Overview

This document reports progress on the overarching goals of the eLearning and ICT (ELICT) subcommittee of MBChB Curriculum Committee (MCC) for the MBChB programme for 2017.

Goals of ELICT

The ELICT subcommittee has established the following goals:
1. Support Students
   1.1 Support student learning through interactivity, flexibility, accessibility, usability, and relevance.
2. Support Staff
2.1 Support staff in use of elearning and in application of theory to practice
2.2 Develop and extend staff capability

3. Support the curriculum
3.1 Ensure links to one or more of the 3 Cs – support the core curriculum

4. Facilitate Resource & Infrastructure Development
4.1 Best use of scarce resources
4.2 Provide advice on Infrastructure
4.3 Maintain MBChB elearning infrastructure

5. Promote Innovation in eLearning
5.1 Assist to identify and prioritise initiatives
5.2 Build eLearning network with university and other groups

An expanded description of these goals is included in Appendix A.

These goals are long-term and ongoing. They do not identify specific strategic goals or plans of the MCC. However, though work linked to Goal 5.1, the ELICT subcommittee can work with the MCC and other sub-committees to identify strategic objectives that have a bearing on eLearning, and these can be then planned into the team’s 3-year plan.

Report on work on Overarching Goals

1. Support of Students

Usage
There has been ongoing growth in the availability of resources and activities for students. With ~10% increased usage per year by students.

<table>
<thead>
<tr>
<th>Reported period</th>
<th>First visit</th>
<th>Last visit</th>
<th>Number of visits</th>
<th>Pages</th>
<th>Hts</th>
<th>Bandwidth</th>
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<tbody>
<tr>
<td>Viewed traffic *</td>
<td>&lt;= 318,931 visitors</td>
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</table>

Report on work on Overarching Goals

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<th>Bandwidth</th>
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</table>
Access
Moodle mobile was installed which allows students to do certain activities offline. In addition Eduroam has been introduced into a number of the District Health Boards, allowing students wifi access in hospitals.

Feedback
A helpsite has been created at https://help.otago.ac.nz/moodle/ to supplement the email support. eLearning facilitators meet regularly with students to obtain feedback on usability of the eLearning activities available. In response to this a new theme has been created to provide consistency between modules and will be deployed in 2018.
Introductory Sessions
Introductory sessions for students are provided for ELM2 students. Students in ALM with Modules that use activities new to the students are provided with introductory sessions.

Student-led Courses
A trial has taken place at UOC with students creating questions to provide examination preparation. This proved successful and is planned to extend to the other ALM schools. The format of the end-of-year 5th exams lends itself to this style of learning.

2. Support Staff

Workshops
Workshops for staff have been held at the ALM schools, one on one sessions have been undertaken with staff within the ELM modules.

Example course
An example course has been created which demonstrates the various activities which can be utilised to facilitate learning by the students. This is available at https://medschool.otago.ac.nz/course/view.php?id=479
Quality Assurance
Each module is audited at the end of each year. This audit includes usage data for both staff and students. A structured critique of strengths and weaknesses of their on-line delivery, and proposal for new activities for the coming year. This forms the basis for discussion with module staff.

SEGO E-learning Positioning Statement

<table>
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<tr>
<th>Minimum Data Set</th>
<th>2013</th>
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<th>2015</th>
<th>2016</th>
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<td>3</td>
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<td>3</td>
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<td>4</td>
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<tr>
<td>Total Position</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Position</td>
<td>Early Stages</td>
<td>Early Stages</td>
<td>Developing</td>
<td>Established</td>
<td>Embedded</td>
</tr>
</tbody>
</table>

Support via email
Although not the only method for obtaining support, as staff will also ring or email a particular eLearning facilitator, the med.moodle@otago.ac.nz email address received ~258 ticket enquiries in 2017.

3. Support the curriculum

Common Learning Resources
Examples include the Obstetrics and Gynaecology Resources and QuestionBank, as well as the Paeds QuestionBank which have continued to be developed and appreciated by the students as measured by being in the top 10 courses utilised by students.
4. Facilitate Resource and Infrastructure Development

Development Process
A framework for development of eLearning Projects was developed, with separate processes for simple (Local campus project), collaborative (Cross Campus or Divisional) and Complex (Implications for university business process and/or many stakeholders and/or external involvement) projects. The Complex projects use Central university process and documentation.

Provide advice on infrastructure
The team have been involved with central university projects such as the Examsoft Trial (Digital Examinations), eReserve (Copyright usage reporting), Echo360 (podcasting service). Members have also contributed information on our current method of timetable delivery to timetable project (See below).

