

E-learning stuff at Oxford

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Stuff?

- WebLearn (Bodington)
- LUSID / Skills Profiling
- Guan Xi
- ASK (Repository)

Bodington?

- Nathan Bodington - first VC at Leeds Uni
- Developed at Leeds since 1995
- Can be a VLE
 - based on virtual campus metaphor
 - accessible
 - free and open source (Source Forge)
- Can also be other things!
 - see later

What we like

- Simple to use and navigate
- Consistent customisable GUI input
- 'Proper' URLs for each item
- Can move & copy resources after creation
- Fine-grained access control
- Devolved administration, floor managers
- Open source, we 'webauthed' (single sign on)!
- User store

Sidenote: SSO Issues

- 'WebAuthing' is fairly easy! Grab cookie.
- But what about non Card holders?
 - Bodleian Readers?
 - Cont. Ed. Course attendees?
 - Collaborators?
- Had to fudge the issue!
 - two 'login' buttons
 - Delmonte service to check username



WebLearn

WebLearn: tools to support teaching, research and administration. Easy to create, upload and secure access to information.

Login to WebLearn

**Log in
as
Oxford user**

You are about to enter the single sign-on system at Oxford. If this is your first time logging-on this session, you will be redirected to the Oxford secure login page.

If you are having problems with your Oxford login, you can get help by clicking on the link [here](#).

Log in as External user

If you do not have a University Card, but do have a special account with WebLearn, you can logon by clicking on this button.

Log in as Visitor

Logging in as a visitor gives reduced access to resources.

WebLearn Notices

['Finally a free lunch: the benefits of an open source VLE/LMS' Report](#)

A new report from Dr Stuart Lee on the benefits of using Bodington, an open source VLE/LMS.

[OxTALENT WebLearn Awards](#)

The award ceremony for the OxTALENT web awards 2005 took place at OUCS on Thursday June 9th . The focus for awards this year was on use of WebLearn in Administration and Teaching. Some extremely interesting uses were described in both categories, with winners from Educational Studies for their intranet; the Principles of Clinical Anatomy course; the Petrogenesis: Metamorphism and Mountain Belts course ; and Evidence Based Health Care from Continuing Education. Click on the heading to view all entries

What WebLearn does

- Group communication room: new one coming
- Structured document
- Link to external web document
- Web document
- Multiple Choice Question paper
- Questionnaire – being improved over summer
- Short Answer paper
- Pigeon hole
- Logbooks / e-Portfolio
- Timed release
- RSS / Atom Display

WebLearn as e-portfolio

WebLearn can be used as basic e-portfolio

- learner-owned logbook
- artefact repository, office docs, video, etc
- manage visibility
- collation / presentation facility
- peer reviewing (tutor / classmate)
- group discussion rooms



Mobile Blogging

- *A Web log (blog):* is e.g. a journal, commentary written by individual or group of people and published on the Web
- can be about anything and everything
- can be text, photos, video..



