Practical application of the Information Seeking and Communication Model (ISCM) in Higher Education - Westminster Business School Module Leader practice

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https://doi.org/10.34737/w669w

PRACTICAL APPLICATION OF THE INFORMATION SEEKING AND COMMUNICATION MODEL IN HIGHER EDUCATION – WESTMINSTER BUSINESS SCHOOL MODULE LEADER PRACTICE.

SUBMITTED BY:

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A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS OF THE UNIVERSITY OF WESTMINSTER FOR PROFESSIONAL DOCTORATE DEGREE.

OCTOBER 2022

Abstract

Purpose:

The purpose of this study is to test the Information Seeking and Communication Model's (ISCM's) validity in higher education (HE) and identify insights into the provision of a framework for a more integrated and aligned (structured) module leader practice (MLp).

Design and Methodological Approach:

This study adopts a qualitative approach in which the primary instrument of online in-depth (Teams) semi-structured interviews were used to elicit academic practice in relation to the proposed Information Seeking and Communication Model in Higher Education. Participants to the interviews comprised of 13 full time academics who were also Leaders of small, medium, and large Modules within Westminster Business School, at the University of Westminster. The results were analysed using thematic (content) analysis supported by the NVivo analytical tool.

Findings: are as follows:

(1) The study supports the rationality of the model with minimal alterations. (2) The model provides practical insight into the information behaviour of MLs. (3) MLs are information actors with multi-purpose, act as information users and information providers. (4) MLs are information producers and service providers, thereby creating internal sources. (5) The ML training framework developed identifies ways in which information behaviour may be positively altered, more awareness built into the notion of how MLs source, use, provide, communicate information while building a sense of a community to support the practice.

Originality and Value:

This study provides practical value as an information behaviour model, ISCM being applied within higher education. It contributes with new knowledge through insights into its practical usefulness in the field of library and information science (LIS). It also answers the criticism that research in LIS often does not build on earlier research, this study does, and thereby suggest further practical use of ISCM.

Acknowledgement

First, thanks to my God, for allowing and enabling me to journey and keep the faith, that what He had started in me would be brought to fruition. It has been quite a journey!!!

Thank you, to my first two supervisors, Dr Pauline Armsby, Dr Steven Cranfield and Westminster Exchange colleagues for giving me an interview and then the opportunity to begin this journey and going the extra mile from start to finish. Dr David Barnes, as he was then (now Prof. Barnes) for pointing out to me that a Doctorate in Professional Studies programme existed in our university – thank you. The wonderful Suzanne Enright who did not hesitate in giving me her time on numerous occasions and for hand-twisting Prof. Gunter Saunders in becoming my sponsor, although somehow, we have not been able to follow through with Professional Services. I don't know if you recall the question Gunter, "why research module leader...?" Well, I think I now have an answer for you so hope we can work on it together…

A big thank you also to Dr Richard Evans, for willingly taking over my supervision. To my friend, Dr Maria Granados, who risked our friendship by becoming my supervisor—thank you. You always encouraged me especially in those dark moments. I hope our friendship is still intact. Dr Julio Gimenez, first, thank you for agreeing to take my supervision on as (DoS). I hope that this submission goes a long way to making up for my silence this year and that you would finally realise that your efforts were not in vain. Your straight-forward, none sugar-coating message helped me face reality. Thank you again.

To all my colleagues, especially my former Business Information Management and Operations (BIMO) colleagues, thank you for your help and encouragement always. For those in WBS college who participated in my study, well what is research with data, so you can see I am indebted to you guys. It's never easy interviewing a colleague and I hear it wasn't necessarily easy for you too. Yet, you gave me your time and encouragement. Thank you. To my LSBU family, thank you for giving me the first opportunity 24 years ago, and your continued support. Francis, my prayer partner, for the hours we fellowship together, this day is a fulfilment and Lee (Dr Rose), — my brother and mentor, thank you for teaching me how to teach, you are one in a million – guys we still have work to do. And Sam (Dr Frankel), Terry, Act4, we have work to do.

When I started this journey three of my close family members had championed this doctorate and were cheering me on every step of the way. Sadly, they are not here to witness this stage of completion. Today, I remember my aunt Doris, my cousin Doreen, and my mother

Olga Louisa (a former secondary school teacher, whose line was "for learning is better than silver and gold." I'll retort '*success is measured in many ways*' – don't ask me why. This journey is dedicated to you and your endeavours in making me whole – love and peace, till we meet again – it is well!

As I write these acknowledgements, I want to give a generous thank you to my students for the privilege of sharing and learning together. To Dr Romelle A. Horton— President of Cuttington University, Liberia, West Africa, my Sierra Leonean family, I cannot begin to thank you enough for your unwavering support and encouragement over the years. To Computech, those lifelong friends (my soul brother and sister) in the USA, you know the contribution you have made and make – keep those prayers – I'll keep mine for you too!

A big thanks to Daddy Jeffrey (missing you very much) and my mother-in-law—Odette, who is quietly cheering and praying for me every day – thanks for encouraging me in ministry too. It is very much appreciated. To all my family, in-laws and cousins, my godchildren, Squad family, your encouragement and prayers have made it possible. To my church family—Christ Church Little Heath, for giving me the time off to reach this stage of thesis submission, your tireless prayers and faith have got me here. To my siblings, Tina, Cecil, and Leslie, you three (3) have always been there and you know me better than most, yet you love me still, I love you back! I want to thank Mr. Robert Clarke— who committed his time to edit this thesis and encouraged me through the last leg and to our church administrator for helping me edit and format this thesis – you are a star!

Importantly, I would like to dedicate this work to the love of my life, my darling wife—Renee Serena and my lifelines Serena and Sabs (Sabrina) – life is meaningless without your love and touch. I love you more than life itself. I pray salvation in Christ Jesus for you two always! Endless love, Louis.

Author's Declaration

I declare that this research project is my original work and has not been presented for a degree in any other University or Higher Education Institution. No part of this research may be reproduced without the author's consent and the University of Westminster.

Abbreviations and Keywords
Assessment Phase
Archive Process
Blackboard
Communication Process
CL—Course Leader
EE—External Examiner
HE— Higher Education
HEI— Higher Education Institution
HoS— Head of School
IB—Information Behaviour
ISCM—Information Seeking and Communication Model
L—Lecturer
LIS—Library and Information Services
ML— Module Leader
MLp— Module Leader practice
PL—Principal Lecturer
SRS—Student Record System
SL—Senior Lecturer
Production Process
QA—Quality Assurance
TLQD—Teaching, Learning and Quality Director
VLE—Virtual Learning Environment

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Chapter 1: Introduction

1.1: Background:

"Education research is located in a knowledge-producing community… To say that educational research is located in a community is significant because it is to recognise that I, like all research, is a social practice…research is not a matter of applying transcendental methods…rather it is a set of activities legitimated by a relevant community…" (Usher, 1996 p34).

My childhood was a continuous search for knowledge through practical experiences; whilst my two older siblings read, I pulled apart my toy cars and put them back together again. As an engineer, I problem-solved and as an academic I spent time in my subject research, developing learning and teaching materials and using the lens of Information Management (IM) and Information Behaviour (IB) on our module leader (ML) practice, which sowed the genesis of this study.

My association with post-92 institutions or universities (previously polytechnics), began at Coventry Polytechnic, where I studied Computer Systems Engineering, followed by South Bank University (previously South Bank Polytechnic, now London South Bank University LSBU), where I started my teaching career, in 1998, after achieving a MSc in Computing and Mathematics Education, with a specific route; information technology training (ITT).

The software house I worked for, had a policy that anyone in management should enrol onto a postgraduate programme in a higher education institution, so I looked for a course that had Information Technology (IT) and training, I found one at LSBU. It was the start of a life in academia.

The University of Westminster is a post-92 higher education institution (HEI) and has provided higher education (HE) for 180 years and was one of the first polytechnics in London and the United Kingdom (UK). To date, it serves 19,000 students of 169 different nationalities (University of Westminster, 2023). Below is an organisation chart of the University of Westminster, sourced from the university intranet.

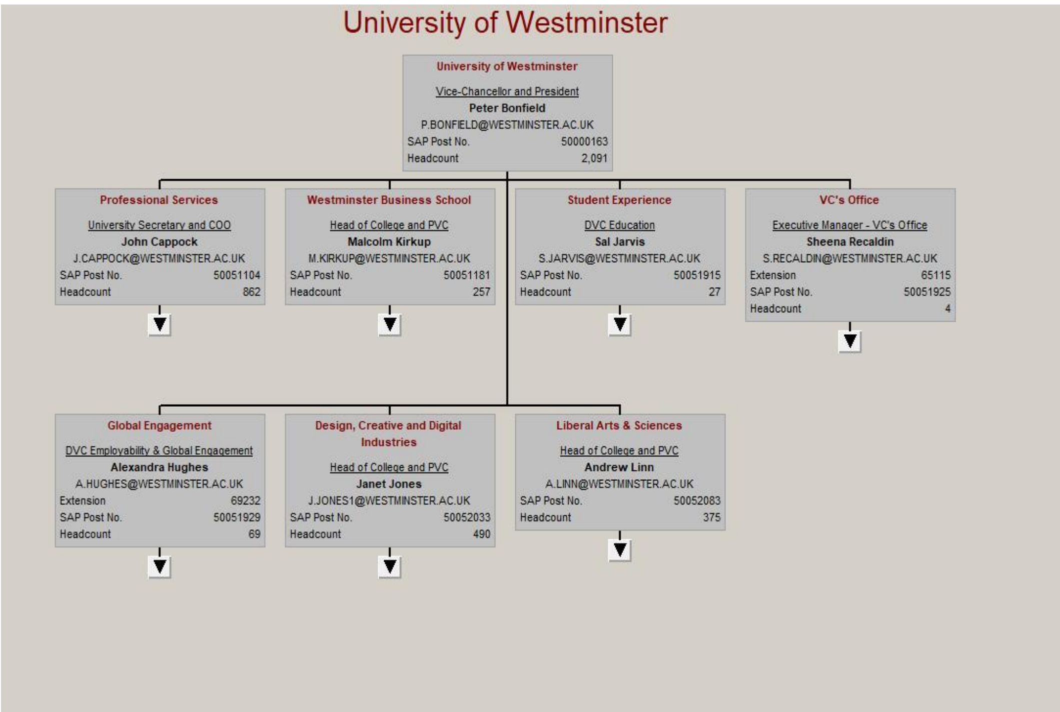


Figure 1.1: University of Westminster organisation structure

Below is an organisation chart of Westminster Business School, a college of the University of Westminster (UoW), where participants for this study were chosen. I have been an academic (part time) for 25 years and some twenty plus years at WBS. My career as a part time lecturer started at the LSBU.

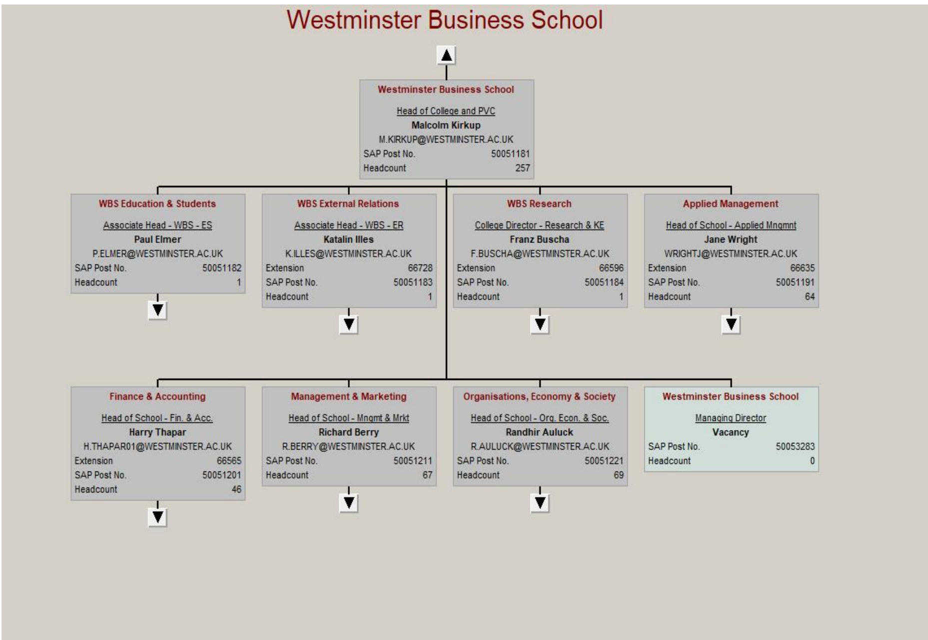


Figure 1.2: Westminster Business School organisation structure

As a part time lecturer, I soon had joint responsibilities for business and management subject areas, assumed joint module leaderships, and within two-three years, I was a module leader (ML) leading an Information Management module.

Westminster Business School (WBS) provides undergraduate and postgraduate courses A student's undergraduate or postgraduate programme or course is made up of modules. The responsibility for a module lies with a module leader (ML). Modules are used to denote 'a discrete study'. A course is 'a subject or one or more disciplined-based sets of modules having single or closely related focus leading to a common award and being administered as a single structure.' 'The programme of study overarches a course, and it is 'an approved set of modules by which a student may obtain a specified award of the university.'

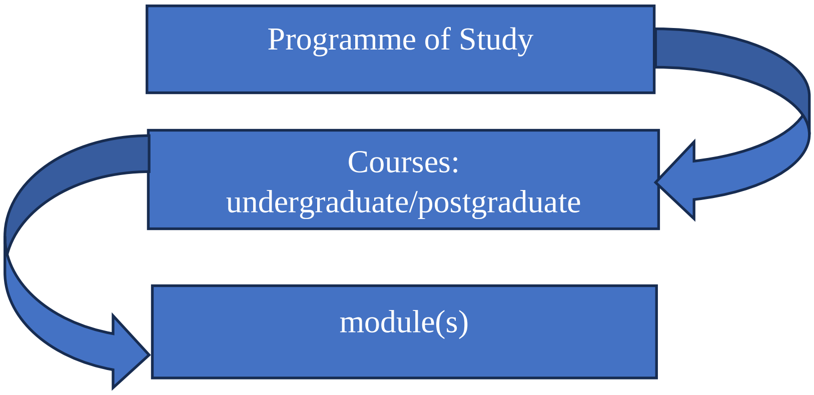


Figure 1.3: WBS Programme Structure

My unit of study is the Module Leader (ML) in relation to how we discharge our current roles and responsibilities, during the assessment phase, as part of Westminster Business School (WBS), college's Module Leader practice (MLp).

The key to this study is understanding a Module Leader's (ML's) Information Behaviour (IB) by identifying the information activities conducted within WBS' information systems as each ML carries out his/her roles and responsibilities during the assessment phase. Thereby providing an understanding of the Information Behaviour of Module Leaders within Higher Education and contributing to ML Information Behaviour research.

The roles and responsibilities of MLs within WBS are supported by corporate information systems. They form into an information life cycle which is aligned to a corporate information service. Professional Services provide and are responsible for not just the university strategy [westminster.ac.uk/prospectuses] in this area but the development and implementation of the information architecture and infrastructure.

The difficulty is managing information, that is information management, the ability to appreciate how each ML would seek, search, and retrieve information while using the available information technologies. These attitudes and behaviours of seeking, searching, and retrieving can also be tacit and individual in nature and therefore less visible to the information management challenge, but nevertheless significant to our Professional Services. MLs are academics managing a module as per their role and according to Allen and Wilson (1996)

"Academics may be seen as the archetypal knowledge workers. Their work involves cognitive skills, creativity, and innovation; they often work alone and present their finished product both orally and in written form…typified as not only being individualistic, but also extremely conservative…".

Therefore, good individual information management practices need to become best corporate information management practice, which would lead to organisational impact. For organisational impact to be realised, Higher Education Institutions (HEIs) began to develop and implement an Information Management Strategy which till today is 'concerned with how information services are organised… [this includes the] *"Ownership of information and the provision of corporately held information…"* (Allen and Wilson, 1996) An Information Management Strategy according to (Cox, 2014) "reflects an organisation's acknowledgement of the importance of information and the organisation's commitment to effectively manage one of its most critical resources.

Information Behaviour (IB) is an established area that provides models and conceptual frameworks that have been applied to professional groups. Information behaviour (which is information-seeking, search, and retrieval) must be viewed by this professional group—Module Leaders (MLs) as corporate not individual, while maintaining a balance of the current individual and corporate freedoms (namely choice) in using the information resource. MLs must jointly recognise the information potential at their fingertips and why it has become a priority for Higher Education Institutions (HEIs) to manage its information resource. As an information management strategy makes clear; WBS, MLs must appreciate that managing their information is a corporate responsibility and therefore the college must provide academic leadership in how the practice can be managed by championing and supporting this type of research project. This endeavour almost certainly requires a top-down approach (strategy) from Professional Service, as the information architecture is developed, to enable an information management awareness and a culture while maintaining the flexibility that current information technologies affords us. A top-down approach as describe by Earl (1989) is a *'strategic approach when developing an information architecture'*.

This project is dual; first ascertaining Module Leader information behaviours and second, aligning the information behaviours with the current information system provision to support and improve the practice of module leaders within Westminster Business School during the assessment phase. These combined elements which are representative of my professional practice brings about a contribution to the study of Information Behaviour (IB) in higher education (HE) theory. This has led to more integration and alignment of the information systems used by MLs within WBS. In the interest of full disclosure as stated above, I have worked as a ML (unit leader) for London South Bank University for over 20 years and I brought to this research a wealth of knowledge and experience that influenced the successful completion of this project.

1.2: What is a Module Leader (ML)?

A ML in a UK Higher Education Institution (HEI) is responsible for the management and administration of a module. This is academic leadership and the management and administration of the following: academic content, module design and delivery, assessment, module reviews, monitoring and support, modules, maintaining quality assurance, standards, and regulatory requirements. In other words, the descriptions above lead to a ML being responsible for the academic content, interpreting and meeting the strategic focus.

Module Leaders are defined by what they do, which means being responsible for the academic content, interpreting and meeting its strategic focus. This includes module delivery, quality assurance and assessment, feedback, monitoring, and support.

"The revised UK Quality Code for higher education was developed by the quality assurance was revised by the Quality Assurance Agency (QAA) and this code is based on 3-elements – Expectations, Practices which include Core and Common and third Advice and Guidance." (QAA, 2018) qaa.ac.uk/quality-code

This description of Module Leader and that of other UK higher education institutions, is a focus usually on MLs roles and responsibilities. Below are a few descriptions:

On Coventry University's website, Academic Enhancement and Professional Development (AEPD), it reads that "Module Leaders make a real difference to the provision of excellent student experiences which are designed at a course-level to be cohesive and coherent." It further adds that, *"in practice, it means module leaders are the people responsible, and accountable, for the quality of their modules leading module developments, reviews, operations and delivery."* This is done to ensure that "academic standards and regulatory requirements are maintained."

The second higher education institution to consider for review is De Montfort University. Outlining the 'roles and responsibilities of the module leader' on its website, it notes that *"each module within the university has a module leader designated by the faculty. Module leaders are ultimately responsible for academic leadership, management, and assessment, for the modules they have been designated to lead on."*

At Leeds Beckett University, documentation provided by their Quality Assurance Services includes a guide for module leaders. The documentation provides guidance for module leaders and describes the role *"Module Leaders are an integral part of the course team at our university and are responsible for the design, delivery and updating of their modules in collaboration with members of the course team and Course Leader/Director."* Canterbury Christ Church University published a module leader handbook (2020-21) which is a comprehensive document. Four (4) areas were highlighted at the start, like the above but with clear aspirations, *"…the provision of excellent learning and teaching, student experience and support at all stages of the module…evaluation and review of the module to continuously improve practice."*

1.3: The Importance of Module Leaders in Higher Education

The importance and relevance of this group of educators cannot be overstated. As a practitioner, and as captured in the previous section, the profile of module leaders (MLs) remains an invaluable asset and steady contribution to the delivery of higher education in higher education institutions (HEIs) within the United Kingdom (UK). The roles and responsibilities of MLs include to design, plan, teach and learn resources of a module which includes lectures, seminars, workshops, and tutorial materials. Over the last decade or more, these teachings and learning resources has been upgraded to what is known as a Virtual Learning Environment (VLE) for students, academics, and administrators.

A **VLE** is a central host and the beehive of activity for academic and non-academic stakeholders, internal and external to a higher education establishment. The roles and responsibilities of a ML are centred on a VLE as host; module documentation and information, that is, module handbook, coursework, lecture, and seminar materials. As a host, it serves in the communication with stakeholders, sending announcements, messages, and emails to mobile and computer platforms. Virtual learning environments

"…are now well established in educational institutions to structure, manage and deliver learning activities and content. They are recognised as having strengths in student tracking and managing online assessments. These integrated tools may be one product (example, Blackboard, Moodle) or an integrated set of individual perhaps open-source, tools with additional functions such as e-portfolios."

1.4: Module Leaders within Westminster Business School (WBS)

One execution is the delivery of higher education pedagogy through both undergraduate and postgraduate courses. The roles and responsibilities of MLs embed higher education pedagogy, philosophy and policy which provide a set of requirements to satisfy internal and external stakeholders, (which include local and national government, funders, and sponsors). At WBS, a ML's roles and responsibilities are to provide and deliver academic content, through a module structure. These roles and responsibilities rely on an information life cycle which inevitably involves searching and retrieving captured and stored information from documents (created by academics, non-academics, the university-college process) and made available for retrieval from university-college information systems (SharePoint providing the SRS, E-Vision and the hub, the intranet leading to Cloud applications like email, BB, Microsoft Office and

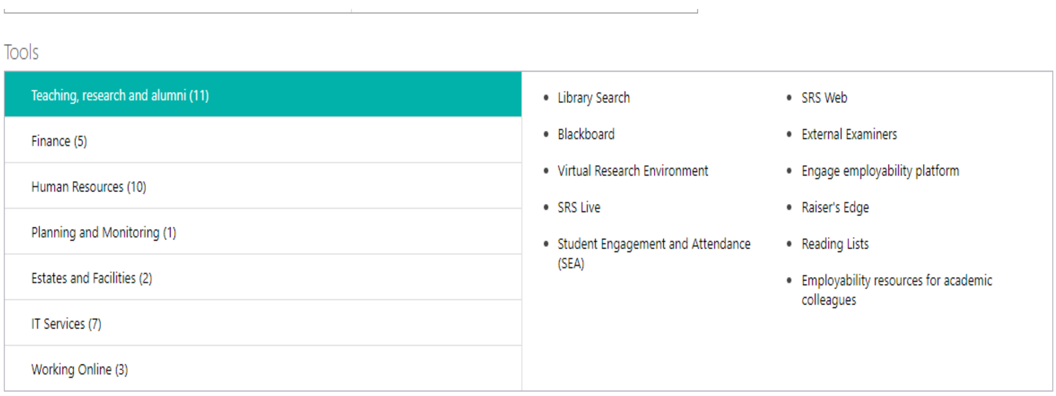


Figure 1.4: University of Westminster Intranet Menu [SharePoint]

Google applications, to name a few). The first challenge for WBS is that although ML roles and responsibilities are homogeneous, each ML goes through an almost identical information life cycle independently.

WBS—one of four (4) colleges within the University of Westminster with information systems and applications is supplied and supported by Professional Services (**Figure 1.2**). Each college has a set of schools running their own undergraduate and postgraduate programmes, which embeds undergraduate and postgraduate courses (**Figure 1.3**). These programmes, however, have directors who are tasked with translating strategic requirements. Directors, in turn, rely heavily on module leaders (MLs), to fulfil this execution. Courses are made up of credits. To pass a module, a student must obtain and achieve an allocated set of credits captured on the Student Record System (SRS). The facilitation of any taught module is carried out by a module leader (ML), a lecturer whose main purpose is to deliver the module to students on behalf the HEI. The main duties of a ML include preparation of a module handbook, which would hold information concerning the teaching team, module description, aims and objectives, learning outcomes, the weekly schedule, material that helps introduce the module to its stakeholders. It is the central and most important of information documents for students, staff (academic, non-academic, and administrative), examiners (internal and external), schools and the university concerning a module. MLs must carry out roles and responsibilities in respect of their module; a WBS document, titled 'What does a module leader do?' holds the key to what is expected of MLs. These roles and responsibilities (including additional responsibilities for large modules) are carried out using the university information infrastructure.

In recent years, as my research progressed, WBS as a School was developing a teaching and learning initiative and a faculty source was being developed for Learning and Teaching (L&T) support. This facility was intended to be a repository for our learning and teaching within WBS. The figure below shows that the repository was being created to store and cater for *module leadership* and as such, a possible feed into my research project. It was developed within our virtual learning environment, Blackboard, the main host for ML information activities as they fulfil their roles and responsibilities. Although, as a working progress, it stored two vital documents on ML roles and responsibilities including mega-modules (over 400 per semester or around 750 over two semesters) students. It was in no way integrated or active, but its potential to gain access to relevant documentation was evident; Assessment and Feedback, Module handbook templates (Module Handbook Template 2022-23.docx) which is vital for MLs. This demonstrated that as a school, there was an awareness of a requirement for a module leader environment to support MLs and stakeholders. This was seen then as instrumental to my project and a conversation was started. The conversation has continued at university level with the Centre for Education and Teaching Innovation (CETI). CETI provides 'resources, guides and information that support high quality teaching and learning, promote best practice, and inspire new approaches and innovations. Two direct areas of interest to this study covered by the CETI are Academic Professional Development and Westminster Learning Communities and Education Research. CETI outreach includes teaching and learning events, workshops, and symposia.

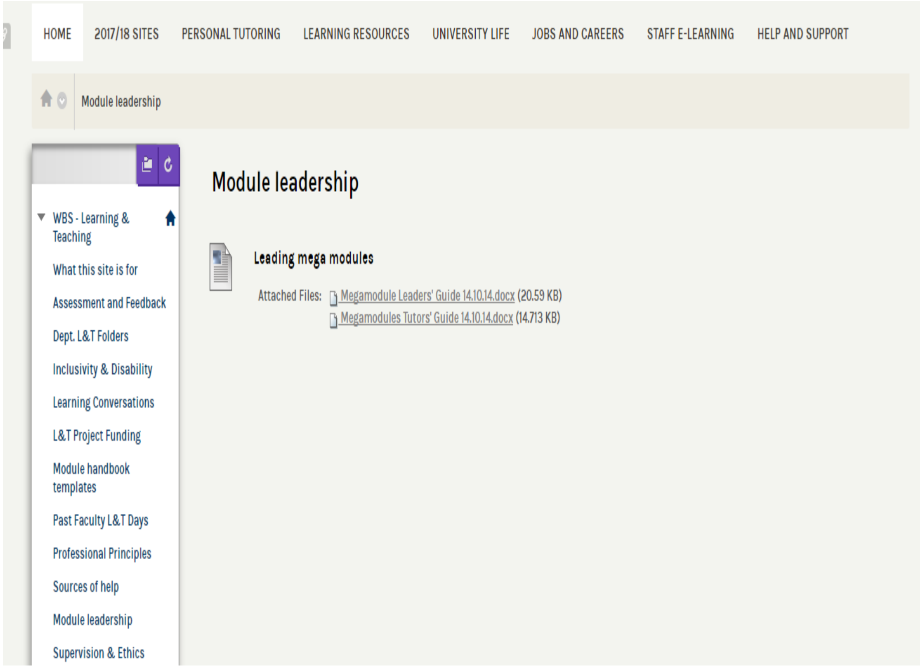


Figure 1.5: WBS Teaching and Learning Module Leadership Blackboard site

1.5: Recent Restructure of WBS

Throughout the duration of my project, WBS has moved from being a School with faculties and departments to a college, now with four Schools, namely: (1.) *Applied Management*, (2.) *Accounting and Finance*, (3.) *Management*, *Marketing and Organisations*, (4.) *Economy and Society*. This restructure did have an impact on stalling the development of a WBS repository for '*module leadership'* and on a more balanced sample, in terms of ML selection (the selection was based on a more equal representation from each department). However, developing module leadership had been taken up by another university apparatus, the CETI and a current initiative is a ML development series launched in September 2022. The ML development has obvious synergies with this study and in September I fed into the Inclusion, Diversity, Equity, Employability and Accessibility and Realisation (IDEEAR) workshop at the university's Learning and Teaching Symposium as a contribution to practice. This has been covered partly under 'Challenge and Limitation' in Chapter Three (3), Research Methodology and further in Appendix F, briefing paper, presentation slides and email discussions).

1.6: What is Information Behaviour?

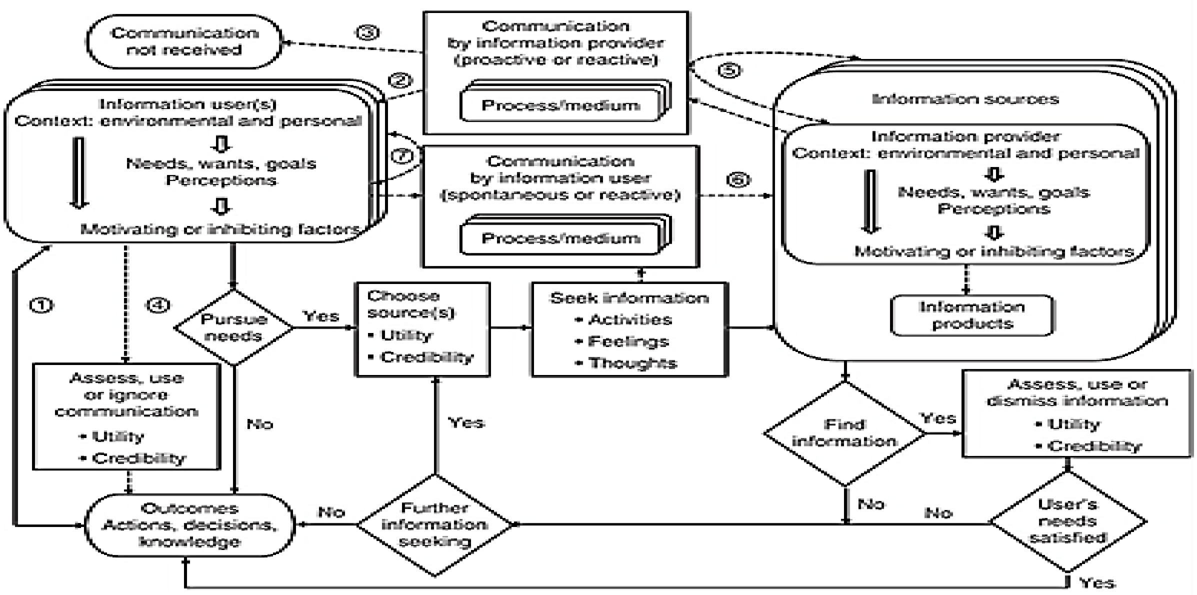
Information Behaviour (IB) are those activities a person may engage in when identifying his or her own needs for information, searching for such information in any way, and using or transferring that information. Information behaviour as a term considers information seeking, information searching and information retrieval according (Wilson, 1999). Information Behaviour is *"the totality of human behaviour in relation to sources and channels of information…both active and passive information use" (Wilson, 2000).* Wilson, who is a renowned professor, has worked in the field of Information Behaviour (IB) for decades. Other holistic definitions are presented in Chapter Two (2) of the literature review. These descriptions and definitions have contributed to shaping this study.

1.7: Application of the Information Seeking and Communication Model (ISCM) in this Study

A study of the practical utility of this model is carried out in (Robson and Robinson, 2015), the study investigated the practical application of ISCM in the field of healthcare. Robson and Robinson's study was based on a previous work (Robson and Robinson, 2013) where the aim was threefold *"...build on previous research… develop a model that is more comprehensive… than previous models by encompassing information seeking, information use and communication, produce a model that can be... of practical value,"* (pg. 1045). The insights from the (Robson and Robinson, 2015) paper were useful in the application of MLs as a higher education professional group. It provided an approach to identify and understand the ML information and communication activities.

The ISCM identifies nine factors that affect information behaviour, *"context, demographics, expertise, psychological factors, information recipient's and information provider's needs, wants and goals, motivating and inhibiting factors and features of the information seeking process – thoughts and feelings while searching"* (Case and Given, 2016, pp. 167-168). This IB model offers information and communication elements that when applied to the assessment phase of WBS ML practice enabled an understanding of IBs. MLs source information from information systems to produce documents used by MLs themselves and other actors as part of the practice. These documents and or information requires communication to other actors and the ISCM does capture the flow of information activities and the information behaviour of actors who produce and use information and communicate between each other. The model below shows that the continuous arrows are concerned with information-seeking and related activities and the dash arrows signify communication. The empirical findings of Robson and Robinson (2015) show that information users act within a context which affects the user's needs, wants, goals perceptions. Information Behaviour (IB) factors that include the environment and culture related to the context are also motivating and inhibiting. In Chapter Two (2) and Three (3) of this study, the justification for choosing ISCM as the most suitable model to date is explored in depth as an approach to understanding the information behaviour of MLs.

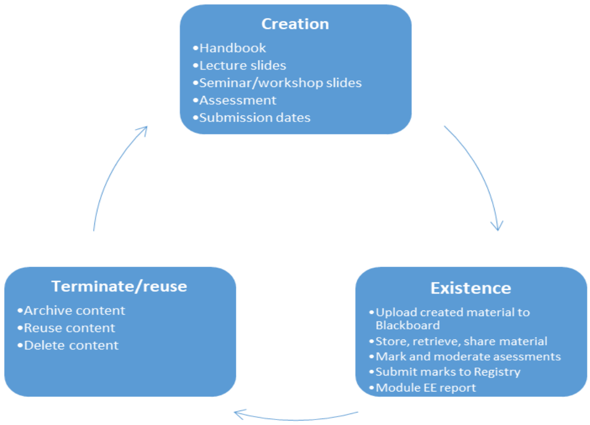
However, its limitation as a model is that it does not provide a detailed representation of aspects of information behaviour, nevertheless its main strength is to provide a contextual picture of the dynamic interplay of information seeking and communication. Despite any limitations, it enables the identification of information activities and an understanding of the information behaviours of WBS MLs. **Figure 1.6** below shows the revised information seeking and communication model used (by Robson and Robinson 2015) in their Healthcare study and hereby used in this study.



Revised information seeking and communication model
(Robson and Robinson 2015)

Figure 1.6: Revised Information Seeking and Communication Model (2015)

1.8: Why understand the Information Behaviour of Module Leaders



Information Behaviour is the *"the totality of human behaviour in relation to sources and channels of information…both active and passive information use"* (Wilson, 2000).

Figure 1.7: Module leader Life Cycle adapted from author's practice.

This study, therefore, seeks to understand the information behaviour through the development of a ML information behaviour model from which, a more integrated practice is emerging. This understanding brings about a further alignment between the ML and their 'sources and channels' where information activities are conducted. This study limits its investigation to the period of assessment, which the author (and MLs) colloquially refers to as the 'assessment phase'. The 'assessment phase' involves the period when an assignment is submitted (uploaded) to Blackboard (virtual learning environment); marked, moderated, provisional marks released to students, through to external scrutiny by External Examiners and agreement and approval by a Progression and Award Board (PAB). Within WBS the assessment phase of late is also being recognised as the 'grade journey' (which is a functionality of Blackboard). This process (assessment phase) is a key Higher Education (HE) process (stage or function) as *"Assessment makes a judgement on the student's learning…"* [and progression] (Quality Assurance and Enhancement Handbook, 2022).

This study describes Module Leader practice (MLp) as having three components, *creation*, *existence* and *terminate* (including reuse), as depicted above (**Figure 1.7)**. These components follow and are supported by guidelines and policies accessible from our university information systems; (universityofwestminster.sharepoint.com).

Table 1.1: Module Leader practice (MLp) Life Cycle (captured by the author)

Creation: MLs produce student documentation which includes coursework lecture and seminar materials based on university and college guidelines and policies created agreed in conjunction with other university and college HEI stakeholders. MLs upload lecture and seminar material to Blackboard.
Existence: the produced documents guidelines and policies are implemented and used by MLs and stakeholders as part of the ML practice (MLp).
Terminate: According to university guidelines and policies documents must be destroyed and or archived for a period. Documents like templates are archived for storage and reused.

Figure 1.7 also captures the life cycle as continuous and includes the origin of the information systems that the life cycle depends upon. WBS module leader life cycle is fundamental to the understanding of ML information behaviours. This is because Information Behaviour (IB) takes place within the information systems (IS) which are part of the ML life cycle. As Wilson suggests, IB is the *"the totality of human behaviour in relation to sources and channels of information…both active and passive information use."* (Wilson, 2000)

The Assessment Phase:

Modules must be assessed, and this means the production of an assessment toolkit to know whether a student has passed or failed a module. *"Assessment plays a vital role in HE. It is essential for measuring the extent of student learning."* (advance-he.ac.uk) Therefore, the assessment becomes an important stage in the academic process (educational system). A module is worth a certain number of points known as credits. To get these credits, students must participate in the assessment process. The assessment carries a task(s) with marked allocation(s) so that the marker can grade allocated marks and comments as feedback. This is an essential component in the learning process. The roles and responsibilities associated with the setting of a piece of coursework or assignment with set criteria and requirements, a date and time for student submission, followed by a period of marking, marked agreement, consolidation with Quality Standards, Registry, External scrutiny, and Board approval is called the 'assessment phase' or 'assessment stage' of the life cycle.

Module Leader Roles and Responsibility for Assessment

The figure below, is an attempt to show a MLs life cycle for assessments, each stage, from the creation, existence, and termination. A ML creates the assessment based on set criteria in the module pro-forma, sends a draft for Course Leader and External Examiner approval before uploading file to Blackboard. It is the information-seeking, searching and retrieval of information from university information systems, using information technologies that constitutes the ML information behaviour to be understood, which this project has captured in order that module leader practice (MLp), in particular the assessment phase is improved.

My literature search using Web of Science, Google Scholar, and Information Research databases; titled 'information behaviour in higher education' to cover the information behaviour of module leaders (coordinators) in higher education did not yield identical research. [Search results (recent 2023), numbering, over six million in Google Scholar, over a thousand in Information Research, and Web of Science, approximately twenty-six thousand search results.]

This research into a professional user group within HE, using and managing their information through the provision of its university information systems is timely and has wider implications for research into Information Behaviour. It is timely because the university is providing leadership through Centre for Education, Teaching, and Innovation (CETI), Learning, Innovation & Digital Engagement (LIDE) its use of Blackboard Ultra (virtual learning environment) which host student assessment. The championing of 'grade journey' a Blackboard Ultra functionality, by Professional Services (IT department) adds to the impact of this research.

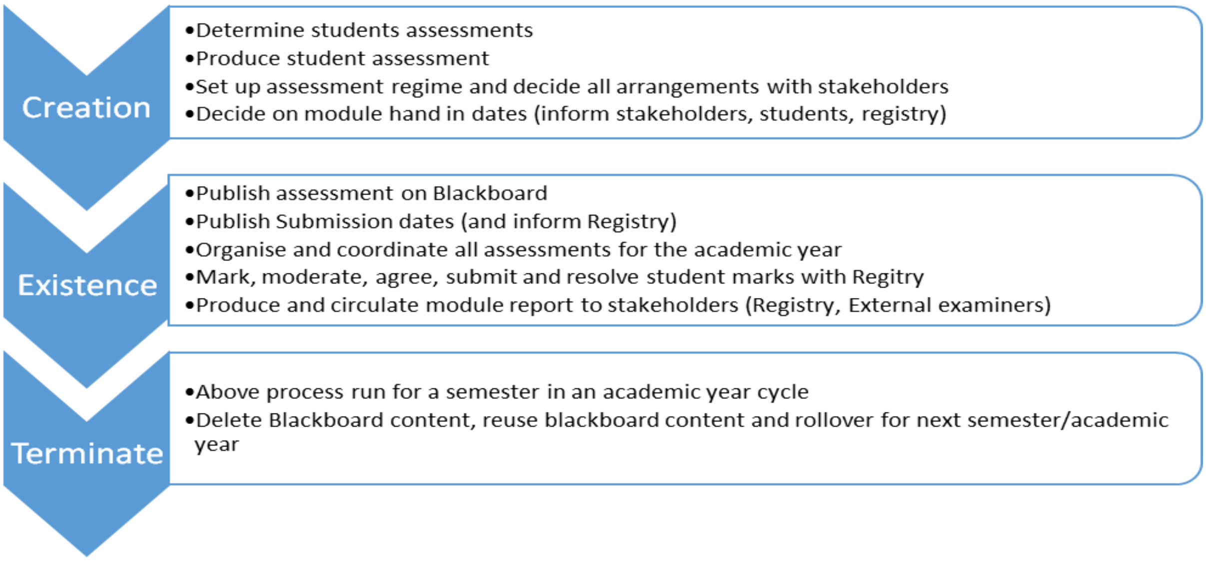


Figure 1.8: Module Leader roles and responsibility for assessment; adapted from WBS documentation (SEG, November 2012 updated 2018)

1.9: Aims and Objectives of the study

The college does have a set of roles and responsibilities for ML's and as recent as October 2022 started some formalised ML training which forms part of a ML induction process carried out by CETI. The research findings of this study have already informed practice (albeit at its early stage, see Appendix F, workshop slides for 2022, Learning and Teaching Symposium).

Before last year, a new or prospective ML learnt on the job by undergoing informal mentoring by shadowing the outgoing ML (this no doubt would and should continue as part of mentoring). If the new or prospective ML, tutors on the module, then that person is already familiar with the content, but not with the ML practice. The duration of shadowing or mentoring is a semester which is an adequate time to witness a module's life cycle.

The aim, therefore, of this study, is to develop a framework which implements the integrated university information systems of the university to support WBS ML practice (MLp). MLp relies on information sources, which MLs use to produce, communicate, and archive information during the assessment phase. According to Wilhelm Hasselbring *"To support interorganisational business processes within organisations effectively, the existing information systems must be integrated."* (Hasselbring, 2000) This then requires championing and engagement of organisational members, in the university's case, senior management, and Professional services.

A main aim and purpose are that integrated information systems lead to the adoption of a framework to be used by a ML community of practice (ML CoP) for knowledge and good practice to be shared, more formal and recognised ML processes, for example, training programmes, ML materials and documentation and a collective community voice and understanding arising from the ML CoP. As acknowledged earlier, there is now parallel work being carried out by CETI (organisational members) and therefore one output of this study is ongoing work, inform CETI of the study findings, implement the MLp framework, induct a ML CoP with resources produced by CETI and maintain ML collaboration.

The objectives of this study were as follows:

(1) *applied the information seeking and communication model (ISCM) to WBS MLs*. It was used by Robson and Robinson *"to identify ways in which information behaviour of both users and providers of information may be positively modified in both finding and communicating (ML) information"* (2015, pg. 1043).

(2) Identified the common information behaviours of WBS MLs. Robson and Robinson posit that *"the model provides practical insights in the behaviour of both users and providers of information and the factors that influence them"* (2015, pg. 1043).

(3) Investigated the information activities of WBS MLs during the assessment phase,

(4) Evaluated the alignment of university's information systems to support MLs information activities during the assessment phase,

(5) Developed a framework to identify the requirements for a more integrated (structured) ML practice,

(6) explored a provision for a community of practice, for further integration, learning and partnership, formal training programmes, towards a recognised ML practice within WBS.

In summary, the application of ISCM 2015, an a modified ISCM 2022 has provided an understanding of the individual and corporate ML information behaviours; this should enable more integrated and aligned information systems by Professional services during the assessment phase.

Second, ML information behaviours would be better understood by senior management and Professional services.

Third, Professional services who are in the business of ensuring that current university information architecture and infrastructure; informed by this study understand ML IB and hence can provide ongoing alignment and integration to WBS MLp.

1.10: Why is this study important?

This study is important for reasons mentioned in the section above, and because it addresses the need to source and use information to build, support and service organisational members in achieving their organisational goals. Information has become a strategic resource within higher education institutions (HEI) and every 21st century organisation. Meaning that *"information is essential in workplace activities, as a resource for work tasks, as well as for learning, managing change, developing and managing processes and creating professional networks."* (Byström, Ruthven, and Heinström, 2017). Professional (academic) groups like MLs require information to develop information products and services that support their practice and function within the organisation and assist them in their practice. Information as a strategic resource requires an information strategy which *"…acts as the linchpin between the academic strategy or goals of HEI" (Allen and Wilson, 1996, pg. 249). Information also requires governance. The term 'information governance' is "the infrastructure of policy, structures and systems to direct, manage, and monitor the organisation's information resource"* (Cox, 2014, pg. 114).

With an information strategy and information governance, a requirement to manage the information resource becomes inevitable. Information Management (IM) *"is a set of activities to define the information needs of an organisation. Formulate policies for managing information through its life cycle, ensuring that quality information is available to support decision-making"* (Cox, 2014, pg. 47). Therefore, IM is required to provide support for sources of information used by MLs, and the information activities they conduct in the practice. The IM provision also includes the information policies that provide useful, accurate, and accessible information through sources and communication channels to support ML information behaviours during one of the important HE processes — *the assessment phase as describe earlier by the author on page 13 (is the journey of stages which starts with the ML setting an assignment through to progression board approval.*

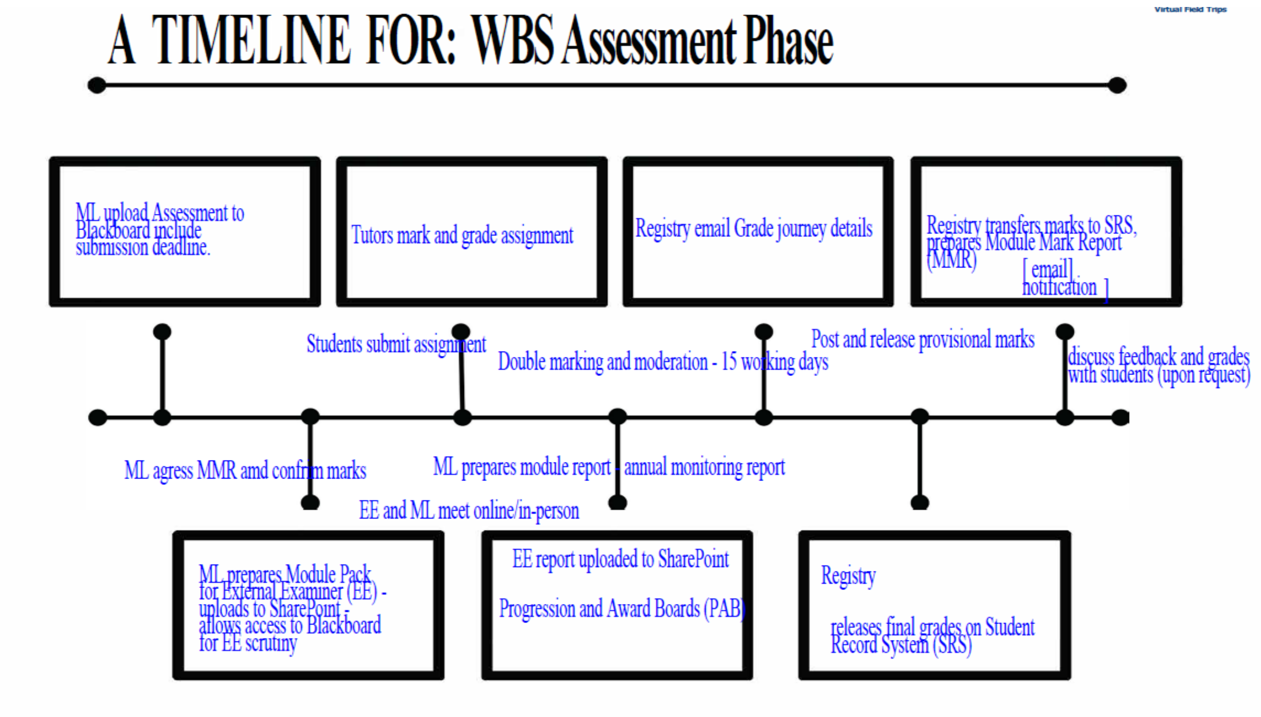


Figure 1.9: WBS assessment phase (adapted by author)

The framework identified the sources of information and the communication channels required to support the ML practice from the ML information behaviour formed during the assessment phase. MLs are stewards of delivery of higher education of which assessment is a link and contributes to the student experience. Student experiences are captured in student satisfaction surveys and the assessment is key to those surveyed.

1.11: Insider-Practitioner-Researcher (Insider Researcher)

'Insider-Practitioner-Researcher' is referring to *"Insiderness [as] …an approach to conducting research in which the researcher is positioned within the setting where they are gathering and analysing information. The insider researcher is a member of the group, organisation, or community where they are conducting the study and, as such, may be assumed to have greater access to information, respondents, and data…"*

(Labaree, 2002) Costley, also states that *"As an insider, you are in a unique position to study a particular issue in depth and with special knowledge about that issue. Not only do you have your own insider knowledge, but you have easy access to people and information that can further enhance that knowledge. You are in a prime position to investigate and make changes to a practice situation."* (Costley, Elliot, and Gibbs, 2010)

An 'insider-practitioner-researcher' has obvious role difficulties and constraints which must be appreciated and managed sensitively. This research exposed MLs information behaviours and fortunately there was little or no reluctance in participants sharing their independent and private information behaviours. As a ML, I expected and was also aware of practitioner-researcher bias to create some degree of conflict when it came to researching into my own shared cultural and social practices. According to Drake,

"…there are clear sets of difficulties that can be recognised in conducting research in one's workplace in terms of the researcher's status within the institution and what the researcher represents to the other participants research in the workplace is likely to be small scale and involves few people, and the researcher must live with the consequences of their project" (Drake, 2010, pg. 86).

Because of this awareness I made the conscious decision of informing participants that I was their colleague conducting research into an area that would enhance and elevate our shared practice if our information behaviours were understood by the university.

With an 'insider-practitioner-researcher', there are obvious role difficulties and constraints associated with interviewing your own colleagues, so I had to build trust based on our shared experiences. Labaree suggests that building trust *"… can facilitate obtaining information from other members within the setting that the researcher might otherwise have never been exposed to…"* (Labaree, 2002) These included the approaches MLs use to source information or communicate with each other or with students. MLs (professionals) are sensitive to any perceived criticism or critique, and this could have decreased their ability to be transparent. It might then also have prevented them from acting naturally or saying what they truly believed about the assessment phase or the practice in general. MLs might have thought it is safer to deliver the WBS policy line if they had been unsure of how they might have been perceived. MLs information behaviours are individual but they can also reveal a level of socio-technical competence or incompetence which causes embarrassment if a participant thought he or she was not of an or the expected perceived standard. Socio-technical, here, implies work practice that considers and involves social and technical activities. If a participant was concerned about their information behaviour during the interview, this exposes something that otherwise remained hidden, private, and personal, saving any embarrassment or difficulty. It was essential that the study (and the research) considered such issues and mitigated them.

