



Teaching Matters

Teaching and Learning Centre

Issue 13, December 2003

TLC: What we do



The Teaching and Learning Centre supports individuals and departments wishing to develop the quality of teaching and learning in the School. In practical terms the TLC:

- Co-ordinates an in-house programme of events and the initial teaching induction for both full-time and part-time staff involved in teaching and research.
- Offers one-to-one educational consultations tailored to particular needs and interests, including teaching observation.
- Alerts staff to external events, providing funding as appropriate.
- Supports departmental development, following internal departmental reviews.
- Keeps the School up-to-date on developments in teaching and learning in HE nationally and internationally, through departmental links, the Teaching Matters newssheet, and our website.
- Works with the Centre for Learning Technology to aid the integration and use of technology into the main teaching and learning activities of the LSE.
- Co-ordinates student study support across the School including advising students with disabilities and providing dyslexia support.

In this issue

- NEW graduate teaching assistants' handbook now available from TLC
- **PLEASE READ:** Disability Equality Action plan: addressing the implications of the Disability Discrimination Act Part IV at the LSE
- Rewarding teaching at the LSE: new procedures for Major Review and Promotions
- Major HEFCE funding initiative to support teaching quality enhancement
- Combatting plagiarism: the JISC plagiarism detection service
- The new Higher Education Academy
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This newsletter is available in electronic format and, on request, in other alternative formats.

Graduate Teaching Assistants' Handbook

TLC is pleased to announce the availability of a detailed handbook aimed at new class teachers at the LSE who are also PhD students. The School relies heavily on these teachers, and now employs well over 600 "hourly paid teachers" each year. The handbook provides practical guidance on preparations for teaching, class teaching, marking of student course work, office hours, and the more administrative aspects of class teaching. It includes examples of practice from experienced class teachers, guidance on official policy and procedures and links to a wide range of services and support provision in the School. Hard copies of the handbook are available from TLC and have already been handed out to new class teachers during the induction training in the Michaelmas term. The handbook will also be made available on the LSE website in the near future. We see this very much as a "working draft" and will review it over the coming year. We welcome any comments or suggestions on ways of improving it in the future.

A summary of the School Action Plan on disability equality

Jean Jameson, Adviser to Students with Disabilities

Following the introduction of the Special Educational Needs and Disability Act 2001 (SENDA), now formally titled as Part IV of the Disability Discrimination Act, which laid on HEIs new duties towards students with disabilities, the School has been working towards greater disability equality. Two audits of the physical accessibility of the School have resulted in a three-year Estates action plan of recommended physical improvements. A more recent audit by a firm of lawyers of LSE policies, procedures and accompanying paperwork has resulted in a School Action Plan. Some of the key elements of the action plan relevant to academic staff are summarised below.

Disclosure and confidentiality

A primary and crucial part of the action plan is to put in place effective systems for students to disclose and discuss any disability on admission to the School and, with their consent, share the relevant information. All communications to prospective and new students will need to have an invitation and encouragement to inform us of any special requirements arising from a disability. There will also have to be a confidentiality waiver to balance the contradictory aspects of the Data Protection Act and the new disability legislation which states that: ***if one member of staff at an HEI knows of a student's disability, then the institution is deemed to know and therefore should have put in place appropriate reasonable adjustments.*** Whilst some students will take up the opportunity to disclose a disability at the initial stages of their enrolment at

the LSE, others may delay. If any member of staff does become aware that a student they are working with has a disability, please do encourage the student to contact the Disability Office.

Agreeing "reasonable adjustments"

Last year the Disability Office trialled a way of recording discussions and disseminating decisions about the reasonable adjustments an individual student may need, the Individual Student Support Agreement (ISSA). ISSAs were written for all new students who made their needs known to the Disability Office. They carried a summary of a student's disability information and the adjustments that needed to be put in place and by whom, including applications for special exam arrangements. As part of the School Action Plan, we are evaluating and reviewing this system to make it more useful and effective. At present, it is left to the individual student to decide whom to show their ISSA to. However, we are now exploring options of sending it to departments electronically, or making all or part of it available through LSEforYou.

Setting up departmental disability office links

A major action point is to appoint 'Disability Office links' with departments and divisions. Their role will be to manage and update a folder of relevant forms and information leaflets on disability-related issues and encourage a pro-active approach to anticipating necessary changes. An implementation team has been established to steer this and ensure that more inclusive systems become embedded in day-to-day practice.

Staff awareness raising and development

The Teaching and Learning Centre and Staff Development Unit are working with the Disability Office to organise an ongoing programme of staff awareness events to encourage the changing of attitudes, and to enable staff to develop appropriate new skills. Disability awareness is already a standard part of the induction for new academic staff and graduate teaching assistants, and has been integrated into the new Graduate Teaching Assistants' Handbook. New leaflets are being produced to advise students and staff about services and resources available to students with disabilities.