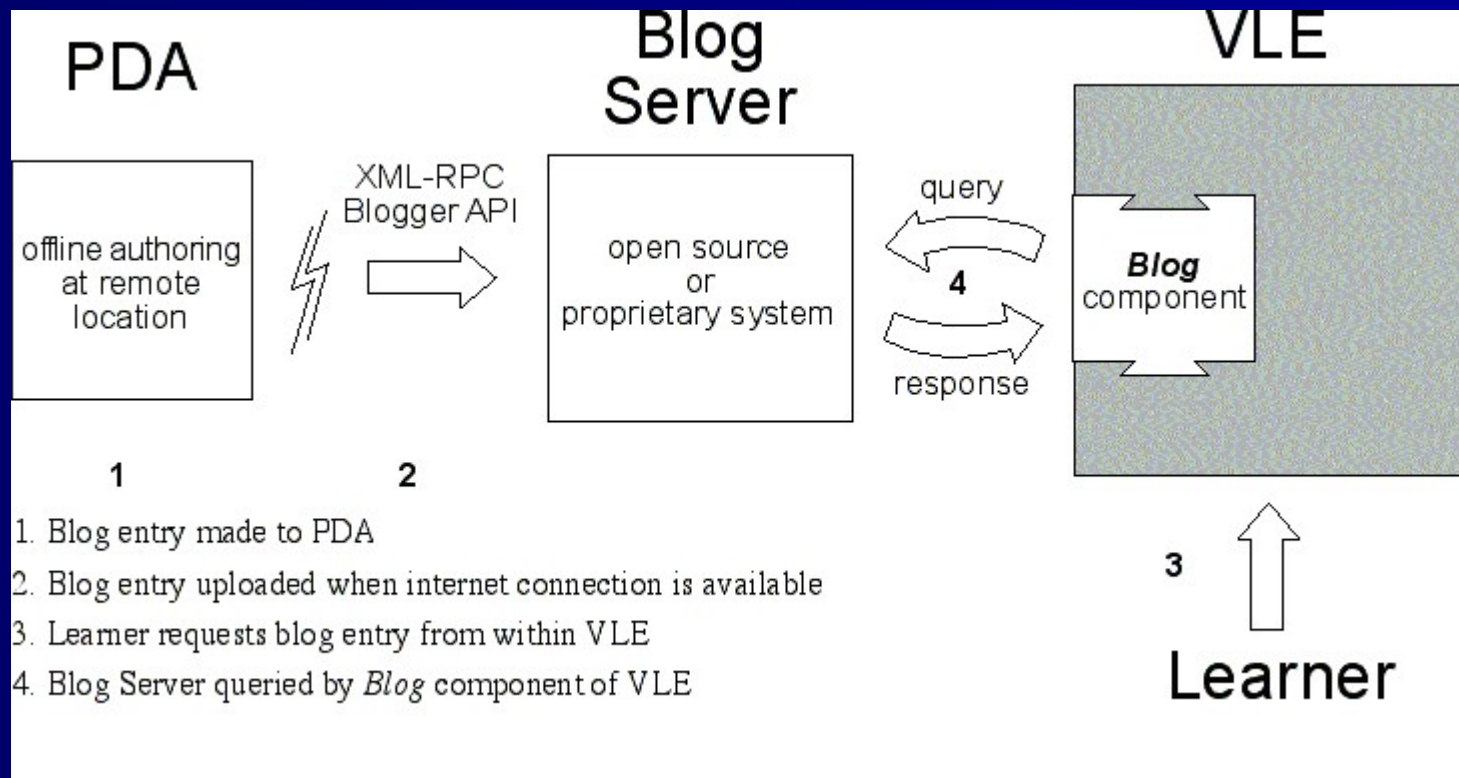
Mobile Blogging



'81 Osborne 1 11kg, '05 iPaq 1940 125g



Mobile Blogging





Mobile Blogging

A screenshot of a Microsoft Internet Explorer browser window. The title bar reads "WebLearn - RAMBLE Project Blog - Microsoft Internet Explorer". The address bar shows "http://www.rambleproject.org/". The browser's menu bar includes "File", "Edit", "View", "Favorites", "Tools", and "Help". The toolbar contains icons for "Back", "Forward", "Home", "Search", "Favorites", "Media", "Print", "Mail", "Links", and "Internet". The page content is titled "RAMBLE Project" and is authored by "Paul Trafford". The main heading is "Ucisa/UKOLN: 'Beyond email' (22 Nov 04)". The text of the blog post discusses an event on "Strategies for Collaborative Working and Learning in the 21st Century" and mentions a wifi setup issue. The browser's status bar at the bottom shows "Internet".

WebLearn - RAMBLE Project Blog - Microsoft Internet Explorer

File Edit View Favorites Tools Help

Back Forward Home Search Favorites Media Print Mail Links

RAMBLE Project Blog

Manage this location.

RAMBLE Project

Author: Paul Trafford

Ucisa/UKOLN: 'Beyond email' (22 Nov 04)

When I registered for this [event on the theme of 'Strategies for Collaborative Working and Learning in the 21st Century'](#), I thought that it was a UCISA event and didn't twig that it was jointly organised with UKOLN until I received an email inviting all delegates ("participants") to join in various experiments in wikis and instant messaging, all surprisingly hands on - as you can see by [instructions on the various technologies](#). Joint events like this seem a good idea to me as it often encourages dialogue between groups that might not normally have much to do with each other.

