Workflow Mapping: Final Report Appendices

Appendix A – Interview Questions and pointers

A. Teaching material

Firstly ask the number and names of the modules and programmes taught by the interviewee.

Q1. Talk me through the process of how you create your digital teaching materials. Could you go through this step-by-step, say exactly what you do and don't assume that we know anything.

These materials may be PowerPoint slides, digital text (their own or other peoples'). The digital items may be passed on to others at various stages in the process of production.

Encourage participants to think about examples, other than the norm (slide shows and text), such as video, sound and images and CAD files.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

Q3a. How do you handle the process of refreshing or updating your material?

Version control mechanisms may be identified, number of times access to the material may be required. How do they deal with versioning, what happens?

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

Q3c.What length of time are files made available for?

Q4. Have you had any problems with accessing files you have created in the past?

B. Other peoples material / copyright
Q5a. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?

Q5b. If so, where do you get this material from, which places are visited?

Awareness of copyright issues and attribution should be apparent, but explore if not mentioned spontaneously.

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

C. Making material available to others

Q7. Talk me through the processes of where and how you share or make materials available to students?

Step-by-step description required.

Prompt the interviewee by asking them if they share using departmental intranet, the VLE (Learn) or the if they have not already described these options.

D. Support / stakeholders

Q8a. Do others assist you in the process of creating and making materials available? For example:

a. From within your faculty e.g. teaching help at a faculty level.
b. From within your department: mentors, peers, colleagues, administration team or IT staff;
c. From within your subject area: professional groups; or
d. Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.

Q8b. If so at what stage(s) and what assistance do they give?

Support systems already in place or gaps in their provision will be identified.

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

Q11. Are your teaching materials reviewed internally or externally?

E. Repository use

Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

If they have ask them to describe the process and any support given and by whom.

F. Finally

Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:

a. Subjects that you struggle to find resources for;
b. Support you require to achieve a particular step in the process;
c. Professional/technical assistance or advice that you would use to expand on your teaching.

Q14. Do you have any questions of additional comments or observations to make?

Provide interviewee a quick summary of their activities.

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

Thank the interviewee for taking the time to participate in the interview

Appendix B – Interview Write-ups

Interview One

A. Teaching material

The interviewee teaches within 6 different modules and runs 3 of them. The other 3 are jointly ran with other academics within the department. Two of the modules are undergraduate and the other four are postgraduate modules.

Q1. Talk me through the process of how you create your digital teaching materials.

Starting from scratch;
1. Create a picture of the structure of the module either on paper or within own mind. E.g.   Week 1 = Topic X
Week 2 = Topic Y

2. Read around topic and gather ideas based on the context of the module.
3. Create teaching materials without help from anyone else.

From existing module;

1. Look at the previous years teaching material
2. Identify what has changed within the module
3. Modify existing material to fit the context of the most recent module

When creating materials for a joint module

1. Decide with other module organisers which bits belong to who and who is responsible for teaching which parts
2. Create material separately from that person on what you have agreed.

No-one else is involved with creating materials and collaboration with other people within the department is not sought. On rare occasions it might be worth checking with another lecturer to avoid unnecessary over lap.

Approaching other staff within the department must be done with some consideration, as it may sound like you want them to be involved in the module, when all your doing is asking for their views and experiences on the subject area.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

Microsoft Word – Handouts
Microsoft PowerPoint – Slides

HTML – Learning resources such as URL's
Microsoft Access - Exercises
Filemaker - Exercises
Microsoft Excel – Exercises

For images, often it is a database or HTML page that will hold them.

Use iPhoto's frequently for displaying photographs.

The interviewee would like to use more moving images and suggested that a repository of moving images would be useful.

Q3a. How do you handle the process of refreshing or updating your material?

No current versioning problems. A concern about updating materials is that if updated material is not done in tandem with others who produce teaching material for the same module, students can get confused, as to which parts have been updated and which haven't. All refreshing and updating is done alone without help from others.

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

Minor changes such are done as and when needed. It is common that a module will only change slightly from the previous years module. Materials are refreshed in a minor manner at the very least. However there are topics that change completely over a couple of years due to developments in that particular subject area.

Major changes are carried out during the summer, and this is discovered through reading around the subject by which, changes are identified and made to the materials. The scale of the change to the materials therefore, depends on the subject. Some major changes might be driven by broader changes involved with designing programmes for students. Therefore modules because might be changed to a different context to align with changes in the student programmes that are offered by the department. Completely new modules might be created for programmes meaning that there is a need to drop some existing modules.

Q3c.What length of time are files made available for?

Materials are put onto Learn after each lecture and then stay up until they are reviewed in the summer. Materials are put onto the Learn server post lecture to improve student attendance. Some academics do not put materials on Learn at all.

Q4. Have you had any problems with accessing files you have created in the past?

No, due to the software being common, such as Microsoft Word, there haven't been any problems.

B. Other peoples material / copyright

Q5a. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?
Q5b. If so, where do you get this material from, which places are visited?

Answer: for 5a & 5b

Google is used as a major resource gateway as well as BUBL (used to be called Bulletin Board for Libraries), which gives information on a range of topics under the Dewey classification scheme. BUBL lists well chosen resources under each of these topics. Google Images is a very good resource for obtaining images and pictures.

The LTSN for information and computer science which is now called the Information and Computer Science (ICS) HEA is also visited to access information on different themes within the subject area.

Would not use someone else's slides or teaching material, but would give links to it. All images and other resources used are cited so that students can find the original source.

A lot of broad searching is carried out to get some real life examples for students to look at. These searches are done through Google.

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

Hierarchical diagrams are used to show relationships for taxonomies. Would like to be able to make better diagrams.

C. Making material available to others

Q7. Talk me through the processes of where and how you share or make materials available to students?

1. Put materials onto Learn – post lecture
2. E-mail students to let them know that they are on Learn.

No-one else is involved. In recent years, students have had problems accessing Learn from a computer off campus, so the e-mail would include the material as an attachment.

Learn is the only place where teaching materials are shared.

All of the above is done alone and not helped by anyone.

D. Support / stakeholders
Q8a. Do others assist you in the process of creating and making materials available? For example:
e. From within your faculty e.g. teaching help at a faculty level

None

f. From within your department: mentors, peers, colleagues, administration team or IT staff;

The Learning and Teaching Co-ordinator helps to introduce new ideas to enhance student learning and is available to be called upon for help with any teaching practice queries.

g. From within your subject area: professional groups;

None

h. Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.

Professional development give support with regards to Computer Aided Learning (CAL) and Computer Aided Assessment (CAA). Within the modules taught by the interviewee there are three CAA's in the form of multiple choice tests. Regular contact and liaising with Professional Development makes this process easier and it is good to have support at hand when setting these assessments. However, from the opinion of the interviewee is that these tests have a medium success because it can be difficult to come up with new questions from one year to the next.

The Learn team have previously helped with improving and tailoring templates for modules – the infrastructure of Learn.

Q8b. If so at what stage(s) and what assistance do they give?

See above

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

No, there are some modules that are run jointly with others but teaching material creation is split between.

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

Create own templates but would like to have templates in Dreamweaver but time is limited when considering about going onto courses. Would like support on the creation of templates though. With regards to creating WebPages, a few years ago academics could learn a basic level of HTML easily, but because the level of professionalism has increased so much, it is difficult to meet the basic level nowadays.

Q11. Are your teaching materials reviewed internally or externally?

No, but student coursework is reviewed internally and externally so have to be teaching the right things.

E. Repository use

Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

Yes, and intend to further add to this in the near future

No problems to report.

F. Finally

Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:
    d. Subjects that you struggle to find resources for;

Time is a factor here, if you have limited time then you find what you can. If there is more time available then this can be spent on gathering further resources. Generally, it is not too difficult to find resources, however, there must be others that are not discovered. It is easy to get trapped in a mind set and try and find resources that you think you need but this may not always be the case. It is difficult to get hold of commercial material sometimes.

    e. Support you require to achieve a particular step in the process;

As everything is done alone, support is not that much of a problem. However, support to enhance materials would be beneficial in a number of ways, such as Dream weaver templates but time is a problem.

    f. Professional/technical assistance or advice that you would use to expand on your teaching.

Q14. Do you have any questions of additional comments or observations to make?

Not enough time is spent searching for teaching styles and exemplars compared to that of content. Academics are getting better with having to deal with rights issues.

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

Yes, but the timing of this would have to be considered and the summer would be most appropriate.

Interview Two

The participant is was based in the faculty of Social Sciences & Humanities, in the Department of Economics.