The MLs interviewed include junior and senior positions within WBS, but as participants, they were chosen because of their ML role. A further difficulty envisaged, was that MLs had been selected for interview from across the college and during the assessment phase, their approaches to information activities ranged from traditional (a mixture of online and offline) and to modern (online), which influenced their information behaviours. As the interviewer, it was important that I remained neutral (unbiased) so as not to influence the participants. Labaree suggests that *"As an insider, you must guard against making predetermined judgements about the information you have gathered or any aspect of the research setting because you think you already "know" the group, organization, or community."* (Labaree, 2002) It was important to affirm, therefore, that all information behaviours were relevant to the study. The research methodology did not allow for work with real life situations which exposed participants vulnerabilities because the fear of exposure would have weakened the research findings. It is hoped that having followed a transparent research approach it allowed MLs to be more open and willing to have shared their practice.

1.12: Chapter 1 Summary

This chapter has introduced the purpose and importance of the study, the context which is module leader practice within WBS. The aims, objectives, insider-practitioner-researcher of the study and its contribution to the applicability of ISCM in higher education.

Chapter 2: Literature Review

2.1: Introduction

Chapter Two (2) presents the context in which this study is situated, the body of literature that underpins the thinking and building blocks to this research. In the main it provides literature which demonstrates concepts, models, and definitions, to be applied in the context of higher education institutions (HEIs).

This chapter reviews related literature on the application of the Information Seeking and Communication Model (ISCM) in Higher Education, using WBS as a single case study. This section is key to understanding the importance of my work. It provides scholarly context and comprehension on the plethora of existing literature. This chapter further examines the existence of an array of models, those that (do not) contribute and are most applicable to this study. It explores the findings of the healthcare study and examines how the ISCM could be applied in this study. This study acknowledges that applicability of ISCM has mainly been carried out in healthcare and as such relatively new and unknown, a limitation. However, because ISCM brings together elements of integrated models many of which have been applied in other fields and studies the limitation is bounded and therefore deemed a suitable choice for this study.

2.2: The Wider Higher Education context for module leader practice — other descriptions for module leaders in the UK

In the wider HE context of MLs, online market-led searches of university websites and their documentation revealed similar ML roles and responsibilities or duties. Current module leader practice in the UK and Ireland HEIs showed varied approaches to the management of modules, and, to the best of my knowledge, there is no published literature that addresses research into the information behaviour of module leaders and the information systems that support ML practice (linking IB to a higher education practice). However, St Andrews and UCL are the two (2) universities I found to have implemented module information systems, which are aligned to the ML practice. These two (2) universities are: The University of St. Andrews and UCL.

The University of St. Andrews Module Management System (MMS) (mms.st-andrews.ac.uk/mms) is an online tool designed in-house to assist in the management and administration of modules. It ensures compliance with the institution including government policies and regulations. The UCL has a Module Information Database (MID) which does have ML life cycle roles, which includes annual review, module guides, staffing, assessment, budgeting, and peer observation. This is useful because, it includes elements of a ML life cycle which forms an integral part of this study. The other information systems below are platforms that house programme and/or course management. An information system catalogue's module information but does provide an integrated ML information system that supports the needs of the ML and module delivery requirements, as the practice demands.

The University of Bristol, for instance, has a Unit and Programme Management System used to create and edit new and existing units and programmes that links to SITS. The University College Dublin has a Module Coordinator System (MCS) which stores all modules and their credit weightings. Ulster University has a Curriculum Management System (CMS) which provides a single source of programme and module related information for the university. Warwick University has a module catalogue which is a resource for both staff and students housing module profiles, linked to departmental websites. The HEI ML is responsible for the management and administration of these modules.

This study is further concerned with the information behaviour of MLs (a group of academics) by understanding their IBs provisions should enable a more integrated practice. Such practice should enable the relevant information activities to meet the requirements of sourcing, using, and providing information together with communicating with other information actors or stakeholders of the practice. MLs are themselves users and providers of information which is critical to how they develop their subject area, the pedagogy and how this is communicated. The application of ISCM (2015) allows modelling of ML information sources, usage, provision, and communication.

2.3: Exploration of WBS ML as a Community of Practice

Communities of Practice (CoP) are groups of people who share a concern or a passion for something they do and learn how to do it better as they interact regularly (Wenger, 2006). The concept of a CoP was explored from the interview data. It presented the question, 'Does the interview data suggest that WBS MLs are 'a group who share a concern for something?' In this study, 'something' is referred to 'the assessment phase' and is to form part of a proposed framework? The two (2) aspects pointing to a 'shared concern' are first, my practitioner observations and informal conversations with colleagues.

The second is the influence of the Registry, which explains the formal and ongoing work of supporting module leaders. WBS MLs can be considered a group of individuals who face the same challenges daily and therefore, being able to use a concept to identify their social interactions and knowing how they implement their roles and responsibilities is part of this study. Wenger (2006) suggests that a CoP is made of three characteristics or elements which can be applied to the context of MLs and as such, a possible lens for me to capture both the social and technical concerns and interactions within. The three characteristics are the *domain*— which is the identity defined by a shared domain of interest. Here, MLs could value their collective competence and learn from each other; the community where members (MLs) could interact and learn together, (even though they do not work together daily); and the practice, where practitioners (MLs), could develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems in short, a shared practice.

The University of Westminster has a Centre for Education and Teaching Innovation (CETI) which is active in the development of teaching and learning initiatives and professional development. A CoP would be able to share its concerns with a wider audience, a network of academics and non-academics across the university and be aligned with the university's goal for 'provisions for supporting and rewarding excellence and innovation in learning and teaching.' This centre has setup a 'Westminster Learning Communities,' with one of its concepts being 'Communities of Practice.' This study is timely, feeds and fits into the philosophy – facilitate exchange, critical reflection, scholarship and, in some cases, pedagogic research and will provide expertise and experience for developing and promoting new ideas and innovation. The principles outlined, registration of a ML CoP coincides with the literature covered in this chapter (Wenger, McDermott, Synder, 2022) and the exploration of a ML CoP to facilitate in a more integrated ML practice.

Among the most recent studies in HEIs in Australia and South Africa is the contribution from Alhazmi and Chu (2016, p.56) on analysing the cultural effect of the relationship between CoPs and service innovation in a higher education context. The knowledge created in the CoP managed to bring about service innovation through the use and provision of new information technologies. This type of study is useful in understanding how CoPs lead to innovation as its findings point to effective implementation of CoPs in any organisation contributing to innovation. Their findings also point to CoPs playing an important role in supporting organisation development and improving services, which is also relevant to this ML study.

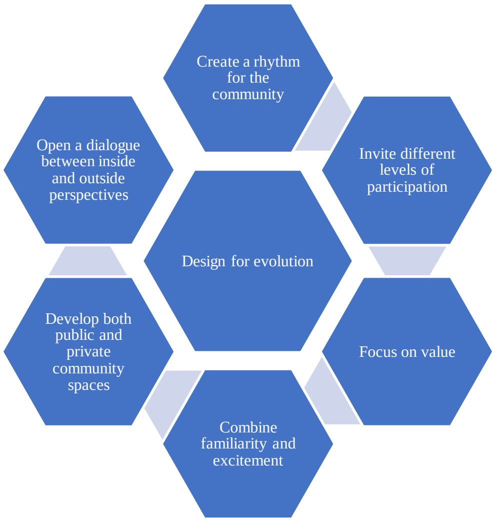


Figure 2.1: Seven principles of cultivating community of practice

Source: Wenger *et al.* (2002)

Another area of exploration is the work carried out by Wenger et al (2002) in which the authors suggest the inorganic creation of a CoP, using seven principles to cultivate a community of practice. Is this a suitable approach and how widely has this approach being used in HEIs worldwide? The seven principles include: (1) *design for evolution*, (2) *open a dialogue between inside and outside perspectives*, (3) *invite different levels of participation*, (4) *develop both public and private community spaces*, (5) *focus on value*, (6) *combine familiarity and excitement*, and (7) *create a rhythm for the community*. In the context of HE, the seven principles of cultivating communities of practice (Wenger and Synder, 2000) is significant to my study. These principles have been used to cultivate and form ongoing communities of practice in higher education institutes and the findings from these studies below help in the understanding of how to nurture and cultivate a CoP for WBS MLs.

Table 2.1: forming Communities of practice (CoP) in Higher Education

Components of FLC (Cox, 2002 adapted from Appendix A, Cox 2004)	Qualities necessary for community in FLC (Cox, 2002 adapted from Appendix B, Cox 2004)
Mission and Purpose	1. Safety and trust
Curriculum	2. Openness
Administration	3. Respect

Connections	4. Responsiveness
Affiliated Participants	5. Collaboration
Meeting and Activities	6. Relevance
Scholarly Process	7. Challenge
Assessment	8. Employment
Enablers and Rewards	9. Espirit de Corps
	10. Empowerment

Analysis of processes of cooperation and knowledge sharing in a community of practice with a diversity of actors (Tremblay et al, 2012). The research found that over time, communities are created for the purpose of learning and development of knowledge, which is akin to a ML CoP. It requires a diverse set of actors as it will be college wide and tailored with sociotechnical know-how and skills, interest, and acceptance. *"The impact of communities of practice in support of early-career academics concerns the history and impact of CoPs in the early-careers of academics"* (Cox, 2013). The focus was on US universities using a faculty learning community (FLC) model to build community and developed scholarship (see **Table 2.1** adapted from (Cox, 2004).

The research employed the Star and McDonald framework (2008) (CoP models in higher education) to nurture initiation, membership, and leadership, something that is useful in forming a CoP for MLs. It examined small CoPs (some 8-12, a sample size of 10) and, therefore, useful in demonstrating the existence, function, and impact on developing HEIs as learning organisations which will be beneficial to supporting a ML practice at a college level.

Forming Communities of Practice (CoP) in Higher Education

Comparative analysis and forming communities of practice in higher education: a theoretical perspective, are two separate papers authored by South African and European academics working in communities of practice (CoP) in higher education institutes. In their comparative analysis (Buckley et al, 2014), the authors determined to what extent learners were willing or prepared to share knowledge within CoPs; the action research included three urban universities in South Africa and one in Croatia. The Buckley study is of interest to my research because it used the seven principles in cultivating CoPs with a quantitative case study research approach. Any CoP for MLs requires cultivating and an understanding of the pitfalls that prevent sharing of knowledge.

For a theoretical perspective (Jakovjevic et al, 2013) suggest that there is a theoretical gap in the provision of guidance in forming CoPs in higher education to guide learners' practical knowledge and learning experiences. The comparative action research study involved investigation, exploration, description of ways to develop learning in CoPs and its feasibility in higher education institutes in South Africa and Europe. The main finding of this study was a set of fifteen (15) criteria for evaluating CoPs, which is useful in understanding how to form and develop a CoP for MLs.

A second group of academics authored the publication: *'Academics leave your Ivory Tower: form communities of practice'* (Buckley and Du Toit, 2010). This paper clarifies the difficulties in sharing knowledge in CoPs. For a ML CoP to work, knowledge among practitioners must be shared and developed. The research methodology was a qualitative case study design of CoPs from four (4) locations from one university in South Africa. In summary, these studies demonstrate that it is possible to nurture communities of practice. This understanding will be used in considering how to create, measure, and nurture a CoP that will form part of a ML practice.

2.4: Westminster Business School, Assessment phase (Importance of Assessment within Higher Education)

The Handbook of Academic Regulations: The University of Westminster sets out the 'assessment regulations' in the Handbook of Academic Regulations, under the Principles of Assessment' where it states in section 5.1 a description of assessment. *"Assessment describes any processes that appraise a student's knowledge, understanding, abilities or skills."* The purpose of assessment is *"…to promote and support effective learning and enable students to demonstrate that they have met all the intended learning outcomes for each module… and furthermore fulfilled objectives of the programme of study… and achieved the academic standard… for the award."* The document goes on to state that *"assessment must be robust,* *appropriate, marked and moderated…"* which are elements and tasks that this study describes as the assessment phase.

This study uses assessment as an assignment which is either a piece of coursework or an examination, and the Handbook provides regulations for different types of coursework and examinations. A working definition for coursework is given in this Handbook,

"The term 'assessed work' relates to; essays, assignments, in-class tests, laboratory tests, projects, dissertations, practical work, presentations, events, viva voce examinations, placement or field trip reports, designs, theses, artefacts, digital photographic media, and computer-based analysis…"

Examination is defined in section 7.1 *"as a formal, time-limited, written or practical assessment…"* with a set day, time, and place. A piece of coursework as described above has a longer duration with a submission deadline for online submission (rather than in person), supported by university regulations for students. As part of the academic regulations, the ML sets coursework deadlines in agreement with course leaders to avoid clashes with other modules. One of the responsibilities of MLs is to issue instructions for online submissions. Online submissions are via Blackboard and MLs normally select a plagiarism software, a choice of SafeAssign which is part of Blackboard or Turnitin which is owned by a third-party and works alongside Blackboard. (The Handbook of Academic Regulations - universityofwestminster.sharepoint.com/academic-regulations)

The Quality Assurance and Enhancement Handbook

Another university document of importance to the 'assessment phase' is the Quality Assurance and Enhancement Handbook (westminster.ac.uk/quality-assurance-and-enhancement-handbook) which carries a section on *'Good Practice in Assessment of Students'* and deals with the principles of assessment.

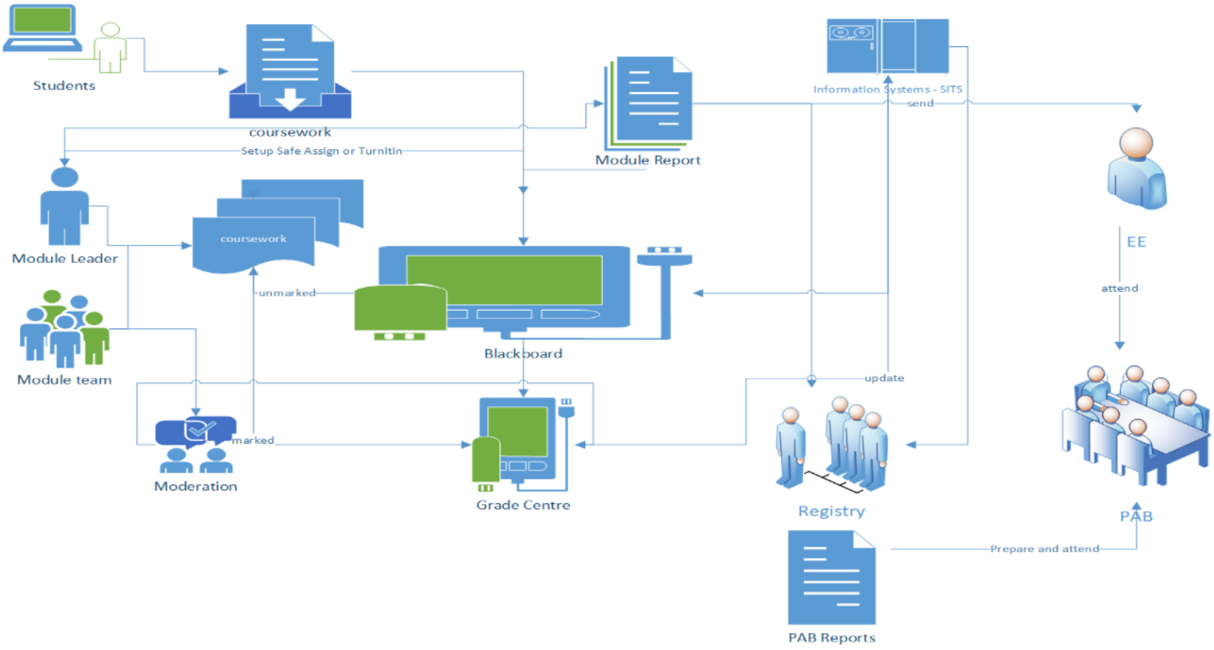


Figure 2.2: The Grade Journey within Westminster Business School

Source: Created by Author (2022)

2.5: Information Management within Higher Education Institutions

Information Management (IM) is a separate trend in management, which is associated with specific management functions and tasks for creation and maintenance of a particular data resource (Yordanova *et al*., 2011). HEI use information strategically and therefore information management becomes a requirement. Information Management is *"the collection and management of information from different sources and distribution of that information to various receptors"* (Ionita, 2013). Information management, therefore, represents an organisation responsibility that needs to be understood by the upper most senior levels of management to the front-line worker. It becomes the responsibility of HEI senior management to support the establishment and consideration of the capture, manage, store, share, preserve and delivery of information and development of digital technologies (information technologies to support information management) in an understandable way and form. (jisc.ac.uk/case-studies/university-westminster)

This senior management responsibility is an awareness of sociotechnical factors which involves training organisational members to be aware of the policies, norms, processes, technologies, and good practices in IM. In HEI, this work was established by Jisc (jisc.ac.uk). Jisc has pioneered accessibility and utility (that is the benefit) of the information resource with the development of information strategies. This led to the nature and use of information within HEIs and to the cultural changes that have enabled information to be used more effectively (Hughes, 2000, pg. 8-11) This early work has contributed to the culture of training which is helpful in providing a ML realisation. It includes training in the use of information and understanding the university-college environment. It also helps in understanding how the ML life cycle is currently supported.

Information Management (IM) according to Choo (2002) *"is the management of organisational processes and systems that acquire, create, organise, distribute, and use information."* A second author suggests that information management is a set of activities to define the information needs of an organisation (Cox, 2014, pg. 47). Formulate policies for managing information through its life cycle, ensuring that quality information is available to support decision-making. Information management according to Choo (2002) must address the social and situational contexts of information use – information is given meaning and purpose through the sharing of mental and affective energies among a group of participants (ML) engaged in solving problems or making sense of unclear situations. This includes the development and implementation of processes that adhere to the information management policies. Conceptually, information management may be thought of as a set of processes that support and are symmetrical with the organisation's learning activities. These organisation's learning activities in terms of this study are the information behaviours of MLs. Rowley (1998) suggests that the purpose for Information Management, as I have come to appreciate, is that it improves the flow of information to those that need information in the organisation to make decisions. The requirement to manage information brings with it a duty of governance, where information policies to support the use of information are formed at organisational level.

Information Governance and its Relevance

Information Governance is the infrastructure of policy, structures, and systems to direct, manage, and monitor the organisation's information resource. Information governance establishes accountability for the processes relating to information throughout the information life cycle and seeks to encourage a culture of responsible behaviour, (Cox, 2014, pg. 114-115). In HEIs, information governance provides the information policies, that ensure the structures and systems that constitute the information resource. This ensures the information resource is credible, trustworthy, accessible to support the ML life cycle. Without governance information quality, that is accuracy, accessibility, and security, can become compromised. This also means that organisational actors must be trained in these matters as part of governance as a lack of awareness is the biggest security risk to the modern organisation of the 21st Century. HEIs must develop information architectures that are aligned to the business needs of the organisation with its information governance agenda.

Information Architecture

Information Architecture is *"a means to define the information to be managed in an organisation [and the] information architecture provides a model of the information needs of the business, which can be mapped to the technological infrastructure needed to satisfy the organisation's information requirements"* (Cox, 2014, p. 82). *"An institution's IT infrastructure is a matter with which institutional strategic planners must concern themselves. [HEI] information systems represent a significant investment, they perform mission-critical functions, and the appropriate use of information and learning technologies can have a critical part to play in delivering against strategic objectives"* (Ferrell, 2007, pg. 12).

HEIs are among those organisations and sectors experiencing a constant overwhelming stream of information that needs to be used to make the correct decisions. This is a 24/7 access and expectations to the information resource, from students, colleagues and, MLs. This is coupled with meeting the demands of the 21st century HEI expectations of the administration and senior management. However, the above cannot be achieved without an information strategy and an information management strategy (westminster.ac.uk/information-compliance) must be aligned to the organisation, business, information technology, information systems strategies.

Information Strategy and Information Management Strategy

Information Strategy acts as the linchpin between the academic strategy or goals of HEIs. It answers the basic questions which include what and where is the information required to support primary tasks or key goals (Allen and Wilson, 1996, pg. 247). Information Management Strategy deals with the ownership of information and the provision of corporately held information seems to be a crucial area of concern for many HEIs and the management of these issues bring about an environment. (Allen and Wilson, 1996, pg. 249). MLs as HE organisational actors rely on corporately held information in information systems that are the sources of information. Information Management strategies are not new to HEIs. Over two decades ago, information and Information Management strategies were implemented to support the business, Information Technology, and Information Systems strategies. The recognition then, like now, was that HEIs recognise that efficient and effective provision and management of information in the organisation will be crucial to their success (Allen and Wilson, 1996, pg. 239). (jisc.ac.uk/higher-education-strategy)

The contribution from Jisc to increase utilisation of the information resource within HEI

Jisc is a UK independent body that provides HEIs with leadership in the use of Information and Communications Technology (ICT) in learning, teaching, research, and administration (Jisc Strategy report 2021-24). Since the early 1990s, Jisc's leadership role has involved the investigation of HEI's information strategies, Jisc has pioneered accessibility and utility of the information resource with the development of information (digital) strategies. This led to the nature and use of information within HEIs and to the cultural changes that have enabled information to be used more effectively (Hughes, 2000, pg. 8-11). The increased prominence is now being given to information itself and to the human issues which can often determine the success or failure of a project. Such initiatives and guidelines (jisc.ac.uk/records-retention-management) are key to today's development of a ML Information Management practice within HEIs (Hughes 2000, pg.7).

Information Technology (IT) has become increasingly embedded within, and integral to, support core institutional activity including teaching and research as well as supporting student learning and administration. (Coen & Kelly, 2007, pg. 7) IT or ICT are embedded WBS ML practice and this provision is critical to its functioning. The University of Westminster provide this assistance through the Learning, Innovation and Digital Engagement (LIDE) (blog.westminster.ac.uk/assessment-and-feedback)

2.6: Information Behaviour (IB)

Introduction

The use of information brings about information behaviours among information users and this section forms the basis of my study as it examines IB models and provides reasoning for the suitability of the Information Seeking and Communication Model (ISCM) and non-suitability of other IB models.

To study IB, it is necessary to employ and apply the correct IB model to a professional group to understand their information use and needs. Information Behaviour are those activities a person may engage in when identifying his or her own needs for information, searching for such information in any way, and using or transferring that information. (Wilson, 1999) Information Behaviour as a term considers information seeking, information searching and information retrieval according (Wilson, 1999). Another definition from Wilson states that

"…by information behaviour is meant those activities a person may engage in when identifying his or her own needs for information, searching for such information in any way, and using or transferring that information" (Wilson, 1999 p249).

Thomas Davenport describes,

"…how individuals' approach and handle information. This includes searching for it, using it, modifying it, sharing it, hoarding it, even ignoring it. Consequently, when we manage information behaviour, we're attempting to improve the overall effectiveness of an organisation's information environment through concerted action" (Davenport, 1997 pp. 83-84).

Information Behaviour does not take place in a vacuum. It relies on obtaining information from available and accessible sources. Modern organisations for example, the University of Westminster (and similar HEIs) must make information a strategic resource. This means that information is realised as an important asset to the senior management (university executives and Professional services). The priority has become a requirement to manage information, provide governance and provide an architecture to support the business of ML practice becomes operational.

2.7: Models of Information Behaviour (IB)

Introduction:

This study started with a search for a suitable information behaviour model that when applied to WBS ML practice, an understanding of their information behaviours would be gained. The IB models in this chapter were considered as to whether they were suitable, practical, and appropriate in gaining an understanding of the information behaviours of MLs. The revised ISCM (2015) was the closest fit (as seen in the Introduction Chapter, page 12). To understand the information behaviour in professional organisational groups the application of IB models is a requirement. This study uses the working definition for a model which is *"a framework for thinking about a problem and may evolve into a statement of the relationships among theoretical propositions. Most models in the general field of information behaviour…*

are statements, often in the form of diagrams… models range from purely pragmatic and descriptive (e.g., a flow chart…) to formal models…" (Case and Given, 2016).

This section examines IB models including the exploration for a suitable model that can explain the information behaviour of WBS MLs. This insight would enable a framework to be considered and developed that manages the assessment phase more effectively for its information users and providers. The table below by Reijo Savolainen (2016), was extracted to form part of the exploration to find a suitable model for this study. The table shows the growth of IB models but most IB models in the table do not provide empirical evidence— a factor for selecting the ISCM is precisely because it provides empirical evidence.

The table is titled 'Conceptual growth in integrated models for information behaviour' and draws attention to (Case, 2012, pp. 133-198; Wilson, 2010) and earlier classic frameworks from Wilson (1981), Dervin (1983), Ellis (1989), Kuhlthau (1993), Foster (2004) and Ingwersen and Jarvelin (2005). The author provides the development of seven integrated models from Bates (2002), Choo et al (2000), Godbold (2006) Robson and Robinson (2013; 2015) and Wilson (1994; 1997; 1999). These models form the foundation and building blocks of models in information behaviour. The importance of Savolainen (2016) contribution is that it brought together a list of Information Behaviour contributors who have built and integrated information behaviour models and over the years have been applied by researchers and practitioners to professional groups with useful findings for this study. This contribution does acknowledge strengths and weaknesses of individual and integrated models. It provides comparisons also useful to this study of MLs in HEI.

Table 2.2: Summary of Research Findings

Author(s)	**The sources of components used in integrated models**	**Approaches used to develop an integrated model**	**Contribution to conceptual growth**
Wilson (1994; 1997)	Wilson (1981) and Ellis (1989)	Juxtaposing two individual models	Integrating knowledge
Bates (2002)	Bates (1989) and Sandstrom (1994)	Cross-tabulating the components of diverse models	Integrating knowledge Expanding knowledge Generalizing and explaining knowledge
Choo *et al.* (2000)	Aguilar (1967) and Ellis (1989)	Cross-tabulating the components of two models	Integrating knowledge Generalizing and explaining knowledge
Wilson (1997; 1999)	Ellis *et al.* (1993) and Kuhlthau (1993)	Relating similar components of individual models	Integrating knowledge

Wilson (1997)	Wilson (1981); diverse constructs originating from the studies of health communication and psychology, for example	Incorporating components of diverse models	Integrating knowledge Expanding knowledge
Godbold (2006)	Brookes (1980), Dervin (1992), Ellis (1989), Kuhlthau (1993), Wilson (1981. 1994; 1997; 1999)	Incorporating components of diverse models	Integrating knowledge Expanding knowledge
Robson and Robinson (2013; 2015)	Ellis (1989), Gorman (1999), Ingwersen and Jarvelin (2005), Johnson (1996), Kuhlthau (1993), Leckie *et al*. (1996), Maletzke (1963), Wilson (1981; 1997)	Incorporating components of diverse models	Integrating knowledge Expanding knowledge Generalizing and explaining knowledge

Source: Savolainen (2016)

The table above sourced from Savolainen (2016), captures a body of information behaviour literature; showing author's contributions in terms of the sources of components used in an integrated model, the approach used to develop the integrated model and the contribution to conceptual growth, be it integrating, expanding, generalising, or explaining knowledge or a combination of all four. This paper forms the foundations of my exploration into identifying and developing a suitable IB model that when applied enables understanding of WBS ML IB. The aim as stated in the Introduction chapter is to develop a ML framework that contributes to a more integrated and effective ML practice for WBS.

Previous authors have suggested that an important feature of the Information Seeking of professionals' model, **Figure 2.3** below is that it was formulated based on research in different professions and thus has some general applicability, [engineers, healthcare professionals and lawyers], (Robson and Robinson, 2013, pg. 172-174). Robson and Robinson further submitted that a particular feature of ISCM is that the pathway followed in seeking information and the information sources used [Leckie et al, 1996 – Information Seeking of professionals] depend on the role and associated task, [and] the individual's awareness of information sources. Hence why it was adapted and integrated into Information Seeking and Communication Model (ISCM). Furthermore, Robson and Robinson applied the (ISCM, 2013) to a set of healthcare professionals and the empirical evidence was adapted into the (ISCM 2015) used in this study. The first construct of the ISCM is captured in **Table 2.2** and shows the link to information seeking and communication (information provision and communication), which are both Information Behaviour literature relevant to this study. These factors are key to understanding the information behaviour of MLs as a set of professionals. However, in using this model to explore information behaviours of MLs, there is a degree of flexibility as Leckie (2005) puts it, the larger context was deliberately left unidentified, and it was anticipated that contextual factors (such as the ideology and power relations of the organisation), which might have an impact on the work would be sketched in for the particular sites and workplaces being studied (Robson and Robinson (2013, pg. 174).The Information Seeking of professionals' model is less suitable because it does not model the context of communication which is a main process within the Module Leader practice (MLp).

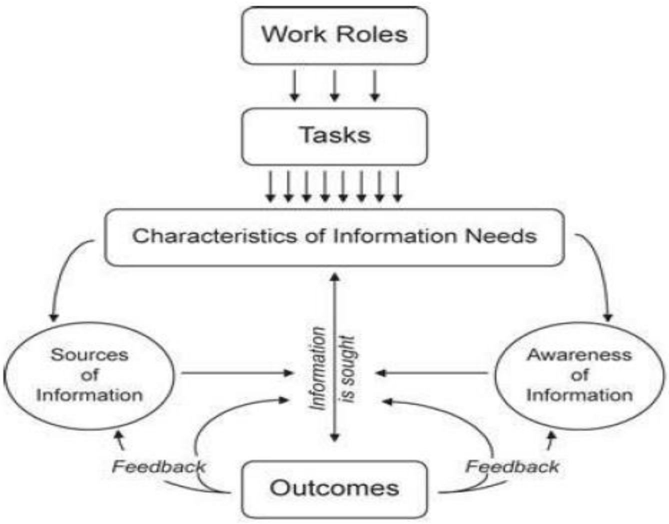


Figure 2.3: A model of Information Seeking of professionals:

Source: Leckie et al. (1996)

Below is an integration of Wilson's (1981) model of information-seeking behaviour juxtaposing Ellis s framework (Wilson 1999, p.232).

One of the features of this model is that the context of an information need is impeded by barriers formed from within the users' environment, be they political, economic, technological, and so on. *"The weakness of the model is that all of the hypotheses are only implicit and not made explicit"* (Wilson, 1999). Ellis' model, though, adds eight features to the information-seeking process: (1) starting, (2) chaining, (3) browsing, (4) differentiating, (5) monitoring, (6) extracting, (7) verifying, and ending. This integrated model according to

(Savolainen 2016, pg. 6) implicitly serves the aim of integrating knowledge because it raises relevant questions about how the two frameworks may supplement each other to elaborate on the picture of information seeking behaviour. This elaborated picture is a useful building block in contributing to an explanation of information behaviour.

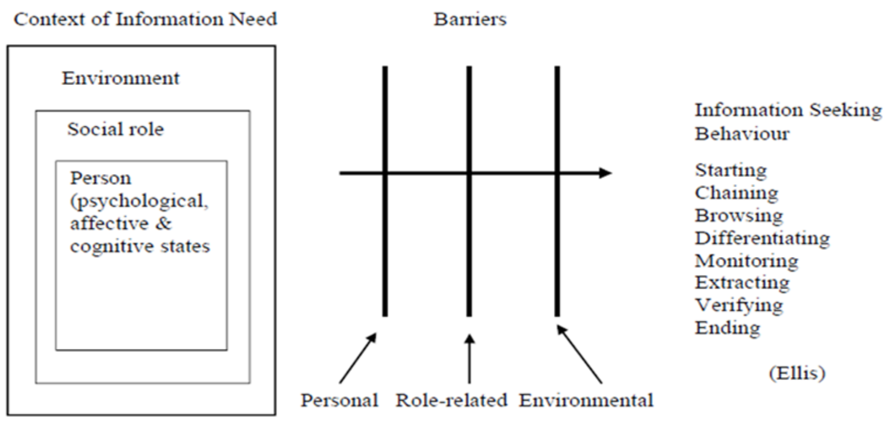


Figure 2.4: Ellis' Model:

Source: Savolainen, (2016)

In addition, the model does provide some empirical research, albeit, initially gained from among social scientists, with subsequent test and application on other groups, including academic researchers such as (Ellis, 1993), physicists and chemists (Ellis et al., 1993), and engineers and scientists in an oil company (Ellis and Haugan, 1997). It has also been tested by other researchers like (Meho and Tibbo, 2003) studying social science, web users in industry (Choo et al., 2000) and layers (Makri et al., 2008a, b). However, Ellis model defines an individual's information-seeking activities, but not the role and activities of the information provider, which is paramount to this study. It neither takes into consideration an individual's information needs, which may come from the working environment. The working environment of a ML requires simultaneous hats; information user, providers, or communicator, this includes that information being sourced, produced, communicated, archived between and for information actors. Although, the Ellis model contributes to explaining information behaviour and enriches understanding, it does not suffice for this study for the reasons outlined above.

Kuhlthau Model:

Table 2.3 below explains another important model for exploration known as the Information Search Process (ISP) by Kuhlthau, according to (Robin and Robinson, 2013 pg.

172). [It] was developed for research into library use of school students, (Kuhlthau, 1991, 2005) followed by further studies of students, lawyers, and securities analysts (Hyldegard, 2006, 2009; Kuhlthau et al., 2008; Kuhlthau and Tama, 2001; Kuhlthau, 1999). The ISP model, unlike the previous (Ellis' model), sees information seeking as a process with consecutive stages. These stages are measured for their cognitive and affective aspects which are the thoughts and feelings of the user. However, like the Ellis' model, it does not include the role of the information provider which is crucial to this study. In this study, the 'assessment phase' is supported by a university process, the 'grade journey' where both the MLs and the WBS Registry act as information providers. (blog.westminster.ac.uk/what-is-a-grade-journey) (blog.westminster.ac.uk/grade-journey-steps) Kuhlthau model, the ISP does not appreciate an individual's information need or the context in which it might arise. (Robson and Robinson, 2013). Therefore, the ISP model is not suitable for the WBS ML study.

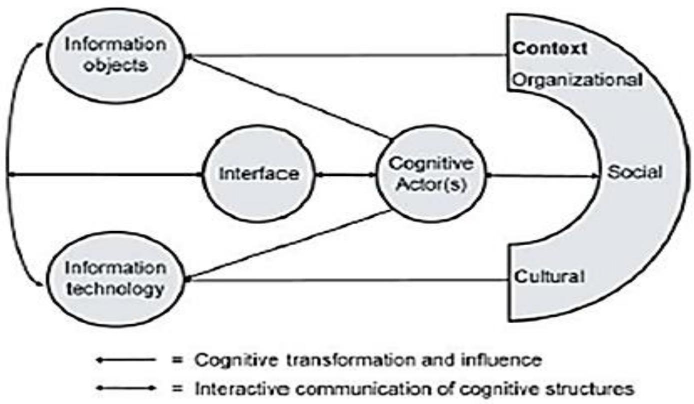
Table 2.3: Information Search Process (ISP)

Stages in ISP	Feelings common to each stage	Thoughts common to each stage	Actions common to each stage	Appropriate tasks according to Kuhlthau model
1. Initiation	Uncertainty	General/Vague	Seeking background information	Recognise
2. Selection	Optimism			Identify
3. Exploration	Confusion/frustration/doubt		Seeking relevant information	
4. Formulation	Clarity	Narrowed/Clearer		Formulate
5. Collection	Sense of direction/ confidence	Increased interest	Seeking relevant or focused information	Gather
	Relief/Satisfaction or disappointment	Clearer or focused		Complete

Ingwersen and Jarvelin Model - (A cognitive and communication Model):

The supra illustration was developed by Ingwersen and Jarvelin (2005)— A cognitive and communication model which focus on information seeking and retrieval of a wider spread of cognitive actors, which therefore, makes it a more general illustration of information behaviour. The cognitive actors include information providers, information seekers, selectors, system designers, indexers and communities of individuals organised in a social, cultural, or organisational context. The basis of Ingwersen and Jarvelin work is an epistemological holistic view that processing of information is mediated through a system of categories or concepts that are a model of the individual's world (Ingwersen and Jarvelin, 2005, P. 382) as cited by (Robson and Robinson, 2013 pg.177). According to Robson and Robinson (2013), important factors affecting information behaviour are the perceptions of an individual or group, and how these are affected by organisational, cultural, and social contexts. What this means is that information providers "are influenced by their context to communicate information and the recipients to interpret the information according to their context, [which then creates a mismatch in understanding and communication] the intended meaning and the received meaning may not be the same" (Robson and Robinson, 2013, pg.178). The WBS ML study requires both cognitive and pragmatic understanding of the information user or information provider (author). This cognitive and communication model by Ingwersen and Jarelin only provides a cognitive approach whilst the ML study requires cognitive and pragmatic approaches, which ISCM offers, hence why it is considered for this study. A pragmatic approach considers the physical and or virtual online source location, reliability, and accessibility.

Figure 2.5: Ingwersen and Jarvelin Model - (A cognitive and communication Model).



Source: Ingwersen and Jarvelin, (2005)

Information Seeking and Communication Model (ISCM):

Information behaviour can be highly interactive (Robson and Robinson, 2015). MLs not only undergo information activities at a practical level, but something happens before, during, or after, which is cerebral and cognitive which the ISCM captures. Robson and Robinson (2013; 2015) framework of Information Seeking and communication was developed from some of the frameworks introduced above and forms an integrated framework with variety and robustness. (See **Table 2.4** below). According to Case and Given (2016), these nine identifiable factors affecting IB, that Robson and Robinson create from the factors is not a literal combination of the models they examined, but rather a new synthesis of elements they found occurring in various models.

Table 2.4: Integrated Framework of Information Seeking and Communication

Framework	Components
CMIS (1996)	Beliefs and salience – if an information user believes that a source will provide useful information, he/she is likely to be motivated to use it.
Leckie et al. (1996)	Related to work role, work task and resulting information needs
Ingwersen and Jarvelin (2005) and Wilson (1981)	Identification of contextual factors of information seeking
Wilson (1997)	Components include activating mechanisms and intervening variables.
Maletzke (1963)	Contextual factors – provider (author) and information seeker (Robson and Robinson, 2013, 183) Communicator's self-image, personality, working and social environment and the image of the receiver affect communication's produced… personality and environment.
Robson and Robinson (2013) Case and Given (2016) on ISCM	*Context* = environment in which any of the parties involved in information or communication behaviour operates. *Demographics factors* = age, socio-economic status. *Expertise* = information actor's knowledge, experience, training, career stage etc. *Psychological factors* = personality, and mental processes, perceived self- efficacy, thoughts, and feelings etc. Information recipient's needs, wants, and goals. Information provider's needs, wants, and goals. Motivating and inhibiting factors. *Features of the information seeking process*, - thoughts and feelings while searching. Characteristics of information and sources = Utility – relevance, timeliness, ease of use Credibility – authority, reliability, lack of bias

Source: Reijo Savolainen, (2016), Case and Given, (2016)

Figure 2.7 below demonstrates that there is a community of researchers and practitioners actively seeking to understand the information behaviour among practitioners and professionals. It is therefore expected that ML information behaviours and how they are managed individually and corporately, could be achieved by the application of ISCM 2015. The roles and responsibilities of MLs will require individual and corporate attitudes and information behaviours to be captured and understood by the organisation if appropriate governance is to be provided. Current university information architecture and infrastructure must provide ongoing alignment and integration which is made possible when ML information behaviours are better understood by Professional services (see **Figure 2.6** for structure). The concept of information governance, infrastructure and architecture is defined within the subject of Information Management below.

Figure 2.6: Professional Service Structure

source: University of Westminster

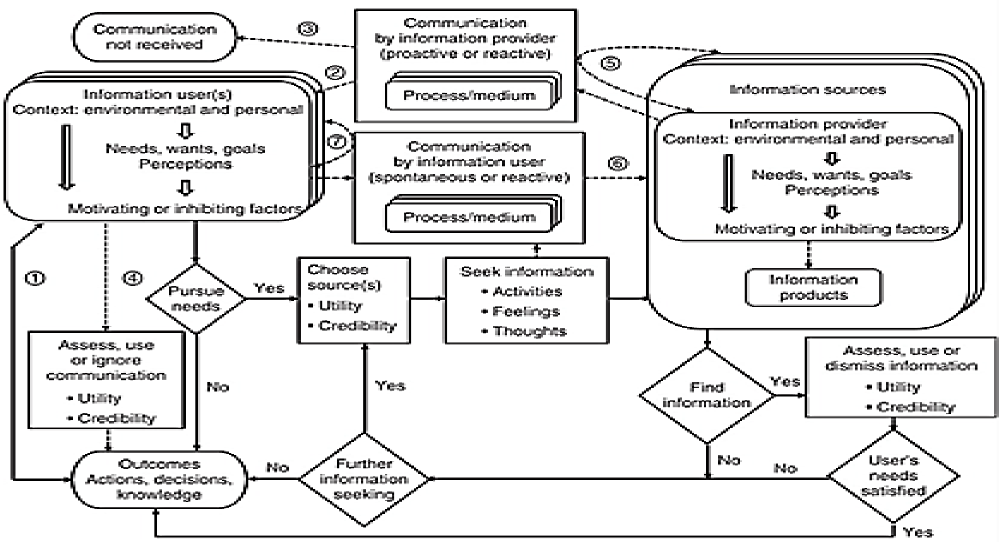


Figure 2.7: Revised Information Seeking and Communication Model:

Source: Robson and Robinson, (2015)

2.8: Information Seeking Communication Model – Suitability and Limitations of this study

Two characteristics drew my attention to ISCM. The first, is an integrated model housing information seeking and communication components which brings together information provision and information seeking perspectives. The second, whilst the ISCM was new at the time, it had been applied to a professional group with empirical evidence to support its applicability and validity. Exploring these two schools of thoughts helped in the selection of the ISCM. Reijo Savolainen (2016) study of integrated models looked at the 'Conceptual growth in integrated models for information Behaviour' was 'inspired by the problems caused with the 'abundance of information seeking and searching' models. This study also discussed Robson and Robinson (2013; 2015) and pointed out that it had been applied to health professionals and been further adapted as result, (ISCM 2015). A study about the practical application of the Information Seeking and Communication Model in healthcare, conducted by both Robson and Robinson (2013) and (2015), became the bedrock for this study.

Robson and Robinson (2015) implemented and applied the ISCM (2013) with findings that after minor modifications "*the model provides practical insights into the behaviour of both users and providers of information and factors that influence them [and equally for this study] identify ways in which information behaviour may be positively modified in both finding and communicating healthcare information.*" This application of ISCM to healthcare has provided empirical evidence, suggesting the suitability and competence of the model in understanding information behaviour in one field. As understood from the healthcare study, the suitability of ISCM is that it combines information and communication, which are the two elements required to understand the IB of information actors. Therefore, it is imperative that other studies employ the application of ISCM to establish necessary empirical evidence and determine its overall suitability elsewhere, in this case under review, ML practice within WBS. To this end, this study is seeking to determine 'practical insights' into how MLs source (find), use, provide and communicate information as practitioners (academics-educationists) within HEIs. Equal importance is how the ML information behaviour may be 'positively modified' to equip their practice. This 'positively modified' behaviour for MLs is seeking to use information simultaneously as an information user and information provider, and information communicator, with the ability to disseminate information to wider university communities and stakeholders.

The empirical findings of Robson and Robinson (2015) show that information users act within a context which affects the user's needs, wants, goals perceptions and information behaviour factors include the environment and culture related to the context are motivating and inhibiting factors. As a model, it does not provide a detailed representation of every aspect of information behaviour while the main strength is that it provides a contextual picture of the dynamic interplay of information seeking and communication. However, for this study, the author concurs with Robson and Robinson (2015) that it is the inclusion of the information-seeking and communication elements which make it suitable for understanding the current ML environment within the (School) university. The application of ISCM in other fields such as HE would broaden IB research, enabling information behaviourist to better identify the information activities of information actors and develop integrated and workable information domains. This study, therefore, examines and applies the ISCM to a ML practice in higher education (HE). An endeavour of this study is contributing to the practical utility of information behaviour models by addressing one main criticism: *"that research in library and information science often fails to build on previous research and that it has little practical usefulness"* (Robson and Robinson, 2015).

MLs are information users seeking and using information. They are also information providers communicating information for their practice and stakeholders. The continuous arrows represent information seeking and related activities. The dashed arrows are indicators of communication and related activities. MLs as information users and providers are affected by their environmental context(s) – that is 'living, working and cultural environments.' ISCM also reveals that actors are affected by personal contexts, knowledge, experience, and psychological factors. The combined effect of these contextual factors according to Robson and Robinson 'inform their needs, wants, goals and perceptions, which in turn motives MLs to seek or communicate information and or inhibit such information behaviours. *Credibility* and *Utility* are two main characteristics that influence user's like MLs choice of sources and use of information within their practice. Credible information and credible sources are what is termed *credibility* – which means, the information and or the source has trustworthiness and reliability as characteristics.

Having conducted a thorough literature review on the topic of Information Behaviour using the SSCI database, Web of Science, my search revealed 497 results (using both UK and US spellings). The Journal of Documentation seemed to cover the building of integrated and conceptual information behaviour models which is of particular interest to my project. Other journals included *Library and Information Science Research*, *Journal of the Association for Information Science and Technology and Information Processing and Management*.

2.9: Chapter 2 Summary and Discussion

This chapter has provided a literature review of the conceptual growth in integrated models for information behaviour (IB) and demonstrated the suitability of the Information Seeking and Communication Model (ISCM) applied to the assessment phase of WBS module leader practice (MLp) study. The context of information within higher education was reviewed, information management, information governance, information architecture information and information management strategies. The context for the study was explained and the wider implications for higher education and the practice of module leader. An exploration of a WBS community of practice to support the MLp citing higher education institutions that have successfully implemented CoPs. University and college documents were used to provide an understanding and explanation of assessment phase and what constituted assessment and quality assurance within WBS.

Chapter 3: Methodology

Introduction

The methodology employed in this study was a participatory design approach derived from participatory action research (PAR). According to Caroline Lenette, PAR *"… is usually referred to as a methodology, which is an approach or strategy that determines our choice and use of methods to achieve research outcomes."* (Lenette, 2022). She (Lenette) also suggests that PAR is more than just a methodology; rather, an approach to research and according to two other authors, she cites, PAR is *"an epistemology— a theory of knowledge— that radically challenges who is an expert, what counts as knowledge and, therefore, by whom research questions and designs should be crafted"* (Fine & Torre, 2019, p. 435). Her introductory chapter not only provides useful definitions, but it also gives the main reason why this type of methodology is being embarked upon; *"PAR goes beyond superficial insider–outsider interactions among academic researchers and co- researchers, collapsing artificial boundaries that define who can create new knowledge. This approach promotes an inclusive research paradigm, that is, a set of ideas, concepts, and assumptions that explain how we perceive knowledge at a particular point in time."* (Lenette, 2022) which is the basis of this information behaviour (IB) study of module leaders (MLs).

This section directs the reader through the research process undertaken after combining workplace and insider-research together with how information behaviour research is designed and conducted. The research strategy embarked upon is taken from Case and Given (2016), where the authors demonstrate how the community have conducted research. In Chapter nine (9) of the referenced publication, the authors provide readers with templates and considerations on research design, methodology and methods (reference to 'stage' comes from these authors). Case and Given (2016) also state an argument for Grounded theory as a methodology used in IB research, which could have been employed in this study, but for the fact that Grounded theory *"…builds theory from concrete observations…"*. This study rather focusses on the action from practice to inform learning and theory building. Lenette (2022) cites Brydon-Miller et al., 2003, p. 15, that, *"When using action- focused methodologies, [like PAR] theory and practice are integrated since action research goes beyond the notion that theory can inform practice, to a recognition that theory can and should be generated through practice…".*

3.1: Epistemology and Ontology Considerations

My inclination is to find better ways of doing things better. This natural orientation is what systems and socio-technical observers translate as efficient and effective means or approaches. In providing practical means to the everyday work problem, I have come to appreciate technical and social concerns. One observation, however, is an efficient solution can possibly be found with a technical approach while an effective solution, is usually guided towards an approach that offers utility to the social actors concerned. This research, at some point, leaned towards a *socio-technical* approach which according to (Cox, 2014) is concerned with the relationship that emerges between technology (such as IT) and the social context in which technology is used. [She goes on to add that the] approach recognises that although it is necessary to consider technical issues such as efficiency…the impact on stakeholders [in this case MLs in particular] who use technology also needs to be considered. I, therefore, found myself moving away from a socio-technical approach and leaning towards social phenomenon in my attempts to study the information behaviour of this professional group.

Initially, I also felt that my somewhat unorthodox disposition of seeking practical solutions would not be guided by any singular paradigm and for some time, (at least at the start of this project) I had thought that my pragmatic nature was suited to pragmatism, which *"does not advocate for any fixed ontology, philosophy or method, but rather emphasises a practical concern with addressing a research problem and using any worldview or technique that enables useful research to take place"* (Creswell and Clark, 2011). (Saunders, Lewis, and Thornhill, 2012) argued that *"pragmatists recognise that there are many different ways of interpreting the world and undertaking research, that no single point of view can ever give the entire picture and that there are multiple realities."* If pragmatism does not advocate for any fixed philosophy, then it does not support any nature of reality, that is a singular ontology. This paradigm, therefore, offered less restrictions and was attractive, nonetheless. As I studied the related literature, I realised I was interested in social actor behaviours and less so about the tools they used to provide efficiency, thus, a new ontological realisation.