Report on Specific 2017 Goals

Major Projects described in ‘MBChB ICT Plan 2017’
MCC and its sub-committees have initiated a number of projects that are not led by eLICT but have both e-learning and ICT implications. These projects are as follows (mapped to goals in brackets):

Items Database (2.2, 3.1)
A number of demonstrations by vendors of items database were attended by the eLearning and associated Assessment team. Following these presentations it was decided that the current offerings were not significantly ahead of the current Filemaker Pro database, and the expertise of the MBChB Assessment Manager meant that we were better served to continue usage and customisation of the current database. MASC continue to review the databases of key providers six-monthly. The university is currently piloting the digital delivery of examinations, which will provide further opportunities to assess their associated item banking databases.

Curriculum Map (3.1)
Due to changes in the Angular Javascript framework used, a significant amount of work was required to almost completely re-write the front-end. Although the effects of this are not directly visible to users, we had no choice, and it has made development of new features easier.

New developments include incorporating search on every page, improvements to the search (such as word-stemming), ability to sign in to see advanced features, improvements to navigation, adding a glossary, handling Moodle resources better by distinguishing between current and older modules, adding the ability to show only certain levels of learning, and improvements to the admin interface.
There are automated links from modules on Moodle to Core Presentations within the map based on information provided by Module convenors this year, and we are now ready to begin the tagging of all core elements to resources within Moodle.

**Assessment Recording Pilot (1.1, 2.2, 4.3)**
Following reviews with regard to the best platform and stage of recording results (from Moodle to eVision), further work with regard to scoping the eVision component of this process could not be undertaken due to the impact of the University wide Support Services Review. Consequently a further document has been produced detailing a road-map which will take us forward until such time as further integration with eVision is possible.

**Major Projects without ICT funding implications**

**Learning Analytics (2.1)**
Preliminary work has been undertaken and a module within the upcoming version of Moodle has been identified. This will be available for further investigation in 2018.

**Online Calendars for 4th Year (1.1, 5.1)**
During 2017, the 4th year modules began uploading their module timetables to Moodle. This enables students to subscribe to a URL, and thus have their timetables synced to their mobile phone calendar. These events include bedside teaching and in many cases individual sessions. Many 5th and 6th year modules also made the transition.
To facilitate this process a web service was delivered to allow the upload of .csv files.

**Minor Projects**

**eReserve copyright Tool (4.2)**
This tool was incorporated into all modules, facilitating copyright reporting by the university. We are awaiting further development by the external company to facilitate direct access for a student to a resource from the Moodle page, rather than the current circuitous route. It is not anticipated that this direct access will be available in Blackboard system used by the rest of the university.

**Mobile (Offline) Delivery of Quiz (5.1)**
Only preliminary work was undertaken on this delivery method for quizzes. Further work is anticipated in 2018.
<table>
<thead>
<tr>
<th>Item</th>
<th>Progress</th>
<th>Goal Ref</th>
<th>Item</th>
<th>Progress</th>
<th>Goal Ref</th>
<th>Item</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015a: ensure policy based minimum dataset maintained</td>
<td>Complete</td>
<td></td>
<td>4.2 Review options for: streaming video delivery, authoring software, digital repository including learning objects (move to 2017)</td>
<td>Develop</td>
<td></td>
<td>1.1 Investigate mobile delivery options including moodle app</td>
</tr>
<tr>
<td>10% increase in activities for students</td>
<td>Complete</td>
<td></td>
<td>1.1 Formalise Moodle induction for students for modules (move to 2017)</td>
<td>Initiate</td>
<td></td>
<td>2.2 Support MCC to investigate options for assessment items database [5th year MOC/OCSE (items), INCLUDING BYOD]</td>
</tr>
<tr>
<td>10% increase in modules with activities</td>
<td>Complete</td>
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<td>2.1, 5.2 Develop eLearning communications site, including showcase for innovations (MOVE TO BAU)</td>
<td>COMPLETE</td>
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<td>4.2 Plagiarism plugin for Moodle - Scoping and Review</td>
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<tr>
<td>Increase staff usage of Moodle</td>
<td>Complete</td>
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<td>2.1 Develop how to resources for staff use of Moodle activities (move to 2017)</td>
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<td>2.3 Investigate Predictive analytics</td>
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<tr>
<td>Resources tagged in curriculum map</td>
<td>Hold (see ongoing development)</td>
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<td>4.4 Formalise Moodle upgrade schedule (MOVE TO BAU AND ADD TESTING TO 2017)</td>
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<td>2.4 Not yet move to 2018</td>
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<tr>
<td>Systematic student feedback on eLearning in Modules</td>
<td>In Progress (see ongoing development)</td>
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<td>4.1 Formalise learning development process for e-Projects (move to 2017)</td>
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<td>3.2 Make systems handle a wider range of digital assessment and present digital assessment results better</td>
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<tr>
<td>Development of draft 5 year plan</td>
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<td>2.1 Specify support structures for staff and students (move to 2017)</td>
<td>Scope</td>
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<tr>
<td>Develop showcase site for elearning tools and support</td>
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<td>5.1 Create eLearning innovation prioritisation, options for innovation may</td>
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<tr>
<td>Increase staff workshops for eLearning support</td>
<td>Complete</td>
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<td>5.2 Develop communication channels within and between schools/divisions/university</td>
<td>Develop</td>
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<td>1.1 Formulate Moodle induction for students for modules (Aug 2017) Implement</td>
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<tr>
<td>宙</td>
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<td>1.1 Audit moodle courses for compliance with minimum dataset (BAU)</td>
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<td>2.1 Develop how-to-resources for staff use of Moodle activities (Aug 2017) Course Testing</td>
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<td>2.2 Track staff usage with snapshots at 6 and 12 months (BAU)</td>
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<td>2.2 Specify tagging for items in moodle using OMAF</td>
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<td>2.2 Develop staff development opportunities (showcases and workshops)</td>
<td>Initiate</td>
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<td>3.1 Implement tagging for items in moodle using OMAF November 2017 Postponed to 2018</td>
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<tr>
<td>2.2 Develop staff development opportunities (showcases and workshops)</td>
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<td>5.2 Facilitate and document communication within and between schools/divisions/university</td>
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<td>2.2 Develop and run and evaluate staff development opportunities (showcases and workshops)</td>
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<td>4.4 Develop test plan for moodle Jan 2018 In progress</td>
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</tr>
</tbody>
</table>