Overall Comments

The interviewee gave a good comparison of different teaching cultures at Loughborough University and Sheffield University. Microsoft Word files are created by most academics and seems to be the practice at Loughborough. At Sheffield, PDF files are the most commonly created files. The teaching style was regarded as traditional by the participant but one that works well with the subject being taught. Teaching materials were changing very frequently as and when new materials were discovered. Reading lists were very important to be made available to students so that they can get access to materials other than those produced by the lecturer.

Creating and sharing material was mostly done independently throughout the department as each lecturer works alone on these tasks. However, exam questions can be a hot topic and something which can create small amounts of collaboration, especially in jointly ran modules. The participant removes all files from Learn in the summer and starts creating new files. The reason for removal of old files was that students were accessing outdated versions of reading lists and exercises and this was creating some confusion. In addition, sometimes comments were placed on assignments throughout the year on Learn which were being accessed by students and used as the basis for their own answers. Therefore safest thing to do seemed to be to delete the previous year's materials entirely and start from scratch. However, a lot of materials will not change by much from the previous year.

Being aware of the available support is not something that this participant sees as a problem and there were not any negative comments regarding the Loughborough support network.

A. Teaching material

The interviewee teaches four distinct modules and an additional module that adds onto one of these.. Two of these modules are jointly run with other academics. The modules include;

ECA003: Data Analysis and IT
ECB003: Introduction to Econometrics
ECP004: Econometrics
ECP226: International Finance
ECP001: Interpretation of Data & IT

Q1. Talk me through the process of how you create your digital teaching materials.

If starting from scratch;

1. Create module specification/outline for each module (Microsoft Word)
2. Create teaching material for each lecture (Microsoft Word)
3. Create reading lists for each module (Using the Library Online Reading List system)
4. Create hand written slides in each lecture

Microsoft PowerPoint is not used to create slides because it is believed that the application makes it difficult for students to learn as slides run through the topic too quickly. Creating slides in the lecture slows down the amount required to intake and improves understanding of the subject. It was noted that this is a traditional approach but one that works well for the subject being taught.

If working from other peoples material that has been passed on;

1. Absorb information given
2. Create module specification/outline for the module (Microsoft Word)
3. Create new lecture material based on the information. Even though the material might be similar, new material is created in Microsoft Word
4. Create hand written slides in each lecture

Some lectures involve 'live displays' at which, software is demonstrated showing examples that aim to improve student understanding of the subject area and the software.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

Nearly all materials are produced in Microsoft Word. Excel files are used for some exercises. It was mentioned that Microsoft Word seems to be what is used by most people at Loughborough. At a previous post at a Sheffield University, academics were encouraged to turn their teaching materials into PDF's to reduce the materials being plagiarised and copied. However, Word documents are used as this is what is used most around campus. It was mentioned that it is now relatively straightforward to cut and paste from PDF files so this no longer seems to be an important consideration so Microsoft Word is used.

Q3a. How do you handle the process of refreshing or updating your material?

Most refreshing and updating of material is done as and when it is required. For example, new resources and ideas will be added to the material as and when they are discovered.

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

At the end of the module, all information and documents are taken away from the Learn pages to stop students accessing older versions whilst new versions are in the process of being created. At the end of the module, all contents are put into an output file and then start again from scratch adding material as it is created/updated.

Q3c. What length of time are files made available for?

The materials are put onto Learn at the start of the year and taken down at the end of the module assessments. Materials are therefore available to students pre and post lecture. It was regarded important that it is available before the lecture so that students can print out the material and bring it to the lecture if they wish.

Q4. Have you had any problems with accessing files you have created in the past?

None – because Word is a popular format.

B. Other peoples material / copyright

Q5a. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?

Q5b. If so, where do you get this material from, which places are visited?

Answer: 5a & 5b

Econ-Lit is used to which has a good electronic reference index. Meta-Lib is also used for literature searching. Google is used for general searching which is good for recent papers but not for older ones. This is where Meta-Lib and Econ-Lit are most useful as they give access to older articles.

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

Create own diagrams and don't use images. Use quotes from books and journal papers.

C. Making material available to others

Q7. Talk me through the processes of where and how you share or make materials available to students?

Upload materials onto Learn, No-one else is involved with this as it is carried out alone. No administrators involved.

-Upload exam question examples and class tests onto the economics LTSN website. To share with other academics within the subject area.

Doesn't share any teaching materials on the departmental intranet or anywhere else.

D. Support / stakeholders

Q8a. Do others assist you in the process of creating and making materials available? For example:

i. From within your faculty e.g. teaching help at a faculty level.

None

j. From within your department: mentors, peers, colleagues, administration team or IT staff;

None

k. From within your subject area: professional groups; or

None

l. Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.

The library have provided support on the online reading lists and have helped to get the lists online for students to see. The Library also have helped to arrange a guest lecturer from ESDS (Economic and Social Data Service) to give a presentation on online data sources.

Q8b. If so at what stage(s) and what assistance do they give?

See above

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

None

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

Create own templates and don't use any guides or aids to create materials.

Q11. Are your teaching materials reviewed internally or externally?

E. Repository use

Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

Yes, submitted materials to the repository and are aware of the repository's capabilities.

F. Finally

Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:

      g. Subjects that you struggle to find resources for;

Finding resources has been eased by the introduction of JSTOR, which is good for retrieving articles and resources. Econ-Lit is also a great tool for obtaining info and finding material is not a problem.

      h. Support you require to achieve a particular step in the process;

There has not been any times where support cannot be found and is something that is used very rarely.

      i. Professional/technical assistance or advice that you would use to expand on your teaching.

None

Q14. Do you have any questions of additional comments or observations to make?

None

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

No, it is something that is not planned as changes take place as required. Also the creation of materials is something which can be done at the spare of the moment and some of the creation takes place in class, through the creation of written slides.

Interview Three

The participant is based in the Faculty of Science, in the Department of Computer Science.

Overall Comments

It was commented that a module is too small a unit to spend lots of time on teaching material. However, it is important that the day-to-day delivery is kept upto date and that things on the Learn and CO-Teach pages change regularly.

The process of loading material into repositories must be as automatic as possible in order to be successful. Otherwise, academics will struggle to find the time to submit materials to the repository.

The Online Learning Development Officers (OLDOs) are regarded as useful people to provide support with digital material, to encourage academics to get material in digital formats and available to students in a digital form. However, an example of good practice would be to have one or two OLDOs (or at least OLDO roles within support staff remit) per department (depending on the size) so that they can learn about a particular subject area and further help academics.

A. Teaching material

The interviewee teaches six modules, four of which are jointly run with other academics. The modules are;

05COB231: Operating Systems, Networks and the Internet 1
05COB232: Operating Systems, Networks and the Internet 2
05COD335: From Networks to the Internet
05COP335: From Networks to the Internet
05COP411: Operating Systems, Networks and the Internet 1
05COP412: Operating Systems, Networks and the Internet 2

Q1. Talk me through the process of how you create your digital teaching materials.

All teaching material is created alone and joint modules are split into sections and taught separately by those involved. Teaching materials for joint modules are created separately, by the person who is responsible for that part.

LaTeX Files: These files are good for large documents and it is for this reason as to why they are used. Microsoft Word is good for smaller files but as documents increase in size, the more difficult it gets to manage them.

Microsoft PowerPoint files: These are created for each lecture. Questions are incorporated into these slides, but answers are left blank. After the lecture, the material with the questions and answers is put onto CO-Teach or Learn.

PDFs: The PDFs are created through the use of an editor which turns the LaTeX files into PDFs.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

LaTeX files are the most common files that are produced for teaching materials which is a tagged mark up language and helps to keep the layout of pages consistent throughout. Latex is suitable for Windows, Mac, Linux and Unix platforms and another reason why it is used.

PDF files are also created as lecture notes, which summarise the key points from each lecture. These are not 'book style' notes as students are encouraged to create these themselves, throughout lectures and practical sessions.

Microsoft PowerPoint slides are created for each lecture. Animation is created through the use of repeated slides but from student feedback, this does not always work.

Q3a. How do you handle the process of refreshing or updating your material?

Versioning has never been a problem because everything is kept from one year to the next and nothing gets deleted. Older versions such as the previous year files cannot be accessed by students. At the end of each year, all files are copied to a directory and saved. Disk space is relatively cheap and therefore it is of little cost to do this.

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

Make minor changes as and when required. Major revisions take place yearly.

Q3c.What length of time are files made available for?
The lecture material is available before the lecture, but notes and questions that are linked to the material appear afterwards. The material is then available all year round until yearly revisions take place.

Q4. Have you had any problems with accessing files you have created in the past?