Saunders et al., (2012), classifies ontology as either objectivism or subjectivism where objectivism is *"that social entities exists in reality external to and independent of social actors* [while this is true for this study, subjectivism seems to be more appropriate in terms of how the researcher views reality which is being a] *social phenomena … created from the perceptions and consequent actions of social actors… social interactions between actors are a continual* *process, social phenomena are in a constant state of revision…* [and therefore as in this study] *it is necessary to study the details of a situation in order to understand what is happening or even the reality occurring behind what is happening."*

In this study, subjectivism (ontology) is employed to understand the information behaviour (IB) of module leaders (MLs), the *'situations, perceptions and consequent actions'* that lead to information provision and information seeking activities. Why and how they go about these information activities and how does this account and contribute to their information behaviour. The context to understand IB is to explain a MLs perception and use of information within their environment. The utility in this study is the MLs effectiveness and less so about the use of information tools which is a measure efficiency. The basic attributes of information systems are whether they are efficient and effective, so while this cannot be totally ignored it is not the nature of reality being investigated. What is the nature of this study is integrated and aligned information systems to create a more structured practice which emerges out of ML information behaviours. This then subsequently creates expected efficiencies and effectiveness measures, although currently outside the remit of this investigation, as mentioned earlier. Nevertheless, one objective of this study is an explanation that leads to efficient information processes and effectiveness in ML information behaviour.

Subjectivism *is "often associated with …constructivism, or social constructivism…views reality as social constructed."* It gradually became obvious to me that my ontology, which is the nature of my reality, appeals to social construction of social actors involved in their respective areas of practice.

As discussed in Chapter 2, the general definition of an *epistemology* is the acceptable knowledge used in a field of study, which, for me, turns out to be *interpretivist* rather than *pragmatist*. *Interpretivism*, "advocates between humans in a role as social actors…[interpreting] *everyday roles in accordance with the meaning we give to these roles* [as an *insider-practitioner-researcher*] *interpret the social roles of others in accordance with our own set of meanings."* What is crucial, according to the authors, with an interpretivist philosophy comes the adoption of an empathetic stance, together with *"the challenge…to enter the social world of our research subjects and understand their world from their point of view."* I find it as no coincidence that these authors and researchers alike, provide scholarly support to my research, evaluating the pros and cons regarding pragmatic research undertaking. However, the insider-practitioner-research ethics, is covered in section 3.12 of this chapter.

3.2: Research Philosophy and Approach

To understand module leader practice at WBS, a social reality approach was embarked upon. First, in applying a suitable IB model to an aspect of a HE ML practice; the assessment phase and second, to consider MLs as a professional group with an identity that makes a significant contribution to HEI. The ISCM was a more accurate and suitable model because it integrated nine components which enabled understanding of IB of MLs within WBS, as discussed in chapter 2. While a socio technical approach would bring an understanding of practice, because MLs already operate informally as community of practice and as such this social reality seemed more appropriate to explore. MLs are already a community or people with a common purpose and the degree to which this is informal within the college is of interest, Lave and Wenger (1991). Wenger (1998) describe a 'community of practice' "as groups of people who share some kind of work interests, and thus, knowledge. They share information and thus learn from one another, forming meanings and identity." This shared reality of a community can be further understood through our information behaviour as MLs.

The application of the Information Seeking and Communication Model (ISCM) and an IB model to a professional group such as MLs within an organisation provides for inductive reasoning (…or inductive logic, involves drawing a general conclusion from a set of specific observations masterclass.com). The reasoning is inductive because it is based on IB theory, and the observed practice of the researcher. To better understand the IB of MLs during the assessment phase (practice), a semi-structured set of questions were developed from IB theory and practitioner understanding of the ML life cycle (**See Table 3.3, P61**) and gave rise to qualitative data to encourage and ensure a qualitative methodology. Qualitative research works alongside an interpretive philosophy. This is because, researchers have *"to make sense of the subjective and socially constructed meanings expressed about the phenomenon being studied" which is this research.*

An inductive approach starts by collecting data to explore a phenomenon and you generate or build theory (often in the form of a conceptual framework) (Saunders et al, 2012). This approaches, therefore, suffices. However, as the IB research community is looking for empirical evidence to justify its models then one might argue further that known premises, [in this instance, IB model] *…used to generate untested conclusions and semi-structured interview data … used to explore a phenomenon, identify themes and patterns to generate a new or* *modify an existing theory which* [can] *subsequently test through additional data collection …*[an] *abductive approach may be part of this study consideration.*

Earlier precedent being achieved by the work of Robson and Robinson in the healthcare sector contributes to a further enhancement of the model. The empirical evidence serves to support and encourage this type of research and build a [IB] community. A community that understands how IB can help organisations achieve information technology integration, alignment, and efficiency, together with practitioner utility and effectiveness. At this stage, the study has settled for an inductive approach, analyse the collected data (semi-structured interviews) to explore ML IB and generate sufficient theory to build a training framework. As the ISCM (2015) is being applied to WBS ML practice there is a chance that it would offer some new insights which would build on current understanding and knowledge in the field of IB.

3.3: Rationale of the Research

The 21st century organisation is fuelled by information. The efficient and effective utilisation of the information resource as we've learnt in Chapter Two can lead to the success and/or failure of a business. HEIs are not precluded from utilisation of the information resource, and neither are they from the dangers. The information resource, though, has technical and social characteristics that affect the organisation. For organisation members to fully appreciate and take advantage of the benefits while minimising any drawbacks, it is imperative that this type of study is undertaken. This type of research explores and explains the social phenomenon that occurs when social actors use information to achieve work, and to build a practice. As research, it also has utility in how organisations learn to understand and manage its assets and resources, so that right and timely provisions are made.

From Chapter 2, Literature Review, provided the basis for which Information Technology (IT) influences IB, consequently IT is a tool used in getting work done. Socio-technical and change management frameworks as approaches go some way in explaining this phenomenon although such frameworks are not used in this study. Nevertheless, it is part of the researcher's awareness, as I discuss the reasoning behind this research approach. In the end, it seemed more straightforward to apply an IB model directly to a set of participants and ask a set of questions. These questions, however, are drawn from my years of experience as a practitioner involved in the everyday practice of being a lecturer and module leader within a HEI and from my understanding of ISCM as an IB model. As discussed in the introduction to this chapter, PAR is both a 'methodology and a research approach and therefore *"several methods can be used in PAR, including interviews…"* (Linette, 2022)

This approach was much cleaner, the voices were just what they thought, and perceived of their practice, it relied on What, How, and not Why. 'Why' would have meant declaring reasoning and may have caused the participants to think I was making a judgement. The semi-structured interviews were chosen to create the basis for conversation. The conversations are analysed for content and discourse, both textual methods of interpreting the data (thematic, content analysis is being preferred in this study). Robson and Robinson (2015) suggest that qualitative content analysis has been increasingly used in the humanities and social sciences, using close reading of text for detailed analysis of its meaning. They cite Krippendorff (2004) stating that *"content analysis is a well-established technique for analysing texts and other communications for their content…".* Hsieh and Shannon (2005) suggest that it is a *"research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns".* Robson and Robinson (2015) in their health study suggest that *"coding may be applied to a word, a phrase, a sentence or sometimes a paragraph"* and this was adopted by this study and the transcripts were coded. (See section on data analysis 3.11)

One reason for such awareness is that other approaches can reveal realities with equal validity to our understanding of IT. IT delivers the information resource to organisational actors. This is important to this study, as it underpins a socio-technical systems approach. The study assumes a work system made up of two jointly independent, but correlative interacting systems - the *social system* and the *technical system*, as described earlier.

Two authors, in their work on the effectiveness of e-learning, apply a socio-technical approach to learning management systems (LMS), (Upadhyaya and Mallik, 2013). LMS are equivalent to virtual learning environments (VLE) such as Blackboard, as in this study. In using a socio-technical approach, they applied Leavitt's (1964) model to analyse their LMS. And whilst a socio-technical approach is different to this research's approach, it is, nevertheless, useful to the ongoing understanding of information systems within HEIs. Research that examines one element, that is the social system, has relevance as it increases our understanding and knowledge. The use of Leavitt's (1964) model within information systems has widespread approval amongst information systems professionals, practitioners, and academics alike, as it enables an approach to appreciate and understand the social complexities when using information systems within organisations.

Upadhyaya and Mallik, in their application of the model suggest that *"... organisations form multivariate systems consisting of four interacting components - task, structure, actor, and technology."* This interdependency and interrelation on these four elements relate also to information behaviour actors which are dependent on information systems as information sources. Leavitt's model suggests that when any of the element's change, the social and the technical systems would require realignment due to the interdependency. Therefore, changes in Information Technology (IT) affects information behaviour with IT change being the norm. For any actor, it may present new activities to consider, new functionalities to adjust to as we seek information from our information sources or, as we make information provisions. This period of adjustment carries the social factors with uncertainty, trust, and confidence issues. The period of adjustment and adaptation are also part of the change dynamics which is ultimately linked to the actor's information behaviour. Even though IT has long been considered a tool, it is difficult for us to adapt the tool, rather, we mostly find ourselves adapting to our information technology (information systems).

In summary, the reason for this study is to understand the information behaviour of MLs within WBS, so that a more integrated and aligned practice emerges. This enables MLs to be more efficient and effective in carrying out the role and responsibilities of the practice.

3.4: Conceptualisation and Research Problem Identification

According to Ann Hughes and as discussed in the earlier chapters, the *Jisc* guidelines place a heavy emphasis on information itself: what is needed and how it is used. Technology is seen as being in a supporting role. (Hughes, 2000) As mentioned, information systems (technology) normally require software updates and upgrades. However, these updates and or upgrades (technical changes) can bring about social changes, and it is these social changes that this study seeks to understand through the information behaviour of WBS module leaders. As MLs we understand the need for assessment and note that it is a factor in student progression leading to an undergraduate and postgraduate award or qualification. One of our assessment principle's the University of Westminster states that *"Assessment provides opportunities for students to demonstrate that learning outcomes have been achieved, and thereby enables* *evidence to be produced that learning has taken place and that standards are being maintained."* (westminster.ac.uk/assessment-and-feedback-policy-2021)

As discussed in section 1.9, the assessment phase, became the primary area of my investigation— to observe and find a way of understanding the information behaviours of MLs during the assessment phase. Through this understanding of the information systems used as sources and providers of information, a framework for training MLs was developed from their information activities and information behaviour. The more information systems are integrated and aligned to the practice the more efficient (resourceful and competent) and effective (useful) MLs become in their roles and responsibilities (understood through the information asset, information activities resulting in ML information behaviour during the assessment phase). The MLp (assessment phase) requires information, which is very much the case as Hughes (2000) states,

"…the totality… is a gentle cultural shift: a real understanding of the institution's information needs leading to the realisation that information is a valuable resource and should be managed as such; recognition that the answer is rarely more technology; and that individuals must be aware of, and accept their responsibility for, information, share it, and use it efficiently."

For MLs this means that we acquaint ourselves with the information we require from the university's information resource (information systems) enabling information usage, production, communication, and archiving.

As part of the assessment phase, students submit assignments to the virtual learning environment, Blackboard Ultra, for grading by tutors. *Blackboard* as a learning platform or environment and as the technology has changed over the years and each change according to Leavitt will affect the task, structure, and the actor(s). Blackboard at the start of this research has been upgraded a few times, and to date we are currently using Blackboard Ultra. Like any virtual learning environment, changes in the functionality affects and challenges MLs both technically and socially.

The functionality changes present challenges in how MLs source information, how they produce information products and make use of information provided by other actors, during the assessment phase. In short, the information behaviour problem that emerges due to a technical change which is positive and beneficial to the working environment may simultaneously and temporarily act to reduce ML efficiency and effectiveness, as adjustments are made. The technical change at times creates challenges that are unconscious, but that does not lessen the impact. At the very least, the newness causes some pause for thought as the brain adjusts.

For WBS, a good example for us was the introduction of a grade centre and a grade journey to the assessment phase (**See below, Table 3.1, also** (universityofwestminster.sharepoint.com/blackboard-grade-journey). Although both the previous and the updated have seven steps, step one is the only thing they have in common. This is the nature information systems (the nature implies that the technology is made up hardware, software, and data). Any functionality (technological improvements) in the grade journey has social (people and process) impacts that must be known in order that they can be managed so that efficiency and effective process gains are made, according to Leavitt's (1964) model, as discussed in section 3.3 above.

Table 3.1: WBS Grade Journey Training Paper

(University of Westminster Sharepoint Link)

Steps	Previous Grade Journey steps	Updated & Current Grade Journey steps
1	**Academics Mark Assessment**	**Academics mark assessments**
2	Registry sends excel mark sheet	Academics enter marks in Grade Centre
3	Academics enter raw marks and return to Registry	Registry maps marks from academic's columns in [I1] columns
4	Registry makes checks – lates/MCs/PAOs etc	Registry extracts marks from [I1] columns into SITS
5	Registry enters marks into SITS with relevant changes	Registry makes checks for lates/MCs/PAOs, etc. and amends marks as necessary
6	Registry marks up the Module Marks Report (L1s/L2s, etc.)	Registry generates Module Marks Report from SITS which is communicated via email to Module Leader to check E-vision
7	Module Leader confirms marks received and returns Confirmation of Marks form	Module Leader logs into (SRS-Web) E-vision to Registry system to approve and confirm MMR

Source: Adapted from WBS Grade Journey Training Paper.

To understand the information behaviour of WBS MLs, participants were selected from among the WBS schools for semi-structured interviews or conversations. It was important to gather the participant's experience, position within the college, size and number of modules led, appreciate a participant's workload and commitments as this may have a bearing on information behaviour. The table below sets out the design of the questions.

Table 3.2: Questionnaire Design

Category of Questions	Sub-Questions
Module Leader	Position, Role, No. of modules led, Semesters, Size of Module
Applications	Applications that help provide and produce module coursework
Blackboard	Assessment phase – marking/grading phase (the Grade Centre)
Coursework	Production of coursework (using assessment templates) How do you create your coursework?
Documents	What documents do you share, where do they reside etc?
Communication	Where, Whom, How, give, get, or share information
General thoughts/concern	Open questions, observations, or comments from participants

In summary, the problem with identification is that ongoing technological changes over the years do have social implications for information behaviour. To create a more integrated and aligned practice, that is an efficient (competent) and effective (operational) environment, then research into the information behaviour of WBS MLs matters. By 'efficient', this study considered the ability and capability for the ML to source information (ease of access, retrieval, accuracy, interoperability – the seamless transfer between information systems when seeking, using, and communicating information). A ML is effective when the production and communication of information as an information provider or information service has utility (useful) to the other information actors during the assessment phase.

3.5: Operationalisation of the Research Study

A qualitative and inductive approach was decided as the means to this inquiry. This meant that the set of semi-structured interview questions were formed and based on practitioner experience, observation, and theory primarily, from the Information Seeking and Communication Model (ISCM 2013, 2015, see also **Table 2.3**, **Figure 2.7**). WBS recognises that MLs and throughout the years of restructuring (as a school and now a college), the roles and responsibilities have been consistent while the technology has changed. According to Leavitt (1964), a change in the technology affects three other interdependent variables, *task*, *structure*, and *actor*. This is being seen as a contributory influence on the information behaviour of MLs.

The introduction of the gradebook and grade journey in recent years as part of the assessment phase has influenced ML IB within WBS. The link below allows access to the Learning, Innovation & Digital Engagement (LIDE) site for information systems and software applications used by WBS staff and students. This could form a link to a module leader practice (MLp) portal (prototype).

LIDE link: blog.westminster.ac.uk/gradebook

The key objective of the gradebook (grade centre) was reducing the number of errors when MLs attempted to transfer student marks into an Excel spreadsheet. If Registry picked up the marks directly from a known field in Blackboard (where the marks already reside) then this creates an efficient and effective process. As discussed in the section above, the nature of 21st Century information systems (IS) is mainly information technology (IT) comprising both software and hardware. It also requires communication, which is what is referred to as information communication technology (ICT) and keeping abreast is the challenge for users (academics) and practitioners, especially, if a change causes an effect on (ML) information behaviour.

During the main data collection, the move to *Blackboard Ultra* with an updated grade centre, the gradebook (part of the grade journey) was taking place whilst interviews were conducted, and not all the participants were as conversant or competent users. WBS usually runs a pilot among ML users, followed by training sessions before launch. However, some of MLs were being trained during the summer as the rollout was scheduled for the start of the academic year, in September. Again, technological change is a factor here. Technological and functionality changes do affect IB, and although this study does not investigate the specifics of the change as it is outside the remit of this investigation, it is a consideration and awareness forming part of a high-level discourse. Leavitt's (1964) allows for this consideration and awareness. The semi-structured interviews (see **Table 3.3** below) were held online due to COVID lockdown in the UK. The interviews were recorded (audio and video but not exclusively). This enabled accurate records of the conversations to be transcribed for analysis. See NVivo coded transcripts Appendix G.

In summary, the operationalisation of this research, included semi-structured interview questions which were created from practice and theory (ISCM 2013, 2015). The participants were chosen with varied experiences, positions of authority, different length of service in the role of ML. Data collection included observations, email conversations, formal and informal discussions among stakeholders and other academics in course and programme roles who also happen to be module leaders. To shape the research, documentation from stakeholders included, our Professional services, registry, library services.

3.6: Methodological Approach

In section 3.2, the research approach was described as inductive reasoning (…or inductive logic, involves drawing a general conclusion from a set of specific observations. masterclass.com). By applying an IB model to a professional group within an organisation as per this study, the reasoning became inductive based on the theory that surrounds the IB model and the observed practice of the researcher.

To better understand the IB of MLs during the assessment phase (their practice), a semi-structured interview was conducted to gain qualitative data. Inductive inference argues that known premises, in this instance (IB model), is used to generate untested conclusions. These untested conclusions have been analysed in the next chapter (chapter 4). The semi-structured interview data was used to explore a phenomenon, identify themes and patterns, and create a conceptual ML framework.

As with an inductive approach it does not seek to test the data derived, instead, the collected data [interview data] was used to explore ML IB and to generate or build theory, a conceptual ML framework. The methodology used for this research is a qualitative based on interviews, semi-structured interviews of MLs with varied lengths of service and positions within the College [WBS] and University of Westminster documentation belonging to internal stakeholders.

Semi-structured Interviews:

According to Saunders, Lewis, and Thornhill (2009), you can employ, develop, and design non-standard or qualitative interviews as semi-structured interview questions, which was also used for this study. Interviewing your colleagues is 'nerves all around.' Colleagues are often unsure of what questions you are going to ask and whether they will reveal a level of competence or incompetence, while at the same time wanting to show off what they do, how and why. Some also see it as an opportunity to complain about working practices and other related issues. So, it is vital, that a non-standard interview approach is taken.

(Saunders, Lewis, and Thornhill, 2009) further suggest that this *"hybrid type of interview which lies in between a structured interview and in-depth interview."* This approach to interview's '… offers the merit of using a list of predetermined themes and questions as in a structured interview, while keeping enough flexibility to enable the interviewee to talk freely about any topic raised during the interview.' This approach was key in getting the participants to be responsive during the online interview. We had an interactive exchange, and my starting line was usually, '*Let's have a conversation*.' Another factor is a concept called *"responsive interviewing"* by Rubin and Rubin (2005), which is a guidance on developing 'interview questions and procedures.' This model suits the interpretive research philosophy Rubin and Rubin (2005), as it is an approach that *'emphasises the importance of keeping the research design and questioning flexible and adaptive in order to facilitate new information to emerge or to adapt to an unexpected direction.'*

The Semi-structured Interview Questionnaire and Questions: (see Table 3.3)

The key topics were Applications, Blackboard, Coursework and Documents each with questions and sub-questions. The questionnaire (semi-structured interview) begins with *Applications* which, dealt with the production of coursework. Next, *Blackboard* covered the assessment as the host environment, and *Documents* which referred to the documents produced, provided, shared with module team and stakeholders, which include module surveys, student surveys, external examiner reports, module mark reports.

The questions dealt with four main topics with six areas in total. This first section was titled; *'module leader'* which collected participants details (*followed by the key topics: Applications*, *Blackboard, Coursework*, *Documents*) and the sixth and last section *'General thoughts/concern'* was free following. This sixth section enabled open, free sharing of participant thoughts to be captured. This was thought to entice what Rubin and Rubin call 'Responsive interviewing' which concentrates on obtaining a deep understanding rather than breadth.' (Rubin and Rubin, 2005). In her study, (Wahyuni, D. 2015 p.74) employed interview questions that were *"'structured' to include open-ended main questions, follow up questions and probes… the main questions… developed based on the research problem and the research questions…"* This approach was important to gain the participants confidence that the interest of the research lay purely in HOW, WHERE information was sourced, HOW and WHO provided information, WHERE it was used and HOW and WHERE it was achieved for subsequent reuse. In short, the individual ML information behaviour during the assessment phase. Whilst interviews lasted on an average of an hour per participant, sufficient time and space was given to question and answers and the online nature seemed a natural way to conduct the interviews. As we had, not been allowed to meet in person due to Covid restrictions, online communications had become normalised, and this may have contributed, to a natural way of interviewing one's colleagues. There was a kind of normality and an everyday occurrence with the interview process.

Interviews of ML as Participants:

Having obtained the ethics approval (see Appendix B) the instrument was applied taking into consideration Kvale and Brinkman's suggestions which included instructions to brief interviewees (participants) (Kvale and Brinkman, 2009). This included a research information package that was emailed to participants beforehand. The information package emailed to participants included 'Participation Information Sheets' (PIS) and 'Consent Forms' (CFs). The usual protocol was followed with signed copies ahead of interviews. The online interviews permission and agreement to record was sought and agreed before the interview commenced. (Appendix D: email package to participants)

Pilot Interviews:

Prior to conducting the formal interview, the researcher should hold mock interviews with colleagues to fine-tune the research instrument (Wahyuni, 2012 pg. 74), this approach was adopted. Before the main interviews were held, a pilot was carried out in person on WBS campus, the interviews were recorded and transcribed (universityofwestminster.sharepoint.com/pilot-transcripts). The learning here caused amendments to the type of communication engaged in during the assessment phase. The original questions were based on the ISCM 2013, which when applied to the health sector by

Robson and Robinson (2015), produced communication modifications which were in turn applied to the main study. Further lessons learnt during the pilot, enabled ease in how the follow up questions should be tailored,

"…to explore…particular [IB] *themes, concepts and ideas and unexpected thoughts…often the structure of the main questions is reordered to improve the HOW of discussions during the planned interviews…this instrument should…be submitted for ethics clearance from the researcher's organisation"* (Wahyuni, 2012, pg. 74).

3.7: Bounding the Study:

This research was conducted away from the university premises, nevertheless, online using the university Teams application during the Covid-19 pandemic lockdown. It was conducted with 13 of my colleagues from a Post 1992 HEI university with traditions dating back to when it was the Polytechnic Central London. Established in 1838 as *The Royal Polytechnic Institution*, 1970—as the *Polytechnic of Central London* before it gained its university status in 1992. Like other HEI establishments, our university seeks to provide research and education for all interested candidates, regardless of the background or financial status. (See **Table 3.5** below participants interview schedule)

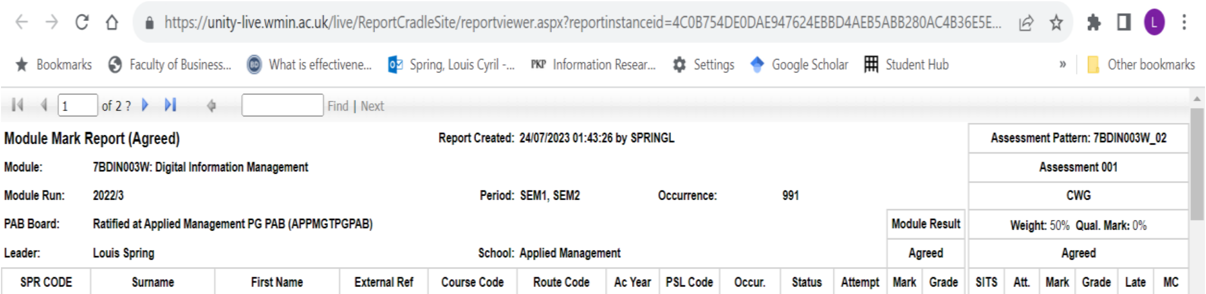
3.8: Research Project Development

The purpose of this study is to test the ISCM's validity in higher education and identify insights into the provision of a framework for a more integrated and structured module leader practice. This study is aimed at contributing to the understanding of the information behaviour of a HE professional group and embarks on collecting data during the busiest period— *the assessment phase*. The project seeks to develop information behaviour theory from existing theory by using the practical application of ISCM (2015). The findings have led to a validation and modification of the model and promote IB research. The understanding would lead to a more integrated and aligned professional practice to ensure ML confidence during the assessment phase. An integrated and aligned practice leads to efficient and effective Practice (service) and HE practitioners. Higher Education Institutions rely on efficient and effective assessment procedures and protocols and this study on information behaviours of MLs contributes to how this professional practice works with stakeholders like the Registry, Quality, and other professional organisational groups. The ML practice (MLp) now has a framework that provides an understanding of the ML IB during the assessment phase which allows for stakeholder group understanding and recognition because of this study.

It was, therefore, important to select MLs with varied levels of service and experience in their roles and positions within WBS to bring about a broader and more robust understanding of their information behaviours during the assessment phase. The assessment phase was chosen because of its relevance and importance in HEIs. Every HEI must have a robust assessment process, with rules and regulations (westminster.ac.uk/assessment-guidelines; westminster.ac.uk/academic-regulations, set out clear policies to be understood by all its stakeholders. The Registry in HEIs is to uphold and administer these assessment regulations which are not necessarily appreciated by stakeholders like MLs. As a practitioner, I am cognisant of implementing the governing rules and regulations but, I do not necessarily appreciate all the wider implications; why certain rules and regulations exists, or assessment policies and guidance, what are they there for? This has been seen as a training gap and an opportunity to build knowledge and awareness as part of the framework.

The assessment phase uses a grade journey with *Blackboard* which facilitates marking and grading of assessments. (blog.westminster.ac.uk/gradebook) A grade journey can be described as a Blackboard function that allows students to submit their coursework, get it marked and graded by tutors including MLs. The Registry has a process of extracting the grades from *Blackboard* for the preparation of Registry reporting. This includes preparation of the module mark report (MMR), holding student records of pass or fail. This is intended for MLs to appreciate the assessment phase and the significance that its

Figure 3.1: Module Mark Report (MMR)



introduction to WBS is starting to provide more integration and alignment between the ML practice, Registry, Quality, and other internal stakeholders.

A challenge for more integration and alignment inevitably involves the Registry stakeholders, thereby, providing a process that meets HEI assessment standards and regulations. While it is not the brief of this project, the assessment phase or process is governed by the Registry who are the university (College) custodians. However, in this regard, the ML framework developed by this study does provide for this integration and alignment.

Another challenge is for MLs to understand that the grade journey through the online training material provided by Learning Innovation and Digital Engagement (LIDE) as this is a key tool used during the assessment phase. The relevance of this project to ML practice, is that the IB of MLs or understanding their IB enables a more integrated and aligned assessment process which inevitably involves the Registry and thereby providing a process that meets HEI assessment standards and regulations.

3.9: Sampling Procedures

Sampling involves the selection of individuals, units and/or settings that are to be studied (Bryman, 1984; Walcott, 1990; Creswell; Patton, 2001). The unit of study is the module leader (ML) within WBS (College) as the setting. According to Polit and Beck (2010), a sample is a portion of the population chosen to represent the entire population and the purpose of sampling is to attain data from a smaller particular sample that increases efficiency without having to examine every member. The population for this study is WBS-MLs, the chosen participants are academics. Their positions range from lecturer (L), senior lecturer (SL), or principal lecturer (PL). The years of experience in the ML role for each participant (past or present) also varied. This study is considered to have followed *"purposive sampling"* as recommended by several researchers (Denzin and Lincoln, 2000; Miles and Huberman, 1994; Patton, 2002). The chosen participants *"purposefully inform an understanding of the research problem and central phenomenon in the study"* (Creswell, 2007, p125).

Purposive Sampling suggest it is primarily used in qualitative research as it involves the researcher purposely selecting participants to include in the study on the basis that those selected can provide the requisite and relevant data, Patton (2002) and Parahoo (2006). A second author, (Merriam, 1988, pg., 48), also suggests that *"based on the assumption that one wants to discover, understand, gain insight, therefore one needs to select a sample from which one can learn the most."* Devers and Frankel (2000), also suggest that the purposive sampling approach is most commonly used in qualitative research as it is designed to enhance understanding of selected individuals or groups experience for developing theories and concepts. Sharma (2017) considers at least one con in purposive sampling, that because of judgement and the bias of the researcher, care must be taken to avoid this downside. Purposive sampling is also regarded as an approach which is judgmental, selective, or subjective, as a form of non-probability sampling in which one relies on one's professional and practical judgement in choosing or selecting participants in one's study. (alchemar.com).

For this study, participants were selected from one of the colleges of the University of Westminster (UoW), where I have been an academic and ML for circa two (2) decades, although, its organisational structure has changed over time, with specific reference being from School to College faculty in recent years.

The unit of study is the IB of MLs during the assessment phase, as with organisations, a process like 'assessment' is managed across boundaries. The ML practice requires university and college administration and management structures and facilitation. Courses carry modules, so MLs report to course committees chaired by course leaders (CL), so their communication formed part of the data collection although they were not direct participants. MLs can also be CLs, and other non-direct participants were quality standards (QS) and Registry.

3.10: Qualitative Data Collection Strategy:

The main qualitative data collection strategy was the use of semi-structured interviews. Responsive interviews to obtain a deeper understanding of participants information behaviours. As an information behaviourist and a ML practitioner (in my case, two universities, London South Bank University LSBU and WBS) experiences were used to develop the instrument. Chapter 2 discusses the ISCM and its appropriateness for this study. The questions for the semi-structured interview with MLs were constructed from two sources, IB literature ISCM (2013 and 2015) and IB integrated model theories (Case, 2012, pp. 133-198; Wilson, 2010) and earlier classic frameworks from Wilson (1981), Dervin (1983), Ellis (1989), Kuhlthau (1993), Foster (2004) and Ingwersen and Jarvelin (2005). The author provides the development of seven integrated models from Bates (2002), Choo et al (2000), Godbold (2006) Robson and Robinson (2013; 2015) and Wilson (1994; 1997; 1999)]. My anecdotal experience as a practitioner with years in a module leader role which includes formal and informal communications with MLs across the universities, was included.

While the study concentrated on WBS-MLs, their experiences were not only confined to WBS as at least one interviewee had moved to become Head of School (HoS), so this inclusion was vital to this study. As he brings years of ML experience in more than one School, as HoS your view of ML is now from a distance together with other equally competing priorities and therefore such views are not only relevant but importance to this type of research – the *'voices'* of those who have been a ML. As stated above, the semi-structured questionnaire is in six sections and the questions were constructed so that free conversations were ensued, which is the nature of semi-structured interview questions as previously indicated.

Pilot Study:

Accordingly, Patton (2002), argues that qualitative interviewing assumes that other people's perspectives are meaningful and can be made explicit and as such the quality of the information obtained is largely dependent on the interviewer. With this thinking, a pilot questionnaire was initially employed (participants in the pilot were not involved in the main study) to establish the reliability and efficiency of the instrument. The pilot (see **Table 3.3**; acrobat.adobe.com/pilot-questions-2019) established that the questions were clear (allowed discussion and made room for the interviewee to ask for clarity, and open form. According to some qualitative researchers, the interview process does involve *"…asking a series of questions and then probing more deeply using open-form questions to obtain additional information"* (Gall, Gall, and Borg, 2003, p.240). This approach was important to allow me (a practitioner-insider-researcher) enter the other experiences and perspectives held by my counterparts concerning our ML IB at WBS, thereby, sharing their experiences which was key to this investigation. Each pilot interview allowed for an estimated time of 40-60 minutes. The pilot study involved three (3) participants with two (2) full interviews and an incomplete third due to time constraints, the interview had to end and was unable to be rescheduled.

The pilot was based on the application of ISCM (2013), and the main study applied ISCM (2015). Two (2) reasons, with the initial application of ISCM (2013), one initial observation was communication and descriptive of the information behaviour of MLs. This eventually became an additional factor to consider. Second, by applying ISCM (2013), in healthcare, Robson and Robinson provided empirical evidence, which is the modified 2015 ISCM, which was used in this main study as result. The findings and outcome of this healthcare study had demonstrated a gap in dealing with the element of communication. The table below shows the inclusion of 'communication' as a separate heading for the main study.

Table 3.3: Semi-structured Interview Questions:

Module Leader:
Position in WBS?
Role in WBS; (what else do you do, informal/formal within WBS/university-wise?

How many modules do you lead? What semester does your module run in/do your modules run in? Semester 1 = Semester 2 = Semester 3 = Owned by School/Department? Module sizes: How many students take each module roughly? What is the size of your module team/module teams? Do you lead small, large, mega-large modules? No longer required!
Applications:
• Producing your module coursework/assignments explain your assignment? • What information systems/applications are used in producing coursework, (for example word processing/spreadsheets, search engines, databases, library, archives (including previous copies/coursework documents) etc.)? • When and how do you use these systems/applications? (Possibly and how many?) • Where do you find information to create your module coursework – formal and informal channels, for example meetings with colleagues/team online or offline? • How do you produce the coursework?
Blackboard: Coursework/Assignment Creation/Production phase:
What Blackboard functions do use to create your assignments? (For example; wiki's blogs, journals, discussion boards, Turnitin, SafeAssign, rubric or the assignment function or simply upload a file under assignment). ***Assessment Phase***: in particular, marking, or grading phase (the Grade Centre). What BB functions do you use during the marking phase; when and how? Can you talk me through how you set up BB for you and other tutors to commence marking – a short demonstration maybe of what functions or features you use and why; what is your reasoning? How do you go about alerting tutors to marking? Are other applications used to support this phase (for example spreadsheets, databases/information systems when and how and why)? And do you share this/any document with your team – single or general use? What functions in the grade centre do you use – how reliant are you on the grade centre, scale of 1 to 10?

SRS (application) during the assessment phase - source?
Communication: (ISCM 2015) Not in the Pilot. During this assessment phase (with whom, with what and how?) where, whom and how give, get or share your information?
Coursework: Ascertain how do you as ML go about designing an assignment. How do you as a ML create/design/agree module coursework/assignment(s)? When do you use the module descriptors/assessment regime to design assignment – first ever production or every semester run/year? Finetuning/minor/major modifications? When producing a draft, do you involve your team? If so, at what, stage of draft production is your team involved - when?) How involved is your team (or anyone in your team) in creating/designing assignments? (Email correspondence or just accept what is uploaded?) Are previous assignments used, recycled, modified (as per feedback from stakeholders – students survey, tutors, EE feedback, CL via course committee)? What influences the assignment/assessment, for example, External comments, student feedback, staff feedback including, ML observation etc? How would describe the type(s) of assessments; on/offline (via BB), examination, phase test, report, essay, presentation?
Documents: What documents do you share with your team (for example module evaluation survey, module mark report)? What documents do you author or co-author (module leader/ annual module report)? Where do your documents reside during the marking/assessment phase? When do you contact your External Examiner at the start of the semester and with what documents or after the marking phase when requested by Registry email (for external scrutiny to start)? Different times or stages...
General thoughts/concern:

Do you have any questions or comments for me concerning your understanding of my research project thus far? Anything you might think is important that I may not have covered?

The above table carries the instrument used to gather data from the thirteen participants. It was further used to develop the instrument in the table below.

Table 3.4: Category of Questions, Interpretation and Expectation:

Category of Question	Interpretation and Expectation
MODULE LEADER	To gain some appreciation of MLs experience in the role and the environmental conditions for example workload
APPLICATION	Producing module coursework, to have an assessments MLs must create a coursework brief. This requires information to be sourced, to create content, retrieve university and college regulations for inclusion in coursework brief.
BLACKBOARD	Assessment phase – marking/grading phase (the Grade Centre) Blackboard is the main host that performs varied functions during the life cycle, a source, an archive, a repository, and a communication medium. The assessment phase comprises a grade journey, tutors mark online using a grade centre in Blackboard.
COURSEWORK	The process of how MLs go about the creation/production not sources, but the procedures. The activities to create, design and agree the module coursework. The questions start whether, how the ML communicates with his/her team to produce (draft) content. Joint content information producers and how is the end-product achieved? When is the team involved if at all?
DOCUMENTS	What documents do you share, where do they reside etc?
COMMUNICATION	Where, Whom, How, give, get, or share (disseminate) information. Communication is key among information users, providers, producers.
GENERAL THOUGHT/CONCERN	Open questions, observations, or comments from participants

The questions for the semi-structured interview with MLs were constructed from two (2) sources—IB literature ISCM (2013) and (2015), and IB model theories as discussed in Chapter Two (2) of this research.

Table 3.5: Interviews Timeline of Module Leaders and Participants

Days of Week	Week1 08/06/20	Week2 15/06/20	Week3 22/06/20
Monday	*P.12* 12-1PM	*P.5* 4PM	*P.13* 10.30AM *P.6* 11.45AM
Tuesday	*P.2* 12-1PM 3- 4PM N/A		P.8 2-3PM
Wednesday	P.3 1PM P.9 2PM P.7 4PM		P.4 10:15AM/June 24th P.10 at 16:30
Thursday	P.1 2-3PM 5-6PM N/A	***P.11*** 2PM, 18 June	

3.11: Data Analysis

Merriam (1998) contends that data collection and analysis must be a simultaneous process in qualitative research. Data analysis in qualitative research consist of reviewing, organising, coding [labelling of data], and interpreting the data for analysis or discussion (Bell, 2010; Creswell, 2007). The data was analysed using coding, content analysis, which is a well-established technique for analysing texts and other communications for their content using… qualitative methods (Krippendorff, 2004). According to Robson and Robinson (2015), qualitative content analysis has been increasingly used in the humanities and social sciences using close reading of the text for detailed analysis. Wahyuni, cites Given, that qualitative content analysis which is done through identifying patterns and themes within data is termed thematic analysis (Given, 2008). In practice, qualitative content analysis uses a coding method which simply means labelling. It refers to the assignment of codes representing the core topic of each category of data (Wahyuni, 2012). Boeije (2010), suggests an approach to coding [labelling] with three levels: *open*, *axial and selective coding*—where open happens by dismantling texts ad distinguishing different themes and concepts found in your data; *Leading to axial*—which is taking the pieces of data, regrouping them based on relevant content, categorising the data, followed by *selective coding*—which is making logical connections between the core categories, to make sense of understanding what has been really happening in the observed practices (Wahyuni, 2012).

Wahyuni suggests that coding is also performed iteratively. Coding is initially conducted right after removing case organisations' identity from text. Then, the textual data is re-examined for developing further interview questions for each subsequent meeting with case organisations… All findings from each coding process should be recorded in a codebook as part of interim summaries. Saunders, Lewis, and Thornhill (2009), suggest that interim summaries are used to record the progress to achieve conclusions, including what had been found so far and what needed to be done to improve the quality of findings or to find alternative explanations. According to Robson and Robinson (2015), the following authors (Elo and Kyngas, 2007; Hsieh and Shannon, 2005; Mayring, 2000), content analysis in this study is deductive, that is directed content analysis, which is employing terms derived from theory or a model. This study applies directed content analysis (deductive technique) used by Robson and Robinson in their application of the ISCM to a healthcare study.

The Codebooks:

The tables below indicate the journey, the thinking, the commentary, and discussions before settling on suitable codes and coding. The first draft codebook was essentially derived from my theoretical understanding of information management and information behaviour, coupled together with my practical appreciation of module leader practice. This appreciation and understanding together with ISCM (2013, 2015) influenced the draft codebook, which was developed and aligned with the semi-structured interview questions. This first draft codebook was developed in NVivo using broad sections (subheadings) of the semi-structured interview questions and *"coding terms, with definitions, representing the features of and factors affecting information behaviour identified in the ISCM."* (Robson and Robinson, 2015) (See Appendix C; **Table 3.6**, The First Codebook). Using NVivo, the MLs became case classifications and codes are referred to as nodes.

In the end, this was thought to be too high-level and not exhaustive enough to help with the forthcoming analysis. By employing 'directed content analysis', a deductive technique (as discussed above), the structure of analysis shows ML as being an information user and provider involved in information activities that enable products and services. The other categories that emerged were production and communication, ML practice involved information behaviour that produced and communicated information primarily as users, providers, and actors. This first code book was about establishing meanings and creating understanding of the emerging patterns that helped with analysing the data.

The Second Draft Codebook, leading to the Final Codebook:

The second draft codebook (See Appendix C; **Table 3.7**, The Second Draft Coding), includes the additional fourth column (missing from **Table 3.7**) with the '**system approach**' added (plus **Table 3.8**, see Appendix C). This was an attempt to create a system structure, but this seemed to complicate the analysis further and was partially abandoned for themes. This thinking was a system-like approach, with each process having three levels in terms of structure: ***inputs***, ***processes***, and ***outputs***. The ML's practice requires assessment of students known as— *the assessment phase*. We can consider the assessment phase as a '**cycle**' (or system) that has four main processes: ***production***, ***storage*** (archive), ***communication*** and ***information***. The information activities that exist within each process forms the basis of modelling the phase as part of this practice.

A clearer understanding of ML information behaviour is captured by the Final codebook (See Appendix C; **Table 3.8**, The Final Codebook). It captures the ML practice with primarily its three processes; production of information products (for example production of assessment by ML, or the creation of a module marks report MMR by the Registry) as information providers which are then communicated as (information content) to other information actors (users or providers, for example External Examiners, used during Subject and Programme Assessment Boards). The actors (users or providers) can store or save information products and this storage (archive) can simultaneously be used as information sources for MLs and other information actors.

The Final codebook shows how the above ML information behaviour, uses information sources, starting with university information systems (Blackboard, Intranet, Student Record System (SRS), Internet) and how these information sources enable information activities to take place within the processes of production, communication, and storage. Through the lens and understanding of ML practice, information behaviour (ISCM) the coding terms emerged and subsequently, the themes and patterns to analyse the participant's transcripts. See NVivo coded transcripts, Appendix G.

3.12: Insider-Practitioner-Researcher and Ethical Considerations

My significant role in this study is as an '*insider-practitioner-researcher.'* (***See 1.11***) The applied methodology is representative of an *insider researcher* who recognises the absence of a homogenous ML practice. Justine Mercer (2007) describes her experience of insider research as *"insiderness"* which depends *"upon the intersection of many different characteristics, some inherent and some not…"* My insider-research draws upon ML interviewees (participants) who all have histories, skillsets, knowledge, experience, differing levels of sociotechnical competences, and inherent biases which all add to a level of defensive or protective positioning.

Although I have access to colleagues who *experience*, *adopt*, and *adapt* to a ML practice; our shared experiences of what works or not does have pros and cons. However, there were many positives to this kind of research experience which included: colleagues being sufficiently free and honest, having the chance to complain, be open and honest about their shortcomings or what they disagreed with. On the flipside, it could have led to a degree of familiarity and subjectivity, creating bias due to sociotechnical preconceived ideas and approaches to our ML practice. For example, some participants were concerned about how they used Blackboard and let it be known that they 'were not tech savvy' or social or culture reasoning for how they perceived aspects of our practice, but this was met with non-judgement, to encourage the freedom to speak. To this end, Justine Mercer discusses insider research as being '*double-edged'. She also discusses three dilemmas: (1) informant bias (ML bias), (2) interview reciprocity, and (3) research ethics.* (Justine Mercer, 2007)

In my perspective of ML *bias*, colleagues (participants) wondered about my independence from senior management and the degree to which this type of research imposes further standardisation which reduces flexibility. To prevent this thinking among participants my email invitation indicated that I was *"... conducting a research study into the practice of module leaders during the assessment phase with a focus on our module leader information behaviour. The aim is to develop a module leader practice aligned to our information systems to achieve efficiencies and effectiveness. This research is part of my professional doctoral studies and an area very dear to my heart."* See Appendix D for email to participants.

The intention was to reduce any anxieties in becoming a participant and that by concentrating on ML information behaviours something that was personal to us and contributed to our practice was to be understood sufficiently through my study to the benefit of our practice. The invitation also pointed that our information behaviours were linked to the information systems we used during the assessment phase and this investigation would make us more efficient and effective in our ML practice by investigating our ML information behaviours. I was trying to reduce concerns; as to whether in fact, I was the right person to carry out this type of research; with regards questions of competence, trustworthiness and who truly benefits?

Interview reciprocity considered whether I could truly be detached and not introduce or discuss my own ideas and thoughts about the ML practice. So, I made sure, that the semi-structured interview questions remained conversational, a chance for each participant to say whether the question made sense or how they understood what I was saying. This meant that at times participants had a different context that emerged as an answer. Finally, I conducted interviews and observations that were objective and not subjective; that is asking questions and waiting for the answer without aiding or prompting from me. It was about giving the participants their *'voice'* and *'space'* to provide the necessary contribution to this study.

To manage the insider researcher relationship and environment, transparency was required in the collection and storage of data. Being open to the recognition that because they are colleagues, I had to decipher both *informal* and *formal* information which has its uses, for example, I explained how the data was to be collected and where it was be stored, and that it was governed by data protection legislation and all ethical considerations. That the data was anonymously collected and held. The interviews had been professional, held in a relaxed and comfortable environment, in person or online, suitable for conducting interviews. The endeavour was to be upfront with all interviewees as to the purpose and benefits of this research; personal, and college. (See Appendix D and Appendix G)

Ethical dimension:

Case and Given (2016) on Ethics in Research write about the American Sociological Association's Code of Ethics from which four general ethical guidelines have evolved; 'investigations not harming participants, must not deceive, participation is voluntary, and data treated with confidentiality. During the investigations safeguarding risks during the interview were always considered, when we met on campus it was in open and uncompromising spaces. Online participants were free to leave their camera's on or off if both sides could be heard, genuine conversations took place.

Before the interview process Participation Information Sheet (PIS) and Consent Form (CF) were sent out, agreed, and signed before interview date was agreed, at the start of the interview participants were asked if they still wanted to continue and whether they had any questions. Participants were encouraged to have a conversation rather than feel that they were there to only answer questions, if they had questions for clarification, they should feel free to ask. It was always about the voice and journey of the participants. Leading questions from me were avoided and care was taken that the participants were anonymised and were they mentioned colleagues the data cleaning has removed the names without minimising the story or the context. (Wahyuni, 2012)

3.13: Indicative Outcomes of this Study

The study has provided practical value as an information behaviour model by applying ISCM within higher education (HE). The ISCM with modest modifications was suitable to model the information behaviours of MLs in a higher education institute (HEI).

This study now answers the criticism that research in Library and Information Science (LIS) and Information Behaviour (IB) often does not build on earlier research. This study has, built on 'integrating, expanding, generalising, and explaining of knowledge', Savolainen, 2016, see also **Table 2.1**. Therefore, as a study it has demonstrated new knowledge through insights and practical usefulness in the field of LIS.

A more integrated and aligned practice has emerged as the modified ISCM (2022), see **Table 4.5** was able to reveal the ML information behaviours during a busy phase of their practice. This enabled the development of a ML framework that identified ways, approaches to supporting MLs in being more efficient and effective in their practice during the assessment phase (so our information behaviour is positively altered). This is because the framework is developed from ISCM (2022) which demonstrates awareness of the built in notions of how MLs source, use, provide, and communicate information.

The ML framework suggests that mentoring, training, and building a sense of a community to support practitioners is vital. A wider appreciation by ML stakeholder community that ML practice is not merely an adjunct to lecturing, but a complex information process in which lecturers become information actors in carrying out the multiple tasks needed to achieve an effective assessment phase.

3.14: Challenges and Limitations

The project has been beset with challenges, mainly sponsors, director of studies and supervisors leaving/retiring from the university which has left the project without sponsors to support the development of an artefact and relationship with Professional Services (formerly Corporate Services.

The first person to retire was the University Registrar, who had given me her full support. Instructions to the then Associate Director, Digital Engagement, Corporate Services, the commencement of this project. Very clear instructions: Corporate Services as sponsors to support the project. At the time the proposed title was *'The Identification and analysis of IBs in module leadership practice at University of Westminster'*. The project was to provide an integrated ML practice which will lead to recommendations to Corporate Services of an online tool in the form of a dashboard within Blackboard. The contribution to the university was information behaviour knowledge and provision of a better information system service for MLs.

Sometime later, Westminster Exchange, the department running the professional doctorate programmes was closed and colleagues made redundant, so I lost my supervisors. I then embarked upon finding supervisors who could supervise professional doctorates. I turned to CETI and found my current director of studies. My current supervisor had seen my desperation when Westminster exchange closed and was willing to supervise my project. I also was diagnosed with cancer in 2019 and had to defer, for period.

These setbacks have meant that working with Professional services to develop an artefact in conjunction with Professional Services and Blackboard has not materialised. Instead, Professional Services has provided me with an environment to develop the prototype in Blackboard Ultra, using the 'Organisation' feature, as per my request.

The second overall challenge was observing the information systems and platforms used within the practice and by the (college) university becoming more integrated, as part of the advancement of information technology. As this was the aim of the project it at times felt like this study was lagging and limiting in scope. This challenge however, meant that the aim was being met by realising the current impact of the integrated information systems and platforms from the research data. It shows that information sourcing is made accessible when information systems and platforms are integrated, a factor that helped in understanding ML information behaviour.

Third, the emergence of CETI and LIDE, during the life of this study has meant that some of the research and concepts are already in place, validating this research and allowing for the prototype to build in links to these platforms, offering further integration. As such, I can see some of the integrated concepts emerging for example the CETI in providing ML resources and a platform for a community of practice which would be accessible via Blackboard Ultra, 'Organisation' feature.

One limitation to this project is that I did not develop a working relationship with Professional Services to make a fuller organisational contribution as first envisaged.

Nevertheless, the study stands ready to inform Professional Services retrospectively, so the professional doctorate is limited in this capacity. However, this thesis does meet its aim; it demonstrates the building blocks for an integrated and aligned, overall, a more structured practice through ML information behaviour knowledge.

3.15: Validity and reliability

"Interpretive researchers assume that reality as we can know it is construed intersubjectively through the meanings and understandings garnered from our social world" (Angen, 2000)

According to Lincoln and Guba (1985) *"…interpretivism also adheres to criteria taken into consideration to ensure validity and reliability in interpretive research, namely reliability, credibility, transferability, dependability, and confirmability."*

Wahyuni (2012) defines the following terms reliability and validity, credibility, transferability, dependability, and confirmability and these are used as the working definitions by this study.

Reliability *"refers to the consistency of measures whereas validity concerns with the extent to which it reflects the social phenomena being observed."* However, according to Dina Wahyuni *"Qualitative research seeks to produce credible knowledge of interpretations on organisation and management… processes and understandings, with an emphasis more on uniqueness and contexts."* The practical application of Information Seeking Communication Model (ISCM, 2013) has been applied to the health sector, and following this study (ISCM, 2015) emerged which was applied to module leaders (MLs) carrying out their roles and responsibilities during the assessment phase of a Module Leader practice (MLp) within the context of higher education (HE).

