EMA Monthly Newsletter- January Edition, 2018

What's Happening?

Programme Overview

The Programme continues to progress well and according to schedule.

A first major phase of work, to include undergraduate sub modular marks in RISIS, has concluded in January. Additional functionality to the Tutor Card area of RISIS was made live, providing a breakdown of sub modular assessment and marks aimed at personal tutors in particular. In addition, a new screen was launched for Module Conveners detailing individual pieces of summative assessment and associated weighting. Three new assessment reports are now available within RISIS giving academics and professional staff access to assessment, submission and 15 day turnaround time data. A new screen for students displaying all sub modular assessment and marks (as they are entered) will be launched to students shortly.

Sub modular mark entry continued to be supported during January and into February and as at the end of January 44,000 sub modular marks for coursework have already been entered into RISIS by Programme Administrators.

Training sessions on collaboratively developed electronic submission, feedback and grading processes with 2 Early Adopter Schools have now completed. Engagement with T&L Deans, SDTLs, and Heads of Schools (run in collaboration with TEL, ADE and SSC representation) commenced in January and continues until early March in order to agree the approach and timescales for wider roll out.

Options definition to inform the Business Case for Learning Analytics, as well as the Student and Staff Feedback Dashboard, progresses well.

Core Systems

As mentioned above, phase 1 of the Core Systems workstream has concluded with a number of further go-lives in January and positive feedback is being received. Additional functionality to the Tutor Card area of RISIS was made live whilst three new assessment reports are now available within RISIS, giving academics and professional staff access to assessment, submission and 15 day turnaround time data.

Mark entry continued to be supported during January and into February. Training for programme administrators on mark entry completed, moving into a period of 'floor walking' support locally provided by the project team.

Workshops were also held to scope the potential integration of RISIS, Blackboard and Turnitin.

E Submission, Feedback and Grading

Detailed analysis is being undertaken to understand each school/dept.'s readiness for electronic submission, feedback and grading and to establish the level of potential change in each School. Engagement sessions commenced in January with T&L Deans, to be followed by sessions with SDTLs and Heads of Schools, run in collaboration with TEL, ADE and SSC. This will support the development of the roll- out approach and timings for each school.

Training completed for Early Adopter schools, and a lessons learned session was held, to further improve process and inform future planning.

Special projects are progressing well. A useful Focus Group was held on 18th January to explore student experiences in IOE regarding use of feedback in particular Quickmarks & Rubrics.

Supporting Change for EMA

Engagement with all stakeholder groups continues. Key activities are as follows.

Four new videos have been created, including an updated explanation of what the EMA programme will deliver and supporting use of new functionality and screens for Module Conveners, Personal Tutors (Tutor Card) and the Student assessment marks screen. These are in addition to the video that was created in December on how students can submit Extenuating Circumstances online. All videos can be seen at http://www.reading.ac.uk/internal/ema/ema-resources.aspx

Further case studies were made available on the EMA website, as well as a blog post on the Engage in T&L site.

Online Submission Protocols previously endorsed by DELT were approved by UBTL.

EMA Dashboard & Learning Analytics

A workshop was conducted to follow up initial requirements gathered for a Student & Staff Feedback Dashboard, and a draft of solution options has commenced.

A Reporting Special Interest Group has been formed to gather requirements to make the most of data that will become available.

Detailed requirements gathering commenced for Learning Analytics and initial options on the solution approach are in draft for consideration by the Workstream Board in February.

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What's Happening Next?

Core Systems

A wider launch of sub modular marks across Schools is being planned, to ensure all stakeholders are reached and understand what has changed.

Workshops to inform the scope and feasibility of integrating core systems will continue, to enable options decisions by the Workstream Board in early March.

Phase 2 commences in February, to cover:

- Continued support to Undergraduate mark entry and reassessment.
- Replication of Exam Reports in RISIS
- PGT Sub Modular Marks in RISIS
- Foundation Sub Modular Marks in RISIS

E Submission, Feedback and Grading

Following the engagement sessions with T&L Leadership, a high level plan for the engagement and development of processes for wider adoption of electronic submission, feedback and grading will be developed.

Work will be finalised on exploring the efficacy of using the iPad Turnitin app to address issues with both Mobile marking and Offline marking.

The TEL team continue to develop the training approach for the new academic year – identifying a suite of training options to meet the varying needs of academics and staff within the University of Reading.

Supporting Change for EMA

A number of change and engagement activities are planned, including dissemination of the recently approved Online Submission Protocols.

Related to this, a review of Core Systems Disaster Recovery and Business Continuity Procedures will be progressed during February, to understand changes (if any) that may be required in relation to electronic management of assessment, should systems fail.

The Benefits Realisation Plan will continue to be worked on during February for presentation to the EMA Programme Board in March.

Planning for 2 symposiums will commence - one internally focused event designed to share good practice among colleagues and one national event designed for both an internal and external audience. Analysis will be completed on which resources are being created or enhanced during the implementation of electronic management of assessment, to inform proposals on how best to make them available to staff and students.

EMA Dashboard & Learning Analytics

New functionality available for RISIS will be explored to inform and finalise the options for an initial dashboard. This will enable a Project Brief to be drafted during February.

In progression of the Business Case for Learning Analytics, approaches and solution options will be drafted to enable soft market testing with suppliers. Engagement with wider stakeholder groups will commence.

The Learning Analytics Project Manager is also convening a Reporting SIG to cover reporting issues across all workstreams.