A wifi setup was advertised for the event and I took along my trusty Jornada and Cisco network card, but on the day I was unable to get past the authentication screen; in fact it was left mainly to the Mac users to collaborate online as most others failed like myself to get past the first hurdle :-("Mai pen 'rai" as they say in Thailand. Anyway, perhaps it was better for me just to listen and tap as there was a lot to absorb - and herewith jottings relating to blogs.

The main presentation about blogs was from Derek Morrison (CDNTL, Bath University), so

Internet

Future Facilities in WebLearn

- Enhanced questionnaires
- Reading lists – pilot next term
- LAMS and TOIA integration
- Internationalisation (i18n)
- Localisation (i12n)
- MVN forum (MyVietnam!)
- IMS Enterprise Services (BEWT)
- Others (SPWS / Guan Xi / ASK)

IMS Enterprise Services

IMS Enterprise:

- Web Service (WSDL)
- People
- Groups
- Membership
- CRUD ops
- standard system
- WebLearn as SIS!

Based on CETIS toolkit.

SPWS Skills Profiling

- Skills Profiling Web Service
- Funded by JISC
- Many aspects
 - Define meta skills framework
 - Skills framework instance (clinical skills)
 - Web Service call from VLE

Skills Interoperability

- Student uses two e-learning systems
- Student moves institutions
- Lifelong learning record / Personal

Development Planning (PDP)

a structured and supported process undertaken by an individual to reflect upon their own learning, performance and / or achievement and to plan for their personal, educational and career development

Representation

- Need 'standardised' definition so use open standards:
 - IMS RDCEO – reusable definitions of competency and educational objectives
 - IMS VDEX – vocabulary definition exchange
- Competencies (C): conceptual aspect of competence
- Educational Objectives (EO): local implementation of C. We concentrate on 'C'.

Framework

- Borrow from LUSID (see later)
- Coarse-grained concept, eg, skill area:
 - IT, Communications, Teamwork, ..
- Medium-grained *shared skill* concepts, eg, skill topics:
 - WP, DB, Email,
- Shared skill concepts hierarchical:
 - WP: Style sheets, TOC, embed Excel tables,