Credibility deals with the accuracy of data to reflect the observed social phenomena. In simple terms, credibility is concerned with whether the study actually measures or tests what is intended (Wahyuni, 2012). Since the conception of the study an investigation into information behaviour literature commenced which led to the selection of an information behaviour model that was suitable of modelling both information seeking and communication. A pilot study was conducted followed by semi-structured interviews.

To support the validity of this research study, data analysis triangulation was used to safeguard validity. According to Parker (2003), qualitative researchers should get involved in a communication with the practitioners in the organisational coalface in order to better understand the current state of real-world practices. Triangulation occurred between the interpretation of the pilot study and application of ISCM (2013), semi-structured interviews and the document review. The document review was based on secondary data which included university documents (internal publications, policy documents and practice documentation) and hence this collection of data from multiple sources is known as data triangulation. This type of triangulation strengthens the validity of the data, but also enables the researcher to concentrate on the interpretive phenomenon undertaken by this study (Maggs-Rapport, 2000). With data triangulation, the researcher explored primary and secondary sets of data, interpreted the situation, and defined the themes that were emerging.

Transferability refers to the level of applicability into other settings or situations (Wahyuni, 2012) According to Creswell (2014) it is the extent to which the findings are transferable and can uphold a general claim about the world. Robson and Robinson (2015) demonstrated the application of their 2013 ISCM in healthcare. This study applied the ISCM 2015, similar research design in higher education with further modifications ISCM 2022.

Dependability corresponds to the notion of reliability which promotes replicability or repeatability… dependability can be achieved by a detailed explanation of the research design and process to enable future researchers to follow a similar research framework. (Wahyuni, 2012). The research commenced with developing interview questions based on literature and practitioner experience. The literature provided a model that had been previously applied to another study in another sector and now it has been repeated in the higher education sector. The modified model and semi-structured interview questions are available.

Confirmability according to Wahyuni (2012) is the extent to which others can confirm the findings in order to ensure that the results reflect the understandings and experiences from observed participants, rather than the researcher's own preferences. Therefore, all documentation relating to this study has been kept, this includes research memos, transcripts, in NVivo and on the university OneDrive; 'interim summaries as part of a research working book'. This according Wahyuni (2012) provides and enables an audit trail for examination of both research process and research outputs.

3.16: Chapter 3 Summary Discussion

The key themes of this methodology chapter were participatory action research PAR, leading to an explanation of workplace and insider practitioner research. My epistemology and ontological journey and arrival at an unexpected research philosophy. The research design which involved practical application of ISCM 2015, the development of semi-structured questions for interview, carrying out the interviews, the codebooks, NVivo transcripts and coding. Ethical consideration of the study and ensuring validity and reliability with an interpretivist approach.

Chapter 4: Analysis & Findings, Discussions.

4.1: Introduction:

This chapter provides the research aims and objectives, the analysis, findings, and discussions of the study. The application of ISCM 2015 to the assessment phase of the MLp has resulted in model modifications; ISCM 2022. This chapter takes this the reader through those modifications the implications for this study and for the field of Information Behaviour models and the search for empirical evidence as these models are applied and tested and modified.

(Case and Given, 2016), in *Stage Four* (4) of their research design, posit that,

"…once evidence is gathered, it is analysed and interpreted – in many cases, data are being interpreted while they are generated or captured. In qualitative studies, the analysis and writing processes are linked, resulting in integrated approaches to analysing findings and presenting a discussion of those findings."

This has certainly been the case in this study and the analysis, findings and discussions are being presented in a blended approach in this chapter. The *analysis*, *findings*, and *discussions* in this chapter, is first, the investigation of information behaviours of MLs by examining the roles and responsibilities, with the application of the ISCM on ML practice at WBS.

Research aims and objectives:

Research aim: To develop a framework which implements the integrated university information systems of the university to support WBS Module Leader practice (MLp).

Research objectives:

1. To apply the information seeking and communication model (ISCM) to WBS MLs.
2. Investigate the information activities of WBS MLs during the assessment phase,
   Evaluate the alignment of university's information systems to support MLs information activities during the assessment phase,
3. Develop a framework to identify the requirements for a more integrated (structured) ML practice (MLp),

4. Explore a provision for a community of practice, for further integration, learning and partnership, formal training programmes, towards a recognised ML practice (MLp) within WBS.

The study focussed primarily on the information activities of module leaders within WBS during the *assessment phase*. The first objective of this research was to establish whether the application of ISCM provides an understanding of ML IB (their information activities) leading to a more integrated and aligned practice (see research aims and objectives above) leading to a framework (standards) that improve the (efficiencies and effectiveness) of the practice. The efficiencies (organisation of information systems) and effectiveness (utility or usefulness) sought are linked to how integrated and aligned information systems are in supporting the information activities of MLs as they carry out the roles and responsibilities of the practice. The particular focus of this research remained the assessment phase as part of WBS module leader practice (MLp). As stated earlier, at the inception of this research, WBS was a School with faculties and departments. In the last three years of conducting this investigation, WBS has transformed into a college which is why the sample is overly represented of one School. Prior to its restructure, the school boasted of a more balanced spread of MLs to departments. This chapter, therefore, introduces the three (3) processes that define the assessment phase; 'Production, Communications, and Archive' that have emerged from the data, IB and ISCM theory (see **Table 4.1** below).

Table 4.1: Overview of the Assessment Phase:

Production process	Communication process	Archive process
This process is mainly undertaken by users and providers; a ML and/or (team), or School's Registry to create or produce an information product for the practice using the available information sources (medium, channel, or platform) and resources. Produce/create assignment and coursework, Module handbook and other module documents including module leader reports. Learning and teaching resources and materials (lectures, seminars, workshops).	This process entails ML and team and/or WBS' Registry, where both users and providers communicate, disseminate and share information within and/or for the practice. It encourages Face to face interactions, email, phone (voice and text), teleconference: Teams, WhatsApp (including groups and forums), FaceTime, Blackboard tools including Collaborate 'announcements,' notifications etc.	Information shared are often accessed or sourced from a/or several backup locations. These may include, *Blackboard*, *email server*, *Cloud provision* (One Drive, Google Drive, etc…) Personal hard drives and storage include USB hard drive, personal computer (Laptop, Home desktop, etc…).

ML Roles and Responsibilities:

MLs within WBS are responsible for the teaching, learning and delivery of modules. Modules are subject areas with teaching and learning material that cover at least a semester, which is 12 weeks long. The roles and responsibilities of a module leader is to publish a module handbook which is drawn primarily from module descriptors provided and authored by Programme and Course Committees through the Course validation process. The module handbook, mainly authored by the module leader introduces, the module structure and elements of the module including lecture, seminar materials and the assessment which is an important component of any module. The module leader is also responsible for supporting colleagues (fellow academics) working as tutors on a module.

The Assessment Phase:

The *Assessment Phase* starts with coursework being set which is usually authored and produced by the module leader as stated above. This includes uploading the coursework to Blackboard after initial agreement and sign-off from college management and External Examiner. Included in the signing-off is the Course Leader (CL) who has a responsibility to manage the policy and guidance on coursework submission deadlines. This involves ensuring that submission dates are sufficiently spaced or spread out to avoid clashes and maintain student wellbeing. This usually involves communication from by the CL via email to all MLs on a course. The communication enables MLs to disclose their submission deadlines and make any alterations as directed by the CL.

The preparation of *Blackboard* by a ML, as the *Virtual Learning Environment* (VLE), is vital, as an educational platform or medium. It enables a *24-7* access by its information users (students in the main from anywhere in the world). *Blackboard* holds all teaching and learning materials of the module and therefore is an essential hub of the information activities and communication of MLs and associated stakeholders, i.e., academics, non-academics, and administrators. At the start of semester (or thereabouts), Registry preparation includes sending email communications to each ML requesting coursework submission dates which are input to the Student Record Systems (SRS). A simultaneous check is made regarding the coursework names on grade centre within Blackboard, do the coursework names correspond to what is on the SRS, otherwise the automatic transfer and upload which is part of WBS grade journey will be affected.

The application process of ISCM and WBS MLs practice assessment revealed that the roles and responsibilities involved three (3) main process as per the above; ‘Production, Communications, and Archive’.

Below are the findings and modifications to the ISCM as applied to the assessment phase of the MLp at WBS.

4.2: Production Process (Assessment Phase):

Production Process: MLs are information users whose roles and responsibilities require creating materials (content) for students, management, and administrators.

Findings: MLs act simultaneously as information users and information providers.

Production of documents: These documents (content) include course material, reports received by management and administration. The application of ISCM also reveals the information activities required to produce content. The semi-structured interview questions support the above and the section on (application) questioned what information system (IS) were used to produced content: (information product and information services). It transpired that MLs are service providers in creating content on Blackboard which is mainly by students on the module and management (quality assurance) and administration, registry, (grade journey during the assessment phase). Blackboard, the VLE, is a host that performs one of the three (3) identified in the study. During production it allows MLs to upload coursework (See Appendix C; Codebooks: **Tables 3.6**, **3.7**) It hosts the gradebook (previous grade centre) that enables it to be produced after marking, double-marking, and moderation.

Findings: MLs are therefore information producers who enable an information service through Blackboard, they provide content, student grades, and feedback during the assessment phase.

The Assessment Phase (which is the first stage of production) requires a piece of coursework to be assessed. The instruments (semi-structured interview) demonstrate the information behaviours of MLs, that is, sourcing, retrieving, creating, sharing, storing, etcetera. Some documents are produced by MLs, others include policies and guidelines by college/university, management, and administration (registry).

Findings: MLs create an information source as information providers.

Modification to ISCM: MLs act or play a dual role during the production stage. ISCM modified to reflect duality of information user and provider.

4.3: Communication Process (Assessment Phase):

Communication Process: MLs as information users (seeks and uses) and information provider communicates information. This study has identified the significance as a process, as per Robson and Robinson (2015). However, as MLs are simultaneously users and providers. Communication of information is the norm (seek, use, and communicate). Therefore, the two

(2) communication boxes represent the information and information provider are placed in one overall box, capturing how MLs operate. This gives flexibility to MLs acting as an information user or provider.

It also allows for communication as a reciprocal process— where an information user may communicate with a provider (ML—as information user, Registry—as information provider) as shown in Arrow 5 of ISCM. Information providers may communicate with each other (production of MMR, both MLs and registry acting as information providers) as shown in Arrow 6 of ISCM.

Findings: MLs as information providers become service providers—they provide an information service to information users.

Modification to ISCM: Rather than having two (2) separate communication boxes for an **information provider** and **information user**, both boxes are housed together. They act independently as **service provider** (information service), thereby allowing for fluidity between the user and provider. This practice often transitions between being a **host** and an **information service provider** (author added information service and service provider; 2022).

4.4: Archive (storage) Process (Assessment Phase):

Archive Process: MLs, academics (management), produce course materials which include, handbook, coursework, etcetera… and non-academics, Registry (administrative) produce documents, reports, etcetera… Every report or document can be related to policies and guidelines set by HEI, university, and college, to be interpreted and adhere to.

Therefore, MLs rely on sourcing information to create information products (and information services) for students, colleagues (internal/external, academics and non-academics). There is also storage, retrieve, modify, reuse, and recycle, which is a norm in ML practice and can be considered an information archive.

Findings: In ML practice, the **information source** simultaneously becomes an **information archive.**

Modification to ISCM: In addition to the **information source**, there is an internal **information archive** (author added information archive; 2022).

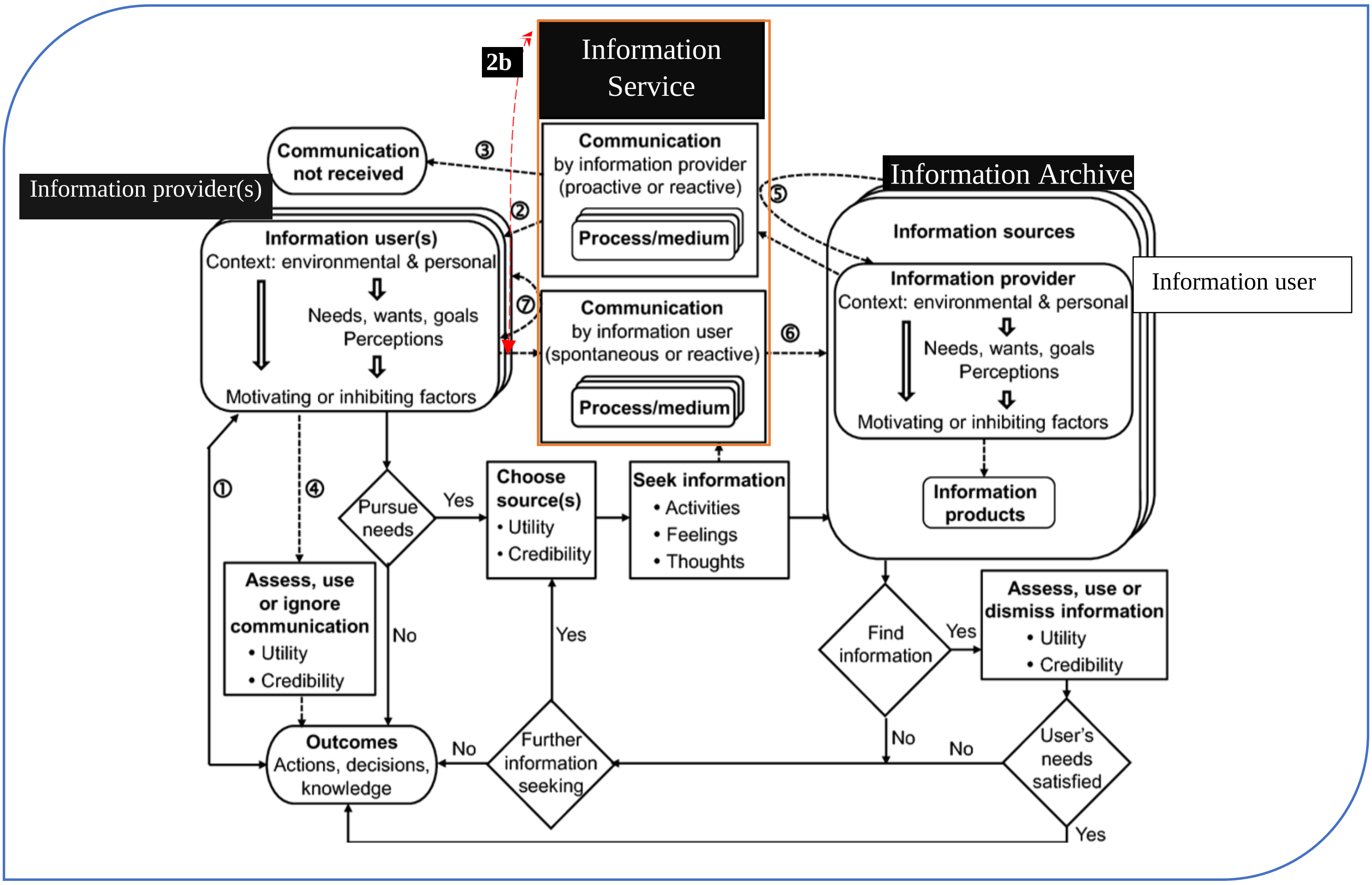


Figure 4.1: ISCM Modified Source: Author, (2022).

4.5: Modified Information Seeking and Communications Model:

Summary of the modifications:

The ISCM modifications (2022) are as follows:

MLs simultaneously act as information providers and information users during the assessment phase. Therefore, information providers and information users undergo the same information activities as shown in the left-hand side of the model.

The communication is now bi-directional there is now the inclusion of a bi-directional communication arrow in red **[2b])** to a rectangular box (shown in the orange-yellow colour) allows information users and information providers to communicate with an information service. For MLs Blackboard produces information, which is communicated, thereby becoming an information service for its information actors. The Communication boxes remain separate for information user and provider, since MLs are information providers and information users. At the same time, it represents the fact that information actors can simultaneously be involved in information use, provision, and communication, within the information service (in this case the host, Blackboard).

The assessment phase involves communication between Registry (proactive) initiating the start of the grade journey with instructions (information which includes deadlines). MLs are (reactive) by processing the grades within the Blackboard medium, thereby simultaneously using, and producing information (provisional marks). As information providers this information is communicated to Registry. During the grade journey any information user (ML or Registry) can communicate within the medium; spontaneous and or be reactive for example a query on a student's grade. Communication can also take place outside the medium [2b] with other information users and information providers.

ML information sources are usually used, reused, and recycled, during the assessment phase and as per the MLp it has been modified to simultaneously act as an information source and an information archive by extension of reuse and recycling of content (information documents) by information users and information providers.

The wider implication for Information Behaviour model theory is that ISCM 2015 has demonstrated that existing information behaviour models can be applied and modified. This gives theory legitimacy showing growth, suitability, and maturity as researchers and practitioners make minor modifications to existing models.

ISCM 2022 findings; that information actors act within a given medium (information system, platform) performing information activities separate and simultaneously either as an information user and or an information provider. ISCM 2022 provides the flexibility and makes provision allowances to enable an actor(s) to source, use, and communicate information.

ISCM 2022 has reflected (shown) that an information actor can be a user or provider because an actor can seek information for the purpose of using the information to create an information product thereby becoming an information provider (from information user to information provider).

ISCM 2022 has adapted and added an Information Service and an Information Archive as information actors seek information from a medium (information system, platform) thereby becoming a service provider, shown as 'Information service'. An 'Information Archive' stores (saves) information within a medium to be used, reused, and recycled.

4.6: Result— Findings—NVivo Analysis Outputs:

The WBS MLs interviewed, were selected randomly, the main criterion; previous or currently serving in the role of module leader. To achieve the objective of this study, thirteen (13) colleagues were interviewed. The table and graph below show the positions, and the other roles the module leaders carry out as part of their job within the College and university. The ISCM identifies an environment and personal context of an information actor (*user* or *provider*), and the purpose of the table and graph below is a bid to capture the WBS context by seeking to appreciate the variety of roles that MLs carry out, the different levels of experience, and variant positions held within the organisation. MLs are at different education, expertise, and training levels within WBS, and the below table demonstrates just that.

Table 4.2: The Thirteen (13) Participants:

No of Modules	Semester	Owned by School	Module Type	Module Size	Module Level	No. of Tutors	ML, Schools	Position	Role	Number of scoped items with a particular attribute value combination
1	Semester 2	SAM	Small	Less than 50 students	Level 7	1	SAM	L	Research	1
1	Semester 2	SOES	Medium	More than 50 less than 100+	Level 4	4	SOES	L	Tutor	1
1	Two semesters	M&M	Large	100 - 200+ students	Level 7	Tutors and Supervisors	SOES	PL	Director TL&Q	1
1	Two semesters	SOES	Mega-large	100 - 200+ students	Level 7	More than 4	SOES	PL	CL	1
2	Semester 2	M&M	Medium	More than 50 less than 100+	Mix of UG&PG levels	4	SOES	SL	Research	1
2	Year Long	SAM	Large	Unassigned	Mix of UG&PG levels	Supervisors	SAM	SL	Research	1
2	Year Long	SAM	Large	100 - 200+ students	Level 4	More than 4	SAM	HoS	Senior Management	1
2	Two semesters	SAM	Large	100 - 200+ students	Two or more UG Levels	4	SAM	L	CL & Research	1
2	Two semesters	SOES	Small	Less than 50 students	Level 4	3	M&M	SL	CL	1
2	Three semesters	SOES	Medium	More than 50 less than 100+	Level 7	3	SOES	Reader	Director PG programmes	1
3	Two semesters	M&M	Mega-large	400+ students	Mix of UG&PG levels	10+ tutors	M&M	SL	CL	1
5	Year Long	M&M	Large	400+ students	Two or more UG Levels	Tutors and Supervisors	SOES	SL	CL	1
5	Two semesters	SOES	Small	100 - 200+ students	Mix of UG&PG levels	Supervisors	SOES	PL	CL	1

***NO. OF MODULES**: Modules in any one semester led by ML.*

***Semester**: 1, 2, or 3*

***Owned by School**: WBS as a college has 4 schools; SAM, F&A, M&M SOES. This question has some relevance because it shows that the changes has left a legacy of modules owned by a School but not necessarily taught in the school. Also owned by a School but delivered in by another School - is there a difference between delivery and taught - to be explored in 'memo'*
***Module Type**: Do you lead, small, large, mega-large modules? This is dependent on student number, so the question about size is the same. For the purpose of the study the module with more students is considered as this gives an appreciation of the workload of the module leader.*
***Module Level**: indicates – level 4 1st year undergraduate (UG), level 5 2nd year and 3rd year level 6*   ***Module size**: Number of students on a module, for the purpose of this study the module with the most number of students is considered. This is an attempt at describing the module leader practice as size means more resources.*
***No of Tutors**: MLs usually manage modules with the help of tutors. Tutors are lecturers and the number of tutors depends on the size of the module and the nature of the module. For example, a project or dissertation module would have a module leader and many supervisors across the school and or in more than one School, across the College. Each event or seminar is 30:1, student to tutor ratio*
***ML_School**: SOES, SAM, M&M, F&A.*
***Position**: L, SL. PL, Research*
Role ML, CL, Research
Number of scoped items which have that particular attribute value combination

A course leader role (CL) usually attracts a senior lecturer (SL) and upwards. It is quite rare for the position of lecturer (L) to be a CL. **Table 4.3** below confirms its rarity in that, there are ***three (3) matches*** for CL and ***two (2) for PL***— a rare yes. This is because, there is one lecturer who is a CL and is also research active. There are three other MLs who were interviewed that are research active, one (1)—a lecturer, and two (2) senior lecturers (SL). The table further shows that heads of schools (HoS) in their respective senior management positions are likely to be too busy to take on the ML role. Nevertheless, they most likely would have been a ML at some point, which is why the table shows a match for one HoS who was formerly a ML. His experience was a vital contribution in terms of years of experience and role in senior management.

Table 4.3: Positions, Roles, and Matching Cases:

Positions	Roles	Matching Cases
Lecturer (L)	CL	0
Senior Lecturer (SL)	CL	3
Principal Lecturer (PL)	CL	2
Reader	CL	0
Head of School (HoS)	CL	0

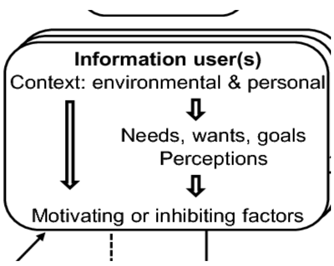
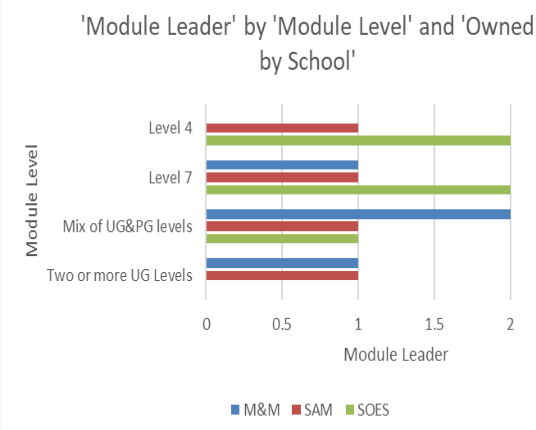
Lecturer (L)	Programme Leader (PL)	0
Senior Lecturer (SL)	Programme Leader (PL)	0
Principal Lecturer (PL)	Programme Leader (PL)	0
Reader	Programme Leaders (PL)	0
Head of School	Programme Leader (PL)	0
Lecturer (L)	Research	1
Senior Lecturer (SL)	Research	2
Principal Lecturer (PL)	Research	0
Reader	Research	0
Head of School (HoS)	Research	0
Lecturer	CL & Research	1
Senior Lecturer (SL)	CL & Research	0
Principal Lecturer (PL)	CL & Research	0
Reader	CL & Research	0
Head of School (HoS)	CL & Research	0
Lecturer (L)	PL & Research	0
Senior Lecturer (SL)	PL & Research	0
Principal Lecturer	PL & Research	0
Reader	PL & Research	0
Head of School (HoS)	PL & Research	0
Lecturer (L)	CL & PL	0
Senior Lecturer (SL)	CL & PL	0
Principal Lecturer (PL)	CL & PL	0
Reader	CL & PL	0
Head of School (HoS)	CL & PL	0
Lecturer (L)	Director TL & Q	0
Senior Lecturer (SL)	Director TL & Q	0
Principal Lecturer (PL)	Director TL & Q	1
Reader	Director TL & Q	0

Head of School (HoS)	Director TL & Q	0
Lecturer (L)	Director (PG) Programmes	0
Senior Lecturer (SL)	Director (PG) Programmes	0
Principal Lecturer (PL)	Director (PG) Programmes	0
Reader	Director (PG) Programmes	1
Head of School (HoS)	Director (PG) Programmes	0
Lecturer (L)	Senior Management	0
Senior Lecturer (SL)	Senior Management	0
Principal Lecturer (PL)	Senior Management	0
Reader	Senior Management	0
Head of School (HoS)	Senior Management	1
Lecturer (L)	Tutor	1
Senior Lecturer (SL)	Tutor	0
Principal Lecturer (PL)	Tutor	0
Reader	Tutor	0
Head of School (HoS)	Tutor	0

4.7: The Application of ISCM 2015 to WBS MLs:

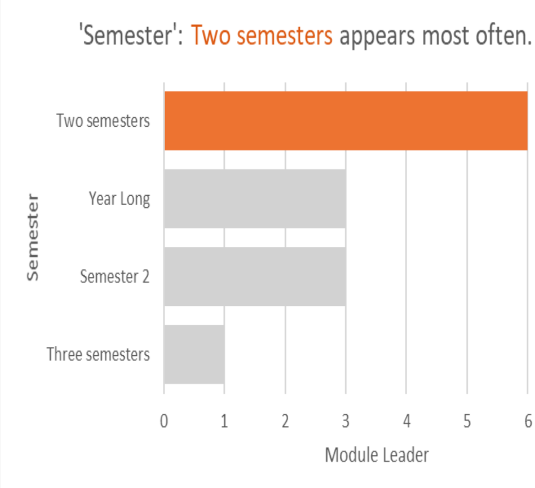
The Information-Seeking and Communication Model (**ISCM**) developed by Andrew Robson and Lyn Robinson, is derived from an approach to integrate components of eight information behaviour models. The contribution of ISCM is ‘conceptual growth in that it *integrates*, *expands*, *generalises* and *explains*’ information behaviour knowledge. This study is aimed at providing a better understanding of the information activities that MLs get involved in. To that end, the application of the ISCM was to see whether ISCM would provide a better understanding or needed modifications.

Table 4.4: Application of ISCM to WBS MLs

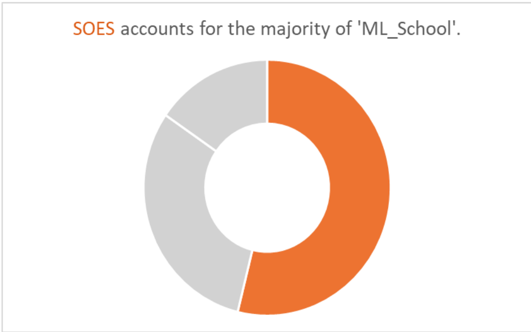
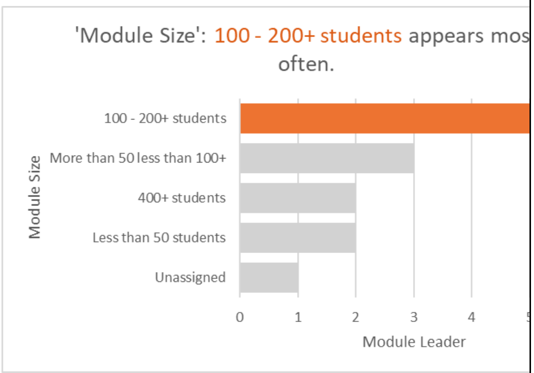
ISCM:	**Applied to WBS:**
Information user: someone who seeks, has needs, gives, or actively or passively receives information. The ISCM (2013, 2015) considers "the environmental context considers location, culture and social influences, activity-related or work-related factors – role, objectives, tasks and time constraints, technology." Information User and Provider Context: the environmental context considers location, culture, and social influences, activity-related or work-related factors – role, objectives, tasks and time constraints, technology  Personal Context captures the 'information actor's demographics, expertise (including knowledge, education, training, and experience) and psychological factors which are self-perception and self-efficacy; perception of others, including an information user's perception of a source and an information provider's perception of a user; perception of the knowledge gap; cognitive dissonance or avoidance; ability to cope with stress; thoughts and feelings while searching for information. This is an important area for analysis which has not been coded, but I think it is a rich area not to be ignored by this study. The questions do capture discussions concerning stress, thoughts and feelings while searching for information which should not be missed. Another element or factor covered by ISCM (2013) is the information user is whether the user is not motivated to pursue his or her needs by seeking information or is inhibited from doing so based on existing knowledge... the situation may subsequently be reviewed, depending on changes in needs, perceptions, motivating or inhibiting factors (arrow 1 and user information) information experiencing inhibiting factors – this was picked up at different stages during the interview but mostly captured in the 'general concerns and comment' section of the interviews.	Module Leader, student, tutor, course leader. With the restructuring three out of the four Schools were represented but  in real terms the participants are representative of WBS before the restructure. Modules are taught at different levels, and they may be taught in a School but not owned by the school. Here, the culture of the school can mean expectations differ with can have environmental consequences, for instance difference in how the 3-weeks marking and feedback is perceived and carried out, communication becomes key in how it is managed among the information users and information providers. MLs are at different education, expertise, and training levels within WBS. ML is a role for academics with no recognised ML formal training, most academics have a period of understudy, working alongside a ML before assuming a ML role. Technological competences also vary among MLs, Schools that teach technology-related modules seem to have MLs who are pro-technology and therefore their perception of Blackboard (gradebook (centre) and journey) and other applications, means that they are less stressed when it comes to using the

technology. The ability to cope with stress, thoughts and feelings and searching for information and other related information activities of a ML is related to experience, expertise etc.

MLs experience ‘inhibiting factors’, reduced motivation during the assessment phase, email communication between colleagues, marking, double marking and moderation. Posting the provisional moderated grades via BB so that Registry can validate and input marks to SRS. Deciding which emails to reply or ignore, prioritising responses, the assessment phase coincides with semester teaching, preparation of module pack for EE, meeting with EE to discuss marks.



Agreeing marks to be sent to PAB.
This is a WBS ML workloads, from the number of modules led in any one semester and across semesters to the size of the modules. Module sizes are determined by student numbers and the larger the module the bigger the module team with a ratio of approximately 30:1, thirty students to one tutor. The table reflects the average number of modules a ML leads in a semester which us usually two with varied module sizes. Modules may have two pieces of assessment, one occurring somewhere in the middle and the other towards the

	end of the semester. Marking and feedback is required within 15 working days, so the course leader (CL) coordinates module submission deadlines at the start of the semester. However, if it works on a course and for the students it might not work for the ML and tutors as they may be team members of other modules on other courses. Therefore, within a 3-week period there is a chance of an overlap and more than one set of marking to do. The position and role were an attempt to show experience of MLs, years of teaching experience and the role again was to depict what other roles and functions MLs carry out within the college, which does demonstrate the variety of academic roles available within WBS, management leadership,  administrative and research active. 

The participants voices can be heard within the ranges of this lower level of the ISCM as they interact mainly with Blackboard to produce, communicate, and archive information in meeting the roles and responsibilities of the ML practice. Blackboard has been the providers of WBS Virtual Learning Environment (VLE) from the start with varied versions over the decades. The WBS ML practice have had to be the early adopters of these technological innovations, which means MLs are subject to pros and cons of the early adopter. As this study shows MLs have varied competence levels in using information technologies (IT) and this inevitably affects how they source, use, and communicate information, in short, their information behaviour. Hence, this study understands the IB of professional groups which bring about integration and alignment to their practice. Chapter 2, the literature review discusses the HEIs Information Strategy and the importance of Information Management Strategy, the corporate governance responsibilities to the information agenda and the up-to-date research conducted by The Joint Information Systems Committee UK (referred to as Jisc).

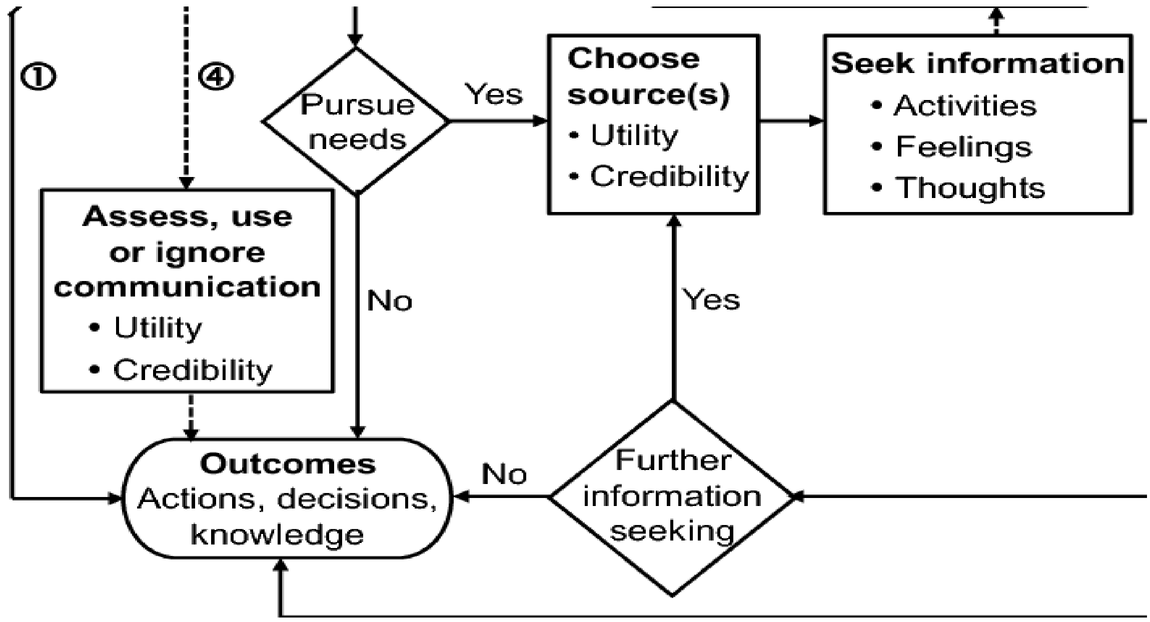


Figure 4.2: ISCM 2015 Lower Level

4.8: Participants Voices: Utility, Credibility, Activities, Feelings and Thoughts

Introduction and Background:

This section introduces the lower level of ISCM (2015, 2022) as applied to the Information Behaviour (IB) of the Module Leaders MLs, using the semi-structured interview questions (see also **Table 3.3**) and together with direct content analysis, the 'Participants Voices' emerged as themes from the data (See Appendix E).

Appendix E carries their voices more fully, here authentic extracts are used to support and to explain the data by way of commenting on what has been revealed. In short, the participants voices have been distilled from the emerging content and themes (drawn from information behaviour theory, ISCM and the semi-structured interview).

It is worth reminding the reader that the semi-structured interview questions were conversational, which meant that each participant was encouraged to speak (converse) and therefore the participant's voices (answers) were not chronological. Secondly, because the semi-structured interview used 'open' questions the answers from each participant were 'open'. The participants gave answers that were at times similar and at other times carried a different inference or slant, and it is this authentic appreciation that has been captured as the *'participants voices'* in the transcripts. Its authenticity based on the IB of the ML as an information user, an information provider, producing, using, communicating information during the assessment phase and as an information actor in the Module Leader practice (MLp).

The Lower level of ISCM 2015

Figure 4.2 above shows two arrows. **Arrow 1** an Information user [ML] assesses, uses, or dismisses information based on the utility (usefulness and accessibility in the case of the ML) and credibility (accuracy, reliability) of the information forms part of the decision-making process for the user [ML]. The decision to access, use or ignore may also depend on the situation the ML is faced with at the time. That is what is the ML need, perception, motivating or inhibiting factor(s) with the information from an available source. What ML information need is being satisfied? Is 'further information seeking' required if yes, then which source do I choose and where? As the ML seeks information what activities, feelings, or thoughts are taking place as this affects information seeking. During the assessment phase, the participant's voice can be heard as regards 'activities, feelings and thoughts.' Once the ML is satisfied with the information seeking (gathering) then an 'outcome' materialises.

Arrow 4 is a communication arrow ensuring that the ML as an Information user can assess, use, or ignore a communication at any given time during the assessment phase. In receiving information through a communication (email, through the host Blackboard) a ML can assess whether to use the information or ignore depending on its perceived utility and credibility and timing. If the information is used it leads to actions or decisions which are reviewed depending on changes in needs, perceptions, motivating or inhibiting factors which goes back to **Arrow 1.** Included in an outcome is the MLs knowledge of the context, which is environmental and personal. For example, the assessment phase is a busy period, where are you physically placed when marking, how many students do you have to grade and what is the size of the assignment (how many tasks are involved)? How experienced or familiar is the ML or tutors (other information users), do you feel under pressure due to your workload? The answers (outcome) are informed by the information content's utility or credibility; in this case, the ongoing appreciation of the assessment phase process (grade journey) and use of the gradebook (centre) features and functionality) within, blackboard during the assessment phase. So, when a ML chooses a source: the utility and credibility are part of the context to seeking information; the 'Activities, Feelings and Thoughts' affect the ML Information Behaviours. For ease, **Table 3.3** has been reproduced here to appreciate the Participants Voices: Utility, Credibility, Activities, Feelings and Thoughts.

The semi-structured interview (extracted from Chapter 3 Table 3.3)

Module Leader: Position in WBS? Role in WBS; (what else do you do, informal/formal within WBS/university-wise? How many modules do you lead? What semester does your module run in/do your modules run in? Semester 1 = Semester 2 = Semester 3 = Owned by School/Department? Module sizes: How many students take each module roughly? What is the size of your module team/module teams? Do you lead small, large, mega-large modules? No longer required!
Applications: • Producing your module coursework/assignments explain your assignment? • What information systems/applications are used in producing coursework, (for example word processing/spreadsheets, search engines, databases, library, archives (including previous copies/coursework documents) etc.)? • When and how do you use these systems/applications? (Possibly and how many?) • Where do you find information to create your module coursework – formal and informal channels, for example meetings with colleagues/team online or offline? • How do you produce the coursework?
Blackboard: Coursework/Assignment Creation/Production phase: What Blackboard functions do use to create your assignments? (For example; wiki's blogs, journals, discussion boards, Turnitin, SafeAssign, rubric or the assignment function or simply upload a file under assignment). ***Assessment Phase***: in particular, marking, or grading phase (the Grade Centre). What BB functions do you use during the marking phase; when and how? Can you talk me through how you set up BB for you and other tutors to commence marking – a short demonstration maybe of what functions or features you use and why; what is your reasoning? How do you go about alerting tutors to marking? Are other applications used to support this phase (for example spreadsheets, databases/information systems when and how and why)? And do you share this/any document with your team – single or general use? What functions in the grade centre do you use – how reliant are you on the grade centre, scale of 1 to 10? SRS (application) during the assessment phase - source?
Communication: (ISCM 2015) Not in the Pilot. During this assessment phase (with whom, with what and how?) where, whom and how give, get or share your information?
Coursework: Ascertain how do you as ML go about designing an assignment. How do you as a ML create/design/agree module coursework/assignment(s)? When do you use the module descriptors/assessment regime to design assignment – first ever production or every semester run/year? Finetuning /minor/major modifications? When producing a draft, do you involve your team? If so, at what, stage of draft production is your team involved - when?) How involved is your team (or anyone in your team) in creating/designing assignments? (Email correspondence or just accept what is uploaded?) Are previous assignments used, recycled, modified (as per feedback from stakeholders – students survey, tutors, EE feedback, CL via course committee)? What influences the assignment/assessment, for example, External comments, student feedback, staff feedback including, ML observation etc? How would describe the type(s) of assessments; on/offline (via BB), examination, phase test, report, essay, presentation?

Documents: What documents do you share with your team (for example module evaluation survey, module mark report)? What documents do you author or co-author (module leader/ annual module report)? Where do your documents reside during the marking/assessment phase? When do you contact your External Examiner at the start of the semester and with what documents or after the marking phase when requested by Registry email (for external scrutiny to start)? Different times or stages...
General thoughts/concern: Do you have any questions or comments for me concerning your understanding of my research project thus far? Anything you might think is important that I may not have covered?

Analysis of Participants voices:

Participants **P3, P13** seem to question the utility and credibility of the grade centre rubrics (created by ML) used for marking students' coursework during the assessment phase. They highlight technology, features, and functionality, concerns over 'anonymous marking', SafeAssign and Turnitin (plagiarism detection software). ML appreciation of Blackboard's gradebook (centre) and grade journey were all preferences highlighted and discussed.

As per ISCM 2015, 2022 *'feelings and thoughts'* can be down to experience and competence, nevertheless these are factors that affect information behaviour.

P13 voices out that *"The rubrics on Turnitin is rubbish, according to I mean as far as I'm concerned…"* **P3** also thinks that the rubric in the grade centre is not up to much and believes it should be improved. As MLs create their own rubrics, **P3** seems to be referring to flexibility compared to that of spreadsheets. This behaviour is perception based, because other MLs use Blackboard to carry out grade calculations.

P3 *"…Another room for improvement of this grade centre table is about the rubric. The rubric and because the mark for each 'criteria' is on the table, but if I use the spreadsheet, you could see the final mark and the mark for each of the assessments.* So, ten is excellent. Just in the middle. Five… I think the ideal final version of Blackboard Assessment section would be that it is not using other external software, but now you can't do that…"

The semi-structured interview tried to ascertain the other information sources used, how and why? This was to gain further insight into ML information behaviour; as Blackboard (the main host) can be set to calculate the grades, why rely on another source to capture, and save information? The utility, credibility, activities, feelings, and thoughts characterise the ML information behaviour. How useful (utility) and trustworthy (credibility) is the spreadsheet and notepad. **P11** *"…The reason why I use spreadsheets a bit is in the event of anonymous marking."* **P3** "*after announcing the assessment details they submit their assignment on Blackboard. Then I need to mark all the documents uploaded. And when we normally do the marking, we need to prepare the provisional mark, which is the numerical value and written* *feedback as well. But it is not that easy to see the whole feedback like a dashboard. You just need to see they, each feedback on each assignment rather than working rather than watching the whole... due to that limitation, I used … 'Excel spreadsheet' and additional 'Notepad software' as well, just that make … it easier to see the whole marks on one screen."*

Although, the information activities are duplicated by these participants, you cannot discount their feelings and thoughts concerning the information being more secure, convenient, including familiar and trusted behaviour.

The participants were questioned regarding what Blackboard features and functionality they used, this also included other information systems (software applications, platforms). Again, depending on ML information behaviour, a ML could conduct all information activities within Blackboard (feedback can be saved and provided in Blackboard) for students to access. Blackboard as a VLE enables features that source, produce, communicate information between and among information actors.

P3 *"So, finishing marking I have the feedback for 30 students to put in my notepad and I also have the numerical marks in my spreadsheet. The next step is to input every feedback and marks to Blackboard, but that is my second step."*

P2 *"And a lot of people were using discussion was, especially with respect to* ***assessments****. Yeah, I try not to be repetitive because you could see one thing, an* ***'announcement'****. A student is going to say another thing in an* ***email****. How effective is* ***blackboard discussions****? As I remember, you tried* ***wikis****, once that were done well. How many people are actually using all of the different features? I use journals and blogs and wikis, the emails, because you could even send an email from Blackboard directly to a group… there are so many features on blackboard that are very, underutilised. … I created, …click on, you could see our faces and not a lot of people use that… also, what about the we've now integrated with Gmail to use the student Gmail to get this is where the students get the information."*

Blackboard's 'Grade Centre' (gradebook in Blackboard Ultra) supports the assessment phase and therefore rating its utility and credibility among MLs (participants) was considered important. The interview questions centred on ascertaining how useful Blackboard was as an information source, information service and information provider. By having a discussion where Blackboard was rated, by measure of its utility and credibility which impacts on information behaviour. Again, a vast array of answers was given which enabled a qualitative appreciation of how Blackboard was viewed by the participants. An appreciation of the problems experienced by the participants revealed their information behaviour and provided and appreciation of what Blackboard features are used. The difficulties, preferences, and utility thereby enabling the study to match and unearth the information activities and frequency of use, alongside other applications, to bring about more integration and alignment during the assessment phase.

So, **P2** rated Blackboard; **P2** *"I would say eight (8) ... because ... if you don't have to grade centre, you won't have the students ... student IDs. ... what they've done in the past and access to it. If you're looking at an assessment, ... an assessment tool, you wouldn't have a snapshot of their feedback as well as the marks for assessment. One, you can see if a student has progressed or if there was a decline in the assignment, ... And, also, that's where you put in your marks. And the reason why this is important, it is links between us and the registry and students. So, without it, there would be no system…"*

P13: *"The rubrics on Turnitin is rubbish, according to I mean as far as I'm concerned…"* **P3** also thinks that the rubric in the grade centre is not up to much and believes it should be improved. **P3** *Regarding that I'm really unhappy with Blackboard issues.* However, **P3** *"... so I think considering the current version of Blackboard, I think it's really great platform for teaching activities. But it doesn't I think it doesn't really support our assessment activities. That could be the main room for improvement ... managing each written feedback and rubric could be the point that can be improved ... overall, I think Blackboard is good place for teaching but not assessing/assessment…"*

P7 *"…converted to Turnitin because SafeAssign has problems when you enable 'anonymous marking'…can't see 'similarity reports and that sort of thing and at one stage it I ticked 'delegated marking', which then became a complete nightmare, I couldn't keep track ... If you go in by group, you can't; very annoying…"*

When **P1** was asked about Blackboard functions, the following was expressed *"…assessment details, so the students get the assessment details… in the module Handbook… use wikis, but I found that students resist them…And printing from a wiki is an experience…It's horrible and then sometimes you know a page will actually half print, which will fall off the side and the students don't like that. So, this year we've done it with Google-Docs and it's been much better…"*

For **P7** the question concerning 'anonymous marking, brought into focus the difficulties with detection software, also how MLs turn to technology support (Blackboard) and using other familiar technologies like Microsoft Word to ensure that marking and moderation are carried out whatever the functionality restrictions, **P7's** information behaviour is typical of ML practitioners in employing the available facilities within the experience and know-how. Further difficulties emerge but **P7** has Blackboard competence and experience of colleagues' attitude to marking during the assessment phase. from the information behaviour described and this makes a big difference to the practice. *"…I get a sense of the markers … being either too mean or too generous. And then there's also colleagues who always mark at the last minute, and then there's those who can't manage the marking…"*

P2 *"When it comes anonymous marking OK, that's another function to use an attribute as roots enter or if it's a blackboard, the blackboard is pleased to make it. Yeah. So, when the students submit the assigned student, not a student, id a report in your submission ID. And again, when you have even though you may have groups, you may put things into groups and to be agency if assigned. It gets a little bit confusing for you to have a look at your marks because the marks aren't automatically entered sometimes into degree. So, for me, and especially in anonymous marking, this is where I would utilise a spreadsheet to make things easier …"*

Blackboard Anonymous marking: enables a ML to anonymise all uploaded and submitted coursework to Blackboard. Anonymous marking is now university (WBS) policy, nevertheless the difficulties and concerns of some of participants and their information behaviour is picked up.

P1 *"Yes! I don't like it. It doesn't work. So, to be anonymous is, I think frees us from that link, but this is a technology that's clunky and the fact that you can't see the marks so you can't work out which ones to double mark. And so, I always paste, you know, the paper has an identification number that's about 10 digits long. I always paste it onto the front page of the actual essay or whatever…"*

P7 *"…is the '**anonymous marking'**, and I did try and use 'Safe-Assign when we can. I had one year of the module with no 'anonymous marking' and then it converted, and I tried to use SafeAssign because the rubric is better in 'Safe-Assign and but I couldn't do that, I had one run with 'Turnitin' Rubric, which is what I say it's too clunky and then… 'Blackboard Support' to use Turnitin' grade sheet' …the rubric separately, in the in the 'Word' document…send that round, we do a sort of pre-moderation…"*

P11 *"that's an interesting question Louis … this in confidence. I know that there's been an expectation of for **anonymous marking** for the past couple of years. I'm going to be honest and say certainly in the Level 6 module I was leading last year, I ignored that. There was a good reason for doing that. Firstly, it was quite a small module. There were only about 25* *students in it. Secondly, the piece of work that I'd ask them to do required the students individually to select a building of their own choice… every piece of work was unique, but I was working with the student's week by week and talking about their individual buildings, so I knew which building … if it had been submitted anonymously…I mean, I can absolutely see the reason for* ***anonymous marking****, particularly with you know issues of unconscious bias and so on. But I have reservations with it... But I feel quite strongly that sort of relationship that you build up with students when you worked with them over the course of a year is often undermined by anonymous marking."*

Gradebook (Centre): as part of the grade journey, the gradebook or centre is at the heart of the information activities used during the assessment phase. The grade journey includes putting all uploaded submissions through a plagiarism software (WBS uses two types), subject to ML preference. The assignments are graded (marked with feedback), double-marked and moderated and then posted (a gradebook/centre function making the marks available and visible to other information users). The feelings and attitudes, utility and credibility of this main function needs to be understood and these answers capture this data. It shows the variety of features and functions used by participants, how they are used and the thinking behind their use. The answers demonstrate the level of an experienced user and a measure of competence and confidence, again this was attributed to a participant in terms of any of the following: 'Utility, Credibility, Activities, Feelings and Thoughts.'