No, LaTeX files work on a variety of platforms and other files are created with commonly used software.

B. Other peoples material / copyright

Q5a. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?
Not any specific sites are used. Often, for each modules a course book provides much of the information needed by students for that whole module. Obviously other resources around the subject area can be sought by students if they wish. The books

which are used for each module also provide sufficient diagrams and pictures. Sound and video is not something that is used. The Higher Education Academy Information & Computer Science (HEA – ICS) website was mentioned but it is one that is not frequently used. It was mentioned that it could do more to highlight commonalities in the field. Questions have been sourced from the HEA – ICS previously, and it was stated that a question bank would be something of use to many people within the field.

Q5b. If so, where do you get this material from, which places are visited?

See above

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

Diagrams and images are used from text books and journal articles to show picture of networks to students. These are cited, giving the original source for students to look up, should they wish to. Most of the time, diagrams are taken from the recommended 'module book' that the module material is based upon.

C. Making material available to others

Q7. Talk me through the processes of where and how you share or make materials available to students?

The majority of material is made available on CO-Teach – the Computer Science VLE. Some material is put onto Learn, which is encouraged by the faculty's OLDO. However, not all lecturers within the department put material on both Learn and CO-Teach and the latter is preferred by many.

D. Support / stakeholders
Q8a. Do others assist you in the process of creating and making materials available? For example:
      m. From within your faculty e.g. teaching help at a faculty level.

The OLDOs have helped with creating material in the past. However, it was mentioned that because they are faculty based, they do not know enough about each subject enough to be of help at times. For example, there have been times where a diagram is needed to be produced and because of the lack of knowledge around the subject. It is quicker and more accurate for the lecturer to draw it using a software package than to ask an OLDO to do it.

      n. From within your department: mentors, peers, colleagues, administration team or IT staff;

None, the participant would not need any help from IT staff as they were knowledgeable with a range of software packages and programming languages.

> o. **From within your subject area: professional groups; or**

The HEA ICS have given information but as explained in Q5a, there is more that they can do to help academics within the related fields.

> p. **Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.**

Professional development have helped with Optical Mark Reader tests, but it can be very difficult and time consuming to come up with new questions from one year to the next. No other support has been needed.

Q8b. If so at what stage(s) and what assistance do they give?

See above

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

No, people work independently from each other.

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

Not any aids, guides or templates used.

Q11. Are your teaching materials reviewed internally or externally?

Yes, they are reviewed as part of the probationary period where academics are required to have a portfolio of materials.

Teaching is observed by Professional Development and feedback is given to academics on material content and the teaching ability.

Students informally review the materials and give feedback from the lecturer.

E. Repository use

Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

No, but the participant was aware of the repository and is intending to contribute papers in the future. Every time a paper is written and then published, they intend to submit it to the repository automatically, which was mentioned as being good practice.

F. Finally
Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:

j. Subjects that you struggle to find resources for;

The participant does not necessary struggle to find resources but can lack the time to find suitable resources. However, due to having course book, there are times when resources are not needed to be searched for, and students are encouraged to do this for themselves.

The pages on CO-teach work particularly well as they can be changed easily, which can save time.

k. Support you require to achieve a particular step in the process;

None

l. Professional/technical assistance or advice that you would use to expand on your teaching.

There weren't any areas at Loughborough that were mentioned to be lacking in giving suitable support to academics.

Q14. Do you have any questions of additional comments or observations to make?

See overall comments

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

Yes

Interview Four

The participant is was based in the Faculty of Science, in the Department of Human Science.

Overall Comments

The participant believed that engaging with students was very important to obtain feedback on teaching materials. The participant noticed that they changed/adapted materials under certain circumstances such as student feedback.

'Teaching versus research' was a topic of discussion and it was agreed that within the department there are research clusters that create collaboration between academics on a range of topics but there aren't any collaborative frameworks for teaching. Teaching is very under valued at Loughborough, but this might change if students are having to pay more in tuition fees. The gap between teaching and research is wide in terms of status and students having to pay more for tuition fees might make universities think more about teaching as student numbers could be on the decrease. On the whole teaching and research have weird dynamics as it is the students that are the customers but in many instances more time is spent on research than teaching.

Although there was not any concern with support that had been given by parties at Loughborough, the participant stated that they are generally unaware of what's around in terms of support.

A. Teaching material

The interviewee teaches four distinct modules, two of which are jointly run with other academics and the other two are run alone. The modules include;

05HUA307: Human Diversity
05HUC313: Mental Illness

Q1. Talk me through the process of how you create your digital teaching materials.

For new modules;

1. Start from scratch, reading around subject area
2. Create Microsoft PowerPoint slides for each lecture
3. Create lecture style notes using Microsoft Word, based upon these slides.
4. Create a HTML document to accompany the slides and notes that summarises the lecture. Gives reference to key points of the topic and further reading for students to carry out in their own time.

All of the above are created alone without any help from anyone else.

For existing modules;

1. Adapt PowerPoint slides from previous year to include any new developments or content. Add new current affairs and any student feedback given throughout the previous year.
2. Edit the Word Document for each lecture to reflect the changes made in the PowerPoint slides
3. Edit the HTML summary pages to reflect the whole lecture.

For jointly ran modules;

1. Discuss with the other module organisers which parts are to be covered by whom.
2. Carry out the same processes as above depending on whether they need to start from scratch or adapt previous material.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

Microsoft Power Point – Slides for each lecture
Microsoft Word – Lecture notes
HTML – Summary of lecture

Q3a. How do you handle the process of refreshing or updating your material?

The most upto date version of each document containing teaching material is that which is on Learn. The material on Learn is therefore used as a benchmark, so that the material that students can access, is the most upto date version at all times.

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

Minor alterations are carried out on a regular basis, to add in new current affairs and developments and to alter material that may have errors.

Major revisions can be signalled by a number of factors;

1. New research or theories emerge that need to be included.
2. Participant gets a little bored of looking at the same material
3. Students give feedback to the participant about changing the context of the material or for a different approach to the subject

Q3c.What length of time are files made available for?

Materials used to be available all year round but the participant found that a few students would print out teaching material in the summer before the material was updated for the forthcoming year, meaning that they would have the older version. Therefore, the current procedure is to take the material down from Learn straight after

the summer exams and the revised material is then added to Learn on a week-by-week basis during teaching.

Q4. Have you had any problems with accessing files you have created in the past?

Not advised of any problems

B. Other peoples material / copyright

Q5a. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?

A number of journal articles and books on Psychology are used for general background information for each module.

The HEA Psychology website is used to gather web links on different resources.

Peers within the department at Loughborough and those in other universities provide the participant with ideas on content for different lectures. There are a number of people that the participant has had contact with through various projects within the field that they collaborate with for teaching ideas. For example a HEA Mental Health Project has provided the participant with many contacts.

Q5b. If so, where do you get this material from, which places are visited?

Subject specific databases such as 'PsychInfo' are important.

Google scholar is used to locate different journal articles within the field and Google images is the most frequently used resource to obtain images to be used within teaching material.

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

Images and diagrams are used from different articles, books and sites. Sound and video are not used. These are cited within teaching material. General information found would not be cited as this was factual than opinion.

C. Making material available to others

Q7. Talk me through the processes of where and how you share or make materials available to students?

All teaching material is put directly onto Learn. No other places are used.

D. Support / stakeholders
Q8a. Do others assist you in the process of creating and making materials available? For example:
      q. From within your faculty e.g. teaching help at a faculty level.

None

r. From within your department: mentors, peers, colleagues, administration team or IT staff;

There is someone within the department who is available to ask questions regarding IT matters such as software issues etc. However they are only available to advise people within the department and would not help produce digital material. The need to ask questions regarding IT matters is very infrequent.

s. From within your subject area: professional groups; or

The departments' Teaching and Learning Committee has helped to introduce new ideas in the past but the head of the committee spends most of their time on programme administration and the day to day running of the department. Therefore little time is spent collaborating with academics within the department on Learning and Teaching matters.

t. Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.

Professional development (CAA) have helped with multiple choice tests. The tests are regarded as a good way to assess students but the creation of such tests can be very time consuming. It can be difficult to come up with three wrong answers that sound feasible, in context to the question.

Q8b. If so at what stage(s) and what assistance do they give?

See above

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

The participant works alone to create material and the majority of academics with the department also work alone.

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

Not any aids, guides or templates are used.

Q11. Are your teaching materials reviewed internally or externally?

The actual content of teaching material is not reviewed. The results of the teaching are reviewed internally. The participant was not aware of any other reviewing taking place.