**Business As Usual**

- Maintain communications site
- Audit Moodle minimum dataset [6]/12 month snapshots continue to support postgrad courses on homoodle
Appendix A: Expanded Overarching Goals

1. Support Students
   1.1 Support student learning through interactivity, flexibility, accessibility, usability, and relevance.
   • Anywhere, any when, anyhow on the device of a student’s choosing
   • Meet the diverse needs and expectations of the learner
   • Utilise optimal environment for learning
   • Meet student expectations for relevant learning
   • Respond promptly to student feedback to close the feedback loop
   • Set student expectations through contextualisation of resources
   • Provide students with transparent access to their current learning journey

2. Support Staff
   2.1 Support staff in use of elearning and in application of theory to practice
   • Provide recommended technologies best suited to particular learning experiences, and the pedagogical and resource considerations
   • Identify and communicate currently available resources
   • Encourage and promulgate sharing of best practice and support of new initiatives
   • Monitor and review eLearning delivery and provide feedback to staff
   • Identify areas where further support and enhancement would be advantageous

2.2 Develop and extend staff capability
   • Develop ability to locate, curate and repurpose existing content alongside development of appropriate resources and activities.
   • Provide support in developing a clear learning journey path for all students
   • Provide support via online material, tutorials, consulting, email and phone-support.
   • Facilitate communication between staff at different campuses
   • Encourage quality improvement
   • Assist to identify students in need of pastoral support
   • Support education research
   • Provide systems to improve admin processes

3. Support the curriculum
   3.1 Ensure links to one or more of the 3Cs – support the core curriculum
   • Develop Common Learning Resources for specific curriculum areas
   • Support utilisation of Curriculum Map
   • Support development of curriculum and provide the student with a clear vision of where they are in the curriculum during their learning journey
• Ensure that the elearning developments provide technologies for the optimal delivery of the curriculum
• Ensure a clear link to curriculum strategy document

4. Facilitate Resource & Infrastructure Development

4.1 Best use of scarce resources
• Establish, test and embed an efficient learning content development process
• Specify roles and confirm best support structures required for coordination between elearning development and support services

4.2 Provide advice on Infrastructure
• Stay informed about existing and planned university infrastructure
• Consult on future relevant developments within DHBs and ITS
• Consult on integrated approach to access across university and DHBs

4.3 Maintain MBChB elearning infrastructure

5. Promote Innovation in eLearning

5.1 Assist to identify and prioritise initiatives
• Identify elearning innovation prioritisation process
• Coordinate approaches to innovations & maximise efficiency
• Identify and test solutions to needs identified by staff
• Advocate for wider support of initiatives brought forward by staff
• Prioritise innovations in elearning based on current action plan
• Follow established process to advise and recommend on initiatives

5.2 Build eLearning network with university and other groups