P11. *"… I find the* ***grade centre*** *with so many different columns … so much information in there, a little bit distracting when you're trying to use it to get an overview of marks. So, when you're like at this time of year when you're getting ready for* ***assessment boards****, and you want to have a clear picture of what the marks look like … recently my experience was certainly dealing with registry. It would have been via* ***email,*** *so it would have been exchanges of* ***emails*** *with you know the* ***'Board reports'*** *attached and that sort of thing that without something that I always found quite frustrating in the last couple of years that. It didn't seem a very dynamic or user-friendly approach."*

Blackboard SafeAssign grade centre: **P3** *"Well, initially I used the* ***'SafeAssign'*** *only, but there were some reports which is written too well or that may consider the double check for the plagiarism, in that case I use* ***'Turnitin'*** *function to check the originality score in the report but mainly I used to* ***SafeAssign****."* ***Blackboard groupings****:* ***P1*** *"What is really annoying there is you get your course team, there's often you know, and I set up the groups for them... But what is very annoying is because of* ***late enrolment*** *and some of the … before teaching* *starts and it has to be looked ... and updated. And it means it has been useful because this semester for example when I was looking at the* ***'portfolio marking'*** *and not going in by* ***groups****, I saw two that hadn't been marked and I realized they were both ... hadn't been allocated to a* ***seminar group****, or sometimes they changed* ***seminar groups*** *and there's nothing that alerts us, and it's not integrated. ... I have raised that issue with Blackboard that there's no alert when there's* ***seminar group*** *changes from* ***timetabling*** *into the groups".*

Discussion Boards: is a feature of Blackboard and the answers below demonstrate the **'Utility, Credibility, Activities, Feelings and Thoughts'** among the information users (ML and students) below. From the participants voices the other information systems or software applications used alongside Blackboard is shared, demonstrating where information was sourced and how integrated and aligned the information systems are for participants.

P3 *"'discussion boards', I remember no, it's a big thing now where everybody needs to be using 'discussion boards'..."*

P1 *"... just looking at this Backboard site ... I do use the discussion board. And students ask questions, but I will find that if you look at my discussion board, you'll probably see that there's you know there's about 100 postings there, but only about four or five people have used it, cause mostly it's me. Students will send an email."*

P7 *"I've always had a module discussion board, but often got very few posts through that and I just always make sure I subscribe and monitor that, but with the new Blackboard, there will be some things to explore. I need a full team discussion because you've got this idea, they can have conversations around a document, so you might be able to put them in groups and get them to have a discussion around, how to do the* ***formative work*** *for the* ***portfolio*** *and a discussion."*

P2 *"'discussion boards', I remember no, it's a big thing now where everybody needs to be using 'discussion boards' to engage with these students. It was you're not there; you're not having a face to face. ... but even before this, people were using discussion boards... And a lot of people were using discussion ... especially with respect to* ***assessments****. ... I try not to be repetitive because you could see one thing,* ***an announcement****. A student is going to say another thing in an* ***email****. How effective is blackboard discussions? ... a little bit disappointed that discussion board doesn't get more use, especially as you ... do get an alert if we've, subscribed and ... I do keep them up to date and I think it's a brilliant thing, but the* ***students*** *are not so keen. It's a bit like* ***wikis****, they resist it."*

P7 *"You know setting up the site in the new Blackboard and discussing our ideas with the team."*

P8 *"As I remember, you tried wikis, once that were done well. How many people are actually using all of the different features? I need journals and blogs and wikis, the emails, because you could even send an email from Blackboard directly to a group. I mean I have used, I've made good use of, certainly wiki's and discussion boards, but I would say that for most of the modules that I've worked on, they've been, part of the kind of the learning for the module, rather than an assessed part I have used wikis in the past four and assessed piece of work where the students were actually graded on the level of their contribution to wiki's."*

P8 *"So, after my lecture for example,* ***Kahoot*** *and then to see how students get the main things out of my lecture I use* ***Mentimeter****. For example, before I teach quantitative and qualitative before we go into talk about, I use* ***Mentimeter*** *to have a very short polling. So, I use all those things as* ***complementary to Blackboard****. In order to make your lectures or basically make my discussions with the students much more engaging ... at the moment Blackboard Ultra has no integration with all these* ***Kahoot*** *and* ***Mentimeter*** *so ... I use Padlet as well. ... they're not integrated, ... one of the obviously shortcomings because I have built up so many activities on those* ***platforms*** *and now moving on to* ***Blackboard Ultra*** *and then I have to recreate a lot of* ***activities****."*

P10 "*There is actually there's one thing I need to say. I think that one thing that you could try to integrate ... with respect to* ***Panopto****, because even outside of the Covid situation we have all use Panopto and there are people that you may or may not, we will interview in the future. They were probably using* ***'Collaborate'*** *before to conduct a maybe dissertation students as well, because you have modules that has dissertations or even in some cases as part time, they can't come into the university. ... using* ***'Teams'****, maybe ...* ***'Skype for business'****, maybe they were using some other things."*

Blackboard **Trust** Issues: this participant was demonstrating a degree of a lack of confidence in the technology and in fact called for training before features were released. And this participant seemed to cast doubt about the **overall credibility and utility** of Blackboard. Later, the participant makes comparisons with Blackboard features duplicated in other applications and a preference was given. This data reveals a **training gap** and captures the information behaviour and the information activities embarked upon.

P10 *"Blackboard used for coursework only… not much else – can students see the marks before you are ready to release them –* ***training issues?*** *I was never sure, or we spoke of a* *moment ago about having the post date in* ***Turnitin*** *and at that point the marks would then be released to the* ***grade centre****. … I was never really confident that if I was putting marks into* ***Turnitin****, but they weren't somehow finding their way into the* ***grade centre*** *and subsequently finding their way into* ***students*** *because I discovered through a student showing me that* ***even though the grade centre the marks weren't supposed to be released, they were still seeing the marks in my grades****… I used to just add the* ***mark*** *to my* ***feedback*** *and just keep it closed from the students and then when I've marked everything and reviewed the marks and if there were other colleagues involved, go through it with them. I would then go back through each individual student and enter the mark at the top in Turnitin and then allow it to be released… I didn't have confidence in the system that it wasn't actually releasing those marks to students without me knowing it."*

Blackboard Training: data emerges with training gaps and training needs. The dialogue of **P10** shows doubts of confidence in Blackboard, and user competence and ability. Below the data reveals how the participants use Blackboard, in nuanced, similar, and widely different approaches as information users and information providers. The challenge is some degree of uniformity to enable Blackboard as a virtual learning environment to be just that, an information service and information source for our students. Again, this is pointing to ongoing training, and a recognition of training gaps some personal, others more Blackboard upskilling of WBS MLs. **P8** is willing to use the training resources available and to observe and self-teach. **P7** is comparing the features of the old and to new Blackboard Ultra. A similar complaint and concern throughout and are typical of software updates and upgrades where you like a particular feature because if works for you and then the update or upgrade changes the feature or functionality, thus affecting the information behaviour of the information user or information actor.

Integration and alignment of information systems to make information actors like MLs more effective and efficient in their practice is captured here in **P8**'s words. *"Especially when you just think right, I'm not a tech person and then I've just learnt how use Blackboard and then you know we now Blackwood Ultra and it sounds all scary and new again So, I literally in the past month, every week I'm learning something new from the new using other applications to complement BB and raise the standard of class interaction – making learning more interesting, the downside with Blackboard Ultra Applications that integrate with BB – Padlet not Kahoot or Mentimeter… And I actually, I had Blackboard Ultra training last year.*

Although I've been using it, I must say that there are so many other functions, I have just picked up in the past months after we go online. Focus more on online teaching and delivery."

P7 Blackboard Collaborate Training issues for Tableau: *"15 staff and in semester one they all also worked and they're any seminars and a limited number of them run workshops, so the workshop team is limited because of the technical skills required. And that's the technical teaching where we teach 'Tableau' and that you know is part of the assessment. But I must organize some more staff training, but yeah, 15 on the module in semester one and in semester two and it's slightly smaller, but I mustn't forget Shu Liang because he won't be in the seminar list, but he taught on the module. So, in semester two; 1,2,3,4,5,6,7,8,9 of us."*

Here **P8** is discussing expectations of information content, how it is organised) the information provider creating information content to be sourced by information other information actors. **P8** *"Because I have looked at some other colleagues, Blackboard and I found it difficult to find the materials. For me, I prefer to organize in such a way that the user will find it friendly, for example, module Handbook and then you have all the lecture slides and then the lecture recording and then whatever. So, the way I intend to organize the blackboard is to be clear, simple, and well structured…. I don't like piling everything onto the blackboard, so that is the principle in my mind, so this is, how to organize it and how to use it. And I actually, I had Blackboard Ultra training last year. Although I've been using it, I must say that there are so many other functions, I have just picked up in the past months after we go online. Focus more on online teaching and delivery."*

P7 discusses the use of Blackboard and other information systems (software applications) used in conjunction with each other and whenever some new application is added to the mix the ML information behaviour is affected. Sharing some of the difficulties experienced in having to employ more information activities in providing feedback to students, because the information system (application) was updated or upgraded or new. *"Today and you know, I was bit like oh for god-sake we have done something new again but actually it's not that much different. I find most of these online platforms very user friendly like blackboard. Well, I mean, I'm sure though, because all I want is put my coursework on there so I'm not one of these people who goes into massive detail and uses everything they could. So, in the old blackboard all I did was just populate the top left hand side column, so I won't go into assessment details. I will upload my briefs in there. I'd go to submit coursework and I link to Turnitin and would create Turnitin in assignment."* **P7** also shows how the more you use and produce information as an information actor you become familiar with the information source and it has a bearing on your information behaviour, training (time) builds confidence and even old habits – old information activities stop**. P7** *"Now that we've become more, I think more accustomed to it, so you become also a bit more, well I know what's happening I know how to release and so it's more on Turnitin itself, but I use it for the marking the feedback there an actually I don't always use an Excel spreadsheet anymore."*

P7 shares uncertainties over Blackboard which again affects confidence and information behaviour. *"There I would mark online, and I would also have to mark offline in the beginning when we didn't trust whether the marks were going to be released or not. And I think it's important, with Blackboard trust thing because in the beginning you know you had your marking sheet and feedback on Word. You had another marking sheet on Excel and then you had also Turnitin because we didn't trust that the mark would not be released to students, and it has happened in the beginning. Students could see marks before they should and so in that way, we I had like loads of different files open and jumping in between Excel, Word and Turnitin and then Grade Centre."*

P10 *"...I use too many* ***announcements.*** *... Because in asking students ... They don't read it, information transfer. ... when we do the* ***assessments*** *and then we send out an announcement to see in the assessment or for instance, ... You get an email, ... five minutes later saying, you know, can you tell me when the assessments are this is going to be? ... Is there another tool that you use ... get this information out to the students? If emails more effective? Even the announcements are carried on an email. Is it more an effective tool to let information out to the students."*

Blackboard Grade Centre (gradebook) Feedback: **P7** is adjusting information behaviour which was to provide more utility and credibility to student feedback process. **P7** *"That is the reason why I moved onto online grading form, because I noticed that moving the Blackboard Ultra is different in that certain functions from the original one. So, I thought what is the best way you know, so we can be consistent because you don't want somebody write the feedback here and there and everybody do their things differently. You make students experiences very difficult right to find the feedback. So that is exactly the reason because I notified that a notice that I said oh hang on a moment on the Blackboard Ultra, what's going to happen to these uploading feedback sheets? And then I discuss it with the. Blackboard Ultra Team, they said, oh unfortunately, you cannot upload a Word document onto Turnitin now. So, oh, what should I do it? So, then I discovered the 'grading form' will be actually even better alternative and* *option so and then I move on to the 'grading form'. I learn how to do it and then I move on to that."*

For feedback and consistency in marking **P8** employed a recording using Panopto (a video presentation software, although standalone has been integrated and works from within Blackboard). "And of course, you know in order to have everybody on board, I made a Panopto short video to take the marker step by step. Because as I said there are 60 people. If 60, if just half of them ask you the same question, then you have a lot of emails to reply so I thought what is the best way…so if any students had any problem, then I have the screenshots to show them, but students actually so far only one student asked this question and the reason why he asked question was because the mark and the feedback were not released, so he said, oh, I can't see anything once it's released, actually, students are quite clever they found this without any problem."

A balance of the utility and credibility of creating information content within Blackboard; student feedback. **P8** *"A thumbs up for Blackboard Ultra? Oh my because I have moved on to Blackboard Ultra as the source of earlier. It's like for me, it's like arranging your home and for me I want to keep it very sort of streamlined, very clear structure. P8 a thumbs down: Interestingly, previously on the original blackboard, it's grade centre, because I asked the supervisors to post their Word document, that is the feedback sheet up to the grade centre. Because there is a place where supervisor can upload it, but after moving to Blackboard Ultra there is no such link, where you can upload your Word document as feedback."*

ML information behaviour has demonstrated that Blackboard is an 'Archive' that is information content is produced and usually resides on blackboard, to be reused, or recycled or even repurposed. In answer to what happens with the presentation (information content) **P8** replied *"No, I send the link to them as well, so not just on Blackboard. So that is why I said it is on Blackboard. But if you don't, I know some of them don't want to look at Blackboard. OK, then I send the link to you. I share the link with them as well. If you send the link the so the same actually not just as a module leader as a director. I put many of the university's important documents on our schools Blackboard site and I did look at statistics. Not many people actually go there to read, so every time they would say, uh, where can I find this document? So, I would give them the link, or I would attach it, but at the same time I want to reinforce, I said this same document has also been uploaded onto Blackboard. So, three ways I attach it, I give you the link, I also upload it on Blackboard. That they would be, there would be sort of everything to do with the content of the module because I would be drawing on all sorts of different archive* *sources, technical sources. Material which enables students to focus on the learning outcomes."*

Integration of Blackboard functions with other information systems (software applications, platforms).

P8 *"Blackboard Ultra and all these functions, for example, like I use a lot of 'collaborate' now and I haven't used 'discussion board' in the past year because I meet my students literally, at least twice a week. So, we have a lot of discussions face to face on site and but in the future, 'discussion boards' will be exceedingly important for my module when I deliver it online… I did use some other platform, for example, like 'Kahoot', 'Mentimeter'; kind of very fun and the very much students actually like it very much, so it's sort of combining fun and learning together. And we have quizzes, we have sort of quiz, a kind of fun competition every week. It's just for I think it's about 3 to 4 minutes."*

The semi-structured interview carried a section that dealt with any ML concerns or comments on practice, or the research, this allowed the participant to speak and comment freely. From the data you can see similar themes that can be classified under 'Utility, Credibility and Feelings'. Anxieties around the three-week marking deadline was also an issue and concern raised by some of the participants.

P1 *"Well, I told him before the deadline and you know, during the during the marking period, I mean. I mean, we all know that although we've got three weeks to mark that we're not marking for three weeks, and sometimes we don't. Even pick it up for the first week, so it's, you know, just getting people to do that. I will say that the most difficult again is the dissertation. You know it's like 'herding cats' really and lots of people I've never even met. But they look like I'm so, you know, it's sort of keeping it. And I have said to people that you've only got one or two of these things to mark. Why not mark them before you start your pile of exams? Deadlines not being realistic for students and for supervisors…Yeah, the students were given 10 days for that, so we had another deadline for marking."*

Another concern for participants was pedagogy:

P1 *"A ML/CL developing and redeveloping coursework to maintain academic standards…So you know, I thought, well, they need one in level 4. Then when it doesn't count so much towards the degree so that was driven as course leader from a course leader point of wanting to have an exam. And I thought, well, if we're going to have an exam, let's give them an open book exam."*

Pedagogy – is it being water down?

P7 *"Let's bring this to mind for that module I'm going to do a minor modification, it's on my list of things to do urgently and just create two assessments, but that is driven by the DLTQ's who want to simplify things for the students. I originally built in, I'd say to summarize I originally built-in complexity to make it more, step by step tasks that they couldn't engage with them too, and then when they put them together, they would get a high mark for the coursework and but first of all. Then, when we had our assessment day, everyone felt it was too complex and students you know the student feedback, although they don't talk so much about this, I mean, you, I've had the odd comment. The assessments is too much, and I you know their response it's a standard 4000 words, but they're they still complain about everything. So, I think simplifying it to two assessments is what I have to do, and I'd say the drivers are that of management and an element of student feedback."*

P9 *"How I would see it coming through is at the point which courses are reviewed or at or when courses, when new courses are proposed. So, the main in which, we've got the opportunity to change things is through the review. I know it seems like a long period, but over a period of five years every course should be reviewed. So as courses come up for review, then what I would like to embed is a process whereby the course team has to go through a series of workshops to redesign modules and it's at that point that, the new approach can be embedded, so in theory under that sort of regime it would take five years for the entire university to change. Now, even that, frankly, is ambitious and there will be lots of courses who would not be prepared to change. And won't engage with this approach at all, but wherever I had conversations with course teams and try to get them to think a little bit more creatively about it. The feedback from course teams has actually been quite positive. I mean, I was this morning I was doing a workshop with the. Small course team actually in the Business School who are developing a new course in sport management. And that's exactly the approach that I was I was promoting. So, I think that in answer to your question, how do you? How do how does it get to call teams? It has to be through that review process. Yes, but that takes time."*

P11 *"I mean I, suppose out of all the things we discussed, the thing I probably feel most strongly about is the design of assessments. I know that's my, that's the thing that's why I'm pushing more than anything at the moment. I think that that people have their approach to module design in completely the wrong way. I think that we should be using assessment as the vehicle for learning, and I really do encourage colleagues to exploit students enthusiasm about* *coursework and get them to engage more actively with the learning through the coursework through the assessment. – coursework approach"*

Pedagogy Assessment:

P2 *"Apply significantly, because I in my approach to it, I was, you know, recently a student myself a few years ago, and I knew the assessments that engaged me and interests me and drove me to actually want to do well in it. It is something that if you give a student a topic that they are familiar with, you will find that in most cases, not all that you will find them engaging and they would be interested and they would be excited to do it. So, this is my approach. I tried to also bring into my teaching with informing myself of looking at these different articles from these relevant sources and say, hey, students, did you know that Amazon is using 'drone technology' or something? So, you know, it gets them a little bit more interested to want to discover a little bit more even in the assessment process and the research aspect of it."*

Pedagogy Designing Modules:

P11 *"Well, I mean I don't know if this is answering your question in the right way, but for designing an assignment. I, my starting point would always be the learning outcomes for the module, so I would look at the learning outcomes and design a form of assessment that provides opportunities for the students to demonstrate that they have achieved the learning outcomes so that that would be my driver. But I, I'm not saying I'd be unusual in that regard, but over the past year ... I've been running* ***curriculum development*** *workshops with colleagues across the university when they've been going through* ***course reviews*** *or developing* ***new courses****. And I've been promoting an approach to the design of a module in which we build the entire module around the assessment process. So, rather than thinking of the* ***module*** *in terms of the* ***content****."*

P1 *"... as the* ***course leader****, a lot of the* ***assessments*** *and a lot of what I do in the* ***modules*** *comes from having designed the course in the first place and I don't know how you were aware of the Learning Futures revalidation in 2015, but it was a 'route and branch' change. So we started from ground level and so with a level 4 module, which is Introduction to Management, I was very keen that the students would have an exam in semester one and the reason was that I had previously been teaching an Organizational Behaviour module in Level 5 and I had an level four module, that this wasn't my own students. This is just a general. It was one of the old Mega modules and the students had an exam in that and they were terrible. I mean really bad, and they told me they've never had an exam before at the University."*

External EE Confidence Booster:

P5 *"And then that relies heavily on our own expertise and knowledge of current issues in the field of global economics, and that has been very, very helpful and was also emphasized here, our EE has praised that particular effort and that was used in my own application for promotion as well, because they will come up with something innovative like that. When we come up with something as innovative as that the External's wrote to the University that, well, you should be able to be adopting this at the University level. This is very, very, laudable; it is a novel approach. And then the other thing I would send them, is when I've seen the External afterwards, I write to them and report what the External said and then when the External sends something in writing I'll send that to them. And it's the motivation really, because we tend to positive comments, and I think that Team needs to share in all of that…"*

One participant had more to say on being a ML, expected characteristics, which has been captured under 'feelings.' *"I mean, just as any other role to be a module leader involves a kind of a person, a person value of being a leader, right? Because a Module leader is a leader, so it involves wants personal value… It's not telling other people what to do ... you just have to be fair, consistent, transparent, and needs a lot of communication skills because everybody thinks their academic judgment cannot be challenged, right? So, how to deal with these cases, it can be quite tricky ... But at the same time have to evaluate these views more critically because you still there are some quality assurance and other things we need to maintain, so that's what I think."*

P8 ML Workload Balance… *"Yes, at least seven years or six years. Yeah, because I used to be the module leader of the project module as well, so two. But because of the size of the team, early on you asked about how many people involved, in writing because of the size of the team I literally could hardly, have any annual leave, in the year. Because once they finish the project proposal, they move on the project because I have it for two semesters, so, imagine one submission is in August and one submission is in January, so I literally had no annual leave for years, so I said I obviously you know I'm over hours. So, I said I couldn't do both modules and also because of the size, so many people are involved in the whole marking process and there's a lot of discussion and then you have to do third marking most of the time, sometimes by myself so, it is a huge, massive work."*

More relevant Blackboard Training for MLs - ML dislike to Grade Centre. **P6** *"I don't like using grade centre because you can easily make mistakes. The cursor controls terrible, but so I always check it three times, that I've done it right. I'm not trying to be a bit of a pain in the*

***** so in the attachment of feedback because I don't, I've never used, they've got a word for them. You know, like a standardized template that's already sitting in Turnitin? I don't know if you know what I'm talking about? Rather than doing anything else and maybe it's a lack of knowledge that's the way I do it, but I don't know if there is a different way of doing it?"*

A frustration with preparing module packs that have to be photocopied… **P9** *"…normally tells us when the Externals are available, or the Director of Teaching & Learning tells us you know when our Externals are available, and I email them immediate straightaway to ask whether they're physically coming to the University or whether they would like things emailed to them. So, depending on what they want, I produce the packs for them, so then you produce all the packs and write them module reports and everything, so it's already. I mean once I came in photocopied and mountains of them, you know, assessments for them to view and then the day before the External said they're not coming, and we emailed them everything. So, then I had to spend another half day emailing them. It is so frustrating…"*

The concept of a Community of Practice CoP was in part, how MLs worked together with their teams collaboratively and the contribution to learning and knowledge.

ML Training: **P12** *"I think one of the things that we may possibly have to look at is whether or not there is a user-friendly way of just training staff. Yeah, just to train them, even if it's half an hour, but it should be like compulsory on how to use this stuff because I have been there for all these years, and I think people may be struggling to use the blackboard. So, for instance SRS, I mean, there was a time I was going to try to get information about the student and I didn't know where to find it. So, these guys, they wrote an email so you can find it."*

P2 *"Yeah, the one comment I would like to add is that in doing our work as course (module) leaders our area of expertise always comes in very, very handy. Best practice has shown that, let's somebody who is an expert who's had authority in a particular field lead that module. And it will impact on the quality of what is being given to the students, the teaching, the assessment, the moderation. We are learning to become ourselves, but again, our specialist background is going to see us through. So, this is something that we should continue doing now, we should carry on working* ***collaboratively****. It is a laudable exercise for me to talk to a colleague or to share my thoughts on what I've been doing over the years."*

P4 *"I can see something really positive from you as a module leader, rather myself or others to say yes, this only now this I can get some kind of real positive, good from you I can mirror you what you have done, from I can see where I can improve my own module also."*

P1 *"Yeah, is that we're looking for an academic based their knowledge or their arguments, so you know both of those together are what sort of inspired me to set this as a literature review, but again. It was a discussion where really; it was me telling the team. So that's how that started, I will say that students find a literature review very, very difficult, but I don't think it's so much difficult as a terrifying prospect that they don't want to approach, and I think it's good because it's called a literature review, and it's not called an essay. So, you know this is posh academic stuff that posh people at universities do. And I do that kind of thing and we show them examples from academic articles of what the literature review is within an article, so they get an idea of what that is they're trying to achieve."*

MLs taking proactive action to develop students: **P13** Students: I mean, just in a side, which is a course leader more than more module leader is well. I try and capture the problem, if there's an issue right at the beginning…so we can do something straight away with it rather than wait until the end when it's too late so. In the sense of the data analysis, the maths that some students were afraid of, in talking to the students, I realized there was a fear there. And immediately I did, we did something with the students and the module leader to put extra sessions, to peer support so things that you know that are going to help towards how we improve our teaching and how that they're learning.

Student low attendance – worries MLs, making direct contact with students to reduce absenteeism and use of Blackboard, utility, and credibility of information. Here the participant uses contact information to reach students by telephone and/or email.

P12 *"Yeah, the one which actually still a problem to us is the attendance ... So, we need to draw or to design a workshop which will be attractive to the students. I think for one reason is we have made it to arithmetic, we call it Entertaining London but actually what happens is we are looking at the cultural sector in London? And how it is being from a business point of view? So how is being funded? And then how it's being managed and how it does its business so the person who designed it right from the beginning and I think most of our department, is the quantitative actually. It used to be called Economics and the Quantitative Methods Department. So, this has the number, phone numbers and it also has their emails, so we can use that for emailing them just in case. Although the* ***grade centre*** *it has, it has an email as well. The good thing in the* ***grade centre*** *you could copy that email and then put it in the normal system of emailing, which means you can always go back and see when I contacted the student. Now the grade centre the problem is you don't have even a copy of that email so you may not remember when you contacted the students."*

Participants talk about a ‘code of conduct amongst supervisors and module development – could this be done more effectively in a CoP, so that the learning can be captured and extended to more colleagues over time. The participant voices concerns about (different approaches) the information behaviour of colleagues across WBS, as a college, project supervisors can be chosen from different schools within the college. The question is how do you develop consistency among this wide set of supervisors? P8 is organising a workshop, training and long-term learning and appreciation of different approaches, development of modules, the learning can be shared within a CoP.

P8 *"... I talk to the supervisors ... everybody has their own preferred approach. I mean when they* ***supervise and when they do, marking when they communicate****, so what, normally I do ... I respect everybody's views, but unfortunately you can't have approach that will satisfy everybody's ..., what I normally do is to make a visit to look at these people feedback more critically..., many of supervisors have some issues with the with the* ***ethics form****. So, we have a lot of* ***email discussions*** *and then this year, so, I discussed with the other* ***seminar tutor*** *and ... we're going to organize ... a workshop."*

Project Supervision – Difference in Feedback

P7. *"For example, some supervisors give a lot of feedback, while some others have, thin feedback. And then how to communicate this with the supervisors because we have to be honest, transparent but at the same time you don't want to hurt your colleagues right?. Some people mark, ... it's like as if they're writing another dissertation or the student proposal, it's too much. But then, on the other hand, some others just write a little bit. And so, one year I did circulate a good example of feedback and then I thought that is a good practice, right? Because people can see, oh, this is really good feedback. But then some supervisor will come back saying that oh, then this allows no flexibility, as if everybody have to do exactly the same thing. People's attitudes is different, I mean, or the way so that's why I sometimes I prefer this conversation. Cool conversation because you talk it through, it's better sometimes the wording on the email can be quite cold so and then there's some message or some of the meanings get lost."*

P11 *"The module, I've proposed that we develop the module learning outcomes and then having developed the* ***learning outcomes****, we think about the* ***forms of assessment*** *that will enable the students to demonstrate that they've achieved the learning outcomes. And then use the assessment tasks as the main vehicle for the learning to take place throughout the module. I'm on that basis I often cite the example of a Level 6* ***module*** *I was running up until last* *academic year. Where it was about essentially about the conservation of historic buildings, and I developed the* ***learning outcomes*** *and then used the assessment tasks to facilitate the student engagement with the material. So, by going through the assessment, that's where the* ***learning took place****, and there were two pieces of assessment and my job, then week by week, during the module was to support the students in working towards the requirements of the assessment. That, in my view, encourages greater* ***student engagement*** *with the* ***learning material*** *because they knew that everything that they were doing in the week by week was contributing towards their* ***assessment****."*

P7 Complaint: *"Working with supervisors/colleagues when you are the ML – colleagues tend not to read emails – long or short they seem to ask questions instead…And I think you know when you say chase somebody. When some supervisor will say, the* ***information*** *is not clear … I think it is not because I was not clear because he didn't read. He failed to read the …email because I, know you know my* ***email*** *has got one strength, that is I try to keep my* ***email*** *as succinct as possible, as straightforward as possible… But the way I write it and highlight the* ***deadline****, the process and even make a* ***recording*** *to give step by step* ***instruction****. … And but sometimes, even if they don't read my module Handbook, because I know some of them don't. But then if they just read my email, they wouldn't get lost. …I record one of assessment brief, so I talk about the whole assessment of this module… It is also in my lecture, in my Panopto recording about how to do marking so when they say it's not clear, I literally can't find any way to be clearer."*

4.9: Chapter 4 Summary

This chapter combined analysis, findings, (results), and discussions. It laid down the practical objectives of the study and provided an overview of the ML roles and responsibilities. The chapter provides a modified ISCM 2022 after application of ISCM 2015.

Having carried out a semi-structured interview with thirteen participants the data was transcribed in NVivo with content analysis revealing themes from the coding. Participants voices were extracted and analysed revealing ML information behaviours during the assessment phase.

<u>Chapter 5:</u> Conclusion, Recommendations and Future Work

5.1: Conclusion Chapter:

Introduction:

This chapter concludes with the main aim of the study to provide integration, alignment to progress a more structured ML practice within WBS, during the assessment phase. The organisational impact is the awareness and knowledge of the Information Behaviour (IB) of MLs among WBS stakeholders. To this end a framework to support training and development of MLs is provided. The ongoing support and training leads to a structured ML practice within a higher education institute, WBS. This framework leads to the development of a prototype within Blackboard Ultra, accessible by MLs and stakeholders.

The chapter demonstrates the prototype idea developed in consultation and collaboration with Professional Services (Blackboard) and other university stakeholders.

A dashboard created in Blackboard Ultra using ‘Organisations’ a feature that allows a set of resources to be created and uploaded; for ongoing training and development for MLs, Webinar access and a ML community of practice (ML CoP) based on the framework. The figure below also shows CETI’s E-learning module, allowing for integration, the aim of this study.

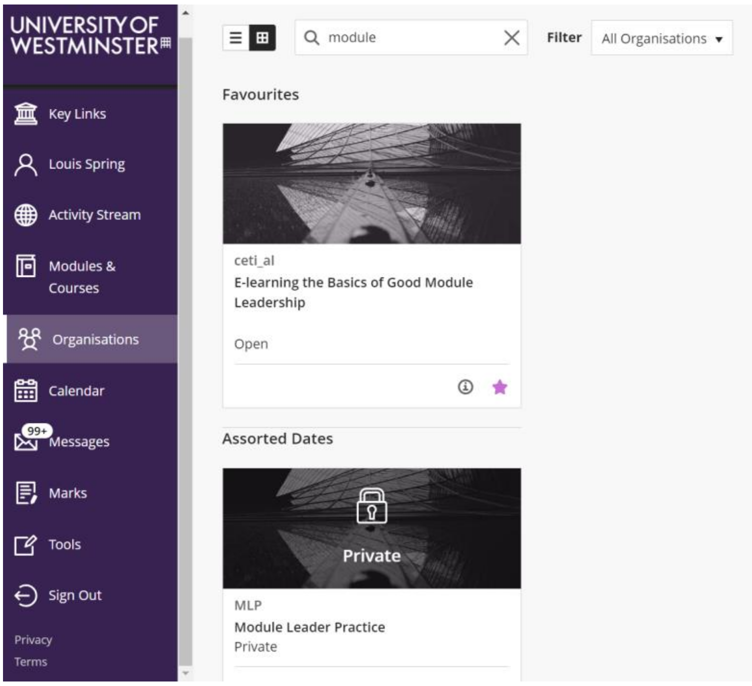


Figure 5.1: Blackboard Ultra Dashboard: E-learning the Basics of Good Module Leadership and Module Leader practice (MLp)

Despite the 'Challenges and limitations' listed in Chapter 3, section 3.14 this has not precluded the development of this prototype. As part of the organisational impact associated with this study is earlier collaboration with 'Inclusion, Diversity, Equity, Employability Accessibility and Realisation (IDEEAR) on a 'collaborative workshop with Module Leaders'. The shared vision and invitation to take part in the workshop included this line *'…module leadership has the potential to alter future learning and teaching practices which can further support and enhance student and colleague experience…'* (See Appendix F)

The general feedback from workshop participants at the University Learning and Teaching symposium 2022, was simply '*When would these findings be implemented?'* This general feedback supports the earlier notion that MLs as academics are lifelong learners and want to continually improve their practice.

At the inception of this research, I was asked the question, *"why the interest and why research module leaders?"* I'm not sure what my answer was, but I can be certain that it was not convincing. What was clear and convincing to me, that even without a context and a developed research framework at the time, was that the role of module leaders is pedagogical that is it has educational and academic relevance. Yet, there were no formal training programmes at the time for those starting out in the role, neither was there any ongoing training. This, I recall from the experience of outgoing MLs (a few of whom were mentors). For others, they just took on the role and made it work for themselves and students, getting better over time. Somehow, it must have felt that the ML role required formal recognition, in other words, professionalising. But the questions that stood out to me as well as my supervisor, were *How* and *Why*? MLs are the foot soldiers in HEIs. They are the face of the organisation with ambassadorial roles. A student's overall satisfaction or otherwise with the university can be down to a module delivery. The pedagogy *How* became the drive and ambition to develop a structure that would lead to formal recognition of MLs.

The findings of this research therefore suggests that the framework, when implemented would bring about an integrated Module Leader practice (**MLp**) as the MLs information behaviours have been identified by this study. The study does reveal that MLp is not merely an adjunct to lecturing, but a complex information process in which lecturers become information actors in carrying out multiple tasks needed during the assessment phase. Having conducted a thorough study on the topic under consideration, the following objectives set forth in this research have been met:

- Applied the Information Seeking and Communication Model (**ISCM 2015**) to WBS **MLs, resulting in ISCM 2022 (a modified model), Figure 4.1**.
- Identified the common information behaviours (information activities) of WBS MLs, which were in a module leader workshop; teaching and learning symposium, 2022; **Figure 5.3**.
- Investigated the information behaviour (activities and processes) of WBS MLs during the assessment phase, providing an understanding of the information systems used to enable a more integrated practice supported by the information systems, **Figure 5.3**.
- Evaluated the alignment of university's information systems to support MLs information activities during the assessment phase, data extracted from author's modified ISCM 2022.
- Developed a framework to identify the requirements for a more integrated (structured) ML practice which supports ongoing training and development of MLs; **Figure 5.4**.

In applying the ISCM to a HEI, the model enables the researcher to identify the common information behaviours of WBS MLs during the assessment phase. The model was appropriate for the task of identifying common behaviours which has allowed for a more integrated practice through an e-learning course that develops a lecturer into the role of module leader. This is the next stage of the journey and perhaps the single most important recommendation to be adapted by HEIs—to use this research to inform and work alongside CETI colleagues to further develop module leader training courses. This study has provided insight into information behaviours giving the possibility of developing online resources in the form of a portal that resides in *Blackboard Ultra*, with help guides and videos – '*everyday guide to MLp.*'

Online training would be carried out formally using online webcast and podcast technologies, offering webinars, and streaming with pedagogical insights that would engage ML practitioners.

Basiel and Howarth's work on interactive new-media webcast in 2011, is of interest and been used to guide the fundamentals of webcasting technologies and the pedagogical approach can be employed in a ML community of practice (CoP). Blackboard Ultra uses Blackboard Collaborate and this feature is being adapted in the prototype to simulate webcasting and podcasting. The authors work in 2020 on learning communities too, is relevant as a building block or an approach to practitioner learning within a CoP. Today, higher education practitioners are faced with never ending online training demands and therefore one further drive of this study is to partner with CETI and Professional Services to develop technologies and approaches that allow for a more seamless consumption of online, interactive training materials. The collaboration would involve seeking answers to *'What is the current state of streaming: webcasting, and podcasting versus what is working, how, why, and where?'* Where implies technology rather than place or location, even though these are contributing factors. The introduction of a webinar would enable live sessions in which MLs can interact with each other adding another dimension to CoP.

The notion behind the development of a MLp framework is a community of practitioners who are willing to engage in ongoing learning in pursuit of an effective practice that continues to grow and deliver module leader awareness and excellence without technological or social barriers, an *'organic socio-technological existence'* (if there is such an entity). By exploring a provision for a community of practice, allows for a community which Wenger (2006) suggests, should have three characteristics, i.e., a *domain*—which is the identity defined by a shared interest, where MLs could value their collective competence and learn from each other; the *community*—where members (MLs) could interact and learn together, (even though they do not work together on a daily basis); and the *practice*, where practitioners (MLs), could develop a shared repertoire of resources: experiences, stories, tools, ways of addressing recurring problems via a shared practice, a community with similar interest.

Figure 5.3 below, are the three (3) processes of the Assessment Phase and the information behaviours and activities of MLs are shown in **Figure 5.2** below. These figures recommend new approaches to develop the practice using the modified version of the ISCM. **Figure 5.2** are the information activities undertaken by MLs during the assessment phase and the information behaviour is captured in both **Figure 5.2** and **Figure 5.3** allowing for the study to gain an understanding of what information systems need to be integrated and aligned to support the MLp. **Figure 5.3** incorporates the ML information behaviour as a list of activities, comprising of the study's findings which are the roles and responsibilities of the practice during the assessment phase. **Figure 5.3** also demonstrate the behaviour and activities experienced in the three processes (production, communication, archive) that aid the execution of the roles and responsibility of MLs, many of whom are the three processes (production, communication, archive) that aid the execution of the roles and responsibility of MLs, many of whom are simultaneously involved in all three processes.

Figure 5.2: Information behaviours and activities of MLs

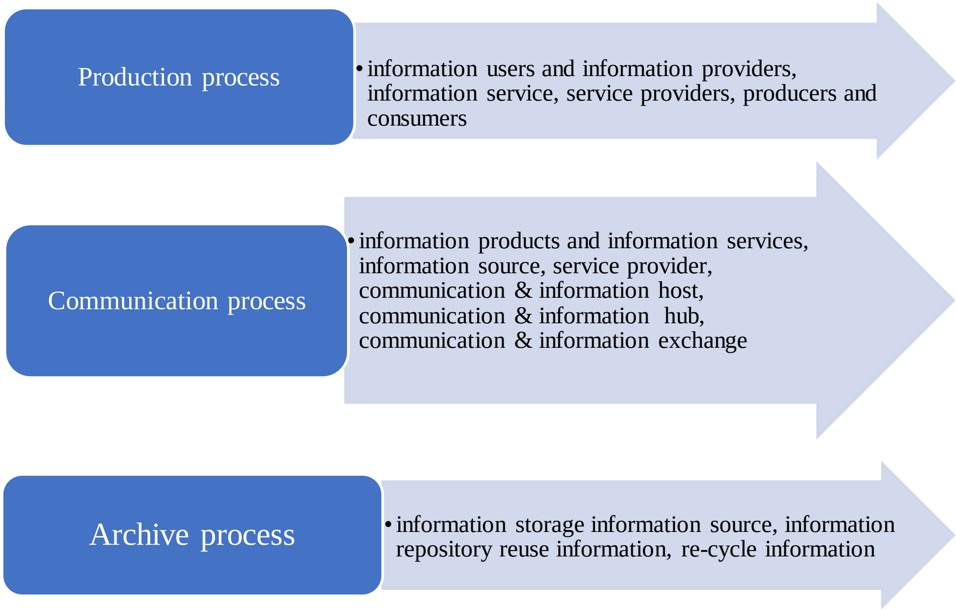


Figure 5.3: Three (3) processes of the Assessment Phase (author defined)

MLp Framework

Essential:

1. Induction Course: for new ML: E-module hosted by CETI
2. Blackboard: online, in person ongoing training
3. Assessment dashboard training

Desirable:

4. Webinar presentations
5. Joining MLp CoP

ML Repository: ML resources: (UoW, WBS, policies, guidance – videos, documents, templates. **Training Framework MLp**

6. MLp Blackboard ongoing training
7. MLp E-module (new MLs) hosted by CETI
8. Ongoing MLp online/in-person training
9. MLp email etiquette
10. MLp portal

Figure 5.4: Module Leader practice (MLp) framework

An effective practice recognises and caters for the information behaviours through efficient use of available resources. Efficiency is gained with an understanding of using the technology appropriately (which is know-how and competence). Knowing how to use available technologies includes the knowledge MLs hold to perform roles and responsibilities. The culmination of the provision for appropriate technologies, an information strategy and information management policies and guidelines (as discussed in chapter 2). With the above, a framework for training MLs has been developed. It is a high-level offer based on this research study findings, nevertheless it forms the basis for implementation within WBS and further evolvement as it is embedded within WBS.

However, the table below provides the fundamentals to the framework; the building blocks, structure and thinking. The outline structure (aspects) has been attributed to a framework developed by Ursula Wingate (2007), *'learning to learn in Higher Education'*.

Table 5.1: Framework for the training of WBS module leaders

	Objectives	Context	Agent	Methods
Essential	Module Leaders (MLs) to gain awareness of Module Leader practice (MLp)	Pre-induction courses	Online resources	Blackboard tutorials – grade centre, case studies on virtual learning environment, assessment phase
	Orientation of MLs to MLp	Induction	Webinar, Teams, Blackboard Collaborate	Presentation and Interactive sessions held by CETI, and Professional Services (Blackboard, Digital Accessibility)
	On-going MLp training and learning	Professional and Practice development	MLp Portal	E-learning modules
	Mentorship of MLs – MLs provided with personal mentors – to develop module leadership awareness and skills; assess, plan and organisation. Understand roles and responsibilities of MLs. Develop personal training plan and schedule. Monitor and evaluate practice – assessment phase, student impact, student satisfaction with module	Personal Mentoring Scheme	Online resources and MLp portal via Blackboard Ultra - Organisation	Regular (monthly) meetings and discussions with mentor, keeping up to date with online tutorials on practice technologies, roles, and responsibilities, teaching and learning e-modules, assessment phase and grade journey online, e-learning resources on academic and assessment regulations, processes, and policies.
Desirable	MLs to meet colleagues: - express their voice - to share practice, -to exchange knowledge, know-how, - to develop critical thinking towards MLp - to evaluate existing practice knowledge (processes, IB behaviour, techniques, skills) - develop new approaches to practice	Meeting with MLs, and stakeholders	CoP	WBS & UoW resources: Conferences, workshops, HE and academic articles and case studies on education and educational information systems and practice. Example: Jisc, Higher Education Quarterly Links to CETI, LIDE, Blackboard tools. Self-selected groups, one-to-one developing practice – joint articles/papers for internal and external publication.

This study finds that creating an integrated (structured) practice requires a learning platform supporting a CoP with resources to contribute to their individual and collective development as practitioners and this is key to the practice hence the MLp framework.

The MLp also requires technological support in using the current Blackboard platform hence the prototype; a ML portal or repository which would be designed to resource the ML CoP, module-ware (course and training material and resources). During the assessment phase, a dashboard which shows the grade journey progress (like product update in **Figure 5.5** below) is necessary to inform all the stakeholders and alert each to their responsibilities in the journey is to be considered for development. This again is considered under future works. The MLp framework is part of an on-going conversation to enable a competent and useful practice.

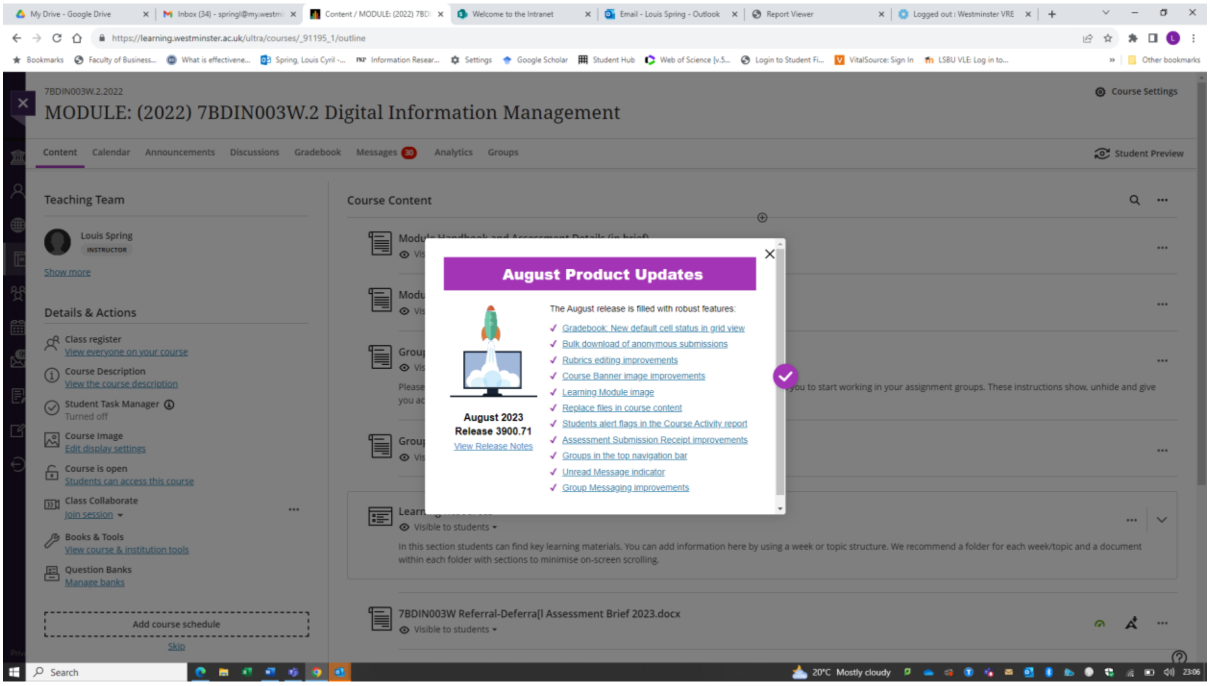


Figure 5.5: An illustration of how updates can be provided for MLs

The next is to link to the appropriate training resources (CETI) in conjunction with Professional Services. The Assessment Phase Timeline now relies on email notifications from Registry and other colleagues, the dashboard would have a tracker, which tracks the submission date, the 15 working days, scrutiny and board meetings, a countdown alerting all stakeholders involved in assessing students. To provide a discussion paper for CETI for this further development, together with stakeholder consultation and Professional Services for these ML resources to be integrated into Blackboard.

A more structured module leader practice MLp would see MLs module reports automatically generated as the data and information already exists due to integrated information systems. This feature builds in more organisation and makes the practice more structured.

5.2: Recommendations and Future Work:

1. To promote the establishment of a formally recognised module practice, university wide. This will increase satisfaction level amongst **ML** staff and students,
2. To establish partnership so research findings can be implemented,
3. Establish organisational champions for **MLp**,
4. Develop partnership with CETI to further research in developing e-module and other resources, set up the easy wins as regards to the **MLp** framework,
5. Work with Professional Services (Blackboard and university IT) to develop assessment dashboard (this will require full buy in of university stakeholders,
6. Further work with the **IB** community to build on this research as a contribution to **LIS** in **HEIs**.

Chapter 6: **Reflective and Reflexive discourse**

Personal Impact:

Undertaking this professional doctorate has given me agency and a platform to engage colleagues. The impact has also been to see how this study filters through our current practice; and to see how anecdotal evidence and discussions can be verified through this study's data. It helped to develop an understanding and appreciation of colleagues' insight into the practice. Above all, their willingness to support me and to develop our practice further. It has given me further insight as to how colleagues think and what our needs are; talking and sharing with others is prudent and always welcomed, in safe space. It has also supported the conviction that module leader practice is tangible within the Higher Education sector.

Organisational Impact:

At organisational college level the impact has been that colleagues want to be trained but at their own pace and with their peers, and they welcome time for research on practice and time also to reflect on their practice.

Colleagues want a structured and integrated practice and welcomed research into our practice. IDEEAR, the workshop demonstrated that although I started in a silo, as the years went pass, so did MLs need for a practice grow, so this research is timely and should be ongoing.

Doctorate Impact:

A professional doctorate means that I needed a sponsor and support from Professional services but because of all the challenges, this did not happen as expected. However, my Professional Services sponsor was always an *email away*. This meant that I was able to get a platform to start the development of a prototype which would include the training resources (module-ware) to be developed. I am in email contact with my Sponsor, so I am confident that these deliverables can be met, and the expected impact of this study recognised.

At industry level, the practical application of ISCM 2015, modified 2022 means that the study can contribute to the discourse and literature on Information Behaviour models. I also envisage conversations leading to information behaviour articles in higher education publications, Jisc, Blackboard.

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YORDANOVA L., et al. Trakia Journal of Sciences, (Vol. 9), No 4, (2011) 10"Original Contribution INFORMATION MANAGEMENT OF ...."

Appendices

Appendix A Letter of Support from (then Corporate Services, now Professional Services)

UNIVERSITY OF LEADING THE WAY WESTMINSTER

10th April 2017

Ms Suzanne Enright, Registrar & Secretary
Prof. Gunter Saunders, Associate Director ' Digital Engagement
Corporate Services
University of Westminster

Letter of Support – Mr Louis Spring
Professional Doctorate in Education

Dear Sir/Madam,

I am pleased to confirm that our Corporate Services fully supports Mr Louis Spring in the pursuance of a professional doctorate in Education here at the University of Westminster.

During his research project, the Corporate Services team, alongside his Advisor and Supervisor, will providing sponsorship and consultancy assistance. I am pleased to also confirm that the research project is fully supported by my Head of Department, BIMO who is also a Sponsor.

I believe that the proposed project entitled 'The 'Identification and Analysis of Information Behaviours in module leadership practice at the University of Westminster' is a project to provide an integrated ML practice which will lead to the recommendation to Corporate Services of an online tool in the form of a dashboard within Blackboard; virtual learning environment. It will contribute to Information Behaviour academic knowledge and also to provision of a better information system service for module leaders. This will assist Corporate Services in providing a more cost effective and efficient approach to module leadership practice.