Any department which would like a detailed briefing on the implications of the DDA for their curriculum design and development, teaching approaches, assessment or other aspects of student support is welcome to contact the Disability Office to arrange for a session. This might be part

of a regular departmental meeting, or organised as a special event. There is an opportunity, too, for departments to bid for funding to develop their own 'reasonable adjustments' and good practice, for students in their department. One example would be for a department to trial the use of appointing a note-taker at the beginning of every lecture, providing a source of notes for those students who don't take full or adequate notes because they are dyslexic, or because they need to lip-read, to supplement their impaired hearing, or are struggling with chronic ill-health. It works elsewhere. Please contact Jean Jameson for more details.

Auxiliary aids and services

The additional duty required from September 2003, is the provision by HEIs of 'auxiliary aids and services'. Funding for this is usually through the government's Disabled Student Allowance, but that is not available to non-UK students although the same level of service is expected. LSE Circles Network is an umbrella term for the system of mutual, peer/staff support that we have put in place to provide note-takers, readers and proofreaders and other forms of personal/study support for students with disabilities. If you would like to be involved, please email circles@lse.ac.uk. We are keen to enlarge the pool of people to call on for general tasks, but particularly if you have signing, proofreading, transcribing or other expertise. If you have any other questions, suggestions or issues you wish to raise concerning the Action Plan or any other aspect of the School's response to the DDA Part IV, please contact Jean Jameson.

The LSE PhD week

Liz Barnett, Director, TLC

During the week of 16-20th June 2003 the TLC, the Language Centre, Careers, ITS and the Library combined forces to offer eighteen different events aimed at all levels of LSE PhD students. Workshops included:

- Presentation skills for conferences and academic seminars
- Succeeding at interviews
- Using EndNote
- Working with long documents in Word
- Avoiding RSI
- A one-day LSE PhD conference

Over 150 PhD students signed up to attend one or more of the events. Several took the time to respond to the feedback questionnaire. Participants made a number of useful comments on how particular sessions might be

Teaching and Learning Centre contacts:

Dr Liz Barnett, Director TLC
Room H417c, Ext 6623, Email l.barnett@lse.ac.uk

Dr Kate Exley, Visiting Adviser for Occasional Teachers / LSE
Teacher Accreditation Programme
Email k.a.exley@lse.ac.uk

Frederico Matos, Research Officer
Room H417c, Ext 7729

Jean Jameson, Dyslexia Support Tutor and Adviser to Students
with Disabilities
Room H417a, Ext 6034, Email j.m.jameson@lse.ac.uk

Steve Ryan, Director, Centre for Learning Technology
Room H417, Ext 6008, Email s.ryan@lse.ac.uk
<http://teaching.lse.ac.uk/tech/>

Rebecca Trumble and Shenaz Bunglawala, Administrators, TLC
Room H417, Ext 6624, Email r.j.trumble@lse.ac.uk

Dr Peter Levin, Educational Developer (Student Support) and
Consultant in Teaching Methods
Room H417b, Ext 7346, Email p.levin@lse.ac.uk
<http://learning.lse.ac.uk>

Neil Mclean, Educational Developer
n.d.mclean@lse.ac.uk

Sue Haines, Adviser to Students with Disabilities Administrator
Room H417, Ext 7767, Email s.haines@lse.ac.uk

For further details see the TLC website: <http://teaching.lse.ac.uk>
General email for booking events: tlc@lse.ac.uk
General email for students wishing to book one-to-one study skills
sessions: studentsupport@lse.ac.uk

adapted to better suit their needs and interests. Overall, there was a very positive response to the concept of organising a series of events for PhD students from across the School:

“a really good initiative”
“fantastic – we PhD students really need more chance to mix”
“great idea, and hope you’ll carry on organising it”.

The finale of the LSE PhD Conference was particularly well received by students appreciating the opportunity to meet with and hear about research projects across the School:

“a great way to present in an informal, non-judgemental environment”
“good to see and hear a wide selection of different PhDs and connect across disciplines”
“a valuable opportunity to present work to a non-specialist audience, with some very useful feedback which I will use in the future”.

The various departments involved in organising the week are keen to see it become an established part of the LSE PhD provision, and welcome further suggestions on content and format from other colleagues. Please contact Liz Barnett in the first instance.

Using WebCT in Industrial Relations, Accounting and Finance, and Law

Thanks to Dr Mary Logan, Dr Judy Day and Dr Kate Malleson for the reports on their WebCT projects which were used to prepare the following piece.