E. Repository use

Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

No, not aware of the repository's existence. However, a requirement of research material is that it has to be sent to the department administrators when being published. The administrator(s) could submit the material to repository automatically once published, which would be good practice.

F. Finally
Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:
    m. Subjects that you struggle to find resources for;

A lot of the teaching that the participant is involved with draw around the boundaries of a number of subject and it can be difficult to find unique resources on some occasions. There are some subject that have a better range of resources than others. Most people can lack time in being able to find suitable resources.

    n. Support you require to achieve a particular step in the process;

None

    o. Professional/technical assistance or advice that you would use to expand on your teaching.

None

Q14. Do you have any questions of additional comments or observations to make?

The participant stated that they would find it difficult to use the repository at the current time unless materials were harvested from different places such as Learn. The time involved with making materials available in other places is limited as the above way would be a solution to the problem.

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

No – not creating any teaching material for a long time because the participant is going on sabbatical leave.

Interview Five

The participant is was based in the Faculty of Social Science and Humanities, in the School of Art and Design.

Overall Comments

The participant was well informed of different technology standards and was aware that the issue of standards was a area that effects the sharing of teaching materials. The participant attempted to create material using file formats that can be accessed by a variety of platforms. It was mentioned that there is University pressure to use formats such as Microsoft Word, however this may not always be appropriate for all students. Likewise, the interviewee would like to use a number of different files but the university argue that not all students can access less popular file types.

Due to the subject area being less of a lecture based field, some lecturers do not use the Learn VLE. Many of the modules require 100% attendance and therefore material is delivered in the form of handouts.

A lot of personal time and effort is put into creating digital materials that are interactive and help to engage with students to improve their learning. However, this is a personal preference and it was recognised that there are other academics that are not so interested in doing this and would not spend their own time creating material. Instead their time would be limited to the hours that they have, without going into their personal time.

This participant felt that the project was very important and is interested in hearing of developments that happen. They wanted the views of the School of Art and Design to be heard and represented.

A. Teaching material

The interviewee teaches five distinct modules which are run alone. The modules include;

05SAA420: Introduction to Graphic Design
05SAA400: Introduction to Graphic Processes
05SAA421: Developing Processes of Graphic Design
05SAB428: Electronic Media
05SAB429: Print Production

Q1. Talk me through the process of how you create your digital teaching materials.

1. Create Microsoft Word and PDF files for each topic and session.
2. The course leader over see's material and adapts if necessary.
3. The material is uploaded onto HTML pages of Learn (by the creator)
4. Incorporate a variety of multimedia files into HTML pages and interactive elements.

In order to produce the interactive material, the participant works with a technical tutor who provides them with ideas and help if needed. It is by choice that they work together on different materials. Not many others in the same department collaborate with others when producing material.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

Text files

HTML – To display information about the whole module and links to materials such as handouts and exercises as well as links to external sites

Microsoft Word – A file which explains a session within the module.

PDF- replicate the same information as the Word files but are put up in case the Word files cannot be accessed by some students.

Movie Files - Used for illustration purposes to enhance student learning

Format used;

- QuickTime
- Flash
The above formats are used because they work across different platforms.

Image files

- JPEG
- GIFF

These are used because they are standard file formats.

Q3a. How do you handle the process of refreshing or updating your material?

Versioning has never been a problem. Material is updated every year, mainly in the summer months.

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

Learn pages are updated with new information pre and post lecture/session. Session material is put up the night before the lecture and is kept up through out the semester. The HTML pages are updated with new resources and information as and when required.

Major revisions take place in the summer.

Q3c.What length of time are files made available for?

Try to keep the material up as long as possible for students to refer to if they wish to.

Q4. Have you had any problems with accessing files you have created in the past?

Not advised of any problems

B. Other peoples material / copyright

Q5a. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?

A number of standards bodies sites are visited frequently and links are given fro students to follow. An example would be the World Wide Web Consortium.

The International Colour Illumination website is also useful and links to sites that show students good and bad practice of web design.

Q5b. If so, where do you get this material from, which places are visited?

See above

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

Images and diagrams are used from different articles, books and sites and are correctly cited within the material.

C. Making material available to others

Q7. Talk me through the processes of where and how you share or make materials available to students?

All teaching material is put directly onto Learn. No other places are used to store material internally. However, a repository would be used if available as the participant mentioned that they would share their resources for feedback from other people. This would be an incentive to share and would value any feedback received from student and staff.

It was mentioned that they had shared their materials with other academics and students upon request, from reading the participant's research.

D. Support / stakeholders
Q8a. Do others assist you in the process of creating and making materials available? For example:
      u. From within your faculty e.g. teaching help at a faculty level.

> v. **From within your department: mentors, peers, colleagues, administration team or IT staff;**

There is a technical tutor within the department that helps to produce materials and feeds ideas into different modules.

Some of the subjects are worked upon alone because of the diverse nature of the field, this is mostly the case for other academics too.

> w. **From within your subject area: professional groups; or**

Other professionals that the participant had come into contact with at conferences and events could be contacted for assistance.

> x. **Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.**

If there was anything related to other fields that could be asked, then they would get into contact with that department. For example if assistance was needed on IT matters then they might approach someone in Computer Science who would have the necessary skills to help.

Q8b. If so at what stage(s) and what assistance do they give?

See above

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

As mentioned in 8.b., many of the subjects are diverse and therefore expertise is not sought from others as they would not be able to help or work together on the material. Therefore collaboration can be difficult.

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

Create own, templates. A strong believer in keeping layouts and tables consistent for students. The Head of Teaching & Learning for the department was also keen to standardise documents. They introduced an idea of transparencies to do this but the idea never took off due to academics not co-operating with the proposed idea.

Q11. Are your teaching materials reviewed internally or externally?

Yes, the Head of Teaching and Learning checks teaching material and feeds an overview of the material so that it can be adapted. They are well upto date with teaching and learning benchmarks and the participant trusts their judgement. The head

of schools focus is somewhat different and they spend most of the time working on research agenda's.

E. Repository use

Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

No, not aware of the repository's existence. Would be happy to hear more about the repository and would consider contributing in the future.

F. Finally
Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:
     p. Subjects that you struggle to find resources for;

 The Learn VLE should be developed into a better system for sharing materials.

     q. Support you require to achieve a particular step in the process;

None

     r. Professional/technical assistance or advice that you would use to expand on your teaching.

None

Q14. Do you have any questions of additional comments or observations to make?

The culture of the art school is one that people just won't get on and work with new ideas. There is a lot of resistance amongst academics to 'changing their ways'.

A good idea for a repository would be to develop one where students could put things and work together on different subjects. This collaboration would help students to learn and contribute to the whole Loughborough experience.

Standards are important and not enough people are aware of their effect on teaching and learning.

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

Yes, happy to be observed and contacted again regarding the project.

Interview Six

The participant is was based in the Faculty of Social Science and Humanities in the Business School.

Overall Comments

The participant used a range of file types and formats when creating teaching materials and a number of different items such as images and diagrams were incorporated to enrich student learning.

The participants mentioned a need for a repository that can hold a number of items including applied case studies, exam questions and coursework questions as well as book reviews. It was good to hear that a repository of teaching materials could help the participant in many ways but it was also mentioned that IPR would have an impact to the amount of people who contribute, as some academics might not want their materials scrutinised. These concerns would be over material that was copied from third party materials and aggregated into their own without proper acknowledgement or accreditation.

It was interesting to discover that a secretary uploads teaching materials onto Learn to save the academic time when making materials available to students. This may be considered as good practice and the secretary may also submit materials to a learning and teaching material repository.

Collaboration amongst academics was quite rare, which may be down to the lack of time that academics have. Limited time has an effect on many different things and in most instances the best possible result is sought in the time that is available.

A. Teaching material

The participant teaches three distinct modules, which are run alone. One of which is Undergraduate and the other two are PG modules.
The modules include;

05BSC110: Marketing Strategy and Planning
05BSP066: Marketing Strategy and Planning
05BSP220: Marketing

Q1. Talk me through the process of how you create your digital teaching materials.

If the module is an existing one which has been taught before then;

1. Existing materials are adapted/edited
2. Anything is changed that did not work particularly well

If the module is new, then;

1. Start from scratch to create materials
2. Create them in the same format as existing ones

On both occasions, you always teach a broader piece than what is in the materials and what is known about the subject at the time of creating the materials.

In terms of deciding on the exact material to be taught and which book to base a module around, a range of text books are evaluated and a number of seminal/landmark papers are identified.