Yours faithfully,

Corporate Services
Ms Suzanne Enright, Registrar & Secretary
Prof. Gunter Saunders, Associate Director ' Digital Engagement

Appendix B Participation Information Sheet (PIS) and Consent Form (CS)

Researcher: Louis Spring **Director of Studies:** Dr Julio Gimenez **Supervisor:** Dr Maria Granados
You are being invited to take part in a research study on the information behaviour of module leaders (MLs), which involves the identification and analysis of information behaviours in module leader's practice, Westminster Business School, University of Westminster. This project aims to provide an integrated ML practice which will lead to the recommendation to Corporate Services of innovative online tools, within and alongside Blackboard and other university applications. The proposed online tools will provide integration and alignment to support ML information behaviours and thereby improve ML practice. The tools will provide ongoing support through access to ML policies, college/university guidelines, existing and future module leader documentation, online ML training facilities and access to a community of practice (ML practitioners).
This research is being undertaken as part of the researcher's studies for a professional doctorate degree at the university and is being carried out in collaboration with Corporate Services (including Registry and Library services).
The study may involve you being part of semi-structured interviews, focus groups, observation studies and model validations which, at times, will be captured through audio and/or video equipment. The data analysis will involve coding analysis using NVIVO, CATWOE and reflective analysis.
Please note:

- Your participation in this research is entirely voluntary.
- You have the right to ask for your data to be withdrawn at any time, as long as this is practical, and for personal information to be destroyed.
- Wherever practicable, withdrawal from the research will not affect any treatment and/or services that you receive.
- You do not have to answer particular questions during interviews, focus group meetings and observation studies, if you do not wish to do so.
- Your responses will normally be made anonymous, unless indicated above to the contrary, and will be kept confidential unless you provide explicit consent to do otherwise, for example, the use of your image from photographs and/or video recordings.
- No individuals should be identifiable from any collated data, written report of the research, or any publications arising from it.
- All computer data files will be encrypted, and password protected. The researcher will keep files in a secure place and will comply with the requirements of the Data Protection Act.
- All hard copy documents, e.g., consent forms, completed interview transcripts, etc. will be kept securely and in a locked cupboard, wherever possible on university premises. Documents may be scanned and stored electronically. This may be done to enable secure transmission of data to the university's secure computer systems.
- If you wish, you can receive information on the results of the research. Please indicate on the consent form if you would like to receive this information.

Lead researcher: Louis Spring

I have been given the Participation Information Sheet and/or had its contents explained to me.	Yes	❒	No	❒
I have had an opportunity to ask any questions and I am satisfied with the answers given.	Yes	❒	No	❒
I understand I have a right to withdraw from the research at any time and I do not have to provide a reason.	Yes	❒	No	❒
I understand that if I withdraw from the research, any data included in the results will be removed if that is practicable (I understand that once anonymised data has been collated into other datasets it may not be possible to remove that data).	Yes	❒	No	❒
I would like to receive information relating to the results from this study.	Yes	❒	No	❒
I wish to receive a copy of this Consent form.	Yes	❒	No	❒
I confirm that I am willing to be a participant in the above research study.	Yes	❒	No	❒
I note the data collected may be retained in an archive and I am happy for my data to be reused as part of future research activities. I note my data will be fully anonymised (if applicable).	Yes	❒	No	❒

Participant's Name: ______________________________

Signature: _________________________ **Date:** _______

This consent form will be stored separately from any data you provide so that your responses remain anonymous.

____

I confirm I have provided a copy of the Participant Information Sheet approved by the Research Ethics Committee to the participant and fully explained its contents. I have given the participant an opportunity to ask questions, which have been answered.

Researcher's Name: Louis Spring

Signature: ______________________________ **Date:** 05-06-20

Appendix C: Table 3.6; The First Codebook:

Node	Description	Interview Questions	System/Process approach: (Macro, Meso, Practice or Application, Micro (Output))
APPLICATION	**Information systems/Applications are used in producing coursework. For example, word processor/spreadsheets, search engines, databases, library, archives (including previous copies of coursework and other module and course documents). It includes university and College information systems, for example, the intranet. JG: I feel that, as a node, "applications" covers Q1 but falls short of also including Q2 which seems to me to be more closely related to "information seeking" activities and "information providers" identification. Similarly, 2.a seems to refer to "production processes" rather than apps. LS: While Blackboard is an application and an information system, it is the host for our assessment phase. However, assessment starts with doing a piece of coursework or assignment. This question mainly deals with these applications as information sources?**	**These are questions based on MLs producing their module coursework for student assessment. It looks at the information systems/applications used in the production of the coursework. The activities or information behaviour involved. Producing your module coursework/assignments explain your assignment? (1). What information systems/applications are used in producing coursework, (for example word processing/spreadsheets, search engines, databases, library, archives (including previous copies/coursework documents) etc.)? a. When and how do you use these systems/applications? (Possibly and how many?) (2). Where do you find information to create your module coursework – formal and informal channels, for example meetings with colleagues/team online or offline? a. How do you produce the coursework?**	***Process* (macro) = Production Key: *Coursework/Assignment* = CW Information *Systems* = Applications *User* = ML, ML Team *Provider* = Internal organisational actors and information systems, or applications external actors and information systems (IS) or applications. *Practice (meso)* = Q1, *Input of user* = IS and applications to prepare CW. *Input of provider* = available IS and application infrastructure to enable pull/push of internal and external content. *User activity* = seek, retrieve, download, share (communicate with team and organisation). *Provider activity* = Upload (post), Share (pull, push) content. *User output* = CW *Provider output* = None *Applications (meso)* = Q1a Storage (content) and Communication *Processes*=is information sourcing by the information user, *Input User* = previous coursework, module documents (e.g.: reports) *Input provider*=School documents and reports. *Activity user* = seek, retrieve, share/ /disseminate *Activity provider* = store/archive, share/disseminate, *Output user* = coursework *Output provider* = none *Information channels*= Archives (meso), communication & Information activities. *Q2* Output (micro) Q2a.**
BLACKBOARD	***Virtual Learning Environment (VLE)*= is an important application/information system used within the ML (module leaders) practice and centre to actor's information behaviour. JG: If this is also an information system/application, why is it not under "Applications?" "Blackboard" seems to be presented (also see commentary in the next section) as a conduit for things to be handed over/delivered. Should it then be larger and preferred than "practices" for instance? "*Functionality*" seems to be the common denominator in many of these questions. But there are other things such as "sharing and grading practices," (*Qs4+5*) which in my view, seem to be larger than the node. LS: While Blackboard can sit under applications – I also want to understand the ML information behaviour as per the host. This is one application that every ML uses during the assessment phase. Understanding the information shared, communicated, information users and providers during this phase is paramount to the practice. The questions regarding functionality should explore sharing and grading as they try and distil ML information behaviour. I think I can detect from answers knowledge**	***Blackboard concerns*: Coursework/assignment creation/production phase: 1.What Blackboard functions do you use to create your assignments? (For example; wiki's blogs, journals, discussion boards, Turnitin, SafeAssign, rubric or the assignment function or simply upload a file under assignment.) *Assessment phase*: in particular, marking, or grading phase (the Grade Centre) 2. What BB functions do you use during the marking phase; when and how? Can you talk me through how you set up BB for you and other tutors to commence marking – a short demonstration maybe of what functions or features you use and why; what is your reasoning? How do you go about alerting tutors to marking? 3. Are other applications used to support this phase (for example spreadsheets, databases/information systems when and how and why)? 4. And do you share this/any document with your team – single or general use? 5. What functions in the grade centre do you use – how reliant are you on the grade centre, scale of 1 to 10? 6. SRS (application) during the assessment phase - source?**	***Process* = Production *Application* (meso) *Information activities* (micro) *Outputs* include using BB Functionality to appreciate the information activity of the user. *Practice (meso)*=functionality and information activities *Input user* = choice of blackboard functions *Input provider* = Blackboard availability. *Information sharing & Activity*= Information activities, including information sharing. *Information sharing*= communication *Practice*: Information Activities Practice (meso) Information Source Output (micro) *Information activity* = sourcing**

	and Blackboard expertise, practice, experience etc.		
COMMUNCATION: Provider Proactive Provider reactive User reactive User Spontaneous	**The process by which a user or provider shares or passes on information between themselves - user to user; user to provider (vice-versa), provider to provider. Is "*communication*" (rather than 'information' the right word here? Again, I think I'd make a difference between practices, applications (that function as conduits), agents and systems which seems the biggest unit. In my mind, there are systems to be 3 levels of organisation or analysis if you wish: systems (macro), practices and applications (meso) and outputs (micro) to which the next section seems to refer. LS: "information is data, content of an information product; also used for information provided as guidance, advice, advocating a course of action... Communication is the process of communicating, disseminating or sharing of information by an information provider or user." (Robson& Robinson, 2015)**	**Communication takes place at arrows 2, 5, 6, 7 when creating coursework/assignment which is uploaded to Blackboard (information source) as an information product. For example, *ML* creates coursework and requires assistance from ICT (due to an unforeseen problem, therefore requires technical know-how) via arrow 6: telephone or email is the process/medium. *Arrow 2*, information provider responds to satisfactorily to request via telephone/email medium or not arrow 3 (communication does not take place - it is one way). *Arrow 5:* ICT and information user create and upload to Blackboard (the information source), acting as information providers with an information product, (coursework, assignment).**	***Process (macro)*= Communication *Practice (meso)* = communicate with information provider(s) and information user(s) concerning information content & information product(s), information user queries. *Output (micro)* = providers or users have product or content, answer to information user queries.**
COURSEWORK	**This is a document that carries the assignment and assessment of a module. It is usually developed/authored by the module leader. It requires input from other internal and external sources. It is an information product that is produced by an information user, for example ML. JG: I can see the 3 levels working again here: S*ystems* (e.g., Q3), P*ractices* (e.g., Q2) and O*utputs* (e.g., Q8). LS: thank you for this insight... I would like to explore this further with you!**	***Coursework*: Ascertain how do you as ML go about designing an assignment. 1. How do you as a ML create/design/agree module coursework/assignment(s)? 2. When do you use the module descriptors/assessment regime to design assignment – first ever production or every semester run/year? Finetuning /minor/major modifications? 3. When producing a draft, do you involve your team? 4. If so, at what stage of draft production is your team involved - when?) 5.How involved is your team (or anyone in your team) in creating/designing assignments? (Email correspondence or just accept what is uploaded?) 6. Are previous assignments used, recycled, modified (as per feedback from stakeholders – students survey, tutors, EE feedback, CL via course committee)? 7. What influences the assignment/assessment, for example, external comments, student feedback, staff feedback including, ML observation etc? 8. How would you describe the type(s) of assessments; on/offline (via BB), examination, phase test, report, essay, presentation?**	***Process* = *Production, Storage, Communication*, *Information*. *Q1* Production at macro level and is Practice meso level Q2 *Production and Practice*= an information user (ML) using information sources to create information products. *Q3* *Communication and Practice*= an information user (ML) communicating with other information users. Q4 *Information and Practice*= information users sharing information. *Q5* *Processes* = *Production*, *Communication* and *Information* at macro level. *Practice* = information sharing and communication among users. *Q6* *Processes* = Storage (*archive*), Information at macro level, practiced by information (ML) user. *Q7* *Process* = Information and Comms, the practice which is information sharing and information content from reports and observations. *Q8* = Micro level with outputs in the form of information products.**
	***The Assessment Phase* creates and relies on the information and content of documents that exists (sources and products) from users and providers. Example of documents module handbook: surveys, policies, generated and existing reports. JG: Do you think this node covers Qs 2 and 3?**	**1. What documents do you share with your team (for example module evaluation survey, module mark report)? What documents do you author or co-author (module leader/ annual module report) 2. Where do your documents reside during the marking/assessment phase?**	***Process and Macro level* = Production. Practice (meso) document sharing which are information products from information provider to and from information user and between information users. *Process* = storage (archive) *Process* = Comm… and**

DOCUMENTS	**LS: it may do... but from the answers and my prior thinking (like Blackboard or Applications) coursework and documents have a variance – coursework depends on ML + team to develop. Documents (while the coursework) is a document, there are other School/College/University wide documents or reports generated by stakeholders (including MLs) which pertain directly to the assessment phase but are required too. These are information products provided by information providers. By appreciating which documents are commonly used (employed) and why – this informs information behaviour within the practice. This is not to say that my final model may not bring or combine documents and coursework as information products with information provider and user as reference?**	**3. When do you contact your External Examiner at the start of the semester and with what documents or after the marking phase when requested by Registry email (for external scrutiny to start)? Different times or stages...**	**Information. *Practice* = information sharing *Output* = email correspondence with milestones—dates, times etc. Between information provider and information users and, communication between information user and information provider.**
GENERAL-THOUGHT /CONCERN	**This question creates the opportunity for interviewees to discuss anything, including preconceptions, current thinking and ideas as regards the practice.**	**Do you have any questions or comments concerning your understanding of my research project thus far? Anything you might think is important that I may not have covered?**	**This brings about any of the processes, practice or applications and outputs enabling macro, meso and micro analysis.**
INFORMATION	**Processed or manipulated data that exists within a product (its contents) This will include information activities - using, seeking, retrieving, acting, deciding - followed by the actor's feelings and thoughts about the information and the activities - for example barriers, ease of access, as per the actor(s).**		**This is an established Process, one of the four used in the above analysis?**
ACTIVITIES			***ISCM - R&R model***
FEELINGS			***ISCM - R&R model***
THOUGHTS			***ISCM - R&R model***
INFORMATION PRODUCTS	**Module documents: university and college documents and policies which reside in Blackboard, on the intranet, internal and external databases, websites.**	**Information products are produced by information users and information providers.**	**As an information (ML) user, you produce an information product which is a case study or set of case studies to be used for student's assignment.**
INFORMATION PROVIDER	***A Provider*—is an '*actor*' or individual users, groups, or the organisation, in the business of producing, supplying, communicating, facilitating, controlling information within an environment. The information providers have a context to work within that may have environmental or personal opportunities, benefits or constraint's that must be navigated that leads to motivating or inhibiting factors in information behaviour. JG: I thought this has already been dealt with above? Do you think you need to create a system of nodes (architecture)? LS: not sure I understand the question? Whilst the current model separates providers and users, this may not be very pronounced in my study and the practice itself. Nevertheless, at this stage, for similar reasons stated above, it seemed to help me appreciate the model better. It might just be a red herring. I appreciate that these have been covered before so it would be interesting to hear how I can develop a better architecture - I think I am missing your point somewhat?**	**MLs as information users also become information providers.**	**Information providers include our university and School's structure. Its policies, process, procedures operated and formed by the *Registry* in the pursuit of the assessment phase.**
CONTEXT			***ISCM - R&R model***
ENVIRONMENTAL			***ISCM - R&R model***
PERSONAL			***ISCM - R&R model***
FACTORS			***ISCM - R&R model***

INHIBITING			***ISCM - R&R model***
MOTIVATING			***ISCM - R&R model***
INFORMATION SOURCE	**Information sources include materials uploaded and stored within Blackboard for example module documents. Information products reside within the university information systems, for example, the *Intranet* which becomes an information source for all stakeholders. Robson and Robinson (2013) model suggest that an information source is used (required) for information use by an information user. In the module leader practice, the module leader (information user) uses Blackboard as an information source. JG: If this is the case, will BB as a separate node work? LS: In direct answer to the question above, *yes.* It is the host of the assessment phase in WBS. The main 'system' (application or information system) that carries (hosts) the ML Practice, receives inputs and outputs, so maybe the system or process which is inputs-practice (assessment phase)-outputs. Within 'ML practice,' we have four (4) main processes that produce outputs. *Production*, *Storage*, *Communication,* and *Information* all have information activities that bring about inputs and outputs. LS: I think it does, as it is a conduit and a repository (storage/archive). I think this is what information behaviour alerts us to; what information activities are conducted within Blackboard – why and how? Certain documents including coursework must be stored on Blackboard, but then MLs may choose to keep certain documents on email, in a folder, hard disk, USB drive, OneDrive, Google drive etc.**		**This is an information source within Blackboard. These case studies are module documents which reside as information products and become an information source that is uploaded and resides within Blackboard.**
CREDIBILITY			***ISCM - R&R model***
UTILITY			***ISCM - R&R model***
INFORMATION USER	***The information users* are actor(s) that carry out information activities: that is *use, seek, find, retrieve*. Actors can be groups or the organisation, has a context to work within that may have environmental or personal opportunities. The information user has a context to work within, benefits or constraint's that must be navigated that lead to motivating or inhibiting factors in the user's information behaviour. JG: As indicated, this was already included under "communication." LS: I think I was leaning towards the model? I can see clearly that it is covered by the process (system), '*communication*' at the macro level, but what else is taking place? There is also a difference between Information and Communication. I think an information user is very much involved in information activities to produce, share, and store information products...**	**The *module leader* (information user) discusses the context (environmental and personal). The university has moved from departments/faculties/Schools to Colleges and as a result, academic staff are now in colleges and new Schools (or almost new, possible old and new colleagues with a new School name) which has both environmental and personal effects on staff. The needs, wants, goals and perceptions all need either motivating or inhibiting factors *as per* the information behaviour (IB) of a ML (information user). IB is affected by one's physical, virtual (online) space. *ISCM* allows these factors to be analysed. Maybe they can be seen as soft-issues-factors but, nevertheless, factors to be considered.**	***ISCM - R&R model***
CONTEXT:			**ISCM - R&R Model**
ENVIRONMENTAL PERSONAL FACTORS		***Position* (which includes grade: lecturer, senior lecturer, or principal lecturer. Module size, number of modules led by ML, in which semester and School within WBS (a College within the University of Westminster). *Experience* (is considered an attribute/value) of the ML is down to number of years, number of modules, size of modules (as in terms of students) and type of module.**	**ISCM - R&R Model**

INHIBITING			ISCM - R&R model
MOTIVATING			ISCM - R&R model
MODULE LEADER	*Module Leaders* (MLs) have long been part of the fabric and structure of HEIs. This research sees them as frontliners in the business of delivering the teaching and learning (pedagogy) instrument of a HEI. MLs are known as module coordinators, unit leaders, unit coordinators and course leaders.	ML carries the following characteristics as a role and a practice.	*INFORMATION USER*
PRACTICE	The practice involves roles and responsibilities (duties) of a module leader (team). Meeting WBS Registry (and Stakeholders) expectations and obligations, in the application of policies.		
ANALYSIS STRUCTURE	**MEANING**	**STRUCTURE OF ANALYSIS—EXAMPLE:**	
This is ongoing thinking and monitoring of whether this is an adequate approach or classifica tion!!!	*A Codebook* is a very short description and meaning of what each code term. Validity and repeatability of your work. A table of code terms, meaning and examples for each of the three processes is essential.	*Information User and Information Provider*: *Module Leader:* (*ML*) and/or team (tutors), WBS' Registry producing, providing and using available information sources (Organisational resources) within and for use by the practice (Assessment phase). *Information Activities*: User and provider carry out information activities within the three main processes of the practice (during the assessment phase) with the available information sources (product or provider of products); retrieving, sharing, seeking, searching, using, pushing, pulling, uploading, downloa *Products and Services*: information sources (organisational resources) to produced and provided by information providers by and for the practice. (WBS' Registry publishes School information products for higher education (HE) stakeholders).	
CODE TERM	**APPLIED/USED**	**MEANINGS:**	
		(*Information User, Information Provider*): information actor using information sources (information products/providers of those products) organisational resources to create, produce and provide information product or an information service.	
PRODUCTION	This is a process undertaken by users and provider; a ML and/or (team), or School' Registry to create or produce an information product for the practice using the available information sources (medium, channel, or platform) and resources	*Information Activity*: information activities carried out to create or produce an information product or service. The information activities take place in a medium, channel or platform. Information activities are *information retrieving, sharing, seeking, using, pushing, pulling, uploading* and *downloading, archiving, storing, saving*, collaborating) takes place with the purpose of producing an information product or service. *Information Source*: information product or service or provider of the product(s). *Information product or service*: created by user or provider for the practice. Information User Provider: communicate, share, disseminate, collaborate the information product & service– the information source. *Information Activity*: mainly using information source (information product or provider of the product) is communicated, collaborated, shared, disseminated the practice (assessment phase) (or among information actors – users and providers). *Information source*: the information product to be communicated by providers as per the assessment phase. *Information User Provider*: save/archive the information source. *Information Activity*: mainly saving/archiving the information sources.	
COMMUNICATION	This is a process of ML and team and/or WBS' Registry as users and provider	Information source: the information product or provider of the product To archived during the assessment phase.	

	communicate, disseminate, and share information within and/or for the practice.	

Code Book: The Second Draft Coding; Chapter 3, Table 3.7:

Macro = process (whole or top level; one of the four identified processes that make up the system – *the assessment phase*)
Meso = practice/application (middle; the where and how of the process is achieved)
Micro – Output(s)
In the meantime, if I take a system/process approach and begin to think more multidimensional, then at its core, the below questions will require answering to aid modelling of ML practice during the assessment phase.
Q1: What are the inputs to each ML-process? What output(s) form input(s) and to what process(es)? What information activities are present? **Q2: What is involved in each process when it comes the assessment phase in its immediate environment (micro) and outside at a macro level? (Using terms like micro and macro level to describe the environment might be confusing?** **Q3: What information and information activities are undertaken by the information actors within the practice during the assessment phase?**

Code Book: The Final Codebook, Chapter 3, Table 3.8:

(Developed from theory (including Robson and Robinson 2013, 2015) IB model and ML practice.			
PROCESS (System & Macro Level):	**PRODUCTION** **(Information products)**	**ARCHIVE** **(Information Sources—storage)**	**COMMUNICATION** **(Information content)**

ACTOR: **Information User**	**Produce/create assignment and coursework, Module handbook and other module documents including module leader reports. Learning and teaching resources and materials (lectures, seminars, workshops)**	**Blackboard, email server, Cloud provision: OneDrive, Google Drive, etc. Personal hard drives and storage include USB sticks,**	**Face to face, email, phone (voice and text), teleconference: Teams, WhatsApp (including groups and forums), FaceTime, Blackboard tools including Collaborate 'announcements', notifications etc.**
ACTOR: **Information Provider**	**Intranet content, School survey reports, Registry reports (MMR for example), School policy, University policy, Blackboard environment, policy, and provision**	**Intranet, Blackboard, SRS, SEA, library system, other university-wide systems, including External Examiner hub, emails from Registry (concerning Boards, survey reports etc.)**	**School meetings, Course committees, Boards, School and University engagements which face to face or virtual and the notes (minutes and slides) sent via email or posted on a bulletin board (push and pull communication technologies)**
Information (Information retrieving, sharing, seeking, using, pushing, pulling, uploading, and downloading, archiving, storing, saving, collaborating) Information activities: this happens in the three main processes above, (Production, Storage (Archive) and Communication) seeking/finding and retrieval of information from School, university and other outside sources or archives, from or towards colleagues. Information sharing among colleagues and stakeholders, using information as asset or function within the assessment phase – enables the practice, push and pull information, Push and pull information for users and stakeholders. Added to information activities is the uploading and downloading of information products which can be used or shared by the information user, uploaded, and shared by the information provider.			

Appendix D Transcribed Interviews of Participants

Module Leader research study (email)

LS

Louis Spring
To: Participants [P] {1-13}

- {P1-P13}
2020

Dear {P1-P13}

I hope you are managing to stay safe and adjust to this new norm?

You may recall that I have been conducting a research study into the practice of module leaders during the assessment phase with a focus on our module leader information behaviour. The aim is to develop a module leader practice aligned to our information systems to achieve efficiencies and effectiveness. This research is part of my professional doctoral studies and an area very dear to my heart.

As a module leader on the frontline, I am hoping that you can spare some time for an online audio recorded interview. Whilst working from home has brought unexpected highs and lows, I am hoping that during the following two to three weeks, you would be able to take advantage of any of the timeslots below for an interview lasting no more than an hour.

Days of Week	Week1 08/06/20	Week1 15/06/20	Week2 22Deborah/06/20	time: am/pm
Monday				
Tuesday				
Wednesday				
Thursday				
Friday				

I will very much appreciate your reply indicating above by the end of the week please, so I can plan accordingly. I thank you in anticipation for your time (which is precious).

Here is a link to my Participation Information Sheet and Consent Form which you will need to sign (online signature/initials should suffice). PIS_CF_DPROF_Louis Spring 2019

Once again, thank you and I look forward to your reply and any questions you might have in supporting my research.

Regards,
Louis C. Spring MSc PGCHE CofE Reader FHEA MBCS
Senior Lecturer, School of Applied Management
University of Westminster Room No. M109
Tel. 0207 911 5000 x 66681
Mobile: 07970 264913

Participant transcripts:

Pilot transcripts:

Module Leader: 1st pilot: FE

1. Position in WBS - lecturer
2. Role in WBS; ML,
3. How many modules do you lead? Ans. 2-3 modules
4. What semester does your module run in? Semester 1 = 1 Semester 2 = 1
5. Owned by School/department? Applied Management
6. Module sizes: How many students take each module roughly?

   Big data analytics and business intelligence, level 7, postgraduate module 20 students and the second one was a Web-Enabled Business, level 5 module and it had 110 students. Core and optional therefore open, basically to a wide range of students who are enrolled on different courses.

7. Do you lead small, medium, large, mega-large modules?

Answer: in particular to the role of the module leader

I think about the syllabus of the module I try to design the content of the module. On a yearly basis I update the material of the module then I tried to organize a delivery of the lectures, seminars, and workshops and also I basically I try to supervise my tutors regarding delivery of the seminar materials and workshops more important than that I think I tried to see whether the students have achieved the learning outcomes or not these are the main responsibility. However, if you want, we can go more Into details, as much more detail as you like.

Experience and how long have you been a module leader, that is, how many years? If you consider my experience at University of Edinburgh. I have been module leaders since 2014. Question: and here you been here I have been? Answer: here since 2 years and 3 months ago, so for example in the academic year 2017 2018 I took over my entry module leadership and then in the following year in academic year 2018 2019 14 2014 2014 stand here since 2 years and 3 months in the year 2017 2018 by took over interim module leadership when Maria went on a maternity leave and then in the following year I had enough of my own experience or give me off the module it was basically a couple of weeks: however dealing with basically referred assessments and basically it's just answering the questions of the students or who was involved in the module for 6 months, with over 200 students.

Applications: Producing your module coursework

1. What, when and how many information systems/applications are used in producing coursework, (for example word processing/spreadsheets, search engines, databases, library, archives (that is previous documents) etc.)?

   Question: Information Behaviour in that sense is about your human behaviour in relation to the channels of information where you get information from? Answer: basically, the main source of information is blackboard. The main source of information is 'Grade centre' I go grade centre, to see for example how many students have uploaded their assessments. Both of my modules are essay based, so their assessments are essay based so no exam. Before, I go to great centre in order to see how students have submitted their assessment also for example in order to organize or basically divide burden/demand of marking between my tutors. I use which grade centre has a specific functionality is called the 'smart view' and by creating as a specific view for each tutor he or she would find out which students he/she needs to mark is divide the burden of marking is also very important however I also use basically a 'course tools' on blackboard because when you go to the 'course tools' for example if a student needed to submit through 'turnitin' I can also check the similarities scores for example which student has a high similarity score is going need to be dealt with this issue. Before also assigning different students or different student coursework to my tutors it is a good idea to go through the similarity score in order to find out which one of them (students) needs to be dealt with, after they (tutors) have marked the students' coursework.

   So also, regarding the marking, 'course tools' it is very important in creating a link for students in order to submit their coursework. I need to go to blackboard, there is a function which is called, and I think, 'creating assessment/assignment', and basically you can choose between 'turnitin' and 'safe assign'. If I want to choose one of them (application); the source of information is the grade centre for marking and I use an 'Excel spreadsheet' in order to work out for example, the average, the mean, of basically the students marks or basically standard deviation although blackboard also does the statistics for you as well.

Question: why do you use ‘Excel’? Answer: Yes, it is much easier to handle, however, as I mentioned blackboard gives you basically the statistics example standard deviation, mean etc. However, you can also visualize the statistics to use in module reports; sometimes it's good if you can visualize for example, draw diagram, or to show for example the histogram of students marks or in this regard the Microsoft Excel which would help a lot.

Question: have you been involved in ‘anonymous marking’? Answer: Yes, not in my module, next year I will start anonymized marking. However, yes, I was involved for example in Fefie’s module regarding anonymous marking, but it had a lot of issues?

Question: does this affect your information behaviour? Answer: yes, And you want to get back to that aspect particular course where it would be difficult however I recently when I discussed for example with Rachel she suggested that we can use a ‘student coursework’ it assigns a ‘specific ID’ to each submission so probably you can use that ‘id’ however you need to write the number (id) 'because it's basically it's really long number and you can you cannot really memorize. Because, for example, when you don't do ‘anonymized marking’ you can just memorize the name of the student and return back to the coursework. if you want to moderate at the at the later stage 'cause especially for the module leader moderation is very important and this is our main responsibility to moderate and to make sure that there is consistency in marking across different basically across the work of different tutors.

Summary question: so your main applications are Blackboard - ‘grade centre’ and Excel spreadsheet? Answer: yes.

2. Where and how do you find information to create your module coursework – formal and informal channels, for example meetings with colleagues/team online or offline?

Answer: I suspect there must be an instruction on a University network for industry but however I basically went and played with the system, so I'm very interested in technology and basically my PhD was about technology and information management so I'm wanting to technology I try to play with the system you know try different options different functionality in order to find out how system works so in this regard I didn't have any problem but I guess probably if I search for any aspect for a specific instruction or basically instructing document I would have found something or in worst case scenario I would email Lia because she's also very helpful and if she receives an email she tries to help so the main source of learning how to work with the system was trial and error.

Question and clarification: What about developing the coursework itself, where do you get your sources of information -

Answer: for example for example regarding my examples I basically checked different universities across UK to find out how they deliver this particular module was something you had difficulty finding difficulty regarding finding a good sample for my case however based on my experience and based on what I have found either looked at for example we had some learning outcomes for example regarding ‘big data analytics’ it was running relevant data online for example cleaning data and then figuring out what the what the best algorithm or method for analytics for an analysis of large data set. The three main learning outcomes and students needed to satisfy these three learning outcomes so I designed my coursework it was very practical so it was very important for me the course will should be practical because I when I was designing the module designated the multiple be a good point of practice for students regarding their employability so for me it was very important that they are there they would learn something regarding practice regarding the practical knowledge that they would need when they are searching for jobs or when they found the job and they want to use the knowledge so it was very important so coursework I In addition to considering the learning outcome, this was a major factor.

Question: did you think about how blackboard would capture the assessment – you spoke about it being practical, an essay etc?

Answer: I didn't consider the functions of the blackboard, in the first instance, because regarding that people are coursework is student needed to use some platforms like Python regarding collecting data online SAS regarding the analysis of large datasets that they have collected from Internet so regarding blackboard however because require the students to submit the samples of data yes I came across some issue, so I called Lia. Lia came here because a student wired to submit the report for example, they are required to write a report in order to discuss how they collected data how they analyze the entire platform regarding collecting that basically analysis of the data, so they needed to submit the report and the sample of data and basically their codes. So, I had difficulty because they required to submit 3 different files submissions and only one of them, I needed to go through the similarity check so in this regard I had to call Lia. At first when I designed the module I didn't consider yes but then I wanted to create the coursework so I asked help she your came up with a good solution to give more options to students 1st at first the first suggestion so she gave Me 2 suggestions the first was to give us to give a student more options for submission the second one was to use ‘safe assign’ rather than turnitin because by using safe assign at the same time you can for example even can submit more than one file, and she asked me not to limit the submission to for example specific formats like PDF documents because for example you can imagine she said that the dataset they had to submit was in the format of CSV.

Question: so there was some new information activities that you became involved in?

Answer: yes, That I eventually I regarding the discussion that i had with was in learning process that eventually regarding the discussion that I had with Lia

Comment/question: it's quite interesting how you think about an assignment, but we don't naturally think about how it's going to be captured in Blackboard

Answer: yes, it’s true, so let me give you a demonstration...

Demonstration: You see it you see 3 files or using it doesn't make sense because it's just a data set in CSV format so you see this is a report which needs to go through safe assign regarding checking the similarities more and we have 2 other datasets so for example this is the raw data set basically the data set that day that she collected from Internet and this is the second data set basically after the process of cleansing the data she has created this second data set and she had to submit both of them, yes for example probably turnitin wouldn't be a good option for this submission as Lia suggested however she helped me and she provided me with two solutions.

Blackboard: Assessment phase – in particular marking/grading phase (the Grade Centre)

1. What BB functions do you use during the marking phase; when and how? Can you talk me through – a short demonstration maybe?

Answer: OK, the grade centre is the focal point the focal point for you yes it's for focal point for medium however trial and error I discovered this smart view here I think I know here is my beer for example you see I assign different students coursework to different tutors using this smart view usually so tutors wouldn't complain for example they don't know which students coursework they need to mark. So as I said and another basically none of the students would be marked by 2 tutors because for example sometimes it happens that one tutor starts marking one students coursework, he or she leaves in the middle of the work the other tutor might finish the job or for example that starts over marking a student. So, I think using smart view I can allocate students to different tutors, and they know for example which students’ coursework to mark.

Question: Do you not identify students by seminar? Answer: yes, I do use seminar list they need to let me know if you don't feel hangover seminar but I think that it's easier that you can ask a tutor answer your tutors to more basically use their Seminar list in order to mark them however we have some situations because we had some students who don't have samples for example in web enabled the students ‘web enabled business’ I had 3 students from last year and they didn't need to participate in any seminar so they were not part of any seminar list or basically any seminar register so are you I found these particular ‘tool’ much more helpful than seminar register.

Question: do you have any other Blackboard tools that you use? Answer: No not really, because I regarding my involvement in ‘social media for business’ if you want to mark them *anonymously* then you need to go to course tools your tutors so you need to go to grade centre wouldn't work and just yes just hides the code corresponding columns – course tools, assignment etc... to mark the students...

2. Do you use other applications to support this phase (for example spreadsheets, databases/information systems when and how and why)?

Excel marking even for example when I want to see the consistency of marking across the coursework of my tutors yes I use it because for example I want to work out the average, the standard deviation and if for example one of them one of the tutors have less average significantly less average than others then I try to moderate more coursework from that particular class in order to find out what the problem was so Excel helps me in this regard however even smart view However, would help because this one it you allocate student being smart view for you then you use uh basically the statistics their statistics function on grade centre then it only works out the average of the students who are and that's particular group.

3. And do you share this/any document with your team – single or general use?

This is just for yourself See I haven't checked but they know for example I need to check on his consistency for example I talk about moderation but they haven't explicitly mentioned for example these tools I have I have used a smart view for their convenience as well and I mentioned that using a smart view or not smart as smart view would make their life easier so I mentioned after however my life is here it's more work because I need to put the list in front of me and allocate the students to different groups or in order for them to mark so I haven't explicitly mention that I would use smart view in order to work in statistics but I assume they know these tools as they are module leaders for other modules.

probably use these tools testing to see how many almost use the same tools on whether we get the same benefits on when sometimes we use them so in terms of communication Or whether we get the same benefits online sometimes we use that communication I have something done is his where whom and how do and how do we give out get and share your

4. Communication: where, whom and how give, get or share your information?

Question: so whom do share this information, so most of that assessment phase at some point all the marks are collected yeah do you should do you ask your team to look at that or do you or do you just go straight to registry?

Answer: when the marking is done I ask my tutors to help me regarding moderation and an email example if there is an inconsistency regarding the average or indirectly talk to that tutor so even I show for example online the average this particular lady or this particular gentleman that for example your average is 5 more exposed the others so let's discuss why or for example let's a moderate some of the some of the why share this information before I send the final list to the Registry because even they need to help me regarding moderation 'cause they need to moderate my markings.

Coursework:

1. How do you as a ML create/design/agree module coursework/assignment(s)?

Um haven't created that the calls workout do you send it out to your module team at that you said that then I I need to send out to external usually know because for example because in very big data outtakes I don't have any children everything is everything is dependent on me and external examples show I need to send every changes or for example by design the module for the first time I send everything to external dampener for basically his confirmation and then I'll even if I need to do any minor modification or he needs to approve them so yes it would be between me an external examiner even if I need to do any change so I'll discuss it with Betty and if she agrees then I send it to accelerate change the course leader yes course leader for Ms initial business regarding web enabled business it would be also between me an external examiner even i get suggestions from for example only thing for example was what basically what improvements and they have considered or basically if they think any changes required in order for next year revisions today they have given me suggestions however regarding web enabled business or talk to the external examiner said no everything is fine you don't need to touch anything so the teachers however the final decision depends on me and externals it's part of a different courses so it's possible to talk to all course leaders yes I speak I talked him what influences the assignment or the assessment for example adjusting external comments from

2. Do you include your team at the start, during or after you produce a draft?
3. Do you discuss assessment/assignment prior to pulling a draft together?
4. How involved is your team in creating/designing assignments?
5. Do you use previous assignments?
6. Do you use the module descriptors/assessment regime to design assignment?
7. What influences the assignment/assessment, for example, External comments, student feedback, staff feedback including, ML observation etc?
8. How would describe the type(s) of assessments; on/offline (via BB), examination, phase test, report, essay, presentation?

Offline definitely should be offline assessment means that their students don't need to do it on blackboard however they need to submit it through blackboard so regarding web enabled business both assessments where types of report so 2 types of report and they were not essay based in their mainly report face so they had to do it offline as I mentioned and they had to submit it through the blackboard big data analytics the first one was a very practical as I mentioned is practical and they had to write a report however to some extent it was online but by mentioning here by mentioning to be online you know that you will be connected to blackboard universe assignments or needed online sources in order to collect data for their own analytics I don't think it practices so they had to do it online to collect data from Twitter basically they had to write a report regarding report it was offline however it had to be submitted through safe assign and the second assessment was basically assignments so do you consider any of the other functions which means i said that would that would have helped them yes I think yes I think if for example if for any of my module in future I consider Journal days face the assignment or more coursework yes I think they'll be very helpful or if I can eval one of my muscle for any of my muscles any group work I think that they would be helpful because as these functions are groups can communicate can work and can share data this function would be very useful however for the new module that I'm developing I'm considering to have online exam so probably I need to learn how to conduct an exam or hold an exam on blackboard probably I need to talk to him basically her Henryetta has had their online exam since I think that couple of years ago so she has significant experience in this regard. So your intention is to use BB more? yes because it was down yes yes because that doesn't not that option provided by universities you see that everything should be through blackboard either you want or you don't like it.

Documents:

1. What documents do you share with your team (for example module survey, module mark report)? What documents do you author or co-author (module leader/ annual module report)?

Ask them to write to him charging with information to help regarding the module survey his student feedback as I mentioned after basically there send the survey forms been submitted to report registry basically a some useful comments basically the statistics regarding the rating of the module are you I always share this document with my tutors is I'll ask for their opinions however regarding the Martian I don't send for example watch report which I sent redistricted you just 'cause I think it is no use for them yes they had basically if they already interested they can't they have access to blackboard and they can check marks on the blackboard on grade centre yes history and general exam yeah I signed up for fighting for letting that mostly pours I asked for their opinion for example if they think that any changes required for example if any change will change is required the thing that basically these would be necessary I include their opinion in module leaders report because any changes must be reflected in module leader report and basically it needs to be approved by the external examiner.

Question: how easy is it for you to pull the module leaders report together?

Answer: I don't want to say this is difficult it's not easy as well so usually you are prepared drafts I know for example at the deadline is approaching and it would be on second of August however I have the drafts for both of my modules because then you send your module bundle to external examiner you're in module leader report You're a model leader report should be included into the bundle yes I do it as I go along and basically for example when I have other survey report from the registry so I basically I fill out some of some parts of the module leader report with the service for example I reflect on the comments by the students or reflect on the rating of the basically race.com exactly because for example when I talk to external exam regarding web enabled business analytics suggest to a change out the material of the workshop I reflected on some students coming regarding workshops being work however it's recommended not to do that 23, the motion of 110 students while for DoubleTree 4 has discovered and he suggested not to do that so and for example some part of the Marshall radio report food come from SRS they are the most units marks or final out here looking so you other things that we look at is yes the other studio recording select

2. Where do your documents reside during the marking/assessment phase?

Documents are shared for example regarding remarks if they ask if they query because i doubt they need another modules module be true leaders don't share the marks at the final number the final marks which are sent to the register however if they ask you see that I showed them or for example they are not much interested Rangers if they can't find marks on grade centre contact him external before or after registry I think it was after history because you see for example where you need to send them out to the registry and they need to avoid penalty and everything and then marks are finalized more than once I guess I registry has wider penalty you send the report to the external and then external confirms everything for PAB call Gretchen at work basically now you just have to be with him for example for the may it would be in a prial if I'm not wrong or in may in Maine yes I mean they are for example in the earth this one is in July so you see that the deadline often submissions are in the 1st week of July then you have only for marking and you have one big gap in order to send the marks get the confirmation from everything I think those are all my questions I'll just go down here

3. When do you contact your External Examiner before or after Registry?

General thoughts/concern:

Do you have any questions or comments for me concerning your understanding of my research project thus far? Anything you might think is important that I may not have covered?

Is there anything you might you think is important that I'm not coming forward she like I should think about dinner at the moment I think that you have covered everything so you ask a lot of questions so you can regarding the questions that you have asked I think that we can portrait how should leaders so I'm how they get information from the system however I think you can also push module leaders in order to find out what other tools that they use because it's not only limited to the assessments probably you can get more information regarding designing the module regarding designing material and regarding the matter basically delivery of the lecture you can get more information regarding how they use a systems I'm assuming they are that your questions are mainly focused on a dessus Mrs mentras yes apartment yes yeah but it's also yeah I realized at them it just seems to be getting hold so if you want to study that'll be information behaviour then you should try some example I use I use one function on blackboard you find harmony portion of my students have checked the slide to have downloaded it has a one function however I'm not sure whether it's accurate or not because sometimes there basically it behaves very strangely so you don't know because for example you offloads for example the party Gore a sessions lie and you see for example immediately yeah 75% of the students have opened by jointing and it's it's not that accurate probably there is a flaw in the system or in the functional in that particular function but at least I think it provides you with some clues if your students or for example what proportion of your students are keen to see this lighting or and or how many of them for example we did Marshall animal control thank you Oh thank you

Module Leader: JN (2nd pilot)

1. Position in WBS SL Occupational Psychology, Organizational Behavior would say once part of HRM (before the university re-structure)
2. Role in WBS; ML, 5 years ago; overall 15 years
3. How many modules do you lead? Work and organizational psychology within the HR perspective
4. What semester does your module run in? Semester 2 (optional/elective - not a core module)
5. Owned by School/department? OES
6. Module sizes: How many students take each module roughly? 100
7. Do you lead small, large, mega-large modules?

Answers: but I've just been put in this new department, when you were once part of each other when you are here stupid and somebody who called them you don't so currently that's just one module OK in the past it's been for various bugs will you know with all those kind of changes I have ended up with on just one of my other ones in the new world that we had sort of about didn't actually recruit I see you in the best applied electives that didn't recruit enough to run so I just ended up with one and that's going to be taken away give it to HR so I don't know what's going to happen there yeah so the one we've been talking about if we want to about current ones which I guess will not start is cold wait for it yes that's good yeah I don't understand and see you spell 100% it's not yet for you how cool and then options or so that's quite a lot of adoption module yes so i said learning between both messages what does the second semester the reason I guess I think past experience also it's also useful here because we've got that also afflicts what you do I think because I don't think so OK so that will come in at the moment it's it's it's owned by HRMO is it is it on you don't we don't quite know doesn't matter no i wouldn't have done a couple months ago then it is still owned by well Oh yes but they have agreed at least for this year that I can still run it even though I drive it first or the equivalent version of it then I can ask 15 years maybe take enough mean if you have which as you can imagine I mean this is this is my core identity of what my qualifications services in my area if that's gone and so after going off track here I think what have i got left everything coaching off that so yes what what you know what Department also my yeah so she's trying to I heart management moment because I don't want to be where I am sorry clamp down I want them to produce in your module coursework

Applications: Producing your module coursework

1. What, when and how many information systems/applications are used in producing coursework, (for example word processing/spreadsheets, search engines, databases, library, archives (that is previous documents) etc.)?

Answer: I mean the topic areas have changed as well I wanna see the materials but it's still the same color subjects um so I mean what we do now we have assessment one which is a choice of great essay questions um and it's it's it's an essay on the topic area and then the second assessment I think that's 1000 words 25% and the final assessment is some 5% three thousand words and it is a it's a case study and they have to write a report to that HR manager they've come in as occupational psychology consultants and they have to write a report to the HR manager on what's wrong and what they palley what psychological so the aspects and consultancy then are going to use to improve the situation yeah so there are 2 assessments and um So what applications do I use well um the first one is just a simple aspect question it's quite easy for me to jump I don't really need to consult anything tonight I have to look at the past papers because obviously I don't want to repeat the same question would access my own files to look at the past papers so that you know I write something different um salt OK so for the 2nd one that's very complicated because I have to write that case study this is the thing and I've been saying for 15 or more years here but we used to have a Dunkin appraisal where it says what can WBS do to help you every year i said the same thing provide us with case studies provide us with that in the next year Oh if there could be a Bank of case study and not once has it ever been you know actually picked up on and so you know them all and you know you can find you know there are case studies out there but the problem I find with them first of all the answers are there because it's not a case study that to solve a case study is with this this organization had these problems and this is how they solved it but it's sort of like a learning thing so if i used it and sort of took out the problem took out the solution I'm just so therefore it means I have to write my own one each year and it takes me such a long time to write something original so is it a nightmare that assessment actually every year every year picking up beginning to rotate them now in this format it's only run 3 years this will be the 4th year but then when I look at the case studies I think each one has been such an improvement that I look back and I think no I'd rather write a new one from some data I've got so I'll probably write a new one yeah that would involve me well I don't know really so far I've always read them from companies that I know experience in the things that you've gone through directions to college I want to be a reader fantastic doesn't yeah so how do you come to that others in Blackwood touch in case studies with you just

2. Where and how do you find information to create your module coursework – formal and informal channels, for example meetings with colleagues/team online or offline? How does BB capture your case studies?

Answer: How much does a fireball it's just put there as soon as possible to link up word file some there sorry what's popping yeah yeah this worked out thank you for that blackboard

Blackboard: Assessment phase – in particular marking/grading phase (the Grade Centre)

1. What BB functions do you use during the marking phase; when and how? Can you talk me through – a short demonstration maybe?

We mark through turnitin and so that mark is just linked to the grade centre um before we had anonymous marking it was very easy to double mark because you knew which students had written this each piece of work but now you know whoever so I usually fall shooters sometime pair up 2 and 2 double mark together and then I'm moderate overall going but it's very difficult because you you don't know really which ones have been so like just talk about from the moderation you know the funny one could do and you'll know this yourself you know they can give you the paper number but when you've got 100 it's very difficult yeah I hate this anonymous marking 'cause it makes double marking really so much more time consuming I mean honey that could be done but like 1 two hundred or something or a few simple so the system tweaks could actually change that and also if a student you probably notice as well but if a student submits after the deadline it changes the whole order 'cause it pings up to the Top so you know what you thought was so safe I students submit for whatever reason like what you thought was 'cause I printed out a number then that's not number one #6 suddenly yeah that's you know I find that's really really difficult and we really need to work that out it must be difficult for everybody that you can get it or not and if there is no there was no discussion that anonymous marking doesn't work for you well for you all for your table is there they were gonna do it I think there are other modules that I work on where there's a strong case not to have anonymous marking but for the two assessments on this module I don't think that's the case at all so that's why I haven't applied mafia I think the functions that you use within the great sensor that you find helpful Oh sorry

2. Do you use other applications to support this phase (for example spreadsheets, databases/information systems when and how and why)?

It just makes sense enter or whatever hillside market within turn it in there just automatically so the only time I would look at the bright centre is when I'm about to submit the box to make sure that all those yellow sort of cycles have gone if there's still one there right so that piece of work hasn't been marked like difficult to find out who it belongs to the fall shooters because you know you don't know who it is.

3. And do you share this/any document with your team – single or general use?

Excel 2 knock it off no because when you've got the reports from registering it's kind of all along that do you share any of that with your team when you get it back from registry or do you just well no I don't share it because I think it's not relevant to them because is the box they already know um done I mean yeah actually I mean I don't share that particular report because they think they don't need to speak with you relevant but I mean when we have team meetings at the end we're getting in at the end um I would talk about perhaps the range of mark that but not maybe Bethany yeah so that yeah solar panel dot motivation yeah yeah yeah I think about you I'm talking about it's quite simplistic in a way you don't use anything unnecessary yeah I'm sorry this is disappointing no no these fancy things tell me a future trying to align you set up something you want to know how want to use it and then you can workout how suitable it is or how I like it simplest answer the complicated understand important how's your purpose as that's the balance is that the balance is there and you can find yes actually the process has become simpler since registry now are able to download all the marks from the greater I was the module a different mega module interpersonal skills for business every select Ghostbusters I had thought 500 students on that and it was in the old days when he just had all these pieces of paper enter each mark paper add color code to help you know it's very simplistic compared to how it was certainly, I started damn in the folder it was that one thing Wyoming so you can see a lot more alignment a lot more usage now yeah so it's been helpful about the coursework I've been asked about what application

4. Communication: where, whom and how give, get or share your information?

Coursework:

1. How do you as a ML create/design/agree module coursework/assignment(s)?

Answer: For my own knowledge area you know as I said I look at the past questions I've asked and make sure I'm asking something slightly differently. and then Marilyn called them any members of your team at the start you are not going to produce and they I yeah.

2. Do you include your team at the start, during or after you produce a draft?

Answer: No, I don’t but before it's finalized, I'll send it to them ask for any feedback via email.

3. Do you discuss assessment/assignment prior to pulling a draft together?

discuss the assessment or sign it with them come back to see where they put it out there you know I think part

4. How involved is your team in creating/designing assignments?

put put it up together you don't but you put pull it pull it pull it up together then enter your then yeah I might change the wording slightly someone thinks it's not clear or something um yeah and you look back at previous assignments I think you said assignments questions rather than assignment...both

5. Do you use previous assignments? No questions rather...
6. Do you use the module descriptors/assessment regime to design assignment?
7. What influences the assignment/assessment, for example, External comments, student feedback, staff feedback including, ML observation etc.?