Skill Topic

Skill Topic

Skill Topic

Skill Topic

Skill Topic

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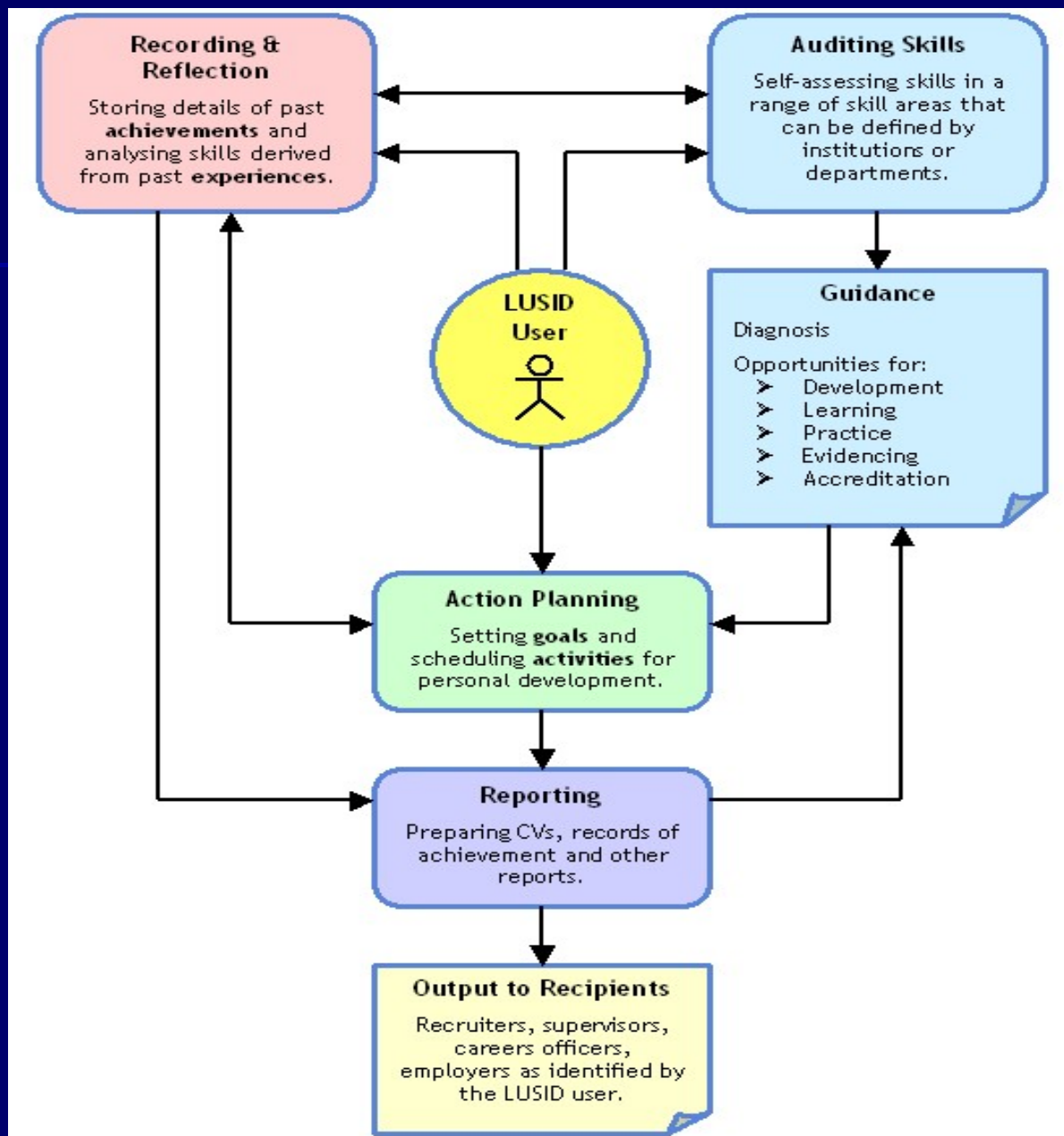
Skill Area B