All materials are created alone, without the help of others. This was regarded as the common practice amongst academics and in the case of joint modules, the workload would be clearly split between those involved. It is uncommon for academics to collaborate with others in the department when creating teaching material.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

Microsoft Word: Module Outlines/specifications and coursework

Microsoft PowerPoint: Slides for each lecture

HTML: Module Homepage on Learn

Videos are also used, which are standalone and played through a VHS recorder. This is quite frequent and is used to show students real life examples, which helps them to understand the topic better.

A mixture of general frameworks, diagrams and images are used from textbooks which are incorporated into the PowerPoint slides.

Q3a. How do you handle the process of refreshing or updating your material?

All modules are updated from one year to the next, although in some cases the changes are minor ones. The participant liked to improve the set of slides from year to year so that a high standard is maintained. Items that have not worked well from the previous year gets noted and then is delivered in a different way in subsequent years.

Case studies cannot be used from year to year as they go out of date very quickly, therefore new case studies need to be found and integrated into the sessions. This can be the most problematic part of updating and refreshing material.

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

There is not a set time to make changes to teaching material, as these changes can take place as far in advance of the session as a couple of months before, or as near the

week before. Changes are made within the time that is available. The summer months are used for carrying out research and little time is devoted to the implementation of teaching materials.

Q3c. What length of time are files made available for?

The teaching materials are made available after the session, but the same material is given via handouts within it.

Q4. Have you had any problems with accessing files you have created in the past?

No problems for accessing their own files, but with HTML, students can have problems printing material off because it is not a printer friendly format. This why PowerPoint and Word is used, because material can be easily printed.

B. Other peoples material / copyright

Q5a. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?

MetaLib and Science Direct are the main services used. The WWW is not generally used to find material, but books and journal papers are used instead. IPR was mentioned as being a problem for some people who cut and paste chunks of information from WebPages and other peoples work.

Q5b. If so, where do you get this material from, which places are visited?

See above

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

Frameworks, diagrams and images are used, however, not many are third party. The kind of diagrams and images used are standard ones which can be found within all textbooks. For example the product lifecycle would be found within any marketing text book and the diagram would be re-drawn by the participant. Simple flow diagrams are produced but these too, would be created alone.

C. Making material available to others

Q7. Talk me through the processes of where and how you share or make materials available to students?

All materials are made available on Learn. However, the participant stated that this can be a lengthy process and the following process occurs;

1. Material is created by the participant
2. Material is forwarded onto Personal Secretary
3. Secretary then uploads the files onto Learn

This process would happen over and over again, around once a week, as new material is needed to be added to Learn after each session has taken place.

The participant was unsure whether this process is common within the department. However, one secretary would cater for around 5 different academics, so others would have the opportunity if wanted.

D. Support / stakeholders
Q8a. Do others assist you in the process of creating and making materials available? For example:

> **y. From within your faculty e.g. teaching help at a faculty level.**

> None

> **z. From within your department: mentors, peers, colleagues, administration team or IT staff;**

> Yes, see Q7

> **aa. From within your subject area: professional groups; or**

> None

> **bb. Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.**

> None

Q8b. If so at what stage(s) and what assistance do they give?

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

None, it is very uncommon for academics to work in groups. The participant stated that they tend not to talk between themselves much as everyone is busy concentrating on their own teaching and research.

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

None are used. The participant creates their own guides and templates but these were regarded as being unsophisticated and quite similar layouts are seen throughout all modules.

Q11. Are your teaching materials reviewed internally or externally?

Yes, as part of the MBA accreditation process, teaching materials are reviewed externally. This is normally a sample of teaching materials so that reviewers can make a judgement on whether the course is reaching a certain level of difficulty. The examiners are not subject specialists so the materials are not examined in great depth.

There is not an internal review process.

E. Repository use

Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

Participant had not heard of the IR, but after a brief discussion they understood what it was and that it can be found through the University Library WebPages.

F. Finally
Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:
   s. Subjects that you struggle to find resources for;

   Yes, finding the appropriate applied case studies can be a huge problem, and one which takes a considerable amount of time. Also, when having to review a number of books for a module, it was identified that these sources may have been reviewed by others previously. Therefore, if book reviews were available via the repository, then this would save time when creating teaching material, because it would be easier to establish which books focus on which subjects and highlight which are the most appropriate to use for each module.

   t. Support you require to achieve a particular step in the process;

   None

   u. Professional/technical assistance or advice that you would use to expand on your teaching.

   None

Q14. Do you have any questions of additional comments or observations to make?

Time was recognised as being a major issue and it was mentioned that research is of equal if not a higher importance than teaching. There weren't any areas identified as lacking support but it was mentioned that one to one IT training was not as high standard as industry levels in this area.

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

No.

Interview Seven

This participant was based in the Business School.

Overall Comments

The interviewee made a number of comments about lecturing at university. The impression given was that universities focus very heavily on the process and outputs of research. It is given far greater importance and is linked to promotion. Promotion via the teaching route is much less common, and is much more difficult to achieve. His interest in teaching is a personal one that he is not rewarded for; on the contrary it may hamper progress to promotion.

He does put a lot of additional effort into creating his teaching material, much of this in his own time. He has investigated Intellectual Property issues and he is aware that material he creates on his own time does not belong to the University. For the profile of teaching to be raised practitioners have to see a personal benefit. The sharing of teaching resources does not happen and personal teaching material is not easy for others to repurpose. It is acceptable to mention resources that have been useful for use in teaching but it is not appropriate to tell other professionals how they should be teaching. Time is a big factor, help is provided by the university but not in terms of remuneration / promotion. The initial input of designing programmes for his online teaching materials are now paying dividends and will be of benefit to him in the long-term.

The interviewee used his online material to follow students' progress through a module. He looks at statistics from his learn pages to see who is working through the resources he provides. Follow up emails are sent to those who are not taking time to use them and he encourages them to do so – stating that their peers are putting in more work than they are and that they are falling behind. He has evidence that those who do work through his resources get better marks in the exams. This point is stressed to students. He also noted that when he tells students to use the resources the access stats do rise. There is also a noticeable increase in usage when exam times approach.

There are increased expectations on lecturers to do more in their role. Support from the university would be useful but it has to be appropriate support in the areas where it is needed.

A. Teaching material

Firstly ask the number and names of the modules and programmes taught by the interviewee. (Note: these will not be released to others as this information can obviously be used to identify interviewees).

The modules taught are listed below:
BSA022: Macroeconomics for Financial Studies
BSB024: International Economics

BSB023: Macroeconomics for Business
BSA510: Environmental Leisure Management 1
BSA512: Environmental Leisure Management 2

These are labour intensive modules, which represent a heavy teaching responsibility and workload. Student numbers per module are in the range of 80-120.

Q1. Talk me through the process of how you create your digital teaching materials. Could you go through this step-by-step, say exactly what you do and don't assume that we know anything.

The interviewee has programming skills (Pascal) so finds HTML easy to work with. He has created all his own web tutorials using his programming skills. He has also designed the navigation and menus for these tutorials. Each tutorial is linked by its title and each has an index. Contents lists are provided and pages are linked from these. There are some one off pages for lecture notes and handouts. Recently Wikipedia has been linked to as it is a good source of accurate information for his subject area. He did express some concerns about using web sources, such as this, because of the sustainability of these resources.

The interviewee has designed his own online multiple-choice tests. Answers to the questions, explanations and graphs are included. He has also designed another programme for multiple exercises (100 questions are included). Lots of mathematics is involved in his subject and he is keen to get students to practice and improve their skills in this area. The programme is built around a spreadsheet containing rows of names and numbers. The programme for the questions is based on the lines in the spreadsheet. A range of different questions can be generated from the spreadsheet information; answers are also supplied.

There are also 'talk through' type questions that introduce a change to the given information. Two case studies are then given and a student can follow one of these through.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

HTML files (generated by MS Word) and GIF files are created for placement on the Learn server. The interviewee did not regard movie or sound files as particularly useful as students are not able to listen to these on campus, unless they supply their own headphones. The issue of the quality of sound files that he would be able to create was also a barrier. Another factor in making teaching material available as sound and movies was that this might discourage students from attending lectures.

Q3a. How do you handle the process of refreshing or updating your material?

Teaching material, once created, is relatively stable and does not need to be altered.

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

Minor changes are made as and when necessary. On a yearly basis the reading list are changed as are sample exam papers.

Q3c.What length of time are files made available for?

Files are available for the duration of the course and thereafter they are perpetually available on the Learn server. He has had occasion to remove his teaching materials from Learn for personal reasons. He does not make backup copies as Learn handles this. However, he does keep copies of his programmes.

Q4. Have you had any problems with accessing files you have created in the past?

No problems in accessing files. Files are overwritten with changes. Students have reported problems accessing online pages but this has been for work in progress and they were informed it would not be available for some time.