Answer: Um external of any other complementary I've never had anything that that really made any suggestions in fact one last year really complemented me on my case study um So what influences so the student feedback has never said anything about the assessment being any different it's good or bad change that yeah no the external before this one never reading comments just take everything this one is quite hands on here I’m looking at everything very thoroughly I don't this year he said he's so disgusted he set up can you send it to me early so I can have a good read of it or hand well you know it's not 5 minutes to write 1 or maybe I'll just use the same one again because it's very hard time wise different question that is expected when I believe so other feedback um I mean students on the questionnaires they get I think they'll ask questions like it was the parking fact where you can enough support and things like that but I think that's actually it's like a question that so after them for how could defeat question be any different I mean also I've got a lot of freestyle questions that they can use the qualitative comments I've never seen any comment saying it wasn't inappropriate of why couldn't they be assessed in a different way so I don't feel I've had a lot of feedback on it seems to work so you know about positive feedback from students to say like this device that um triplets you too 2 well yeah I mean these things they said they'd like but it's not they don't say that the assessment uhm you know that some of them like the fact that because it's psychology it's useful to their own lives as well as like in the business world you know they can see the application of theory to practice and I think you know this is often a lot of comments that I learned so much about myself as well expecting that sort of things like that but no one's really I don't recall any way that anyone's ever said anything in the way you're putting it on the assignment I mean you know we may have received a comment like I could have done with more support which is laughable because if I look at the schedule is like at a certain point this like every week there's something factored in as to do with that so he can think is they were either on their phones or they didn't turn up for about 5 weeks another comment once was obviously this person didn't like that much of what we ever do is that in personality questionnaires well it's so not true in the might be 1 in the first 2 weeks so I think that person came twice I can't talk so i already had student said that to me but those questionnaires the strange be forced to say then after 12 sessions in the seminar how many did you attend weather right well we should not because it's like 3 little value at the start of that at the end of this year just a few computer and then we done

8. How would describe the type(s) of assessments; on/offline (via BB), examination, phase test, report, essay, presentation?

Answers: report and essay; on BB online

Documents:

1. What documents do you share with your team (for example module survey, module mark report)?

Answer: Yes, I share everything with them via email.

2. What documents do you author or co-author (module leader/ annual module report)?

Answer:

3. Where do your documents reside during the marking/assessment phase?

Answer: Well I mean there's only the documents that there aren't any this thing OK so the yes that I mean this is the assignments with the tutors and external version and that's where I put all the suggested answers in so I would send that one to the external and I would also put that on blackboard I have like her link that's first only so I would put it on there uh probably email it to them as well I'll start there and so that is the only document but we don't do a spreadsheet all the marks are on the grade centre.

4. When do you contact your External Examiner before or after Registry?

Answer: Automated thing happening well this is a very good question I think the answer is I don't know because we had an external that was very in a background for the last 5 years before that I can't know Papa and so whatever anything was requested it was sent so we got like a notification from registry and we sent we got notification and I don't even remember what pipes those work but now it will come back different because they're learning and order their titles like we have Jackie mentioned I don't know who you have and then in a way yes I think it's probably Rebecca the Champions here um so given that I get sent the information by Jackie is irrelevant to me because my module is not SM&M but my back and never seems to send anything so I have to chase her and say well I've got this Friday so I mean it must be about now you might be needing these and quite differently I don't know what the timeline is I need to be requested from that person who holds that position to tell Maine right we need this Alpha this person we need the external pack OK fine I'll make 1 Yep question that world and I think we have different answers

And then the marks are sent off to registry then you know you afraid that you email from junk email saying yes you can download the box then from there I know you know I'm going to be having to make at some point probably quite soon after that you know a path for the external double marking in moderation the report published in the initial so you know so I do that well I think well how Rebecca does it it's very much a meeting he comes in and physically wants tonight look at yeah I'm usually at home working from home when I'm doing this so it's a lot like income paper but you do yeah yeah that's it I mean for me I don't know if you're going to ask me what if there's just like one thing

General thoughts/concern:

Do you have any questions or comments for me concerning your understanding of my research project thus far? Anything you might think is important that I may not have covered?

For Maine I don't forgot to ask if it's just like one thing that could be improved any questions comments concerning understanding of what we just I pull your questions I think my answers are all too very straightforward as it it's just how this module is but you know I presume but I mean sort of forming this doing this because you want to try and improve things so I would say the things that could be improved is if we HUD I covered a timeline you know where we are in new 'cause there's one of those for exams that you know very clear each week you know you should be at this stage and you know in that time before I think you know sort of essays you know for coursework uh I don't feel it is not clear and I'm having to chase asking so it was nice to have that information for something in the timeline like is for exams uhm I mean all the time in her as well but we have to go sign up our papers I'm talking anymore chasing information I don't really know what happened there I think the clear process we need and then the other thing is the software turnitin needs to be tweaked in some way so that anonymous marking every student paper that submitted can be numbered you know sort of one two 1/2 so much larger so 1 to one hundred with those numbers not changing so when another student submits and then when I say to my team can you double park number 57 #6 or something it would be easy that would make a lot of difference then my 2 things that you know would make this easier for me a clear process what is the process now or the timeline and you know to have those numbered in anonymous marking you don't do you say to sign it on my module I've used it on many other modules I don't particularly like marking in because the windows always seem so tiny and turn it in just seems easier to use I think the applications that will use we will find some easier I don't know if I need to but I thought I had the choice but my one I want to sign in how to juice and I never liked anything no I don't like I am I don't know how I started using safe assign livestock with set aside one because I think cause it's because it's part of that board I have used it 'cause I think it said you get better support in terms of just be psycho it may not be the case but it's just bad necessarily agree on that because I think it works seamlessly I know someone take the side do you got the plagiarism report number I don't need help with you guys of course turnitin is the actual application that started updating you know so in terms concept with that support for that yeah but it's it's it's both applications available to us I'm down out look at anonymous marking within safe assign and see whether it's easy but then again it might just be subjective so you obviously use anonymous marking because we have 2 and you say for science so do you not have the same issues that I'm talking about but I am dumb no I don't necessarily I turned it down well let's take a time complain maybe they don't realize because if they don't put their name on the front they think perhaps it's not obviously then their name will come up because we have set up yeah Oh I'd like to be one of them you're not going to my life I think we're too old I'm closer to the time and then I am too rotten life in that way what's the time in here in a place like this I'm moving other things I'm gonna switch this thing off without so that we could do thank you so much

Appendix E Participants Voices: Utility, Credibility, Activities, Feelings and Thoughts

Arrow 1 Information user accesses information from available source – utility and credibility of the information forms part of the decision-making for the user. The decision may also depend on the situation at the time, needs, perceptions, motivating or inhibiting factors.	**Arrow 4** Information user receives information and assesses the information, use, ignore depending on its perceived utility and credibility at the time. If information is used it leads to actions or decisions which are reviewed depending on changes in needs, perceptions, motivating or inhibiting factors which goes back to arrow 1
Choose source: utility **Choose source**: credibility	**Seek Information**: Activities Feelings Thoughts
P13: "The rubrics on Turnitin is rubbish, according to I mean as far as I'm concerned…" **P3** also thinks that the rubric in the grade centre is not up to much and believes it should be improved. As MLs create their own rubrics, **P3** seems to be referring to flexibility compared to that of spreadsheets. "…Another room for improvement of this grade centre table is about the rubric. The rubric and because the mark for each 'criteria' is on the table, but if I use the spreadsheet, you could see the final mark and the mark for each of the assessments." And when asked to rate the grade centre on a scale of 1 to 10? **P3** So, ten is excellent. Just in the middle. Five… I think the ideal final version of Blackboard Assessment section would be that it is not using other external software, but now you can't do that…" This behaviour is perception based, because other MLs only use Blackboard. **P1** "Yes! I don't like it. It doesn't work. So, to be anonymous is, I think frees us from that link, but this is a technology that's clunky and the fact that you can't see the marks so you can't work out which ones to double mark. And so, I always paste, you know, the paper has an identification number that's about 10 digits long. I always paste it onto the front page of the actual essay or whatever…" **P7** "…is the 'anonymous marking', and I did try and use 'Safe-Assign when we can. I had one year of the module with no 'anonymous marking' and then it converted, and I tried to use SafeAssign because the rubric is better in 'Safe-Assign and but I couldn't do that, I had one run with 'Turnitin' Rubric, which is what I say it's too clunky and then…'Blackboard Support' to use Turnitin' grade sheet' …the rubric separately, in the in the 'Word' document…send that round, we do a sort of pre-moderation…" **P11"…**The reason why I use spreadsheets a bit is in the event of anonymous marking. **P3** OK, so after announcing the assessment details they submit their assignment on Blackboard. Then I need to mark all of the documents uploaded. And when we normally do the marking, we need to prepare the provisional mark, which is the numerical value and written feedback as well. But it is not that easy to see the whole feedback like a dashboard. You just need to see they, each feedback on each assignment rather than working rather	**P13**: "The rubrics on Turnitin is rubbish, according to I mean as far as I'm concerned…" **P3** also thinks that the rubric in the grade centre is not up to much and believes it should be improved. **P3** Regarding that I'm really unhappy with Blackboard issues. However, **P3** "… so I think considering the current version of Blackboard, I think it's really great platform for teaching activities. But it doesn't I think it doesn't really support our assessment activities. That could be the main room for improvement and as mentioned, the managing each written feedback and rubric could be the point that can be improved later. But overall, I think Blackboard is good place for teaching but not assessing/assessment…" **P7** "…converted to Turnitin because SafeAssign has problems when you enable 'anonymous marking'…can't see 'similarity reports and that sort of thing and at one stage it I ticked 'delegated marking', which then became a complete nightmare, I couldn't keep track … If you go in by group, you can't; very annoying…" When **P1** was asked about Blackboard functions, the following was expressed "…assessment details, so the students get the assessment details… in the module Handbook… use wikis, but I found that students resist them…And printing from a wiki is an experience…It's horrible and then sometimes you know a page will actually half print, which will fall off the side and the students don't like that. So, this year we've done it with Google-Docs and it's been much better…" For **P7** the question concerning 'anonymous marking, brought into focus the difficulties with detection software, also how MLs turn to technology support (Blackboard) and using other familiar technologies like Microsoft Word to ensure that marking and moderation are carried out whatever the functionality restrictions, **P7**'s information behaviour is typical of ML practitioners in employing the available facilities within the experience and know-how. Further difficulties emerge but **P7** has Blackboard competence and experience of colleagues' attitude to marking during the assessment phase. from the information behaviour described and this makes a big difference to the practice. "…I get a sense of the markers … being either too mean or too generous. And then there's also colleagues who always mark at the last minute, and then there's those who can't manage the marking…"

than watching the whole, as a whole, yeah. As a whole. So, due to that limitation, I used to ‘Excel spreadsheet’ and additional ‘Notepad software’ as well, just that makes me easier to see the whole marks on one screen. **P3** So, finishing marking I have the feedback for 30 students to put in my notepad and I also have the numerical marks in my spreadsheet. The next step is to input every feedback and marks to Blackboard, but that is my second step. **P2** And a lot of people were using discussion was, especially with respect to assessments. Yeah, I try not to be repetitive because you could see one thing, an announcement. A student is going to say another thing in an email. How effective is blackboard discussions? As I remember, you tried wikis, once that were done well. How many people are actually using all of the different features? I need journals and blogs and wikis, the emails, because you could even send an email from Blackboard directly to a group. Yeah, they look at that. Do they not? Look at that then also, what about the we've now integrated with Gmail to use the student Gmail to get this is where the students get the information. How many students have you actually ever had? Some of them even I didn't even know that I had a Gmail. **Blackboard Ratings – Grade Centre:** **P2** I would say eight (8). Well, put yourself in terms of the grades that I would see it, because at the end of it, if you don't have to grade centre, you won't have the students means you won't have your student IDs. You won't tell them, you know, what they've done in the past and access to it. If you're looking at an assessment, one you would not have, I mean, an assessment tool, you wouldn't have a snapshot of their feedback as well as the marks for assessment. One, you can see if a student has progressed or if there was a decline in the assignment if they didn't understand something. And, also, that's where you put in your marks. And the reason why this is important, it is links between us and the registry and students. So, without it, there would be no system. There would be nothing to work with on either side.	**P2** When it comes anonymous marking OK, that's another function to use an attribute as roots enter or if it's a blackboard, the blackboard is pleased to make it. Yeah. So, when the students submit the assigned student, not a student, id a report in your submission ID. And again, when you have even though you may have groups, you may put things into groups and to be agency if assigned. It gets a little bit confusing for you to have a look at your marks because the marks aren’t automatically entered sometimes into degree. So, for me, and especially in anonymous marking, this is where I would utilise a spreadsheet to make things easier until The Serialist. Blackboard Anonymous marking: **P11** Yeah, that's an interesting question Louis, I'm. This is this in confidence. Um, I know that there's been an expectation of for anonymous marking for the past couple of years. I'm going to be honest and say certainly in the Level 6 module I was leaving last year, I ignored that. There was a good reason for doing that. Firstly, it was quite a small module. There were only about 25 students in it. Secondly, the piece of work that I'd ask them to do required the students individually to select a building of their own choice. Yes, yeah, not every piece of work was unique, but I was working with the student’s week by week and talking about their individual buildings, so I knew which building was associated with shoes so. Even if it had been submitted anonymously, I would have known anyway whose work it was, the other. The other thing I have a slight issue with anonymous marking in insomuch as I think that a lot of students find it a little bit too human. Busy. They like to receive personalised feedback. They like to know that that you've you responded to you know the work that they done, you recognise the input that they've had, and I think often with anonymous marking that. That gets overlooked. I mean, I can absolutely see the reason for anonymous marking, particularly with you know issues of unconscious bias and so on. But I have reservations with it. I really do and I If I was putting an if I had to stand in a witness box and defend my approach to marking, I can see that someone could probably tear me apart because it does sort of break the rules. But I feel quite strongly that that sort of relationship that you build up with students when you worked with them over the course of a year is often undermined by anonymous marking. Because I think with any luck, somebody else will look at it and I don't have to answer that same question again. Yes. So, most students are not keen to actually think, engage with discussion board. I think the ones who do maybe the ones where I've said that I'm putting this on the discussion board, and they want to look and see there. You know, they want to look. No. Where there you know what it looks like, so maybe they will be the ones who will use it again, but there's not enough of them for it to be all of them doing it.
Grade Centre: I mean, I must admit I have within could I find the grade centre with so many different	**Blackboard groupings**: **P1** What is really annoying there is you get your course team, there's often you know, and I set

columns and so much information in there, a little bit distracting when you're trying to use it to get an overview of marks. So, when you're like at this time of year when you're getting ready for assessment boards, and you want to have a clear picture of what the marks look like. **P11**, I think most recently my experience was certainly dealing with registry. It would have been via email, so it would have been exchanges of emails with you know the 'Board reports' attached and that sort of thing that without something that I always found quite frustrating in the last couple of years that. It didn't seem a very dynamic or user-friendly approach. **P3** Blackboard SafeAssign grade centre: "Well, initially I used the 'SafeAssign' only, but there were some reports which is written too well or that may consider the double check for the plagiarism, in that case I use 'Turnitin' function to check the originality score in the report but mainly I used to SafeAssign.	up the groups for them... But what is very annoying is because of late enrolment and some of the 'exchange students' when I do that, which is just before teaching starts and it has to be looked at again in about week four or five and updated. And it means it has been useful because this semester for example when I was looking at the 'portfolio marking' and not going in by groups, I saw two that hadn't been marked and I realized they were both exchange students that had either come late or something or hadn't been allocated to a seminar group, or sometimes they changed seminar groups and there's nothing that alerts us, and it's not integrated. So you're always just set about mopping up those things and I have them. I have raised that issue with Blackboard that there's no alert when there's seminar group changes from timetabling into the groups.
Discussion Boards: Yeah, and 'discussion boards', I remember no, it's a big thing now where everybody needs to be using 'discussion boards' to engage with these students. It was you're not there, you're not having a face to face. Yeah, but even before this, people were using discussion boards. How effective was the discussion boards? **P1**well one thing I'm just looking at this Backboard site here and I've just seen 'discussion board' but I do use the discussion board. And students ask questions, but I will find that if you look at my discussion board, you'll probably see that there's you know there's about 100 postings there, but only about four or five people have used it, cause mostly it's me. Students will send an email. **P7**, I've always had a module discussion board, but often got very few posts through that and I just always make sure I subscribe and monitor that, but with the new Blackboard, there will be some things to explore. I need a full team discussion because you've got this idea, they can have conversations around a document, so you might be able to put them in groups and get them to have a discussion around, how to do the formative work for the portfolio and a discussion. **P2** Yeah, and 'discussion boards', I remember no, it's a big thing now where everybody needs to be using 'discussion boards' to engage with these students. It was you're not there; you're not having a face to face. Yeah, but even before this, people were using discussion boards. How effective was the discussion boards? And a lot of people were using discussion was, especially with respect to assessments. Yeah, I try not to be repetitive because you could see one thing, an announcement. A student is going to say another thing in an email. How effective is blackboard discussions? 'm a little bit disappointed that discussion board doesn't get more use, especially as you know we do get an alert if we've, if we've subscribed and I, you know, I do more, I do keep them up to date and I think it's a brilliant thing, but	**Blackboard discussion board** **P7** So around you know what we try and do is really building this recognition of quality and they do struggle with that, though for the academic quality provide the ABS list and try and teach them how to search a PDF file and some of this stuff. You see with all you know, I'm on this online task force and you know everyone is really enthusiastic, but for me a lot of this stuff is about going back to the basics so for example, to search a PDF file, the most important thing is to open the PDF file up in Adobe First rather than if they just click on and it opens in a browser, it won't be so good and so simple things like that, really important steps you have to get right. And in order for the you know the technology and what you're asking them to do to work effectively and so quite a lot there. And I think I'm very busy on the revalidation of the course, but after that I'm going to just work health and leather on and training myself up. You know setting up the site in the new Blackboard and discussing our ideas with the team. P8 Blackboard discussion boards As I remember, you tried wikis, once that were done well. How many people are actually using all of the different features? I need journals and blogs and wikis, the emails, because you could even send an email from Blackboard directly to a group. I mean I have used, I've made good use of, certainly wiki's and discussion boards, but I would say that for most of the modules that I've worked on, they've been, they've been part of the kind of the learning for the module, rather than an assessed part I have I have used which wikis in the past four and assessed piece of work where the students were actually graded on the level of their contribution to wiki's. But I've I, I suppose I've got a little bit frustrated with that in the past that it's, students have sort of cotton-on to the fact that the grading tends to be on the basis of how much material they contributed to the wiki, so all that then done is copied a huge swathe of test, put it into the wiki and up to their proportions.

the students are not so keen. It's a bit like wikis. They resist it. **P7** Blackboard discussion board So around you know what we try and do is really building this recognition of quality and they do struggle with that, though for the academic quality provide the ABS list and try and teach them how to search a PDF file and some of this stuff. You see with all you know, I'm on this online task force and you know everyone is really enthusiastic, but for me a lot of this stuff is about going back to the basics so for example, to search a PDF file, the most important thing is to open the PDF file up in Adobe First rather than if they just click on and it opens in a browser, it won't be so good and so simple things like that, really important steps you have to get right. And in order for the you know the technology and what you're asking them to do to work effectively and so quite a lot there. And I think I'm very busy on the revalidation of the course, but after that I'm going to just work health and leather on and training myself up. You know setting up the site in the new Blackboard and discussing our ideas with the team. Yeah, they look at that. Do they not? Look at that then also, what about the we've now integrated with Gmail to use the student Gmail to get this is where the students get the information.	
P8 A thumbs up for Blackboard Ultra? Oh my, because I have moved on to Blackboard Ultra as the source of earlier. It's like for me, it's like arranging your home and for me I want to keep it very sort of streamlined, very clear structure. **P8** a thumbs down: Interestingly, previously on the original blackboard, it's grade centre, because I asked the supervisors to post their Word document, that is the feedback sheet up to the grade centre. Because there is a place where supervisor can upload it, but after moving to Blackboard Ultra there is no such link, where you can upload your Word document as feedback. **P8** So, after my lecture for example, Kahoot and then to see how students you know gets the main things out of my lecture I use Mentimeter. For example, before I teach quantitative and qualitative before we go into talk about, I use Mentimeter to have a very short polling. So, for example, do you want to adopt a dog, or do you want to have a pet? So, I use all those things as complementary to Blackboard. In order to make your lectures or basically make my discussions with the students much more engaging, just go into the class and today we're going to talk about quantitative and then some of those advantages students can read it from books anyhow.	**P2** Well, I look at it from the perspective of digital business and digital business in itself. It is not a new topic. It has been around for a while and it has evolved a lot over the past few years, especially in the last five years. And my approach to this, as in what information do I look at? How do I think about designing an assessment, is I want my students to have some element of fun and excitement when they receive their assessment, what is their task? **P8**, at the moment Blackboard Ultra has no integration with all these Kahoot and Mentimeter so and also, I use Padlet as well. So, they're not integrated, that is, one of the obviously shortcomings because I have built up so many activities on those platforms and now moving on to Blackboard Ultra and then I have to recreate a lot of activities. **P7** You're not happy with it, so, we haven't yet spoken about 'Anonymous marking' or anything like that? I don't know whether you do any of that, but if that comes into it then please discuss that. So, what Blackboard functions do you use you in the marking phase? So when and how and can you talk me through how you set up Blackboard for you, I know you haven't got other tutors; a short demonstration of what functional features you use, that would be helpful.
Blackboard Trust Issues: **P10** Blackboard used for coursework only… not much else **Blackboard Trust Issues** – can students see the marks before you are ready to release them – training issues? I was never sure, or we spoke of a moment ago about having the post date in Turnitin and at that point the	**Blackboard Training:** Especially when you just think right, I'm not a tech person and then I've just learnt how use Blackboard and then you know we now Blackwood Ultra and it sounds all scary and new again. But actually, if you really look at it, it's not that different, it just looks different, but actually just playing around with it, today I thought actually this is very similar

marks would then be released to the grade centre. I was always, I was never really confident that if I was putting marks into Turnitin, but they weren't somehow finding their way into the grade centre and subsequently finding their way into students because I discovered through a student showing me that even though the grade centre the marks weren't supposed to be released, they were still seeing the marks in my grades, I never had complete confidence in in the way in which the access to their information was controlled? I never used to end to the mark at that point, I used to just add the mark to my feedback and just keep it closed from the students and then when I've marked everything and reviewed the marks and if there were other colleagues involved, go through it with them. I would then go back through each individual student and enter the mark at the top in Turnitin and then allow it to be released. So that was again, something where I didn't have confidence in the system that it wasn't actually releasing those marks to students without me knowing it.

Absolutely is that comforting confidence and also you know what if Blackboard doesn't work on the day and where it all your marks gone? It's like people, you know when the computer came and then they still had their notebook with all the marks in there. So, I think this is kind of similar, it's a similar behaviour of how to do new things.

There is actually there's one thing I need to say. I think that one thing that you could try to integrate as well into your questions is I don't know if you want to have a leading question with respect to Panopto, because even outside of the Covid situation we have all you use Panopto and there are people that you may or may not, we will interview in the future. They were probably using ‘Collaborate’ before to conduct a maybe dissertation students as well, because you have modules that has dissertations or even in some cases as part time, they can't come into the university. So maybe they were using ‘Teams’, maybe they were using ‘Skype for business’, maybe they were using some other things, or maybe, you know, you could look into that, especially on the applications aspect of it. And like especially in the I don't know if you're going to interview anyone who does part time modules, how does that work? And also, maybe you're looking at disseminating information from point A to point B, how many people uses ‘announcements?
Because you very well know that I use too many announcements. Right. And then how then. Because in asking students you would see something in an announcement with students. They don't they don't look at it. They don't read it, information transfer. And maybe a question you could probably look into is how many students do you actually think looks at your announcements? How is the information travel? Because, look, when we do the assessments and then we send out an announcement to see in the assessment

and I'm sure I'll get used to ‘grade book’ and I'm sure I can actually at some stage use the analytics there, myself.
P8 Because I have looked at some other colleagues, Blackboard and I found it difficult to find the materials. For me, I prefer to organize in such a way that the user will find it friendly, for example, module Handbook and then you have all the lecture slides and then the lecture recording and then whatever. So, the way I intend to organize the blackboard is to be clear, simple, and well structured. I don't like piling everything onto the blackboard, so that is the principle in my mind, so this is, how to organize it and how to use it. And I actually, I had Blackboard Ultra training last year. Although I've been using it, I must say that there are so many other functions, I have just picked up in the past months after we go online. Focus more on online teaching and delivery. So, I literally in the past month, every week I'm learning something new from the new using other applications to complement BB and raise the standard of class interaction – making learning more interesting, the downside with Blackboard Ultra Applications that integrate with BB – Padlet not Kahoot or Mentimeter.
P7 Coverage Today and you know, I was bit like oh for god-sake we have done something new again but actually it's not that much different. I find most of these online platforms very user friendly like blackboard. Well, I mean, I'm sure though, because all I want is put my coursework on there so I'm not one of these people who goes into massive detail and uses everything they could. So, in the old blackboard all I did was just populate the top left hand side column, so I won't go into assessment details. I will upload my briefs in there. I'd go to submit coursework and I link to Turnitin and would create Turnitin in assignment. There I would mark online, and I would also have to mark offline in the beginning when we didn't trust whether the marks were going to be released or not. And I think it's important, with Blackboard trust thing because in the beginning you know you had your marking sheet and feedback on Word. You had another marking sheet on Excel and then you had also Turnitin because we didn't trust that the mark would not be released to students, and it has happened in the beginning. Students could see marks before they should and so in that way, we I had like loads of different files open and jumping in between Excel, Word and Turnitin and then Grade Centre. Now that we've become more, I think more accustomed to it, so you become also a bit more, well I know what's happening I know how to release and so it's more on Turnitin itself, but I use it for the marking the feedback there an actually I don't always use an Excel spreadsheet anymore.

Blackboard as an Archive:

No, I send the link to them as well, so not just on Blackboard. So that is why I said it is on Blackboard. But if you don't, I know some of them don't want to look at Blackboard. OK, then I send the link to you. I share the link with them as well. If you send the link the so the same actually not just as a module leader as a director. I put many of the university’s important documents on our schools Blackboard site and I or for instance, you referred to it, we say, OK, well, this is going to be released in July. And then what happens? You get an email five, five minutes later saying, you know, the we can you tell me when the assessments are this is going to be really so, you know, is it an effective tool? Is there another tool that you use or somebody else's use to get this information out to the students? If emails more effective? Even the announcements are carried on an email. Is it more an effective tool to let information out to the students?

Blackboard Grade Centre Feedback:

P7 That is the reason why I moved onto online grading form, because I noticed that moving the Blackboard Ultra is different in that certain functions from the original one. So, I thought what is the best way you know, so we can be consistent because you don't want somebody write the feedback here and there and everybody do their things differently. You make students experiences very difficult right to find the feedback. So that is exactly the reason because I notified that a notice that I said oh hang on a moment on the Blackboard Ultra, what's going to happen to these uploading feedback sheets? And then I discuss it with the. Blackboard Ultra Team, they said, oh unfortunately, you cannot upload a Word document onto Turnitin now. So, oh, what should I do it? So, then I discovered the ‘grading form’ will be actually even better alternative and option so and then I move on to the ‘grading form’. I learn how to do it and then I move on to that.

How many students have you actually ever had? Some of them (even I) didn't even know that I had a Gmail.

P8 Recordings using Panopto

And of course, you know in order to have everybody on board, I made a Panopto short video to take the marker step by step. Because as I said there are 60 people. If 60, if just half of them ask you the same question, then you have a lot of emails to reply so I thought what is the best way. And so, the best way was I made a Panopto video and to take the markers step by step so all the markers literally all of them could confidently and successfully complete their marking just by watching my video because they say it's very clear you know. So, from the first step, how to log in? How to find students work? Because my Blackboard Ultra is different, most people are still using your original right. How to find students work then how to get into the ‘grading form’ and then how to enlarge it in version. To have a bigger screen to enter your comments and then how to whatever. So, step by step I give them the instruction by instruction. Let's skip this. I sort of say oh, can students see it? So, what did I do? I asked one of my students. And one of my students I said, OK, can you take some screenshots of how you view my feedback, right. So, she took some screenshots, so if any students had any problem, then I have the

did look at statistics. Not many people actually go there to read, so every time they would say, uh, where can I find this document? So, I would give them the link, or I would attach it, but at the same time I want to reinforce, I said this same document has also been uploaded onto Blackboard. So, three ways I attach it, I give you the link, I also upload it on Blackboard.

that they would be, there would be sort of everything to do with the content of the module because I would be drawing on all sorts of different archive sources, technical sources. Material which enables students to focus on the learning outcomes. I don't know, am I answering your question, I think?

Blackboard v Google:

Yeah, but they are used to reading in Google, I mean, because are not creating them are not on the uninitiated. Anything else I can think of? No, but another thing too is there are so many features on blackboard that are very, very underutilised, very, very underutilised. Like for instance I don't know if you remember I created a at least in my last semester, when it could click on, you could see our faces and not a lot of people use that time. And I think in this case, usually people think that I'm a man. So, you'll see followed and they're looking for a man. But I think they put it up on picture. It shows the students, you know, who they're looking for, given a familiarity to a face. And I think these different tools can be used really, very differently.

P8 Blackboard Ultra and all these functions, for example, like I use a lot of ‘collaborate’ now and I haven't used ‘discussion board’ in the past year because I meet my students literally, at least twice a week. So, we have a lot of discussions face to face on site and but in the future, ‘discussion boards’ will be exceedingly important for my module when I deliver it online. So, a lot of things, I mean the functions which I haven't used before, I think will be much more useful next year. But in addition to Blackboard, I did use some other platform, for example, like ‘Kahoot’, ‘Mentimeter’; kind of very fun and the very much students actually like it very much, so it's sort of combining fun and learning together. And we have quizzes, we have sort of quiz, a kind of fun competition every week. It's just for I think it's about 3 to 4 minutes.

screenshots to show them, but students actually so far only one student asked this question and the reason why he asked question was because the mark and the feedback were not released, so he said, oh, I can't see anything once it's released, actually, students are quite clever they found this without any problem.	

Training, Pedagogical issues that cover Utility, Credibility and Feelings etc…

P1: Well, I told him before the deadline and you know, during the during the marking period, I mean. I mean, we all know that although we've got three weeks to mark that we're not marking for three weeks, and sometimes we don't. Even pick it up for the first week, so it's, you know, just getting people to do that. I will say that the most difficult again is the dissertation.

You know it's like 'herding cats' really and lots of people I've never even met. But they look like I'm so, you know, it's sort of keeping it. And I have said to people that you've only got one or two of these things to mark. Why not mark them before you start your pile of exams? But it's very difficult and so this time we've just done this. The deadline for the students was the 27th of April and then so the deadline for marking was three weeks later. I'm kind of the date now and then, and then of course we had all these deferrals this year, so many of them because of Covid. Deadlines not being realistic for students and for supervisors…Yeah, the students were given 10 days for that, so we had another deadline for marking. So it made things a bit sort of messy this year. But I will say that the last student who got their mark, it was a week after the second deadline, the one after the extension students but and I checked actually that was a student who got the deferral. At least it wasn't not the deferral. You know the extended deadline. But some you know, there were some very late ones. I think people just forget all about it.

Learning Futures Revalidation in 2015 Pedagogy:

P1 A ML/CL developing and redeveloping coursework to maintain academic standards…So you know, I thought, well, they need one in level 4. Then when it doesn't count so much towards the degree so that was driven as course leader from a course leader point of wanting to have an exam. And I thought, well, if we're going to have an exam, let's give them an open book exam. So, we had an open book exam, I think one of the big advantages of an open book exam is that students will actually get hold of the book, otherwise they don't bother. This open book exam and the students found it really difficult because actually they didn't understand what an open book exam was, and it doesn't matter what you say. That if a person has not had an experience of something they can't see that an open book exam is really a nightmare because you need to be with all your little markers in the book to know where to look and so on. And it was terrible, so and you know, the students told me, and the Course Reps told me when I asked them; that students were not doing any revision, actually. So, I changed it to a closed book exam, and I will say that I probably discussed it with essay come report which would be starting with the literature and not starting with 'my ideas about this topic', where students, especially in Level 4, will just write stuff and not bother to cite it.

More relevant Blackboard Training for MLs - ML dislike to Grade Centre.

P6 I don't like using grade centre because you can easily make mistakes. The cursor controls terrible, but so I always check it three times, that I've done it right. I'm not trying to be a bit of a pain in the **** so in the attachment of feedback because I don't, I've never used, they've got a word for them. You know, like a standardized template that's already sitting in Turnitin? I don't know if you know what I'm talking about? Rather than doing anything else and maybe it's a lack of knowledge that's the way I do it, but I don't know if there is a different way of doing it?

Being a ML – Characteristics

I mean, just as any other role to be a module leader involves a kind of a person, a person value of being a leader, right? Because a Module leader is a leader, so it involves wants personal value. And also, how to be a leader? It's not telling other people what to do. At the same time, you just have to be fair, consistent, transparent, and needs a lot of communication skills because everybody thinks their academic judgment cannot be challenged, right? So, how to deal with these cases, it can be quite tricky. In some scenarios and so that's how I feel about like any other roles it is quite similar, yes? So, for me, if I summarize it in a few words, I think one is to respect other people's views to listen. But at the same time have to evaluate these views more critically because you still there are some quality assurance and other things we need to maintain, so that's what I think.

P9 A frustration with preparing module packs that have photocopied…

Well, I suppose … normally tells us when the Externals are available, or the Director of Teaching & Learning tells us you know when our Externals are available, and I email them immediate straightaway to ask whether they're physically coming to the University or whether they would like things emailed to them. So, depending on what they want, I produce the packs for them, so then you produce all the packs and write them module reports and everything, so it's already. I mean once I came in photocopied and mountains of them, you know, assessments for them to view and then the day before the External said they're not coming, and we emailed them everything. So, then I had to spend another half day emailing them. It is so frustrating, but anyway, that's by the by.

Working together with your Team CoP

P1 Yeah, is that we're looking for an academic based their knowledge or their arguments, so you know both of those together are what sort of inspired me to set this as a literature review, but again. It was a discussion where really; it was me telling the team. So that's how that started, I will say that students find a literature review very, very difficult, but I don't think it's so much difficult as a terrifying prospect that they don't want to approach, and I think it's good because it's called a literature review, and it's not called an essay. So, you know this is posh academic stuff that posh people at universities do. And I do that kind of thing and we show them examples from academic articles of what the literature review is within an article, so they get an idea of what that is they're trying to achieve. We show them examples of previous students work at different levels, you know different standards, but they still find it very difficult and it's almost like a kind of resistance.

So, this year, and I know I'm leaving it really late cause I've got a deadline next week. I'm thinking of bringing in another assessment, which will also be sort of leading them to be researchers. And it's been suggested by a co-author that I have on a few bits of projects, who actually works in New Zealand. And he does a thing on a module that's called 'Businesses in Society', where he gets students to stand on a road junction at city and observe businesses going on and I think actually, that's something that I can do to get them to think about, you know businesses, real life, and management's real life and what managers are doing. I think I can do something with that gives them something to read. You'll see how they see things playing out in real life and make that 25%. And then the literature review just gets them to compare two assessment, sorry two academic articles, so that would be quite simple, make that **25%** as well with 1000 words, so that's my idea. Now on Thursday what date is it the 11th of June when I could?

Yes. By next week. So that. So that's so that's what I'm thinking of doing. Just because I want them to do to have an idea of what a literature review is, you know the real, the essential bones of it. But they don't like it and the 50% risk of it is turning into a bit of a liability.

P8

ML Workload Balance…

Yes, at least seven years or six years. Yeah, because I used to be the module leader of the project module as well, so two. But because of the size of the team, early on you asked about how many people involved, in writing because of the size of the team I literally could hardly, have any annual leave, in the year. Because once they finish the project proposal, they move on the project because I have it for two semesters, so, imagine one submission is in August and one submission is in January, so I literally had no annual leave for years, so I said I obviously you know I'm over hours. So, I said I couldn't do both modules and also because of the size, so many people are involved in the whole marking process and there's a lot of discussion and then you have to do third marking most of the time, sometimes by myself so, it is a huge, massive work.

P11 Reference 8 - 1.11% Coverage Pedagogy – module design – concerns as to approach

I mean I, suppose out of all the things we discussed, the thing I probably feel most strongly about is the design of assessments. I know that's my, that's the thing that's why I'm pushing more than anything at the moment. I think that that people have their approach to module design in completely the wrong way. I think that we should be using assessment as the vehicle for learning, and I really do encourage colleagues to exploit students' enthusiasm about coursework and get them to engage more actively with the learning through the coursework through the assessment. – coursework approach

Reference 9 - 2.67% Coverage

How I would see it coming through is at the point which courses are reviewed or at or when courses, when new courses are proposed. So, the main in which, we've got the opportunity to change things is through the review. I know it seems like a long period, but over a period of five years every course should be reviewed. So as courses come up for review, then what I would like to embed is a process whereby the course team has to go through a series of workshops to redesign modules and it's at that point that, the new approach can be embedded, so in theory under that sort of regime it would take five years for the entire university to change. Now, even that, frankly, is ambitious and there will be lots of courses who would not be prepared to change. And won't engage with this approach at all, but wherever I had conversations with course teams and try to get them to think a little bit more creatively about it. The feedback from course teams has actually been quite positive. I mean, I was this morning I was doing a workshop with the. Small course team actually in the Business School who are developing a new course in sport management. And that's exactly the approach that I was I was promoting. So, I think that in answer to your question, how do you? How do how does it get to call teams? It has to be through that review process. Yes, but that takes time.

P12

Student low attendance – worries MLs.
Making direct contact with students to reduce absenteeism.

Yeah, the one which actually still a problem to us is the attendance, especially for workshops, which I also addressed to the team. And we are we actually still can, I use the fairly uncomfortable word we are still struggling. It's difficult to get the students to go workshops. So, we need to draw or to design a workshop which will be attractive to the students. I think for one reason is we have made it to arithmetic, we call it Entertaining London but actually what happens is we are looking at the cultural sector in London? And how it is being from a business point of view? So how is being funded? And then how it's being managed and how it does its business so the person who designed it right from the beginning and I think most of our department, is the quantitative actually. It used to be called Economics and the Quantitative Methods Department. So, what we are doing mostly is quantitative factors, so it's calculations. So, when it goes to workshop is all about calculations data, putting data together so I could see that most of the students are struggling on that area, so the attendance drops and most of these students know that they can pass their test, by just concentrating on last minute, going through the lectures which are which are recorded and they're going through a few of past papers. And they point, the attendance has not been good, especially for a workshop, so that's the kind of thing we are seeing, how we can design the workshop so that students may be able to attend.
So, this has the number, phone numbers and it also has their emails, so we can use that for emailing them just in case. Although the grade centre it has, it has an email as well. The good thing in the grade centre you could copy that email and then put it in the normal system of emailing, which means you can always go back and see when I contacted the student. Now the grade centre the problem is you don't have even a copy of that email so you may not remember when you contacted the students.

P7 Pedagogy – is it being water down?

Let's bring this to mind for that module I'm going to do a minor modification, it's on my list of things to do urgently and just create two assessments, but that is driven by the DLTQ's who want to simplify things for the students. I originally built in, I'd say to summarize I originally built-in complexity to make it more, step by step tasks that they couldn't engage with them too, and then when they put them together, they would get a high mark for the coursework and but first of all. Then, when we had our assessment day, everyone felt it was too complex and students you know the student feedback, although they don't talk so much about this, I mean, you, I've had the odd comment. The assessments are too much, and I you know their response it's a standard 4000 words, but they're they still complain about everything. So, I think simplifying it to two assessments is what I have to do, and I'd say the drivers are that of management and an element of student feedback.

Being a ML – Characteristics

I mean, just as any other role to be a module leader involves a kind of a person, a person value of being a leader, right? Because a Module leader is a leader, so it involves wants personal value. And also, how to be a leader? It's not telling other people what to do. At the same time, you just have to be fair, consistent, transparent, and needs a lot of communication skills because everybody thinks their academic judgment cannot be challenged, right? So, how to deal with these cases, it can be quite tricky. In some scenarios and so that's how I feel about like any other roles it is quite similar, yes? So, for me, if I summarize it in a few words, I think one is to respect other people's views to listen. But at the same time have to evaluate these views more critically because you still there are some quality assurance and other things we need to maintain, so that's what I think.

P9 A frustration with preparing module packs that have photocopied…

Well, I suppose Vince normally tells us when the Externals are available, or the Director of Teaching & Learning tells us you know when our Externals are available, and I email them immediate straightaway to ask whether they're physically coming to the University or whether they would like things emailed to them. So, depending on what they want, I produce the packs for them, so then you produce all the packs and write them module reports and everything, so it's already. I mean once I came in photocopied and mountains of them, you know, assessments for them to view and then the day before the External said they're not coming, and we emailed them everything. So, then I had to spend another half day emailing them. It is so frustrating, but anyway, that's by the by
P13 Students: MLs taking proactive action to develop students: I mean, just in a side, which is a course leader more than more module leader is well, I do that across, I think if there's a, uh, you try. I try and capture the problem, if there's

an issue right at the beginning. Uhm so we can do something straight away with it rather than wait until the end when it's too late so. In the sense of the data analysis, the math that some students were afraid of in talking to the students, I realized there was a fear there. And immediately I did, we did something with the students and the module leader to put extra sessions, to peer support so things that you know that are going to help towards how we improve our teaching and how that they're learning.
Yeah, so I mean, that's something I'm its ongoing. It's what I do, mostly if I see something works, if I see something not working, so I do that generally and try and give people confidence if they're afraid.
P1 Exactly, but so now it's a closed book exam, the students don't seem to have the book and when you look at their coursework citations, references, they're not referencing the main textbook, which is a terrible shame because I have chosen the, you know, as the as the water was designed so you know it's very much integral.

External EE Confidence booster: And then the other thing I would send them, is when I've seen the External afterwards, I write to them and report what the External said and then when the External sends something in writing I'll send that to them. And it's the motivation really, because we tend to positive comments, and I think that Team needs to share in all of that, so I suppose when I think about it, if I've had the ideas of these assessments and it's nice to have those positive comments from the External so that the staff see that. You know it is something positive, so they're in safe hands so that's motivational, I hope so, I mean you know. No, I do like to share these things, but I suppose there is a thing where for a lot of us. And I haven't worked on anybody else's module for a long, long time but I think a lot of us we will put 100% of our energies. However, numbers whatever multiple of 100 we've got into our own modules, but somebody else's module will wait to be guided or told and were asked for something. Then maybe we'll give it, but otherwise we you know we're busy with our modules and it depends on who you got. I found that some colleagues really seemed to get the bit between their teeth, and they'll stop at my office all the time, say 'I had an idea, I had an idea', depending, you know they do vary.

P5 External EE Confidence Booster:

And then that that is a that relies heavily on our own expertise and knowledge of current issues in the field of global economics, and that has been very, very helpful and was also emphasized here, our EE has praised that particular effort and that was used in my own application for promotion as well, because they will come up with something innovative like that. Reference 2 - 0.70% Coverage When we come up with something as innovative as that the External's wrote to the University that, well, you should be able to be adopting this at the University level. This is very, very, laudable; it is a novel approach.

Coverage ML Team Working more collaboratively – CoP?

Yeah, the one comment I would like to add is that in doing our work as course (module) leaders our area of expertise always comes in very, very handy. And I've seen instances where universities have appointed somebody who is not specialist in a particular field to lead to a particular module, it always ends in disaster. Best practice has shown that, let's somebody who is an expert who's had authority in a particular field lead that module. The way he would prepare his question, the way he would teach he, or he would relate to the student and his access to current information at the global level will be different. And it will impact on the quality of what is being given to the students, the teaching, the assessment, the moderation. And their encounter with External's, the encounter with job providers, external contacts with field practitioners. All those things would be impacted by the expertise of the module leader and course leader so I will use yours. This medium to request advice that institutions should make sure that only those who are specialist in particular field be allowed to lead. Where something different has been done it always ends up in disaster. That is one suggestion or recommendation I will give, another thing I would like to say here is that we're going through a turbulent time, well should I say time that does not be a witness before this coronavirus? So, everything is now changing and going back to the drawing table. Uh, we are learning to become ourselves, but again, our specialist background is going to see us through. So, this is something that we should continue doing now, we should carry on working collaboratively. Let more later says to thank you for inviting me to participate in this conversation. It is a laudable exercise for me to talk to a colleague or to share my thoughts on what I What I've been doing over the years.

P4 CoP?

I'm doing this in my whole time in study at the University. It is out of that, so I am I'm doing and I'm still doing it every year I still try I took some kind of planning and implement planning and implementing and any kind of new skills and now I'm trying to learn and try to attend any kind of course to own skills and try to make sure I'm up to the game, up to the latest things because this will only help our students to get on with their learning. Try to help them to say yes because change you have then I can let my student that would help student greatly in their learning.

I think the only reason I want to be in your research because I can see something really positive from you as a module leader, rather myself or others to say yes, this only now this I can get some kind of real positive, good from you I can mirror you what you have done, from I can see where I can improve my own module also.

P7 Blackboard Collaborate Training issues for Tableau.

Do you use Chrome? When I'm using 'Blackboard Collaborate' definitely.
Oh, 15 staff and in semester one they all also worked and they're any seminars and a limited number of them run workshops, so the workshop team is limited because of the technical skills required. And that's the technical teaching where we teach 'Tableau' and that you know is part of the assessment. But I must organize some more staff training, but yeah, 15 on the module in semester one and in semester two and it's slightly smaller, but I mustn't forget Shu Liang because he won't be in the seminar list, but he taught on the module. So, in semester two; 1,2,3,4,5,6,7,8,9 of us.

ML Training

P12 OK, that's fine, that's fine. Yeah, and I think one of the things that we may possibly have to look at is whether or not there is a user-friendly way of just training staff. Yeah, just to train them, even if it's half an hour, but it should be like compulsory on how to use this stuff because I have been there for all these years, and I think people may be struggling to use the blackboard. So, for instance SRS, I mean, there was a time I was going to try to get information about the student and I didn't know where to find it. So, these guys, they wrote an email so you can find it. What is it called?

Pedagogy Assessment

P2 Apply significantly, because I in my approach to it, I was, you know, recently a student myself a few years ago, and I knew the assessments that engaged me and interests me and drove me to actually want to do well in it. It is something that if you give a student a topic that they are familiar with, you will find that in most cases, not all that you will find them engaging and they would be interested and they would be excited to do it. So therefore, for me, it reflects in my assessments as well. So, for instance, you give a student a choice of writing a report or writing an essay about something that they are familiar with that they would want to actively research in.
So, this is my approach. So, for instance, you're looking you give them an example of looking at an e-commerce company and they have the scope of looking at which e-commerce company that they want to. So, in many cases, a lot of students have chosen Amazon, for instance.
They use Amazon all the time, all the time to buy whatever they want, shindigs and so forth.
So, as they are engaged and it's not something that is unfamiliar to them, you will find a little bit more effort to emphasise drive determination to complete an exam to the best of their ability.
And also what we found, what I found is that what you're seeing is, you know 'Miss', I didn't know that this happened and, you know, I didn't know that Amazon does this and so forth, which is something I tried to also bring into my teaching with informing myself of looking at these different articles from these relevant sources and say, hey, students, did you know that Amazon is using 'drone technology' or something? So, you know, it gets them a little bit more interested to want to discover a little bit more even in the assessment process and the research aspect of it.

Pedagogy Designing Modules

P11 Well, I mean I don't know if this is answering your question in the right way, but for designing an assignment. I, my starting point would always be the learning outcomes for the module, so I would look at the learning outcomes and design a form of assessment that provides opportunities for the students to demonstrate that they have achieved the learning outcomes so that that would be my driver. But I, I'm not saying I'd be unusual in that regard, but over the past year or so I've been running. This is sort of a little bit of an aside, but I've been running curriculum development workshops with colleagues across the university when they've been going through course reviews or developing new courses. And I've been promoting an approach to the design of a module in which we build the entire module around the assessment process. So, rather than thinking of the module in terms of the content of
P1 When I open it so that I know that the
Right, OK, so as the course leader, a lot of the assessments and a lot of what I do in the modules comes from having designed the course in the first place and I don't know how you were aware of the Learning Futures revalidation in 2015, but it was a 'route and branch' change. So, we started from ground level and so with a level 4 module, which is Introduction to Management, I was very keen that the students would have an exam in semester one and the reason was that I had previously been teaching an Organizational Behaviour module in Level 5 and I had an level four module, that this wasn't my own students. This is just a general. It was one of the old Mega modules and the students had an exam in that and they were terrible. I mean really bad, and they told me they've never had an exam before at the University.

the Team, but I don't remember asking them. I don't remember discussing it with the External particularly, probably just told him look this is how we got there, you know it's going to be closed book from now on folks. So that was a change I made and that was the reason it was an exam.
The other assessment in that module is a literature review. And I do the literature review for two reasons. Number one, well, they're not really in order, but what the first one I'll tell you about is the fact that as the course leader, I'm seeing the course. With a Level 6 dissertation and I think that lots of students writing dissertations or postgraduate projects, don't understand what the literature review should be, and they do a thing that one of my colleague calls 'a laundry list'. 'The author says that, and you know, just a pile of definitions, one after another and they don't have and didn't have any idea of how to write it with the comparisons and the control, you know, and the debates. And so, I wanted them to get an idea of what a literature review was from the beginning. And they do one also in their level 5 module, which I don't teach on but which I had a lot to do with the design of which is called Business Research Methods. So, they have a literature review and then the other reason I wanted to do a literature review was that I wanted the literature, but I wanted them to write an

P8 Code of Conduct amongst Supervisors

So, yes, I talk to the supervisors as well, but of course, as everything else you know, everybody has their own tastes. So, and everybody has their own preferred approach. I mean when they supervise and when they do, marking when they you know communicate, so what, normally I do is of course I respect everybody's views, but unfortunately you can't have approach that will satisfy everybody's taste. So, what I normally do is to make a visit to look at these people feedback more critically, and then try to see what is the best way to move forward. So, I mean, for example, many of supervisors have some issues with the with the ethics form. So, we have a lot of email discussions and then this year, so, I discussed with the other seminar tutor and she and we said we're going to organize and sort of like a workshop. But unfortunately, I don't know why it's supposed to be, this week or next week, but I haven't heard from them, so I did give them my time and I said, let's do a kind of workshop to help these supervisors about the ethics thing.