It is now three years since LSE embarked on its initial experiments with the virtual learning environment, WebCT. From having one “live” course in 1999-2000 there are likely to be some 150 going live in 2003/2004. Several of those who lead the way with early projects have now written up their initial experiences. What follows are extracts from three recent reports from Industrial Relations, Accounting and Finance and Law.

Dr Mary Logan, Lecturer in Industrial Relations, started up use of WebCT in her department two years ago. Initial funding was sought to set up on-line support for ID200/403/404. This site proved very popular with the students. In particular, part-time students appreciated off-campus access via Athens to a key website. The course tutor also found WebCT a quick and efficient way of keeping in touch with all students on the courses. In a recent report on her initial project she notes: “the whole process was much more economical than predicted. We have been able to maintain the site for two years on the original funding, and still have funds remaining which we will use to target three new courses.” Use of WebCT has also encouraged her to explore other internet-based learning tools, including a company called Experiencepoint that produces web-based case studies. Dr Logan puts part of the success of the project down to the quality of the research assistant support she has had, from PhD student Alex Beauregard who, she notes “is very efficient at designing and getting the courses up and running”.

Dr Judy Day took the lead in making use of WebCT in Accounting and Finance and has, over the past two years, started to explore its potential within AC100. This is a

massive course, with over 650 students split into around 40 classes. Over the two years, all course materials have been loaded into WebCT, including lecture materials, class exercises and solutions, and answers to the 2002 exam paper. A number of quizzes have been set up for students to self-test. Class teachers can see the results of this student work, and may then be able to identify and work with students on aspects of the course that students are finding problematic. The course also has a discussion board arranged primarily around lecture topics, but also giving space for students to raise questions about other aspects of course delivery. Dr Day notes, “The discussion boards have greatly reduced the number of individual emails received by lecturers and have two particular benefits. Firstly, their use ensures that answers to queries are available to all students. Secondly, with careful management and selective intervention by lecturers, students frequently step in and answer questions without the lecturers having to do so.” Feedback from students has been largely positive. Many students on AC100 go on to EC201, which also makes extensive use of WebCT. This early introduction to WebCT is then useful preparation for the students’ 2nd year experience. Dr Day is now looking at ways of developing use of WebCT further, including:

- exploring on-line submission of student class exercises,
- better integration of the quizzes into the running of the course,
- exploring ways of making the materials available for revision purposes to students in the 2nd and 3rd year
- consideration of extending use of WebCT to other Accounting and Finance courses (provided adequate start-up funding can be made available).

Dr Kate Malleson was one of the early users of WebCT in Law. She implemented its use in LL101, an undergraduate course aimed at teaching English Legal Institutions to non-law students. In the first year, WebCT was used primarily as an information resource, where off-site access to materials was seen as a major benefit for both staff and students. Last year, the course took the radical step of introducing virtual classes, and running virtual classes on alternate weeks, with a traditional face-to-face class in between. Students were set specific tasks and asked to post up materials by specific deadlines and to then comment on each other’s contributions. Dr Malleson notes: “On the whole this has worked successfully with many of the students regularly contributing to the website and benefiting from being able to read the contributions of other students, which has helped them with their exam revision.” This approach will be enhanced and repeated next year. Again, Dr Malleson’s work has prompted other colleagues to consider WebCT, with a number of new Law courses being set up over this summer. In particular, the new LLM will have a number of WebCT-supported courses ready for its first year of operation.

Dr Malleson notes the importance of ensuring continuation funding for these projects in the future. When Teaching Development Funding was originally set up, the intention was to seed fund initial development and for departments to then take on responsibility for continuation. In some departments this has already happened. In others, departmental funding is such that this has not been possible. Where this is the case, the Centre for Learning Technology has usually been able to continue to provide some financial support. However, this can only be a

stopgap measure, and will need to be addressed. One obvious option is for departments to bid for additional funding to sustain and develop their on-line learning support (WebCT and other approaches) when they go through APRC reviews. This obviously has timing implications, but might be a workable long-term solution. Another is to look to a central funding pot for continuation – something that could be explored in the forthcoming CLT APRC review.

Anyone interested in reading the full reports of these, or other Teaching Development Fund projects, please contact Liz Barnett.