B. Other peoples material / copyright
Q5. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?
Q5b.If so, where do you get this material from, which places are visited?

The interviewee does not need to look for resources to supplement his teaching. He bases teaching on his knowledge of his subject. He feels that he has control over this, for example he can devise his own questions. The use of textbooks, their slides and sample questions are not always appropriate for reuse in his teaching. These resources tend to concentrate on the look of the slides and questions are not devised by professionals with the appropriate experience of lecturing / teaching.

He does use OECD and the government's web site for statistical information. He also links to Wikipedia.

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

None.

C. Making material available to others
Q7. Talk me through the processes of where and how you share or make materials available to students?

All material for students is placed on Learn. Diagrams are more time consuming to get right. The multiple-choice questions are also time consuming and can be a bit messy. The links to Wikipedia are useful as this cuts down on his time to create material. Some students demonstrate some resistance to using online resources; they prefer to have everything in lectures.

D. Support / stakeholders
Q8. Do others assist you in the process of creating and making materials available? For example:

> cc. **From within your faculty e.g. teaching help at a faculty level.**
> dd. **From within your department: mentors, peers, colleagues, administration team or IT staff;**
> ee. **From within your subject area: professional groups;**
> ff. **Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.**

Q8b. If so at what stage(s) and what assistance do they give?

A secondment was undertaken at Loughborough University – this covered what lecturers wanted to do on the Web and instruction in the use of software packages to achieve this. One positive aspect of this was having the opportunity to discuss what you wanted to do in your teaching with others who had a similar interest in teaching.

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

Working with colleagues, in the department or from wider afield, does not occur.

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

Teaching always begins with his lecture notes. He creates online material form these. No templates are used.

Q11. Are your teaching materials reviewed internally or externally?

No review.

E. Repository use
Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

The interviewee had not used the Institutional Repository. He does not want his research to be available until it has been published. In the past his work has been plagiarised. PDF files are also available online anyway so not really necessary.

F. Finally
Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:
> a. **Subjects that you struggle to find resources for;**
> b. **Support you require to achieve a particular step in the process;**

  c. **Professional/technical assistance or advice that you would use to expand on your teaching**.

Time and recognition, in the form of promotion.

Q14. Do you have any questions of additional comments or observations to make?

The interviewee made a number of additional comments throughout the interview. These are outlined at the top of the page.

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

He would be willing to be observed in the process of creating his teaching material.

Interview Eight

This participant is based in the Department of Design and Technology.

Overall Comments

The interviewee made a number of comments about lecturing at university. He is very concerned about the way teaching is forced to take second place to research.

He is also very concerned about the abilities of students arriving from schools and FE. Their lack of study skills is particularly troubling to him. It is his view that the department will have to do more in this area to bring their basic skills up to standard. He has been involved in teacher training and believes that the problem lies, not in the schools curriculum, but the interpretation of it. Teaching in schools has become so highly structured that pupils are not encouraged to think for themselves. Teaching has become a form filling activity.

Another issue that can cause problems is that of the 'independent school boy'. This is a gender issue and a teaching and learning issue. In independent schools design technology is taught in the evenings and at weekends. Pupils can drop in and have the advantage of low staff to pupil ratios, 5:1, in effect one-to-one teaching. They become reliant upon this, are used to a slow pace of working and do not adapt well to being 1 in a group of 130 students at university. This transition does not seem to be as problematic for girls.

The interviewee believes that the focus of teaching should not just revolve around web materials. It can be too easy to 'spoon feed' students, provide them with all the links to information on the web. This does not give them valuable contact with lecturers and peers. He does make an effort in practical sessions to get students to look at, and talk about, each other's work.

He undertakes his own evaluation of his teaching by talking to students and surveys. The university feedback forms are of limited value to him and students do not always understand the feedback form questions.

The interviewee has prior experience of repositories to support teaching. This experience was of a central database of teacher training materials that teachers could logon to. It was not designed by someone who knew about teaching. Teaching is a personal act and involves face-to-face activities. He does not want to make his material available to others because he created it for direct interaction with face to face teaching and learning – take it out of context and it doesn't 'work'. Making a repository work requires a more focused amount of thought. The interviewer asked if things like image banks and case studies would be more useful material. He agreed that it would but the activity of telling others about your teaching takes time away from carrying out teaching.

The questions

A. Teaching material

Firstly ask the number and names of the modules and programmes taught by the interviewee. (Note: these will not be released to others as this information can obviously be used to identify interviewees).

The modules taught are listed below:
DTA001: Design Practice 1
DTA002: Design Practice 2
DTB016: Teaching Design and Technology
DTC015: Major Project 1
DTC016: Major Project 2
DTC004: Dissertation
These are labour intensive modules, which represent a heavy teaching responsibility and workload. Student numbers per module number approximately 130.

Q1. Talk me through the process of how you create your digital teaching materials. Could you go through this step-by-step, say exactly what you do and don't assume that we know anything.

The interviewee provided background information on his role as a module leader (delivering teaching on a module lead by a colleague would be different). For a new module Informal discussions are held with colleagues in the department who may collaborate on the module. These discussions include what they will be doing in the module and how it interacts with the overall programme aims. The direction the module will take is clarified. A formal submission is then made to the university; changes to this document may be required. The module can not be included in the programme until final approval has been given by the university. The interviewee was keen to involve industrialists in this process. This had been the case in the past but now, mainly due to time pressures, this is not standard practice.

Once approval has been granted the interviewee starts to develop the teaching materials. This includes a teaching plan with week-by-week objectives and targets. The module leader undertakes most of this work. He then delegates specific lectures to colleagues with the appropriate subject experience. He discusses with them what he wants the lecture to cover. Slides go up on the Learn server as the lecture begins; this is done to encourage students to attend the lectures. Some teachers prefer to use OHPs and paper handouts.

PowerPoint presentations are put on the Learn server. He also produces HTML pages. He took a Partial Secondment where he had the opportunity to reflect on the type of materials he wanted to place on the Web. At the time this was useful but in reality maintaining the necessary skills to use Dreamweaver when it is only used infrequently proved impractical. He now produces materials in MS Word and saves these as Web pages. Editing pages is a skilled task and the university can allocate specific support. He feels that the right balance between teaching and support staff needs to be maintained. Taking away lecturers to replace them with support staff does not help the situation.

He does struggle with access to digital technology. Digital cameras and projectors are available in the department but the process of having to collect, set up, then take down

all the equipment each time he wants to use it is unwieldy. He does find it useful for getting the fine detail of a product across to students. Digital media may be an area where supplementary resources could be added to Learn. For example, video and voice capture of an aspect of a demonstration and discussion could be made into a digital presentation for the Web. This must be used to supplement, not replace, existing face-to-face methods, the 'here and now' and he described it.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

HTML files (generated by MS Word), PDF, XLS, GIF, JPEG and BMP files are created for placement on the Learn server. The interviewee has explored the use of sound and movies but has not produced any to date. In one teaching module he has a 'micro teaching' session which could be captured on video. This could be put on Learn and feedback and evaluation given on this.

He has his own digital camera that goes everywhere with him. This is used for source imagery and it has a short movie facility.

On balance the use of these multimedia is not appropriate for his teaching at the moment. He is looking at objects so still imagery is best.

The interviewee believes that the benefits of using digital images are that you have more control over them. Drawing packages can be used to crop then manipulate the images. A large data store is required to hold the images and some way of maintaining and collating them is also needed. A good quality monitor is also a must.

Q3a. How do you handle the process of refreshing or updating your material?

Teaching material is regularly monitored and no module stands still so this is a constant task.

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

He makes annual checks, over the summer, for broken links to external sites from his Web pages. This is one disadvantage of having complex sites – time to debug. During the summer review he considers what he is going to be teaching and material is added and removed. He often replaces or adds images at this time. This is done because he may have found a better one to illustrate his point. This work constitutes a significant revision.

The interviewee also uses discussion groups and sends 'group emails' to his students. This could be 'prep points', things he wants to follow up from sessions, things the students need to ensure that they do, reminders for work due in etc. Images are sometimes included in this form of correspondence.

Minor changes are made as and when necessary.

Q3c.What length of time are files made available for?

Learn has current materials. Learn also archives material. He has not found it necessary to keep versions of everything. A copy of the current years resources are made for use in the following year. He does have a copy of his original learn material on hard drive. He makes a backup of general PC work using the university's backup system.

Q4. Have you had any problems with accessing files you have created in the past?