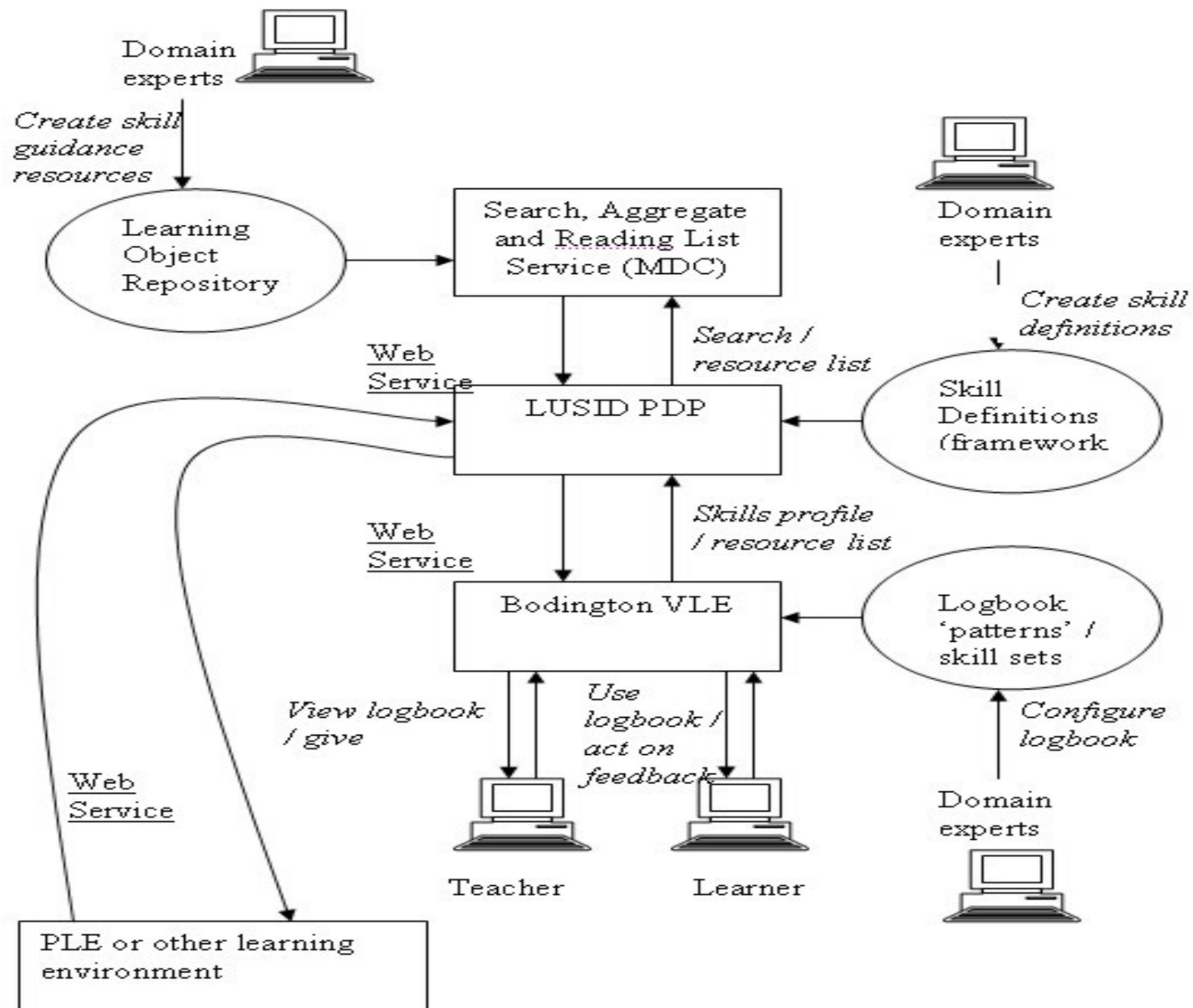
Skill Set S

Skill Area A

LUSID – on its way?

- Configurable framework for PDP,
- Recording, Planning, Skills, Reporting
- Uses a skills framework
- Open Source PDP framework
 - write own pages
 - configure own skill sets per Department
- Structured data goals, activities, etc
- UK Leap in and out (web service)
- Used at
 - Liverpool for Tutorial and course support
 - Oxford by CeTL Academic Practice – possibly!
 - Phosphorix ioNodes (various JISC projects)





Microsoft Internet Explorer
Address: http://mail.melandra.com:8090/bodington/site/test/test/test/t/

Your log | Share your log | Access other log | Files | Edit Questions | Manage

Log: System Administrator

Last Entry:
Section:
Question:

Collate Entries

Skill area: Oral Communication
[Conveying Information Clearly](#)
[Making Notes from Presentations](#)
[Using Visual Aids](#)
[Understanding Instructions](#)
[Delivering Presentations](#)
[Explaining Own Opinions](#)
[Preparing Presentations](#)
[Exchanging Ideas](#)

Skill area: Critical Thinking / Analysis
[Recognising Links Between Concepts](#)
[Assessing Persuasive Language](#)
[Evaluating Alternative Solutions](#)
[Distinguishing Illogical Steps](#)
[Debugging](#)
[Recognising Gaps in Information](#)
[Generating Innovative Ideas](#)
[Identifying Key Points](#)

Skill area: Teamwork (Working With Others)
[Planning Group Activity](#)
[Other's Strengths in Group](#)
[Own Strengths in Group](#)
[Negotiating Group Goals](#)
[Keeping to Timetable and Plan](#)
[Other People's Perspectives](#)
[Contributing to Discussion](#)
[Recognise Feelings of Others](#)
[Evaluating Group Product](#)
[Team Working](#)
[Evaluating Group Process](#)
[Resolving Group Conflicts](#)

Conveying Information Clearly

Structuring your information/instructions clearly in language likely to be understood by your listener(s), and keeping an ongoing check on their understanding.

Please reflect upon your use of 'Conveying Information Clearly' during the activity.