Rewarding teaching at the LSE

Major Review Teaching Prizes have been in place at the LSE since 1997, along with the opportunity for increments and ex-gratia payments for staff who have made major contributions to teaching. However, they have not received much prominence, and indeed there has been no obvious place to record such work on the promotions documentation. This summer the documentation was adapted to provide opportunity for those staff that have put particular time and effort into their teaching and support of student learning to have these efforts recognised. Whilst research excellence will remain the primary criteria for tenure and promotion, this development does make clear that there can be rewards for teaching. The documentation highlights four main categories under which candidates can point to evidence supporting their claims for excellence:

- face-to-face teaching (lecturing, classes, seminars, personal tutoring, PhD and MSc supervision)
- contributions to new initiatives (new courses/programmes; use of WebCT or other e-learning innovations; introduction of new approaches to course delivery/assessment; involvement in the redesign of courses/programmes)
- candidate's development and/or development of colleagues as effective teachers (eg: teacher accreditation, contribution to LSE staff development programme; involvement in mentoring/support of colleagues and/or occasional teachers.
- Other contributions (eg: contribution to departmental teaching administration as departmental tutor, exams officer, admission tutor etc.).

A new Higher Education Academy

Following on from the recent White Paper on HE, a number of HE agencies that support teaching quality enhancement are being merged and changed with the establishment of the Higher Education Academy. In particular the membership organisation the Institute for Learning and Teaching in HE (ILT) will become part of the Academy. The new Shadow Chair of the Academy (Professor Leslie Wagner) has recently released a statement to the effect that the Academy will recognise all existing accredited programmes and that all paid-up ILTHE members in good standing will be transferred automatically to the register. TLC has recently taken its Teacher Accreditation Programme through the ILT accreditation process, and as such should be covered. Any individual staff members who obtained ILT membership through the fast-track method and who have kept their subscription up to date will also be covered. There now remains a short window for other staff wishing to join ILT under existing rules. The Academy aims to be fully functioning early in 2004. For the future,

Professor Wagner has indicated that entry requirements for the new Academy will be "at least as rigorous" as entry to ILT.

The White Paper recommended that all new staff in HE should undertake accredited training in teaching in HE by 2006. TLC will continue to watch out for developments on this front and advise staff accordingly.

JISC plagiarism website

Last academic year, the Department of Information Systems ran an initial trial of the JISC plagiarism detection website. All students were expected to submit both hard copy and electronic copies of non-exam assessed materials. The electronic versions were then run through the JISC detection software, which is made freely available to UK HEIs on a trial basis. Dr Edgar Whitley who managed the use of the site made the following observations:

- Despite a number of minor technical frustrations, use of the detection service was relatively straightforward, and proved much quicker than resorting to other web-based detection methods.
- There appeared to be no resistance from students either signing a form required for data protection act purposes (enabling the School to submit their work to the detection software's database), or to submitting their work electronically. Both processes do inevitably create some additional workload for the department. Note however that part of the experiment included using WebCT for assessment submissions, which may in the longer term speed up and simplify this process.
- The detection software is able to point to matches between student material, web sources, electronic journals to which the service subscribes, and the vast and growing database of other students' work. In this initial trial, for the most part, students had referenced their materials appropriately.
- The Department identified two cases of potential plagiarism that the detection software had failed to identify. These were from books, not available electronically. This highlights the need for departments to remain vigilant, even where the detection software apparently gives a "clean bill of health" to student work, as the software can only check against a defined but growing range of electronic material.

Any department interested in using the JISC detection software should contact Rebecca Trumble (r.j.trumble@lse.ac.uk) in the first instance. Rebecca is the administrator for School access to the service.

The Law Subject Centre has recently produced a useful document on plagiarism for law lecturers (that has more general applicability). See: www.ukcle.ac.uk/resources/plagiarism.html

There is currently a School working group on plagiarism. The final report will go to the Academic Board in the New Year. The group proposes changes to the current regulations on plagiarism as they affect taught students, including their extension to cover formative as well as summative assessment.

Major funding initiative for teaching development in HE

HEFCE should shortly be inviting bids for **Centres for Excellence in Teaching and Learning**. A formal consultation on the Centres closed on 24 October. Publication of the bid document is anticipated in January 2004, with Stage 1 applications due in mid-April 2004, and projects funded from around March 2005. At present, the proposal is to fund 70+ Centres, with funding up to £500,000 per year over five years, along with the opportunity to bid for up to £2million capital costs during the life of the Centre. The School is able to submit a maximum of two bids. For further details see:

www.hefce.ac.uk/pubs/hefce/2003/03_36.htm

Note that Annex C gives examples of the kinds of initiatives Centres might focus on.

If you are interested in exploring options or have ideas about establishing such Centres, please contact Liz Barnett in the first instance.

Student surveys: national developments

Alison Taylor, TQARO

Some readers may remember the 2001 'Cooke report' on information on quality and standards in higher education. This was seen in part as a trade-off for the cessation of subject level inspection by the QAA. The report included some ominous recommendations on student surveys. By way of follow-up HEFCE has recently published a commissioned research report on internal and external collection and use of student feedback, with the result that a very murky picture is now becoming slightly clearer.