He has not experienced any major problems in accessing files. He does keep a copy of the phone numbers for key people responsible for the Learn server. This is mainly used if he has forgotten how to do something. Asking for advice over the phone is a much quicker way of sorting things out. But he has found Learn to be very stable and reliable. It is not overly structured like some virtual learning environments. It does not contain all the un-necessary administrative functions that the others have that academics do not have a use for.

B. Other peoples material / copyright
Q5. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?

Q5b.If so, where do you get this material from, which places are visited?

The interviewee makes use of good sources of information on the web. He uses sites on specific designers. Colleagues also recommend references and he sends references to his students. The British Plastics Federation has a good site and he also uses Cambridge Materials database. Sites with information about sketching and drawing are often good as they have images and 'how to' documents. He uses these to complement his teaching. He wished to stress the point that:

"Part of teaching and learning is exposure to face-to-face contact, enthusiasm, inspiration and direction."

A balance between technology and human contact best achieves this. By academics working together, students looking at each other's work and giving feedback.

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

None.

C. Making material available to others
Q7. Talk me through the processes of where and how you share or make materials available to students?

Module descriptions are given to students in hard copy. This is a 3-4 page overview of the module and how it works, a weekly overview, contact numbers and assessment procedures. He also uses email and Learn.

Additionally he runs a Product Analysis session – for this he gets the Boots company to provide him with 100 products that they have had returned. Students carry out a detailed analysis of these.

Specific exercises are also given in hard copy and on Learn. He was aware that students are not always able to bear the cost of printing.

There are no formal mechanisms for sharing amongst staff. This is more opportunistic, he may see an image a colleague has and asks for permission to reference it. There are informal clusters of staff, 'informal web', in the department having subjects in common that are in the habit of sharing references and resources. Face-to-face contact is vital here. There are other staff in the department that he does not have such close contact with. Time is a factor here. He also looks at other department's material on Learn: Engineering, Economics and the University Library (Study Skills).

D. Support / stakeholders
Q8. Do others assist you in the process of creating and making materials available? For example:

> **gg. From within your faculty e.g. teaching help at a faculty level.**
> **hh. From within your department: mentors, peers, colleagues, administration team or IT staff;**
> **ii. From within your subject area: professional groups;**
> **jj. Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.**

Q8b. If so at what stage(s) and what assistance do they give?

A Partial Secondment was undertaken at Loughborough University – this covered how Learn worked and use of software packages for the creation of digital teaching material. He was making use of Learn before this but this was mostly for MS Word documents. During the course he learnt how to create websites using Dreamweaver.

External examiners do look at teaching materials and ideas can come from them. They also have an awareness of what other universities are doing.

Colleagues share ideas and some have links with industry.

Academic scholarship also plays its part, journals and attendance at conferences.

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

Working with colleagues in the department occurs regularly, many modules are taught collaboratively. He is a module leader for 1st and 2nd years and for finalists he teaches on the dissertation module and major project modules. The process of creating teaching material is outlined in Q1.

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

No guides or templates are used. Some templates were introduced to him in the Partial Secondment but he prefers to use his own designs.

Q11. Are your teaching materials reviewed internally or externally?

The department does not formally review teaching materials. The external examiner does look at this material and gives feedback. It is rare for anyone to make comments on teaching material. Lecturers really only have time to look at outcomes and relate these back to the original objectives.

Ofsted used to quite helpful in the past but now they have tick sheets that are of little value.

He does send drafts out to colleagues and gets feedback on these. Other lecturers in the department do this as well.

Probationary lecturers materials are looked at as part of the probationary period.

Himself and several colleagues have achieved Senior lecturer by the Teaching route. For this you have to be adequate at research and excellent at teaching. The process involves getting lots of documentation together, lots of thought and reflection on your teaching.

E. Repository use
Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

No not enough time.

F. Finally
Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:
   d. Subjects that you struggle to find resources for;
   e. Support you require to achieve a particular step in the process;
   f. Professional/technical assistance or advice that you would use to expand on your teaching.

Time is a big factor and also knowing where the expertise is when you need it. Again a balance has to be maintained between lecturers and support staff. Simpler Web based systems do help.

Q14. Do you have any questions of additional comments or observations to make?

The interviewee commented on the demands placed on his time and that he is regularly asked to contribute to research projects. He accepted the invitation to be interviewed because of his very deep concerns about teaching at universities and the desire to get his message across to others. See notes at top of page for more detailed information.

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

No.

Interview Nine

This participant is based in the Department of Civil and Building.

Overall Comments

The interviewee was interested to know why he had been selected and invited for interview. The interviewer explained that individuals had been chosen from across all three Faculties at Loughborough. Selection was based on materials that lecturers had placed on Learn. He was invited to take part because he had a range of materials available to students including: web pages, images and executable files.

He expressed the view that it is not always appropriate to use electronic materials. Sometimes he prefers to other methods, like OHPs in lectures. The university should provide lecturers with a range of appropriate equipment to support these activities.

A. Teaching material

Firstly ask the number and names of the modules and programmes taught by the interviewee. (Note: these will not be released to others as this information can obviously be used to identify interviewees).

The modules taught are listed below:
CVA009: Surveying 1 for Civil Engineers
CVB004: Surveying 2 for Civil Engineers (Joint module)
CVD009: Photogrammetry and Remote Sensing

Q1. Talk me through the process of how you create your digital teaching materials. Could you go through this step-by-step, say exactly what you do and don't assume that we know anything.

The interviewee uses Front Page to create his web pages.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

His web pages are created with Front Page (HTML). He also produces PDF files.

He creates his own digital diagrams in CAD. MicroStaion CAD package. These are inserted as GIF images into MS Word.

He has not really considered using multimedia elements in his teaching. He did convert VHS to DVD and thought about converting this to streaming video. But he has been put off because copyright issues made the process so complex and time consuming.

Q3a. How do you handle the process of refreshing or updating your material?

He copies material from one Learn server directory to the current years directory. He checks all the references and links to websites from his material on Learn, and on his own website. He also checks references and links to websites in his lecture notes. He does not place his lecture notes on Learn. The process of checking does constitute a duplication of effort. When a new edition of a standard textbook is released the effort involved with checking and amending page references in all his material is considerable.

The interviewee makes a backup copy of his teaching material to his own PC. He has not thought of the Learn server as an archive.

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

All his teaching is in the second semester so material is updated in December – January. Amendments and changes are also made throughout his teaching time.

Some material is not made available to students until lectures have been given.

Q3c.What length of time are files made available for?

Material is not removed from Learn.

Q4. Have you had any problems with accessing files you have created in the past?

He has not experienced any problems in accessing files, as all files are current. He has not attempted to open files on Learn from previous years.

B. Other peoples material / copyright
Q5. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?

Q5b.If so, where do you get this material from, which places are visited?

He carries out web searches using Google. He refers student to useful information when he finds it. He also carries out the usual activities related to his research interest.

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

None.

C. Making material available to others
Q7. Talk me through the processes of where and how you share or make materials available to students?

He does not use Learn exclusively. Before the Learn server was introduced he had his own website (started in 1995/1996) hosted by the university's staff web space. When Learn was introduced he started to migrate some of his files over. He still maintains his own website with links to his 2 modules on Learn. A third module is shared with a colleague. This colleague has rights to access the module folder on Learn. His teaching for this module is available to students from his website, but access is restricted to users who are physically on campus access (via IP address).

He also uses email to send students information and a data file for use in a tutorial.

D. Support / stakeholders

Q8. Do others assist you in the process of creating and making materials available? For example:

> kk. **From within your faculty e.g. teaching help at a faculty level.**
> ll. **From within your department: mentors, peers, colleagues, administration team or IT staff;**
> mm. **From within your subject area: professional groups;**
> nn. **Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.**

Q8b. If so at what stage(s) and what assistance do they give?

Not really but he has offered material to the Remote Sensing and Photogrammetry Society some materials, but they have not used these.

He has learnt how to do the things he has wanted to in order to be able to create his teaching materials. If there is anything he is unable to do he will use an alternative method.

He is aware of the support that is available, e.g. eng CETL, but he has never identified a specific idea or project that has leant itself to this kind of support.

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

Not really appropriate.

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

He uses the templates and style sheets that are supplied as standard with FrontPage.

Q11. Are your teaching materials reviewed internally or externally?

The external examiner checks exam questions. The interviewee is content to work without any outside interference.

New lecturers are observed giving lectures (presentation skills).

E. Repository use
Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

He is watching the Institutional Repository (IR) with interest. He is involved in the production of a journal published by Blackwells. They are quite tolerant of repositories – the author's own copy of an article may be deposited into a repository so long as the publisher is cited and a link to the publisher's item is included. He attended the IR briefing session held in the department.

