architect
Ms Sue Smurthwaite, Associate Director, Education Policy Services (Acting Executive Officer)

APOLOGIES
President of the Guild (Ms Emma Greeney)
Associate Dean (Teaching and Learning) (Faculty of Life and Physical Sciences), Associate Professor Peter Whipp
Associate Professor Nick Spadaccini (Faculty of Engineering, Computing and Mathematics)
Ms Rebecca Cameron, Manager, (Construction and Development Services) (Facilities Management Directorate)

WELCOME
The Chair welcomed members to the meeting of the eLearning and Learning Spaces Standing Committee, in particular Mr Frank Roberts and Ms Sue Smurthwaite who were attending by special invitation, and Mr Philip Goldswain was welcomed as the Associate Dean (Teaching and Learning) representing the Faculty of Architecture, Landscape and Visual Arts during second semester 2010.

DECLARATIONS OF POTENTIAL FOR CONFLICT OR PERCEIVED CONFLICTS OF INTEREST
No declarations for potential or perceived conflicts of interest were recorded.

1. MINUTES – REF: 29380
RESOLVED – 2

that the minutes of the eLearning and Learning Spaces Standing Committee meeting held on Wednesday 10th March 2010 be confirmed.

2. ITEMS FOR COMMUNICATION TO BE DEALT WITH ENBLOC
The following items were noted from Part 1 of the agenda, there were no items in Part 2:

i. Items/Business in Progress – REF: F28401, F22828
ii. WebCT, Lectopia and Review of the University’s Learning Management System (LMS) – Progress Update from CATL – REF: F5397, F22828, F28027
iii. Lectopia Recording at UWA – REF: F22828

At its meeting held on 8th December 2009, members noted that the following recommendations had been endorsed by both the Teaching and Learning Committee and the Academic Council:

- Lectopia recordings should be of good quality.
- When Lectopia recordings are the primary method of teaching they should be specifically prepared for the purpose, appropriately supported with relevant learning resources and the LMS (WebCT) should be used to ensure active engagement.

Members also noted that the following recommendation had been referred to the Faculties for further consideration and feedback to both the Teaching and Learning Committee and the Academic Council:

- That all lectures in all venues which have recording facilities be recorded and made available to students. Exceptions should normally only be made when approved in advance by the Head of School and when at least one repeat lecture is provided.

In light of the call for further consideration and feedback, a discussion paper had been prepared by Assistant Professor Shannon Johnston, CATL, to provide background information on the latest research relating to the use and benefits of lecture recordings for the Teaching and Learning Committee and to facilitate informed decisions related to Lectopia and its use at UWA.

Members considered by circular the discussion paper ‘The Use and Benefits of Lecture Recordings – the Student’s Perspective’ and it was

RESOLVED – 3

that the discussion paper ‘The Use and Benefits of Lecture Recordings – the Student’s Perspective’ be accepted by the eLearning and Learning Spaces Standing Committee and forwarded to the Teaching and Learning Committee for its information.

[Executive Officer’s Note: This discussion paper was considered by the Teaching and Learning Committee at its 3rd June 2010 meeting.]

4. UWA LMS REVIEW – SUMMARY REPORT ON THE ENVIRONMENTAL SCAN OF LEARNING MANAGEMENT SYSTEMS (LMS’S) IN THE HIGHER EDUCATION SECTOR – REF: F28027

Members noted that a review of the University’s current Learning Management System (LMS) was underway under the auspices of the eLearning and Learning Spaces Standing Committee and that the first task of the LMS Review Working Group had been to conduct an environmental scan of LMS uptake across the Higher Education sector in order to identify viable LMSs for consideration by UWA.

This process had involved scanning the LMS market to ascertain which LMSs were currently in use by universities, and to understand the factors affecting which LMS had been implemented. In addition, the LMS reviews of five universities had been selected and examined in further detail with the purpose of accessing the data gathered and to examine the processes undertaken by those universities; so as to inform and guide the UWA LMS Review.

A brief report summarising the findings and actions of the LMS Review Working Group to date was before members, the salient points of which were highlighted by Assistant Professor Johnston as a member of the Working Group. During discussion the Chair clarified that the LMSs under consideration were not intended to be compared to WebCT, but considered on their own merits and alignment or adaptability to UWA’s needs. It was further noted that the Working Group, as part of its Review, would adopt a strategic approach by also looking at how existing activities could be approached differently rather than just looking to adapt a system to current practices. The Working Group was undertaking extensive consultation in this process.
The Chair advised members that the Working Group was interested in identifying groups of users for testing purposes across the range of users, both experienced and novice. It would also be important to consider the wide range of needs, for example the use of graphics, and members were urged to liaise with Assistant Professor Johnston in this regard.

The Chair referred members’ attention to the eight actions listed in the report and sought the Committee’s endorsement as an acceptable way forward.

RESOLVED – 4

that the UWA LMS Review Report, as attached to the agenda, be noted and the UWA Actions outlined in the Report be endorsed as an appropriate way forward.

5. DRAFT CAMPUS PLAN 2010 - CONSULTATION – REF: F33224

By way of background, members noted that the physical planning of The University of Western Australia was guided by the Campus Plan and that the Plan was the key tool to guide the University in its decisions on the functional layout and future development of the Crawley Campus. It was reviewed every ten years. The University's Campus Plan 2010 would build upon the Campus Plan 2000, taking into account changes in economic, social, environmental and governance over the past decade. The focus was on 2010 – 2020, but also set the foundations for campus development through to 2060.