The main elements of this latest report are:

Internal systems

Although Cooke recommended that internal institutional surveys of student views should contain some standard questions and that the results of the responses to those questions should be published externally, this will not now come to pass. Instead, HEFCE will be making the following requirements of institutions:

- that institutions should have robust systems for eliciting student feedback for internal use;
- that such feedback should not be solely based on questionnaires but a range of methods should be used;
- that it is important for teachers and students that feedback is collected and analysed consistently and that it is seen to be valued and used to enhance the teaching and learning experience.

A 'Good Practice Guide' is due to be issued this autumn (in which the LSE survey will feature prominently).

National Survey

In keeping with the initial Cooke recommendations, HEFCE now proposes to operate a national student survey that will target first-degree students about to graduate. The results will be available to prospective students. It is intended that:

- the survey will be based on the Australian 'Course Experience Questionnaire' model.
- it will focus on teaching and learning;
- initially, questionnaires will be issued by institutions themselves (using information supplied by HESA

about which students to include) but the data will be handled and analysed by an independent body;

- the survey will operate at the subject level (students on joint degrees will be asked to complete a questionnaire for each subject);
- the survey will be conducted annually, in the students' 8th term of study;
- results from all institutions will be published on a national website, at the level of the 19 JACS codes and further at the level of the 150 JACS codes if there are sufficient respondents to enable this. Institutions will be 'grouped' according to the range and variation of scores obtained on 6 scales of measurement, rather than specific scores being shown for each institution.

The proposed national survey may well create problems for the School. For one thing the proposed timing will probably clash with our own Lent term survey. For another, it is conceivable that students with high academic expectations may give more negative feedback than others, with the result that institutions such as the School may not fare as well as other institutions with a different student profile.

There have been initial discussions on how the HEFCE plans will impact on the School's own surveys. Our intention is to continue with the School surveys for 2003/04 in the same format as was used in 2002/03. At the same time, we will also undertake a fundamental policy review once the Good Practice Guide has been issued, by which time the position with regard to the National Survey should also be much clearer.

One-to-one support for students facing study difficulties in quantitative subjects

Last year, TLC set up a limited service to offer one to one support for students facing difficulties in quantitative subjects. Uptake of the service started more or less as soon as it was offered, but was manageable through the year as a half-day per week service. Students using the service have been quite varied in their needs. Some enquirers have been students doing non-quantitative subjects, who have applied for jobs that require them to go through numeracy testing as part of selection. TLC is already exploring joint sessions with Careers to address this issue for larger numbers of students. Others faced specific difficulties with aspects of given courses, needed extra support (eg: having failed a course previously, come into a course only to find their initial level of understanding was insufficient, or found the pace of a course too fast) and one or two found the service a welcome alternative to insufficient support from class teachers or lecturers. On this last point, TLC has now implemented a policy to ensure that the service does not start to become a "substitute" to existing office hour support from staff. This year, the service will continue, and TLC will explore ways of enhancing it further. A number of other UK HEIs have already set up "numeracy support" centres and most of these have already identified that one-to-one advice is the most important ingredient.

If you have a student you think would benefit from short-term detailed quantitative support, ask them to email studentsupport@lse.ac.uk to make an appointment with one of the advisers. Appointments are available on Tuesday and Wednesday afternoons from 2pm – 4pm.

Support for research

Whilst the main focus of TLC's work is on teaching and learning, we do also offer support related to research. Last year the Centre ran an on-line survey of the personal and career development needs of contract research staff (for a copy of the report summary contact Rebecca Trumble), and organised a series of support events for this group of staff. This year, we are expanding on this support. All staff are welcome to come along to sessions. Three sessions, which will be tested out for the first time this year, that may be of more general interest are:

- Undertaking systematic literature reviews
- Writing successful grant funding applications
- Writing for publication

Note that the second two sessions are aimed at those at the start of their academic/research careers, rather than at those with some experience in these matters already.

Using digital multimedia for LSE teaching

Kris Roger, Learning Technologist, Centre for Learning Technology

Introduction

Multimedia is a term that most people are familiar with in these hi-tech times. In fact, people have of course used multiple media in everyday life for centuries if not millennia. In terms of teaching, lecturers and teachers have used a number of different forms to disseminate knowledge and understanding – including the written word, diagrams, maps, images and, more recently, moving images. The technologies used for dissemination have also changed over time, from paper and the traditional blackboard through to television and electronic and digital means.

It is of course these recent technological, digital developments that have allowed the easy combination of all these types of media into single documents, and even more recently developed technologies have allowed the publishing of these digital multimedia documents online, as multiple linked web pages and as part of online course areas or Virtual Learning Environments (VLEs) such as WebCT.