Select 'a lot' if the skill topic was used on a number of occasions during the activity. Select 'a little' if the skill was exercised once or twice during the activity. Otherwise select 'not at all'.

In this activity did you exercise 'Conveying Information Clearly':

a lot?
 a little?
 not at all?

Make any explanatory comments below, especially if you selected 'a lot' or have important points that you wish to raise.

Guidance

Thoughtful structuring of information or instructions makes an enormous difference to the quality of the communication. Most listeners are helped by an overall picture of what you want to tell them before you get down to the detail. Breaking the information down into smaller chunks which have a recognisable pattern will also help. Tell your listeners when you have finished one section and are moving to the next; this is obviously a good point to ask them if they have questions. Choose your language carefully. Using technical language they don't understand will both alienate your listeners and make it difficult for them to follow you. On the other hand technical language which is well understood by both speaker and listener makes communication faster and more accurate.

Entries

Scroll to the bottom to add a new entry.

Guan Xi - Shibboleth

Shibboleth? Internet2 authorisation!

- solves username password woe
 - solves authorisation woe
 - solves accounting woe
 - uses SAML (Security Assertion Markup Language)
 - adopted by JISC (Athens gateway)
- Guan Xi? Chinese business relationships!
- SAMUEL toolkit (SAML for e-learning)
 - attribute aggregator (> 1 attribute store)

Simplified Shibb. Scenario

- Student@ox wants to use VLE@cam
- VLE@cam says 'not logged in'
- Where are you from (WAYF)? Oxford.
- Student@ox login in via WebAuth@ox
- Student@ox's group membership noted
- Student@ox goes back to VLE@cam
- VLE@cam says OK, are you authorised?
- VLE@cam checks groups – Yes/no

Ox are Identity Provider; Cam Service Provider

Bodington and Shibboleth

- v2.4.3 contains Guan Xi IdP (origin)
- Deploys 'out of the box', supports unicode
- Used by Leeds, Man U, Soton and Penn State
- Integrate MVN forum
- Integrate LUSID (PDP) as SP (target)?
- WIKI (soon)
- Bodington as SP soon
- Moodle?

Recall the SSO Problem?

Two login buttons! Possible solution:

- two Bodingtons
 - one as SP = A
 - other as IdP = B
 - Oxford students login via WebAuth
 - Can use A as normal
 - Guests go to A, get sent to B to login (WAYF)
 - B logs then in and sends back to A
 - A checks groups and logs user in if allowed
- Can have many B's – devolved admin!