His own website has some links to his PDF files both published and un-published works.

He did express some reservations about repositories. They are structured in ways that are not best suited to the needs of lecturers.

F. Finally
Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:
    g. Subjects that you struggle to find resources for;
    h. Support you require to achieve a particular step in the process;
    i. Professional/technical assistance or advice that you would use to expand on your teaching.

One concern he has had for a while is that more that three years of past exam papers have been generally available on Learn. Probably arising from the need that positive action has to be taken to remove them. He is aware that engineering students tend to use past exam papers as the sole source of revision to the exclusion of other sources of information and general reading around a subject and too many past papers encourages this trend. It is hoped that this issue has been resolved now and for his department only three years past exam papers will be available on Learn.

Q14. Do you have any questions of additional comments or observations to make?

The interviewee talked about the future of the Learn server. He believes it is easy to get carried away with the use of IT. Sometimes huge effort is put into new initiatives that are of little benefit to lecturers generally. He sometimes feels that the university is obsessed with IT; he cited a proposal for an electronic voting system for student to use in lecturers. This would be used to give feedback on lectures. He does not see a widespread benefit to justify the investment; open discussions are better. Money would perhaps be better spent on high quality overhead projectors that more staff would routinely use on a daily basis.

He believes that it is important to focus on the basics, teaching and research.

New IT initiatives are not always thought through and developed. As an example he explained that Co-Tutor could be used to send an email to a student. But, this is not

linked to the university email system so you can not refer back to this email from your university mail.

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

He would be willing to be observed but his activities are now mainly centred on maintenance of existing teaching materials.

Interview Ten

This participant is based in the Department of Politics, International Relations and European Studies.

Overall Comments

The interviewee likes to work with IT to produce her teaching materials. She particularly likes PowerPoint presentations as it makes it easier to talk in lectures. The delivery of the session is smoother, she can show maps and the teaching can be broken up a bit more easily.

The supporting materials on Learn also interest her. She has started using CourseGenie to make her web sites for Learn. Generating pages from a new Word document has been easy. She has experienced problems when copying and pasting from existing documents. Hidden formatting within the text can cause errors when generating the web pages. The error messages are not always easy to figure out and some knowledge of xhtml is required, IT support provided has been good. CourseGenie has been a bit frustrating but the pages are nice and clean and accessibility is checked.

The questions

A. Teaching material

Firstly ask the number and names of the modules and programmes taught by the interviewee. (Note: these will not be released to others as this information can obviously be used to identify interviewees).

The modules taught are listed below:
EUA606: The idea of Europe
EUC604: State violence and terrorism
EUP133: The state and the global economy in Europe
EUC606: Anti capitalism and anti terrorism
EUX001: The core

Q1. Talk me through the process of how you create your digital teaching materials. Could you go through this step-by-step, say exactly what you do and don't assume that we know anything.

The interviewee starts with the lecture series and develops a major storyline for the module. This helps her to situate, and explain the importance of, the abstract ideas that the module will introduce students to. It also helps students to understand the theories they will be learning about. This is especially the case for the 1st years. After the storyline she develops the lectures; these are created with reference to the module outline to ensure that everything that needs to be covered is included before any additional information is introduced. She starts with an MS Word document, this is the written lecture that is not distributed to students (her lecture notes). She them prepares the PowerPoint slides for the lecture. The next stage is to think about the

support materials that will go on the Learn server. The lecture notes are for her reference; separate background materials are created for students. They are expected to attend the lectures and to do additional reading.

The interviewee used to use Front Page to create her web pages, she now uses CourseGenie.

Q2. In the main what types of files do you create? E.g. text documents, image files, sound files, movie files and what file formats do you use? E.g. .doc, .ppt, .pdf, jpeg, .bmp

She creates HTML files using MS Word and CourseGenie. Word documents (.doc) and PowerPoint (.ppt) files are also created. Some image files are also used.

She creates Hot Potatoes crosswords, mainly for 1st year students. These are self-tests to help students with ideas.

She would like to create more interactive materials for her students.

Q3a. How do you handle the process of refreshing or updating your material?

Material is stored on her PC. Files are revised and copied over to the Learn server for students to access.

Q3b. When do you do this/ How often? Is this for minor alterations or major revisions?

She spends a lot of time in the first two weeks of semester making revisions to her materials.

The interviewee believes that it takes her about three years to build a course up to a state that she is happy with. She tends to set herself major tasks for revising materials. This year her task is to concentrate on getting all her big lectures onto PowerPoint. Once the PowerPoint presentations are all created she intends to spend time working with Hot Potatoes to create some more materials with this software. Next year she plans to revise one of her other courses.

Additional revisions are also made when necessary.

Q3c.What length of time are files made available for?

Material is not removed from Learn. Material form previous modules can be linked back to or re-headed if the course has changed.

Q4. Have you had any problems with accessing files you have created in the past?

The interviewee has not experienced any problems in accessing files. She has experienced problems with different versions of Hot Potatoes software. This was a problem with links, technical / software related.

B. Other peoples material / copyright
Q5. Where do you look for resources to supplement or enrich your teaching materials (text, images, graphs, sound)?

Q5b. If so, where do you get this material from, which places are visited?

She does not systematically look for material. Ideas come from the following areas:

- training sessions run by Professional Development
- text books
- teaching meetings held in the department
- observing other peoples lecturers – she is an assessor and gets to see colleagues in her department and presentations by Lecturers in other departments.
- her own research may feed into final year Masters courses. This gives ideas about what to teach not how to teach it.

Q6. What types of third party resources e.g. images, diagrams do you incorporate into your teaching?

She does use images from an image gallery but these are copyright cleared. She creates her own diagrams.

C. Making material available to others
Q7. Talk me through the processes of where and how you share or make materials available to students?

The interviewee uses Learn. She directs students to it at the beginning of a course and tells them to keep checking the module as material will be added throughout the course. She tends to place a few weeks material on Learn at a time.

D. Support / stakeholders
Q8. Do others assist you in the process of creating and making materials available? For example:

       oo. From within your faculty e.g. teaching help at a faculty level.

       pp. From within your department: mentors, peers, colleagues, administration team or IT staff;

       qq. From within your subject area: professional groups;

       rr. Areas outside your field: University support staff, University Library, IT support, Professional Development, teaching specialists or Learning Technologists.

Q8b. If so at what stage(s) and what assistance do they give?

She gets help as and when she needs it. She does monitor Professional Development's training sessions. She also finds the University Library very useful – a good source of help and they make material that is suggested to them available e.g., Research web pages. There is an IT support person in the department who is willing to help with software enquiries. She has also used the Online Learning Development Officer (OLDO), particularly for CourseGenie.

Teaching is discussed informally. Everyone in the department now has to teach on the final year options. A meeting is held in Semester 1 to discuss how this is done. New Lecturers can be a source of ideas, for example one new lecturer in the department uses film in their teaching.

Q9. Are their any colleagues or groups that you work together with to create teaching material? If so who and how?

There is a Core Seminar module for the 1st years and two in the 2nd year. The modules are delivered through seminars, each lecturer has a tutor group but they all teach to common materials. She is not a module tutor anymore but she did create all the pages on Learn for the Core Seminar. For this courses the teaching was agreed by committee, she designed all the Learn pages, these were all agreed by committee.

Q10. Do you use any aids, such as guides or templates, to help you create teaching material? If so which ones?

She works to her own templates.

Q11. Are your teaching materials reviewed internally or externally?

There is no review process.

E. Repository use
Q12. Have you placed any of your research output into the Loughborough Institutional Repository?

The interviewee is the only member of her department to put her research outputs into the repository. She has encouraged others to do likewise.

F. Finally
Q13. Are there any persistent stumbling blocks that you encounter when creating and sharing your teaching materials? These could be:
> j. **Subjects that you struggle to find resources for;**
> k. **Support you require to achieve a particular step in the process;**
> l. **Professional/technical assistance or advice that you would use to expand on your teaching.**

c would be the most appropriate response. She would like to be able to create more interactive materials. Time is a big factor here.

Over the years she has been invited to be part of various groups which she is usually happy to do. These groups do not always get off the ground though.

There is not much contact across the University – this would be useful.

The problem with some of the support is that it is delivered as training sessions. These take up a whole morning or afternoon. The training is delivered and there is no opportunity for any brainstorming. It can sometimes be more effective to see what others are doing in their teaching. Onsite support staff are also useful.

Q14. Do you have any questions of additional comments or observations to make?

No additional comments.

Q15. Would you be willing to allow us to observe you in the process of creating/making your teaching materials?

She would be willing to be observed when creating teaching materials.