This short article describes the various types of digital media that are already being used at LSE for teaching as well as indicating some other possibilities. It also considers some issues to be wary of, as indiscriminate use of digital media could well be detrimental to the learning process.

Text and images

The simplest form of multimedia document that most teaching staff will have produced in one form or another consists solely of text and images. Including links between sections of the document and to other documents transforms this into a slightly more interactive and less linear *hypertext* document. Images can be used simply to enhance presentations but can also be used to illustrate a concept or convey essential information – such as use of diagrams and maps.

If you'd like to produce your own images for inclusion in your teaching materials you can get advice on use of image scanners and the technicalities of image file formats from your IT Services cluster team. The key things to remember here is to scan your images at the highest resolution practicable so they can be repurposed for use

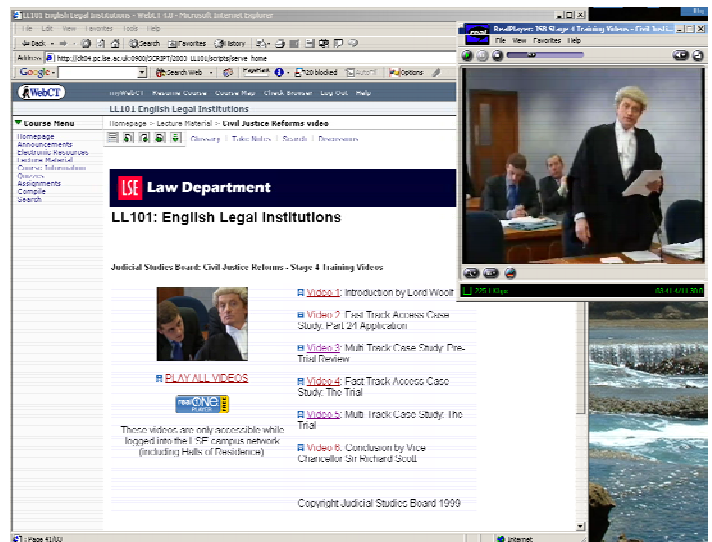
with printed materials as well as for use on web pages. Image files intended for web use need to be processed to make them as small as possible while keeping sufficient image quality to convey their message. Again, your cluster team will be able to provide advice on the use of image editing software (eg: Paint Shop Pro) for this purpose.

Digital video

Video and television programmes have long been used for teaching purposes, but until now this has usually meant showing the video in class and/or making a single copy of the video available from the library. Through the use of digital technology it is now possible to make video clips available as part of a course web site – legal and copyright issues notwithstanding.

A number of LSE courses now routinely use digital or streamed video integrated with other course material. Video can be used in a number of different ways, from simply making an existing programme available online to using small clips embedded within course notes. At present CLT seeks the relevant usage permission and digitises and makes the video available as a web link to be included in WebCT (<http://webct.lse.ac.uk>) based course notes. CLT can also help produce integrated multi-media documents instead of simply replicating the offline practice of making a video available for students to view. Even simple use of digital video has the substantial benefits of allowing multiple students to watch a video simultaneously at any time from anywhere that has a broadband Internet connection (as long as we are able to obtain the rights to make a particular video available to students off-campus).

Figure 1: Civil Justice Reforms video for LL101



'Streaming' the video from a server means that students do not have to wait for the whole video to download before starting to view the clip. It also means that the video file is kept on the server, providing some protection from the video being copied illegally. Documents where video can be combined with text and images provide a rich and stimulating learning resource that the current generation of students can readily appreciate – also allowing for multiple channels of information that can act to reinforce each other.

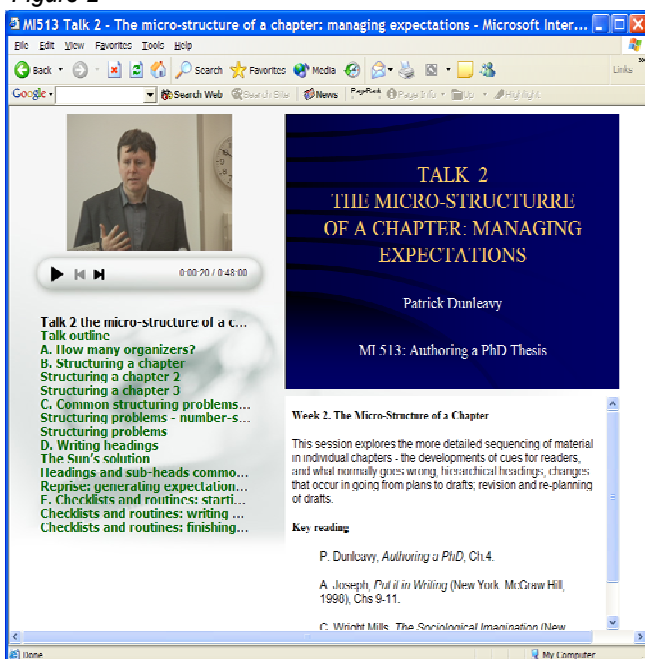
Another possibility that has been enabled by use of digital technology is the relatively easy in-house production of

video. CLT and TLC both have digital video cameras that can be used to produce video clips for teaching and the audio-visual unit have professional equipment that may be required for more substantial productions.