Tools interoperability

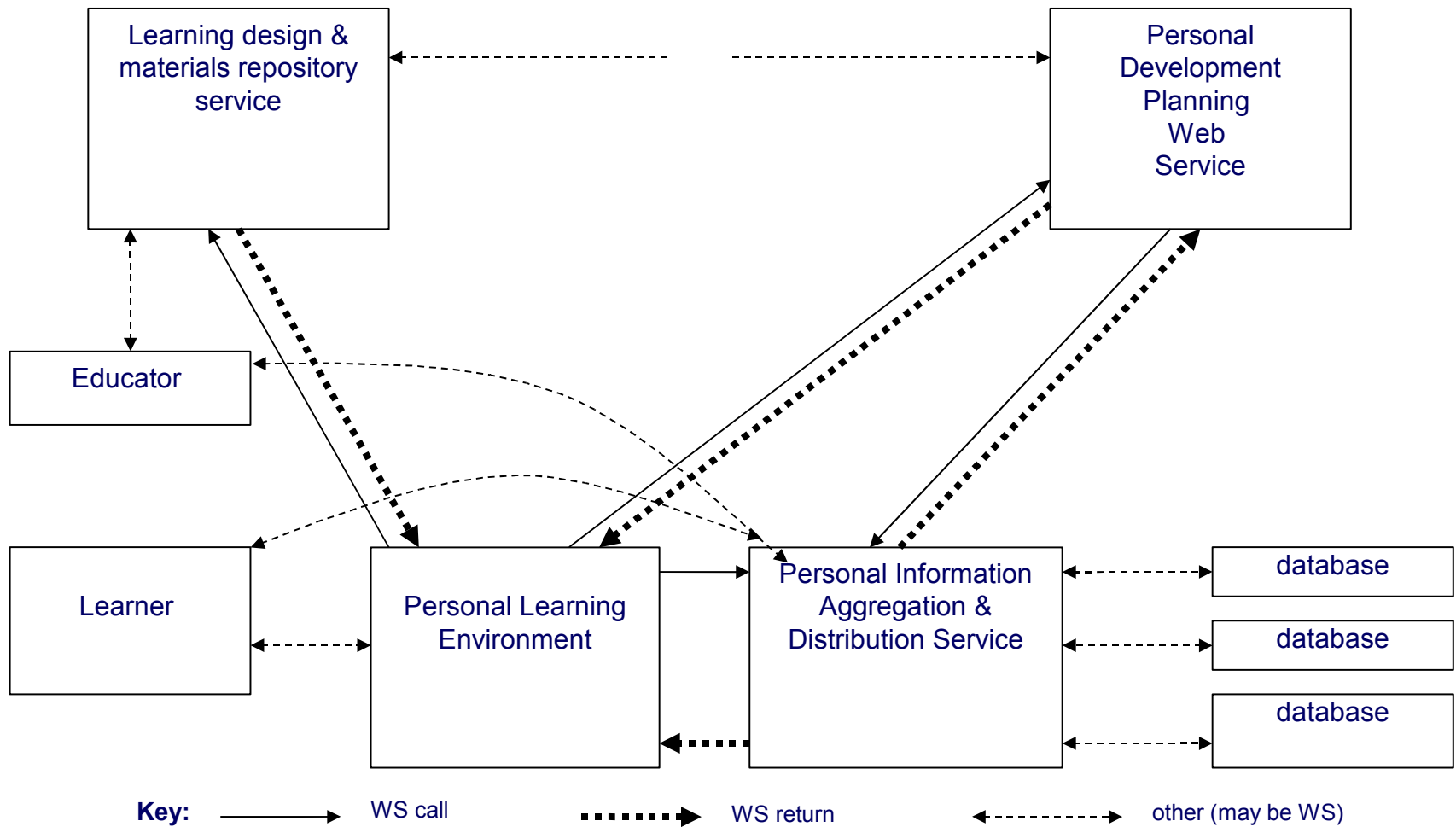
- Using Shibboleth (Guan Xi) – easy!!
- Take tool and 'Shibb' it:
 - make Guan Xi SP filter to webapp (web.xml)
 - Guan Xi guards access to tool
 - create account in tool (on-fly / LDAP / etc)
- User logs into WebLearn can use tool
- Eg, MyVietnam (MVN forum)
- To do: WebLearn group data in tool (BEWT)

Distributed Data Problem

Shibbed tools:

- what happens to data?
- stored 'all over the place' - how to keep track?
- also PDP needs data as one lump
- Blimey!
- Solution?: PIADS (*Personal Information Aggregation and Distribution Service*)
- a gateway to all personal data
- no implementations yet – still selling idea

Distributed Data Problem



ASK – Repositories

- Accessing and Sharing Knowledge (ASK)
- 2 year project - starting very soon
- E-learning focused repository
- Design led implementation
- licensing, SRW, RSS, OIA, ...
- Shibbolised web filestore *cf* apple idisk
 - metadata management
 - content management
- Bodington as ACL server
- Use ASK repository to store Bodington content
- Exciting!

Vision – Bodington the Next Generation

- More facilities (internal and Shibboleth)
- Personal Learning Environment (PLE)?
- Sakai – OSID?
- U-Portal? JetSpeed? JSR 168? WSRP?
- ELF web service interfaces
- Shibboleth, IMS TI?

Go forth and

- Bodington: bodington.org/
- Guan Xi: www.guanxi.uhi.ac.uk/
- SPWS: www.elframework.org/projects/spws/
- LUSID: lusid.liv.ac.uk/
- PIADS: www.elframework.org/projects/ws4rl
- RAMBLE: ramble.oucs.ox.ac.uk/
- ASK: ask.oucs.ox.ac.uk/