The Plan was in the process of being developed and each of the key elements that had an impact on the campus was examined independently with a series of principles proposed. The draft principles had been developed by the Vice-Chancellor’s Campus Plan 2010 Steering Committee and key University stakeholders to ensure that the University develops sustainably, while retaining the amenity that is enjoyed by students, staff and the community.

At the Chair’s invitation Ms Rowan Maclean, Director, Strategic Project Management, Finance and Resources Office and Mr Frank Roberts, University Architect addressed the Plan with a powerpoint presentation, focussing on the draft principles contained in the report under the following headings:

- Access and Parking
- Architecture and Built Form
- Community and Cultural
- Governance
- Heritage and Conservation
- Infrastructure
- Land Use – Teaching, Learning and Research
- Land Use – Non Traditional Uses
- Landscape
- Security and Safety
- Sports and Recreation
- Student Life

During discussion, the following main points were noted:

**Access and Parking:**
- A member queried whether better use could be made of the river as a mode of transport. It was noted that a river ferry had not been successful in the past for a number of reasons, but could be a future option as residential density developed around the river.
- It was noted that the Steering Committee had considered incorporating the cost of local transport into the campus card, but again there were complications that were being further considered.
- It was suggested that a fleet of University vehicles could be provided to transport staff to and from major bus and train stations.
Architecture and Built Form
- The principles in the Plan tended to focus on new buildings, it was suggested that principles addressing the refurbishment of existing buildings should be included. For example, buildings should not be refurbished for activities which were not appropriate to the space available.

Heritage and Conservation
- There needed to be a balance between the significance of the heritage building and its useability.

Infrastructure
- Members strongly recommended that the Plan take account of information technology infrastructure, particularly with a focus on student access and engagement and research needs of both staff and students.

Land Use – Teaching, Learning and Research
- The primary focus of this section appeared to be research and members recommended that this section be revisited with a more balanced focus on teaching and learning. It was noted that clarity regarding teaching spaces in support of New Courses 2012 was premature, but these issues should still be acknowledged as part of the Plan.
- Further consideration was recommended with regard to future learning precincts and the provision of spaces for students to naturally congregate and engage in peer learning or provide easy social contact. For example, where would students go when it was cold and wet; how could the University land be better used to provide student hubs – first year, disciplinary etc. The importance of students’ sense of belonging and identity with the University and disciplinary groupings was emphasised as particularly important with the introduction of the new courses.
- The Plan does not mention how the needs of and amenities for administrative staff would be met, nor the needs of teaching focused and sessional teaching staff whose needs would be different to teaching and/or research academics.

Unfortunately time was too short to address the remaining areas in depth and the Chair requested that members:
i) Consider the remaining sections of the plan individually, with a focus on the draft principles. (Absent members were strongly encouraged to consider and provide their feedback on all sections of the Plan);
ii) Forward additional feedback on the draft Campus Plan to the Chair and Executive Officer to assist in the provision of a submission from the Committee within the context of its role to “advise on medium and long-term policy and planning for eLearning and learning spaces with reference to the interrelated roles of pedagogy, spaces and technology;”

Members noted that the final draft would shortly be available on the website for University-wide consideration and feedback and that a number of information and discussion sessions would be held.

[Executive Officer’s Note: An all staff email was circulated on 11 August indicating information sessions to be held on 13th August and 26th August. The deadline for feedback is 17 September 2010 and more information is available on the website at: http://www.uwa.edu.au/campusplanning/plan/2010. Members are welcome to provide individual feedback via the website, but the Chair would appreciate input to inform the Committee’s perspective by no later than Friday, 10th September].

It was further agreed that Ms McLean would provide a brief progress report on the Campus Plan to the eLearning and Learning Spaces Standing Committee at its next meeting scheduled for 13th October 2010.

The Chair thanked Ms McLean and Mr Roberts for their presentation.
6. ITEMS IN PROGRESS – UPDATES

The following brief updates were provided and noted by members:

Proposed Framework for Decisions regarding Adoption of new Technologies at UWA – REF: F28401:
- The Chair tabled a draft Working Party report, dated February 2010, for members’ information.
- The Chair further informed members that the convener of the Working Party, Associate Professor Nick Spadaccini, had tendered his resignation as Chair due to other commitments but would continue as a member of the group.
- Members noted that the Chair would convene the Working Party to further progress its brief.

Student IT Needs Study – 2010 – REF: F28401
Ms Margaret Jones provided a comprehensive update on progress regarding this study. Members noted that a draft report was anticipated for consideration by the Committee at its next meeting. It was further noted that data from the study could inform a number of other related issues, including the formulation of the Campus Plan and the LMS Review.

The Chair also informed members that a report currently before the University’s Teaching and Learning Committee – the First Year Experience Study: Overview of 2009 findings for the University of Western Australia – provides additional information on the first year experience and encouraged members to consider this report within the context of student needs.

[Executive Officer’s Note: This report is available on the website at http://committees.intranet.uwa.edu.au/acaboard/teaching/agendas/2010/agenda_5th_august_2010 - Attachment A]

7. NEXT MEETING

Members noted that the next meeting of the eLearning and Learning Spaces Standing Committee would be held on Wednesday 13th October 2010 from 9.30am – 11am in Winthrop Tower, meeting room W1. This would be the last meeting of the year and the Committee’s final opportunity to progress items for recommendation to the University’s Teaching and Learning Committee. An annual report on the Committee’s progress and outcomes for 2010 would be requested in early November.