Some example uses include the recording of guest speakers to be made available online for posterity; and the recording of lectures that do not substantially change from one year to the next (eg: Prof. Patrick Dunleavy's lectures on writing a PhD thesis, see fig. 2 below). Video can also be used to demonstrate key concepts and can help to bring the real world into the classroom. It can help to provide some narrative for a set of online course resources – this might be in the form of a case study for example. The video camera can be brought into the classroom to act as an analysis tool for an activity such as a role-playing exercise or seminar discussion, where students can video each other and analyse the end result.

It has to be said that the use of video, either of existing productions or self-produced material, should be used with consideration. For example, if a video is chosen simply because it is available, rather than being entirely appropriate, it may end up distracting the student from the core course issues and questions. Careful choice of short clips is also preferable to simply making the whole of a programme available online as this allows substantial integration into a course narrative structure. It also avoids the student having to watch substantial amounts of video on a computer screen, some of which may be of limited relevance. Finally, video production of any type can be a time consuming process and requires some planning ahead of the actual filming. Editing and then processing are then needed after filming, before the clip is finally made available as part of a course in WebCT.

Figure 2



Digital audio

Audio clips are a useful alternative to video and less expensive in terms of production, processing time and the speed of Internet connection that is required by the student to access the recording. Audio requires far less bandwidth

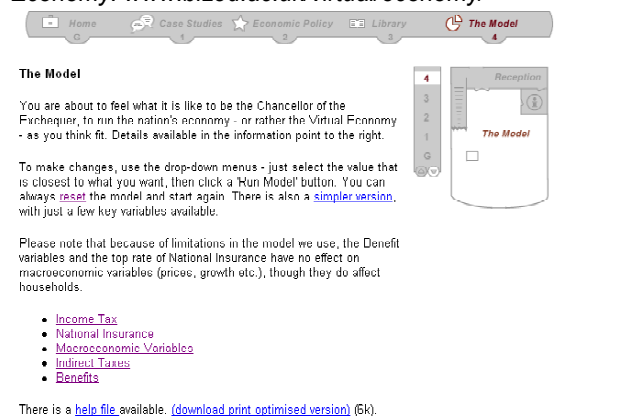
and is perfectly accessible using a standard dial-up connection.

For example, audio recordings of guest speakers and lectures can be made available along with presentation slides to make a multimedia teaching resource. Some LSE courses have made use of radio programmes providing links to real world discussion and examples of key ideas and concepts. It is also possible to include original source material such as political or historic speeches. Recording classes with a simple tape recorder and table microphone makes it possible to allow informal events such as revision seminars to be made available online through WebCT.

Animation, modelling and simulation

It is possible to incorporate visual simulations and models into online course material, allowing students to 'experiment' with different approaches and input variables. There is a slowly growing body of simulations that have already been produced by the higher education community. For example the Learning and Teaching Support Network provide links to existing tools relating to economics: www.economics.ltsn.ac.uk/teaching/simulations.htm. It is also possible that we can help you produce your own simulation. Please contact CLT and we can investigate the possibilities.

Figure 3: An example of a simulation - The Virtual Economy: www.bized.ac.uk/virtual/economy/



A Fathom note

Following the unfortunate demise of Fathom.com, the LSE Centre for Learning Technology has negotiated the rights for teaching use of all material produced by LSE for Fathom.com. We currently have details of all available materials with some examples from the following web page: www.clts.lse.ac.uk/fathom/. We are also hoping to be able to add all Columbia produced multimedia lectures to this resource.

Copyright issues

One of the practical issues to be dealt with when using images and other media is that of copyright. For example, to use an image from any web site, permission to use the image for teaching purposes must be sought. In the case of photographic images the simplest option is to use your own self-produced photographs, but many image owners are willing and happy to allow use of their images, often for free, sometimes for a small fee and occasionally for a rather large fee. Film and video can be a difficult area and has to be dealt with on a case-by-case basis. The general rule is that written permission should be sought from the publishers. If you aren't sure about the use of a particular image or video for your teaching materials CLT can provide advice on copyright issues.

Further advice and help

For further advice on producing and integrating digital media into your teaching please contact Kris Roger on ext. 7833, Sarah Leach on 7001 or CLT-Support@lse.ac.uk.

Learning and Teaching Support Network subject centres update

The following provide quick updates on useful materials, events, and small scale funding offered by the various Subject Centres of the Learning and Teaching Support Network. Note that for quick access to the links, you can view this section on-line in the "news" section of the Teaching and Learning website: <http://teaching.lse.ac.uk>.

Sociology, Anthropology and Politics (C-SAP): www.c-sap.bham.ac.uk/

C-Sap Annual Conference 2004 'Looking Back, Taking Stock: reflecting on five years of learning and teaching' Thurs 18, Fri 19 & Sat 20 March 2004 see www.c-sap.bham.ac.uk/csapmar04.htm for further details or contact frances.thompson@c-sap.bham.ac.uk

Pedagogies of teaching race workshop 21 May 2004: C-SAP funded project from Manchester Metropolitan University. All staff in Sociology and related disciplines with experience of teaching 'race'/ethnicity/nationalism are welcome. The workshop costs £12 and lunch is provided. For further details contact: s.jacobs@unison.free or igabriel@lgu.ac.uk

LATISS – Learning and Teaching in the Social Sciences.

Sponsored by C-SAP and SWAP LTSN subject centres, this refereed journal aims to use the disciplines of sociology, anthropology, politics, international relations and social policy to reflect critically on learning and teaching practices in higher education and to analyse their relationship to changes in higher education policies and institutions. The first issue will appear in February 2004 and there will be 3 issues a year. The journal web site is www.intellectbooks.com/journals/latiss.htm

Psychology: www.psychology.ltsn.ac.uk/

Psychology Learning and Teaching Conference 5th-7th April 2004, John Anderson Campus, University of Strathclyde, Glasgow, UK, with keynote speech by Professor Phillip Zimbardo. See <http://ltsnpsy.york.ac.uk/ltsnpsych/plat2004/index.html> for details.

Project funding, for development projects of up to £5,000 – applications due the last working day of December and June. See:

http://ltsnpsy.york.ac.uk/LTSNPsych/Webdocs_not_nof/Miniproject_applic_form.htm

Maths, Stats and OR: <http://ltsn.mathstore.ac.uk/>

See <http://mathstore.gla.ac.uk/index.asp?cat=33> for a collection of ideas on teaching in Maths, Stats and OR

Law: www.ukcle.ac.uk/

UKCLE is planning a series of regional events for postgraduates who teach law during 2003-04, in conjunction with law schools/departments and institutional education development units. If you are interested in developing an event please contact Karen Hinett (k.v.hinett@warwick.ac.uk).

Plagiarism: a guide for law lecturers – This guide, part of the UKCLE teaching resource note series, provides basic information on the nature of plagiarism and how to prevent it, supplemented by extracts from the University of Brighton's student guide on plagiarism. UKCLE offers UK law schools a tailored road show on plagiarism, to enable staff to share their concerns and work through a series of exercises - contact Karen Hinett (k.v.hinett@warwick.ac.uk) to find out more. See www.ukcle.ac.uk/resources/plagiarism.html.

Languages: www.lang.ltsn.ac.uk/

Teaching reading and writing skills to language learners

16 April 2004, CILT, London
Of interest to colleagues in Linguistics and Languages and related studies this event will focus on methods of teaching reading and writing skills to language learners. The application of pedagogical research will also be explored.

History: <http://hca.ltsn.ac.uk/>

The History site has an extensive "resources" section: <http://hca.ltsn.ac.uk/resources/>, including links to a range of digital resources that staff may find worth looking at when developing WebCT courses.

Geography and Environment: www.gees.ac.uk/

Economics: www.economics.ltsn.ac.uk/

Now is a useful moment for teachers responsible for courses employing large numbers of class teachers to suggest they take a look at the Handbook for Economics Teachers: www.economics.ltsn.ac.uk/handbook/.

Accounting and Finance, ILM, Industrial Relations and parts of OR and IS: www.business.ltsn.ac.uk/

Reflection on Teaching: the Impact on Learning is the title of next year's BEST annual conference, 14-16 April 2004.

Funding for educational development projects: BEST is continuing to offer project funding, with the next closing date set for 28 February 2004. See the link to BEST Teaching Research grants on the BEST homepage.

STOP PRESS: Patrick Dunleavy is running the course MI513 Authoring a PhD: How to Plan, Draft, Write and Finish Your Thesis, for the first seven weeks of Lent Term beginning on **Wednesday 14 January**. Please advise your M.Phil/PhD students to see further details on <http://learning.lse.ac.uk/res.asp>