The module, I've proposed that we develop the module learning outcomes and then having developed the learning outcomes, we think about the forms of assessment that will enable the students to demonstrate that they've achieved the learning outcomes. And then use the assessment tasks as the main vehicle for the learning to take place throughout the module. I'm on that basis I often cite the example of a Level 6 module I was running up until last academic year. Where it was about essentially about the conservation of historic buildings, and I developed the learning outcomes and then used the assessment tasks to facilitate the student engagement with the material. So, by going through the assessment, that's where the learning took place, and there were two pieces of assessment and my job, then week by week, during the module was to support the students in working towards the requirements of the assessment. That, in my view, encourages greater student engagement with the learning material because they knew that everything that they were doing in the week by week was contributing towards their assessment. So, I mean that your original question was what? What sources would I use? I mean

P7 Complaint - Working with supervisors/colleagues when you are the ML – colleagues tend not to read emails – long or short they seem to ask questions instead…And I think you know when you say chase somebody. When some supervisor will say oh, the information is not clear actually I normally I'm very modest, if you say it's not clear, I will also definitely improve. Then when that's only one occasion happens, and I think it is not because I was not clear because he didn't read. He failed to read the first email because I, know you know my email has got one strength, that is I try to keep my email as succinct as possible, as straightforward as possible. Because some people will write an email like writing a story, it's far too long. But the way I write it and highlight the deadline, the process and even make a recording to give step by step instruction. I think it is super clear, but if they miss it, of course they wouldn't get it and of course, just like with our students, if they don't even read the assessment brief, I don't know how can they get the get points right. And but sometimes, even if they don't read my module Handbook, because I know some of them don't. But then if they just read my email, they wouldn't get lost. So, for example, I think it was yesterday, one of the supervisors and don't know why, so he emailed me and says I don't know the difference between formative and summative proposal? And I and then of course I'm normally I'm very patient, so I explained it although if you look at if anybody looked at my blackboard, I have assessment brief which clearly explained the differences and also in every email I explain, the differences between these two. These two one has got no mark; one needs to be double marked. That is the summative the final. But the formative is a draft is only to ensure the students are on the right track. But if students submit it, you have to give them feedback. So, it is in my email as well, and so in addition, it is in my two recordings. I record one of assessment brief, so I talk about the whole assessment of this module. How you can get there basically, the four steps, the key steps you have to fulfil in order to pass this module. So, it is also in my recording, one of that was the assessment brief recording. It is also in my lecture, in my Panopto recording about how to do marking so when they say it's not clear, I literally can't find any way to be clearer. See if you have talked to them if they listen to my recording, which is only three minutes, right, they can get it.

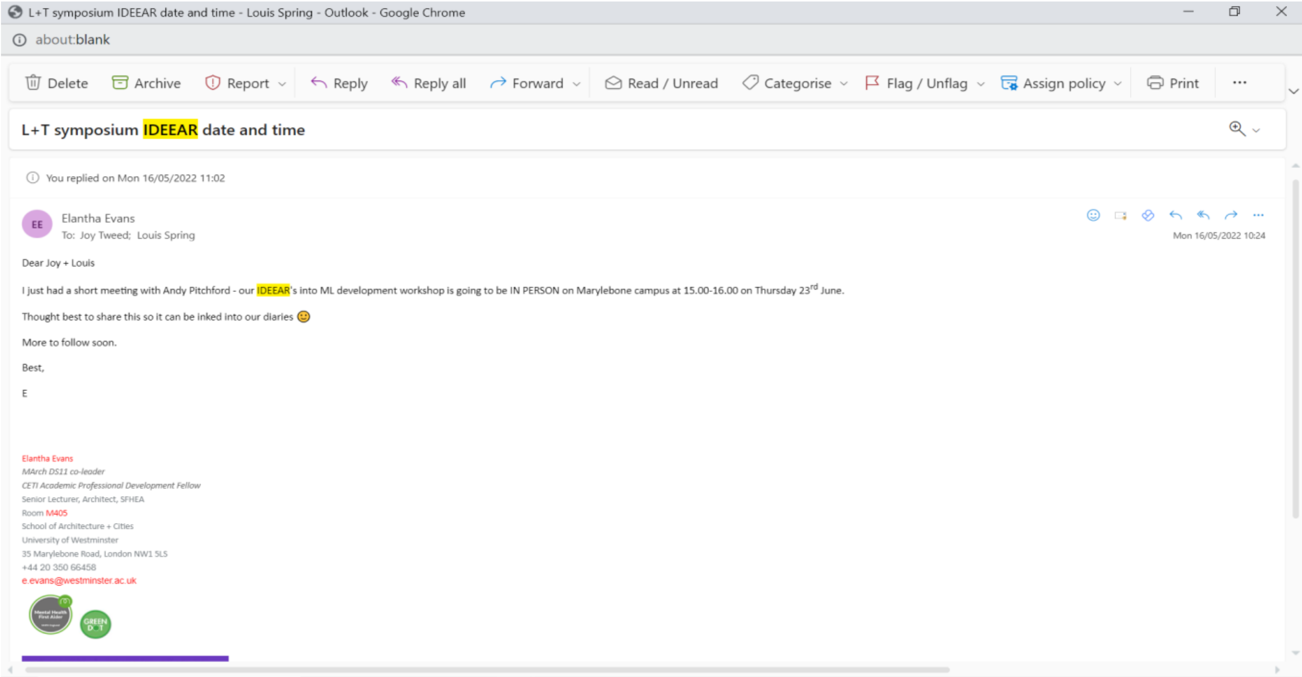
Project Supervision – Difference in Feedback

But sometimes it's, I thought, oh, maybe you know, it's a little bit too many attachments, like too many things now. So yeah, documents, I mean. Definitely students' feedback and then what else you mentioned or module leader report and then their marks and yes, and we actually know exactly some of the things or issues or concerns are. For example, some supervisors give a lot of feedback, while some others have, thin feedback. And then how to communicate this with the supervisors because we have to be honest, transparent but at the same time you don't want to hurt your colleagues right? Because it is quite painful to tell somebody, hey, hang on, look at your feedback, you know it's not as good as some others, you can see the huge difference. Some people mark, oh my God, it's like as if they're writing another dissertation or the student proposal, it's too much. But then, on the other hand, some others just write a little bit. And so, one year I did circulate a good example of feedback and then I thought that is a good practice, right? Because people can see, oh, this is really good feedback. But then some supervisor will come back saying that oh, then this allows no flexibility, as if everybody have to do exactly the same thing. You know you have to give us a room to be flexible. So, the whole idea was misunderstood. I mean the reason why I shared that was because then supervisors, I hope they could learn it by comparison with mine, mine was not that good right? Yeah, very subtle way to sort of nudge them. Nudge them towards more positive outcome. But then some people will say no, I don't want to dictate people. Normally I don't, but sometimes people might misunderstand your intention. They think all your try to tell us what to do. No, I so normally I would go back to the supervisor and say, I don't want to tell you what to do, but I just want to share with you because I think this feedback is really good, you know. People's attitudes is different, I mean, or the way so that's why I sometimes I prefer this conversation. Cool conversation because you talk it through, it's better sometimes the wording on the email can be quite cold so and then there's some message or some of the meanings get lost. Some people might read it as offensive, or some people might read it as, how do I say, uh, module leaders are telling me what to do. For example, you know, for the proposal we have to give sub marks right, for each sub session, I mean, subgrade for each session and one of the markers just say no. According to my experience, we don't need that, but everybody else, and we've been doing it for six years. So, it is very tricky and then he will say oh, you're micro-managing me. But as a module leader I need to keep the consistency, you don't think it is a bad practice. You know for literature review you give some grade and then for methodology only four subgrades and he thinks that is there should be changed. He's very strong words are, I mean as a module leader, of course, you have to keep the consistency right. Fifty-nine supervisors have given sub-grades, why you can't, he said no, only one mark is enough. But students want to know which section they did pass, which section they didn't.

Blackboard v. Google

Yeah, but they are used to reading in Google, I mean, because are not creating them are not on the uninitiated. Anything else I can think of? No, but another thing too is there are so many features on blackboard that are very, very underutilised, very, very underutilised. Like for instance I don't know if you remember I created a at least in my last semester, when it could click on, you could see our faces and not a lot of people use that time. And I think in this case, usually people think that I'm a man. So, you'll see followed and they're looking for a man. But I think they put it up on picture. It shows the students, you know, who they're looking for, given a familiarity to a face. And I think these different tools can be used really, very differently.

Appendix F Learning and Teaching Symposium 2022



L+T symposium IDEEAR date and time - Louis Spring - Outlook - Google Chrome

L+T symposium IDEEAR date and time

You replied on Mon 16/05/2022 11:02

Elantha Evans
To: Joy Tweed; Louis Spring
Mon 16/05/2022 10:24

Dear Joy + Louis

I just had a short meeting with Andy Pitchford - our IDEEAR's into ML development workshop is going to be IN PERSON on Marylebone campus at 15.00-16.00 on Thursday 23rd June.

Thought best to share this so it can be inked into our diaries 🙂

More to follow soon.

Best,

E

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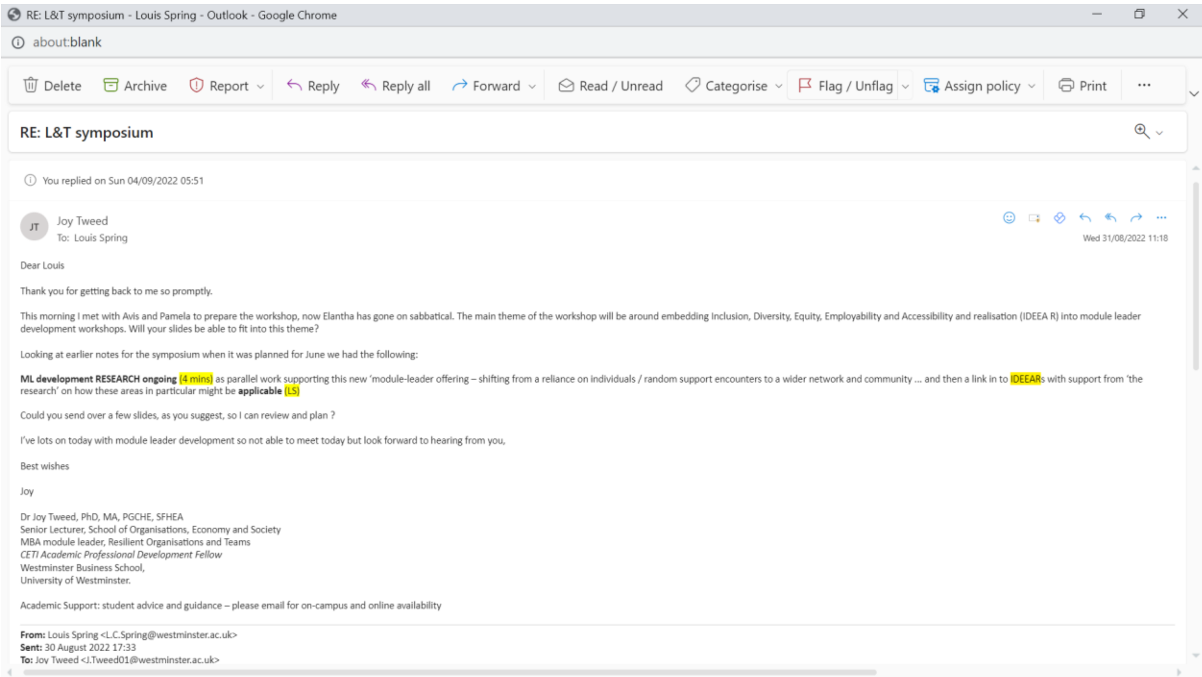


RE: L&T symposium - Louis Spring - Outlook - Google Chrome

RE: L&T symposium

You replied on Sun 04/09/2022 05:51

Joy Tweed
To: Louis Spring
Wed 31/08/2022 11:18

Dear Louis

Thank you for getting back to me so promptly.

This morning I met with Avis and Pamela to prepare the workshop, now Elantha has gone on sabbatical. The main theme of the workshop will be around embedding Inclusion, Diversity, Equity, Employability and Accessibility and realisation (IDEEA R) into module leader development workshops. Will your slides be able to fit into this theme?

Looking at earlier notes for the symposium when it was planned for June we had the following:

ML development RESEARCH ongoing (4 mins) as parallel work supporting this new 'module-leader offering – shifting from a reliance on individuals / random support encounters to a wider network and community … and then a link in to IDEEARs with support from 'the research' on how these areas in particular might be **applicable** (LS)

Could you send over a few slides, as you suggest, so I can review and plan ?

I've lots on today with module leader development so not able to meet today but look forward to hearing from you,

Best wishes

Joy

Dr Joy Tweed, PhD, MA, PGCHE, SFHEA
Senior Lecturer, School of Organisations, Economy and Society
MBA module leader, Resilient Organisations and Teams
CETI Academic Professional Development Fellow
Westminster Business School,
University of Westminster.

Academic Support: student advice and guidance – please email for on-campus and online availability

From: Louis Spring <L.C.Spring@westminster.ac.uk>
Sent: 30 August 2022 17:33
To: Joy Tweed <J.Tweed01@westminster.ac.uk>

From EDI to IDEEAR's: A collaborative workshop with Module Leaders

Embedding IDEEARs into the new Module Leadership Development Series
[I]nclusion, [D]iversity, [E]quity, [E]mployability, [A]ccessibility and [R]ealisation

As part of the finalisation of the new Module Leader Development Series that will be launched by CETI in September 2022, we would like you to join us for an interactive, collaborative, and reflective session. Share and discuss *your* ideas and practices to develop *new* ways that IDEERs can be embedded in module leadership and therefore included in the new development programme. We believe that module leadership has the potential to alter future learning and teaching practices which can further support and enhance student and colleague experience. Join us!

A 60-minute workshop (tbc?) – could be in person AND / OR online? TO DISCUSS...

Elantha Evans + Joy Tweed

NOTES mtg Andy Pitchford 16.05.22

Saire + Alex are doing programme

We at 15.00-16.00 on Thursday 23rd June – book on day – maybe 20-30 people likely?

Tell them what we will need – we have a flat room w tables and chairs.

My own notes EE 16.05.22

How will we organise the session?

Intro to our ML dev sessions AND the UoW incentives in relation to each initial?

By initial – we could label the tables // AND THEN ROTATE PEOPLE AROUND
- what does each mean?
- experiences of it – as ML and for learners?
- what might be the point?
- sites of resistance?
- moments of appearance, examples? [E.g. in choosing studio]
- techniques or ideas in support?

AND / OR **by theme** from each ML dev session //
- intro
- potential
- leadership / influencing
- self-dev
- communities of practice

JOY

What do we want out of it?
Not a general moan, but HOW can we support it as part of the ML development?

CAN I PRINT SOMETHING BRANDED CETI / ML / IDEEARS – one for each table...?

15.00 INTROS / hellos .... then...

ML development – upcoming from September 2022 (JL + EE) (4 mins?)

ML development RESEARCH ongoing (4 mins) as parallel work supporting this new 'module-wear' offering – shifting from a reliance on individuals / random support encounters to a wider network and community ... and then a link in to IDEEARs with support from 'the research' on how these areas in particular might be **applicable** (LS)

Questions (3 mins?)

INTRO by initial // – in relation to **university ambitions.**... (5 mins) **LINK to BEING WESTMINSTER (in folder?)**

15.15 TABLES BY INITIAL – I / D / E / E / A (**Daniela**, Elantha, + 5-friends - Joy, Clare, **Louis**)
OR PAIRS OF LETTERS might be better to get teeth into?
(R as the last question for proposition on each table)

15.25 TABLE ONE
15.35 TABLE TWO
15.45 general feedback from each table / the 'R'...

15.55 what next... to the launch
Need an online form for more suggestions / to collect participants details?

16.00 end

Questions TBC:
Where do you see this could be found as part of module leader development.
What are your experiences of where this is embedded in module leadership?
What could its benefits be?
What might be the challenges?
How might we be able support the REALISATION of its embodiment?

NOTE – keep focussed on how this might explicitly fit into the programme of supporting module leaders.

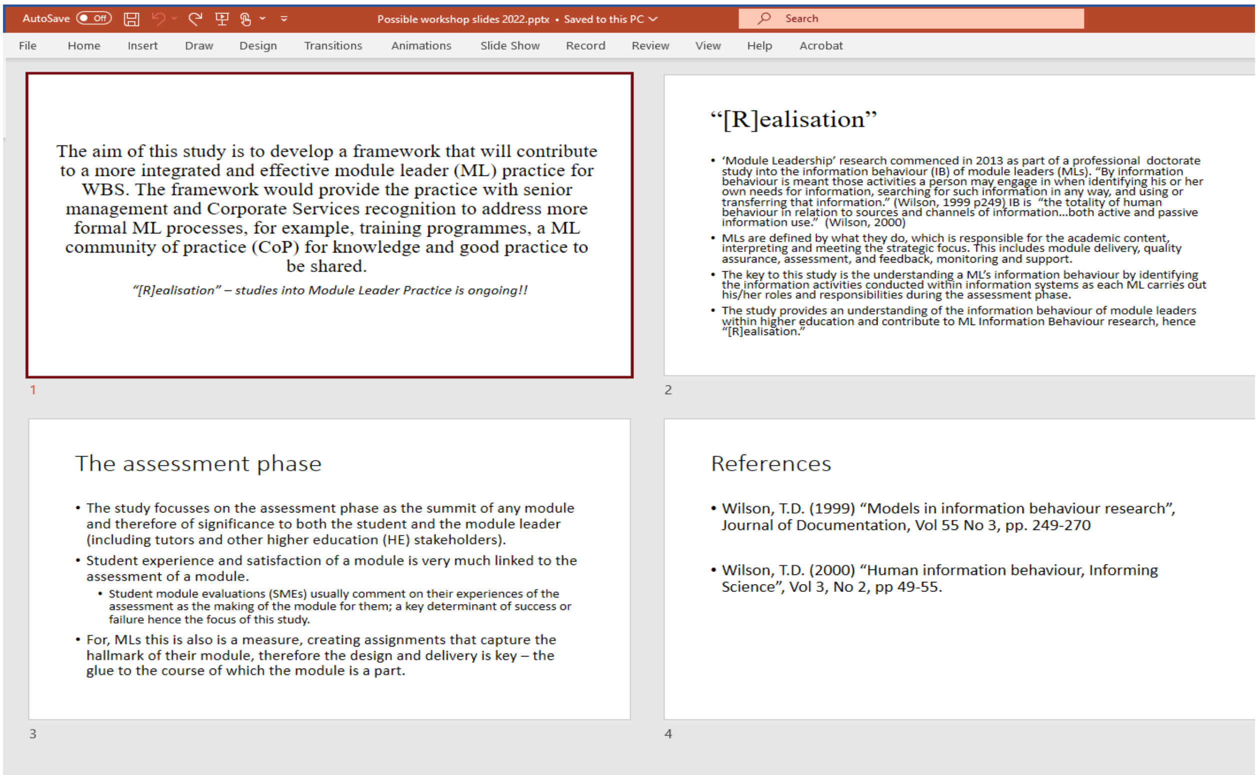
COULD MOVE TWICE so do 3 letters – like pass the parcel?

Module leader Development at Westminster (text for newsletter)

Update by Academic Professional Development Fellows Elantha Evans and Joy Tweed

Over the past academic year, we have been developing a Module Leader Development Programme. This is currently envisaged as consisting of an e-learning resource and four workshops, to be launched next academic year. We wish to consult with colleagues across the University to gain their views on the proposals. We have already received some feedback and plan to share the next draft with key individuals in the Colleges, such as the AHoCs and DTLQs, as well as recently appointed module leaders. We will also be holding a workshop at the Learning and Teaching Symposium on June 23rd. Entitled **From EDI to IDEEAR's: A collaborative workshop with Module Leaders** we will be exploring how we can embed [I]nclusion, [D]iversity, [E]quity, [E]mployability, [A]ccessibility and [R]ealisation into Module Leadership Development.

Slides provided for the workshop.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Possible workshop slides 2022.pptx • Saved to this PC
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The aim of this study is to develop a framework that will contribute to a more integrated and effective module leader (ML) practice for WBS. The framework would provide the practice with senior management and Corporate Services recognition to address more formal ML processes, for example, training programmes, a ML community of practice (CoP) for knowledge and good practice to be shared.
"[R]ealisation" – studies into Module Leader Practice is ongoing!!
1
"[R]ealisation"
• 'Module Leadership' research commenced in 2013 as part of a professional doctorate study into the information behaviour (IB) of module leaders (MLs). "By information behaviour is meant those activities a person may engage in when identifying his or her own needs for information, searching for such information in any way, and using or transferring that information." (Wilson, 1999 p249) IB is "the totality of human behaviour in relation to sources and channels of information…both active and passive information use." (Wilson, 2000)
• MLs are defined by what they do, which is responsible for the academic content, interpreting and meeting the strategic focus. This includes module delivery, quality assurance, assessment, and feedback, monitoring and support.
• The key to this study is the understanding a ML's information behaviour by identifying the information activities conducted within information systems as each ML carries out his/her roles and responsibilities during the assessment phase.
• The study provides an understanding of the information behaviour of module leaders within higher education and contribute to ML Information Behaviour research, hence "[R]ealisation."
2
The assessment phase
• The study focusses on the assessment phase as the summit of any module and therefore of significance to both the student and the module leader (including tutors and other higher education (HE) stakeholders).
• Student experience and satisfaction of a module is very much linked to the assessment of a module.
• Student module evaluations (SMEs) usually comment on their experiences of the assessment as the making of the module for them; a key determinant of success or failure hence the focus of this study.
• For, MLs this is also is a measure, creating assignments that capture the hallmark of their module, therefore the design and delivery is key – the glue to the course of which the module is a part.
3
References
• Wilson, T.D. (1999) "Models in information behaviour research", Journal of Documentation, Vol 55 No 3, pp. 249-270
• Wilson, T.D. (2000) "Human information behaviour, Informing Science", Vol 3, No 2, pp 49-55.
4

Appendix G: Coding Summary by File Participants [1-13]

Main Study

23/07/2023 23:54

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Document

Files\\Transcribed [P13] 22062020

Code

Codes\\Archive (storage) Process\Information Source

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0183	2			
				1	L C	09/11/2021 16:45

This semester of actually giving them, what an introduction might be to an essay, and I used one of the old students, the previous student, one of them who did a really good essay that they did get in their 80s, but I thought I'm going to go for the top, so I'm going to give them not the whole essay because it's a personal essay and I was hoping it was going to give them my own idea. So, this essay will be blah blah blah and, we will use this theory to do this and this theory to do that. So, a bunch of theories in there to give them one idea. It's not just one thing we're going to do, it's a whole bunch of things and I actually have seen an increase in the quality of their work, so quite a few of them got a first, which was a first.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	26/11/2021 08:08

with a folder on for the external on Blackboard and then just let them know everything is there.

Codes\\Communication Process\Information Activity_User-Provider

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0676	8			
				1	L C	20/10/2021 19:03

Rather than through me, kind of straight from them. And that's that's one of the things with this module. Level 6 modules because I do have quite a few speakers that that come so they you know from real corporate lives and do things. Yes. So, they can actually share the current information and I learned from them, so I pick up from those or what's going on and then we just add it in in for update my material.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	24/11/2021 15:18

If we can use the same so we can be consistent and then we come back to, you know and then we have a discussion then, ideally face to face, but it you know online is you know like this, is just as just as well.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	20/10/2021 19:54

there's we separate them into groups, they have their group that they're a seminar, tutor of and so we set up groups within that so,

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	09/11/2021 16:21

I mean I give them the formula if they want, you know because some, I do but as I said there hasn't been a team for the last the last two years it's been me on my own. But yes, but if there was a team, would share that with them and say this is this is how I've broken it down. If you can kind of go with this.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				5	L C	09/11/2021 16:25

'Anonymous marking', do you use that?

				6	L C	09/11/2021 16:25

Is some of them, yes, uhm, because it is compulsory to not, it's I mean in our handbook it is anonymous. We ask them to do anonymous just to use their ID and we you know it works for all of them.

				7	L C	09/11/2021 16:34

In that in terms of that with, with the Assessing Talent again, you do need to have somebody else look at it to make sure that what you're writing is and you know what it does, makes sense. It is doable for a level 6 understanding of especially psychometric tests which are, it's a specialist area, but we try and do it in a way that helps them, if they do go out in the big wide world, and they're using them to have some understanding, so I do write them the essay. There's the report because it's a report and within that it's almost like it's a report that they use something that they've already done. So, a psychometric forum, the psychometric test that they've done so they've got the information about themselves, and they write it in the essay, in the report. So yeah, and I share it with if I don't, if I'm teaching it on my own with, I can't remember if I did at the beginning. I think I haven't. No, I, wish I showed it just to make sure that you know, I get it right. I do share the ideas and what do you think about this idea and that idea, and the criteria is this, are we capturing this in this question etc.?

				8	L C	09/11/2021 16:54

Yes, it does it, because it's part of what their requests similar is saying. So, what about? You know what? But then, but also, we have verbal feedback from students. So, if we get verbal feedback during the semester were, you know, I mean a few students in their level 6 have commented on how beneficial the module was and it was the most practical they've had in their three years at the university, which is actually quite worrying. If you're right at the end of your studies and you haven't really had any practical elements to your learning, so you know feedback like that is, is you know and verbal with verbal feedback on the module report I will write.

Codes\\Communication Process\Information Product-Service

	No	0.0006	2			
				1	L C	26/11/2021 08:43

the Handbook

				2	L C	26/11/2021 08:47

student evaluation

Codes\\Communication Process\Information Source

	No	**0.0046**	**1**			
				1	**L C**	**26/11/2021 08:47**

to help them you know further aid to writing your essay you know further information and anything else I might think of links to YouTube with a specific 'social identity theory' of it's the self-concept you know.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Communication Process\Information_User-Provider

	No	**0.0483**	**5**			
				1	**L C**	**20/10/2021 19:39**

And we discuss how we each marked, and you know what we're looking for just to make sure that we're marking in a in a consistent way, not too harsh, not too lenient. As always, we're looking around what we think, well, not what we think, but the criteria, hopefully.

				2	**L C**	**09/11/2021 16:27**

I mean the Handbook does say it gives them instructions not to write their names to use their ID and, in most cases, it's done, but I think this last year, this semester that we had the names, which is very odd, and I didn't look into it, I thought you know.

				3	**L C**	**09/11/2021 16:31**

so, I did discuss with the team because there was a team at the moment, at that point, I said I'm going to change this into an essay, reflective essay, a work reflective essay. So that they at least can think about what they've done and structure it in a way that you know they understand that they need to apply the theory, et cetera, and so there was a. I'm planning on changing presentation to an essay, and I think that there was an agreement there. They could see, there was at the point at that time there was three of us, so it was kind of what do you think? Is this a good idea?

				4	**L C**	**09/11/2021 16:49**

Yeah, so example, so I've got on the blackboard site. I've got examples, examples of you know an example for, to help them you know further aid to writing your essay you know further information and anything else I might think of links to YouTube with a specific 'social identity theory' of it's the self-concept you know. Have a look at this so you can understand more what you're what we're looking for, what the ideal is.

				5	**L C**	**09/11/2021 16:50**

Yeah, the student evaluation, I share just so, so they have an idea of what the students are saying and the marks, how well the you know the module did. I don't think I mean we have a team meeting on usually, well, sometimes face to face, but you know sometimes it's just, if there's only two of us, it might just be a conversation over the phone, you know? Yeah, usually if we're both at the university, which now we're not, it's over like this, and then we discuss, you know what went well with the module. If we are looking at the evaluation, is how do we improve that aspect of the evaluation that you know we didn't get, that wasn't very high, and what can we do?

Codes\\General_ML_Concerns

	No	**0.0257**	**2**			
				1	**L C**	**10/03/2022 11:05**

The rubrics on Turnitin is rubbish, according to I mean as far as I'm concerned, obviously it's nonsense, it's just writing, you know, students might see, oh, I did very good research, not very good at writing, but apart from that it you can't say well this was good, but they could just see that's all they could do, see it, doesn't really tell them very much, the rubrics are written. This is a, this is the first and this is a failure that you know in between, saying what a first might be, you know the nuances along the way. I think I needed it this year with the Assessing and Developing Talent, because some of them were really good. Some of them were really good and some were excellent. So, there was a really good and an excellent, and there's a difference, slight difference between, still a first, but you know one, it was a lot higher than the others.

				2	**L C**	**09/11/2021 17:16**

It's actually quite difficult when people ask you about what you do because you don't really know what you do well. Well, I've never, you know, do lots of other things you don't do, they don't come into mind, and you say Oh yeah, I do that Oh yeah, I do that as well. You know like, well, lots of things you know.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\General_ML_Concerns\Training_upskilling_good practice

	No	**0.0196**	**2**			
				1	**L C**	**09/11/2021 17:17**

I mean, just in a side, which is a course leader more than more module leader is well, I do that across, I think if there's a, uh, you try. I try and capture the problem, if there's an issue right at the beginning. Uhm so we can do something straight away with it rather than wait until the end when it's too late so. In the sense of the data analysis, the math that some students were afraid of in talking to the students, I realized there was a fear there. And immediately I did, we did something with the students and the module leader to put extra sessions, to peer support so things that you know that are going to help towards how we improve our teaching and how that they're learning.

				2	**L C**	**09/11/2021 17:18**

Yeah, so I mean, that's something I'm its ongoing. It's what I do, mostly if I see something works, if I see something not working, so I do that generally and try and give people confidence if they're afraid.

Codes\\Production Process\Information Activity_User-Provider

	No	**0.1083**	**13**			
				1	**L C**	**20/10/2021 18:29**

through a library search depending on what the topic is. I mean, a lot of the stuff, I've got textbooks is going through the textbook looking at what the updated versions of whatever it is we're teaching them. Library search up, some Google search, but, uh, I'm very much a paper person and I want to open a book and read through it and make notes rather than looking at you know, through the computer, and so when the library is open using the library. Isn't that the kind of thing you mean? I don't think I, uh, you know and passbooks. Yes, part what, uh, what my previous experience and what I've done if I've done anything in that in that area.

				2	**L C**	**08/10/2021 10:36**

I have colleagues who are, you know, working current, working, so it's you know what's the latest kind of things that are happening in companies at the moment so we can add that to the search that I'm doing, but also to add it to the coursework, the material.

				3	**L C**	**08/10/2021 10:40**

Yeah, well, for instance in my Assessing and Developing Talent I have, well, I'm a member of the Psychometric Forum or I'm on the committee and Board Chair for number of years and so I have a kind of a wide network of friends that I've worked with, you know, over those years that I can tap into, usually, it's a phone call or we catch up for a coffee and we discuss. I they also, I've also invited them as speakers and they've come to share their knowledge, what's going on and, in the workplace, the moment what kind of assessments have been done, how organisations are you know, kind of selecting and recruiting their new talent so it. It is some. Kind of informal, but it also through that I can invite them to actually share their experience. Rather than through me, kind of straight from them. And that's one of the things with this module. Level 6 modules because I do have quite a few speakers that that come so they you know from real corporate lives and do things.

				4	**L C**	**24/11/2021 15:15**

Yes. So, they can actually share the current information and I learned from them, so I pick up from those or what's going on and then we just add it in in for update my material.

				5	**L C**	**10/03/2022 08:20**

I give them a brief which is uploaded on Blackboard. Under a site 'assessment' which you know that's the question they need to answer or whatever the activity is,

				6	**L C**	**10/03/2022 08:21**

I've got my criteria and the brief in front of me, so I know what I'm I just remind you know I've got both here and then I've got it on Blackboard, so I up you know, I upload it through the Turnitin assessment thing.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				7	**L C**	**20/10/2021 19:28**

I'm reading it, from the blackboard site and I use the comments as I'm reading it, but I also have a you know the head type, head, headlines, headings, that coincide with the criteria. So, if you've done this, if you've done that, if you've done the other, and so as I'm marking, I'm also making notes of what they've done, what they haven't done, and then give them a feedback that I slot into the feedback thing at the site. And then mark it and give them the grade, which then automatically goes into the grade centre so.

				8	**L C**	**24/11/2021 17:04**

Using Turnitin, so I do it online. I mean I don't print it and I've I gave up, I realized that very silly years ago, time consuming.

	9	**L C**	**20/10/2021 19:35**

They are a bunch of things, so, uhm, they're reflective, reflective essays and for the internships, they're reflective essays. One, there's a reflective essay how they work in their group and the other one is what they've learned from their internships at reflective essays and reports, presentations, those kind of things is what we mark.

	10	**L C**	**09/11/2021 16:05**

we separate them into groups, they have their group that they're a seminar, tutor of and so we set up groups within that so, I've got my group, they've got their group. So that's how it should be done. We didn't do it this time, we've forgot, but that's how it's usually done, yeah, you know.

	11	**L C**	**09/11/2021 16:05**

So, yeah, so we have our own groups so and it's under our name, so you go into come get the Blackboard thing and you've got your students.

	12	**L C**	**09/11/2021 16:07**

I use a spreadsheet that has percentages around how they might do in these different sections, and then it gives me a, you know, my use a spreadsheet in that, in those terms, if I have to breakdown the mark that I'm giving across, so that they know they get they get 40% for, you know if they're content with theory, they get, you know 40% or 25% for their logs, you know. So, if they haven't been writing properly or whatever in detail, then they might, they won't get the full 24 or they wouldn't get the full 25, but you know a percentage of that so it comes out into so yes, I use Excel for those kind of things with formulas to, you know, just to see if I can be fairer, I suppose.

	13	**L C**	**09/11/2021 16:56**

The only thing I upload is I will write the feedback sheets on Word. So, each student I write the feedback sheet is on a Word document and then I cut and paste into their assignment. You know, with the feedback, but the spreadsheet is more to help me with a rough idea of you know the distribution of the marks, that's supposed to be looking at the whole thing. I think this is a 16.

Codes\\Production Process\Information Activity_User-Provider\Make notes

	No	**0.0012**	**1**

	1	**L C**	**24/11/2021 17:15**

I want to open a book and read through it and make notes

Codes\\Production Process\Information Activity_User-Provider\Mark_Grade

	No	**0.0100**	**4**

	1	**L C**	**24/11/2021 14:10**

mark it and give them the grade

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	26/11/2021 07:56

so, we have our own groups so and it's under our name, so you go into come get the Blackboard thing.

				3	L C	24/11/2021 15:22

I mean I give them the formula if they want, you know because some, I do but as I said there hasn't been a team for the last the last two years it's been me on my own. But yes, but if there was a team, would share that with them and say this is this is how I've broken it down. If you can kind of go with this.

				4	L C	24/11/2021 15:23

'Anonymous marking'

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

	No	0.0125	2			
				1	L C	26/11/2021 09:00

I alert them to the deadline because I've told them the deadline that the students are going to submit. And then I give I email two examples for us to mark in preparation of making sure you know, just seeing how we're marking them, send them the criteria that I've set out and the headings that I'm going to use.

				2	L C	26/11/2021 08:33

we discuss how we each marked, and you know what we're looking for just to make sure that we're marking in a in a consistent way, not too harsh, not too lenient. As always, we're looking around what we think, well, not what we think, but the criteria, hopefully.

Codes\\Production Process\Information Activity_User-Provider\Prepare

	No	0.0037	2			
				1	L C	24/11/2021 20:59

preparation of making sure you know, just seeing how we're marking them, send them the criteria that I've set out and the headings that I'm going to use.

				2	L C	24/11/2021 20:21

I start preparing

Codes\\Production Process\Information Activity_User-Provider\Search

	No	0.0030	2			
				1	L C	24/11/2021 17:14

Library search up, some Google search,

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	24/11/2021 17:19

so, we can add that to the search that I'm doing, but also to add it to the coursework, the material.

Codes\\Production Process\Information Activity_User-Provider\Update

	No	0.0031	2			
				1	L C	24/11/2021 17:17

going through the textbook looking at what the updated versions of whatever it is we're teaching them.

				2	L C	24/11/2021 15:16

we just add it in in for update my material.

Codes\\Production Process\Information Activity_User-Provider\Upload_Submit_download

	No	0.0013	2			
				1	L C	24/11/2021 17:23

uploaded on

				2	L C	24/11/2021 17:25

I upload it through the Turnitin assessment thing

Codes\\Production Process\Information Product-Service

	No	0.0453	7			
				1	L C	08/10/2021 10:35

OK, so, generally it's some it is through a blackboard not blackboard, through a library search depending on what the topic is. I mean, a lot of the stuff, I've got textbooks is going through the textbook looking at what the updated versions of whatever it is we're teaching them. Library search up, some Google search, but, uh, I'm very much a paper person and I want to open a book and read through it and make notes rather than looking at you know, through the computer, and so when the library is open using the library.

				Reference Number	Coded By Initials	Modified On
				2	L C	08/10/2021 10:36

Yes, part what, uh, what my previous experience and what I've done if I've done anything in that in that area.

				3	L C	24/11/2021 17:20

I have colleagues who are, you know, working current, working, so it's you know what's the latest kind of things that are happening in companies at the moment so we can add that to the search that I'm doing, but also to add it to the coursework, the material.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	08/10/2021 10:41

I use Turnitin, you're talking, oh, hold on are you talking about the, all the coursework?

				5	L C	20/10/2021 19:08

I give them a brief which is uploaded on Blackboard. Under a site 'assessment' which you know that's the question they need to answer or whatever the activity is, and I have additional information whether it's to look at an article, so a link look at this article that will help you understand, you know the background of what you're going to be writing. For instance, if I use Assessing Talent which is the most recent in my brain at the moment, and I also have information from the psychometric forum, in short article forms that are very useful for students to read. So, it's a kind of a link to the articles and they can, you know, read them or not. Sometimes, video clips, but not really, that's more in the class than in in terms of the assessment.

				6	L C	20/10/2021 19:28

Oh so, if I went onto if I'm going to mark, let's say, I'm marking one of the assignments. I've got my criteria and the brief in front of me, so I know what I'm I just remind you know I've got both here and then I've got it on Blackboard, so I up you know, I upload it through the Turnitin assessment thing.

				7	L C	24/11/2021 20:21

stuff for the External

Codes\\Production Process\Information Source

	No	0.0484	14			
				1	L C	24/11/2021 17:17

I've got textbooks

				2	L C	24/11/2021 17:14

and so, when the library is open using the library.

				3	L C	10/03/2022 08:19

I have colleagues who are, you know, working current, working, so it's you know what's the latest kind of things that are happening in companies at the moment so we can add that to the search that I'm doing, but also to add it to the coursework, the material.

				4	L C	10/03/2022 10:09

I'm a member of the Psychometric Forum or I'm on the committee and Board Chair for number of years and so I have a kind of a wide network of friends that I've worked with, you know, over those years that I can tap into, usually, it's a phone call or we catch up for a coffee and we discuss. I they also, I've also invited them as speakers and they've come to share their knowledge, what's going on and, in the workplace, the moment what kind of assessments have been done, how organisations are you know, kind of selecting and recruiting their new talent so it. It is some. Kind of informal, but it also through that I can invite them to actually share their experience. Rather than through me, kind of straight from them. And that's one of the things with this module. Level 6 modules because I do have quite a few speakers that that come so they you know from real corporate lives and do things. Yes. So, they can actually share the current information and I learned from them, so I pick up from those or what's going on and then we just add it in in for update my material.

				5	L C	24/11/2021 17:03

I use Turnitin, you're talking, oh, hold on are you talking about the, all the coursework

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				6	L C	24/11/2021 17:03

so, use Blackboard I can't say that I'm you know a huge you know digital person. So, I use so they have their coursework,

				7	L C	24/11/2021 17:23

uploaded on Blackboard. Under a site ‘assessment’

				8	L C	24/11/2021 17:25

For instance, if I use Assessing Talent

				9	L C	24/11/2021 17:26

I've got my criteria and the brief in front of me, so I know what I'm I just remind you know I've got both here and then I've got it on Blackboard,

				10	L C	24/11/2021 14:12

And then mark it and give them the grade, which then automatically goes into the grade centre so.

				11	L C	24/11/2021 15:21

there's we separate them into groups, they have their group that they're a seminar, tutor of and so we set up groups within that so,

				12	L C	26/11/2021 07:57

Blackboard thing and you've got your students

				13	L C	26/11/2021 08:45

so, I've got on the blackboard site

				14	L C	24/11/2021 20:19

with a folder on for the external on Blackboard

Codes\\Production Process\Information_User-Provider

	No	0.0764	8			
				1	L C	10/03/2022 08:18

I have colleagues who are, you know, working current, working, so it's you know what's the latest kind of things that are happening in companies at the moment so we can add that to the search that I'm doing, but also to add it to the coursework, the material.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	10/03/2022 10:09

I'm a member of the Psychometric Forum or I'm on the committee and Board Chair for number of years and so I have a kind of a wide network of friends that I've worked with, you know, over those years that I can tap into, usually, it's a phone call or we catch up for a coffee and we discuss. I they also, I've also invited them as speakers and they've come to share their knowledge, what's going on and, in the workplace, the moment what kind of assessments have been done, how organisations are you know, kind of selecting and recruiting their new talent so it. It is

some. Kind of informal, but it also through that I can invite them to actually share their experience. Rather than through me, kind of straight from them. And that's one of the things with this module. Level 6 modules because I do have quite a few speakers that that come so they you know from real corporate lives and do things. Yes. So, they can actually share the current information and I learned from them, so I pick up

	3	**L C**	**20/10/2021 19:11**

Yeah, just a Word file, it would be a Word file. I don't know any other way to do, actually, I'm not sure if I'm aware of anything else. But it would be, yes, a Word file and it has all the criteria that they need to be looking at what we're what we're looking for and usually the assessment is directly linked to what we've been teaching them. Otherwise, you know they tend to think that one week is unimportant, then another week. It builds up, so yeah is a Word document.

	4	**L C**	**20/10/2021 19:17**

everything we do is where we upload it on Blackboard anyway, don't we? It's the hard work is done by us, and mean Blackboard is just there to upload. I mean, the assessment that I the criteria I've put the criteria and what a seventy plus is and what a failure is. You know in the, in between, it tells you, you know, demonstrate this, that and the other the criteria. So, it is a Word document, and it is attached to the assessment, but it's all uploaded onto Blackboard as a document as opposed to anything else.

	5	**L C**	**09/11/2021 16:55**

On my laptop.

	6	**L C**	**09/11/2021 16:55**

The only thing I upload is I will write the feedback sheets on Word. So, each student I write the feedback sheet is on a Word document and then I cut and paste into their assignment. You know, with the feedback, but the spreadsheet is more to help me with a rough idea of you know the distribution of the marks, that's supposed to be looking at the whole thing. I think this is a 16.

	7	**L C**	**24/11/2021 20:22**

And I would you know, put in my little folder the things that I've done. I mean when, the you know someone in our department says, you know, Jackie, for it's just your you know this is when you're from the Externals here I start preparing the stuff for the External and if I've got it already because I did ask Registry, can I have my marks, my was able to send it to them, upload everything onto Blackboard, with a folder on for the external on Blackboard and then just let them know everything is there.

	8	**L C**	**09/11/2021 17:16**

Yeah, because I what I do is look at the marks and give you know I kind of look at a first and say OK, I'll download this one, it's the first is a 60, this is a 50, this is a failure and so get a sample of all these different marks and put it in there.

Codes\\Production Process\Information_User-Provider\Experience

	No	**0.0055**	**2**

	1	**L C**	**24/11/2021 17:18**

Yes, part what, uh, what my previous experience and what I've done if I've done anything in that in that area.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	24/11/2021 17:19

I have colleagues who are, you know, working current, working, so it's you know what's the latest kind of things that are happening in companies

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Code

Codes\\Archive (storage) Process\Information Product-Service

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0066	2			
				1	L C	30/11/2021 16:57

their presentation

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	30/11/2021 17:24

information such as few samples of students' assignment, feedback; sample feedback, assessment details, module Handbook; every information that is necessary to my external examiner, including the module leader report,

Codes\\Archive (storage) Process\Information Source

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0162	7			
				1	L C	30/09/2022 09:46

Yeah, my own data, database

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	27/11/2021 12:29

On Blackboard

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	30/11/2021 16:52

I asked my students to write a letter for future students, because I think so I can provide for most previous students, letter to my next future students; that covers their assessment details and tips for carrying out the assignment.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	30/11/2021 16:57

presentation to Blackboard

				5	L C	30/11/2021 17:25

my laptop is the first place and only place.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				6	L C	30/11/2021 17:25

email or SharePoint,

				7	L C	30/11/2021 17:40

SRS for I have for checking their attendance, for example, when a student has a really low attendance rate or when the assignment is really great; I really don't understand what things happen here, in that case.

Codes\\Communication Process\Information Activity_User-Provider

	No	0.0089	1			
				1	L C	10/03/2022 11:43

Yeah, I think it really depends on the personal preference or habit, for example, if I send some queries to my course leader, she just comes to my office rather than replying by email. It the know how to communicate, how to interact with information is really, I think it really depends on personal preference or habit.

Codes\\Communication Process\Information Product-Service

	No	0.0041	4			
				1	L C	27/11/2021 16:22

'Mitigating Circumstances' (MC) document application.

				2	L C	27/11/2021 16:27

assessment activities

				3	L C	30/11/2021 16:47

student feedback.

				4	L C	30/11/2021 17:26

to double check my module Handbook and assessment details

Codes\\Communication Process\Information Source

	No	0.0089	4			
				1	L C	30/09/2022 09:47

On Blackboard.

				2	L C	27/11/2021 12:50

by printed paper, or sometimes she just sent me the file

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	30/11/2021 16:45

So, I used Padlet Software website

				4	L C	30/11/2021 17:39

SRS for I have for checking their attendance, for example, when a student has a really low attendance rate or when the assignment is really great; I really don't understand what things happen here, in that case.

Codes\\Communication Process\Information_User-Provider

	No	0.0028	1			
				1	L C	27/11/2021 12:35

how to interact with information is really, I think it really depends on personal preference or habit.

Codes\\General_ML_Concerns

	No	0.0442	6			
				1	L C	27/11/2021 12:58

Regarding that I'm really unhappy with Blackboard.

2	**L C**	**27/11/2021 13:48**

OK, so for example, in grade centre we can see the table, so you can see the whole mark and student ID number but can't see the feedback. But we can't see the written feedback in here. So, if I need to double check the written feedback on this table, I need to click twice I think try to access it. Go back again to see other student's table, so I think that that process could be simplified rather than clicking.

3	**L C**	**27/11/2021 16:15**

Another room for improvement of this grade centre table is about the rubric. The rubric and because the mark for each 'criteria' is on the table, but if I use the spreadsheet, you could see the final mark and the mark for each of the assessments.

4	**L C**	**30/11/2021 17:39**

Yes, I think the ideal final version of Blackboard Assessment section would be that it is not using other external software, but now you can't do that, just use Blackboard only.

5	**L C**	**30/11/2021 17:40**

OK, so I think considering the current version of Blackboard, I think it's really great platform for teaching activities. But it doesn't I think it doesn't really support our assessment activities. That could be the main room for improvement and as mentioned, the managing each written feedback and rubric could be the point that can be improved later. But overall, I think Blackboard is good place for teaching but not

6	**L C**	**30/11/2021 17:41**

It was great to listen to the details of information behaviour that its academic term as some people are not familiar with that context. Because when I wrote my research paper; in the literature review I analysed the Bible, four types of behaviour.

Formatted Reports\\Coding Summary by File Formatted Report **Page 13 of 90**

23/07/2023 23:54

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Collect

Classification	Aggregate	Coverage	Number Of Coding References
	No	**0.0033**	**2**

1	**L C**	**27/11/2021 12:13**

collect some data, some information

2	**L C**	**30/11/2021 16:46**

So, I collected the students' feedback and then sent it to the University Registry,

Codes\\Production Process\Information Activity_User-Provider\Design

	No	0.0039	1			
				1	L C	27/11/2021 12:27

But I fully redesigned this module from this year, so it was necessary to review the previous reports and previous module leader's reports.

Codes\\Production Process\Information Activity_User-Provider\Make notes

	No	0.0036	1			
				1	L C	27/11/2021 13:37

finishing marking I have the feedback for 30 students to put in my notepad and I also have the numerical marks in my spreadsheet.

Codes\\Production Process\Information Activity_User-Provider\Mark_Grade

	No	0.0225	6			
				1	L C	27/11/2021 13:23

Then I need to mark all of the documents uploaded.

				2	L C	27/11/2021 13:33

I used to 'Excel spreadsheet' and additional 'Notepad software' as well, just that makes me easier to see the whole marks on one screen.

				3	L C	27/11/2021 13:35

'assessment criteria'

				4	L C	27/11/2021 13:35

so you still need marking and sometimes I need to change a mark based on the 'double marking' and in that case I use just use the program; just normal function; 'needs marking', the through the grade centre.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				5	L C	30/11/2021 17:38

OK, I'll go to the 'full grade centre.' So, for marking I use 'needs marking' and 'full grade centre' can I say this just, make them 'visible or invisible to students', I'm finished.

				6	L C	30/11/2021 17:38

Yeah, yeah. Nothing is not function as well and what else? You mark details because sometimes I need to edit the mark after submitting the provisional marks, sometimes, so, I use the edit mark and reattempt.

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

	No	**0.0037**	**1**

1 **L C** **27/11/2021 16:19**

OK, so after finishing my initial/individual marking, the next step is my second marker. My second one needs to do the second marking.

Codes\\Production Process\Information Activity_User-Provider\Plagiarism

	No	**0.0077**	**1**

1 **L C** **27/11/2021 12:54**

Well, initially I used the 'SafeAssign' only, but there were some reports which is written too well or that may consider the double check for the plagiarism, in that case I use 'Turnitin' function to check the originality score in the report but mainly I used to SafeAssign.

Codes\\Production Process\Information Activity_User-Provider\Prepare

	No	**0.0039**	**2**

1 **L C** **27/11/2021 13:25**

we need to prepare the provisional mark, which is the numerical value and written feedback as well.

2 **L C** **30/11/2021 17:21**

so the draft version was written by myself,

Codes\\Production Process\Information Activity_User-Provider\Review

	No	**0.0025**	**1**

1 **L C** **27/11/2021 12:28**

so it was necessary to review the previous reports and previous module leader's reports.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Transfer

	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0012	1			
				1	L C	30/11/2021 17:34

transfer the provisional mark to the system

Codes\\Production Process\Information Activity_User-Provider\Upload_Submit_download

	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0026	1			
				1	L C	27/11/2021 13:37

The next step is to input every feedback and marks to Blackboard, but that is my second step.

Codes\\Production Process\Information Activity_User-Provider\Write_Input

	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0091	5			
				1	L C	27/11/2021 12:02

write the assessment details

				Reference Number	Coded By Initials	Modified On
				2	L C	27/11/2021 12:05

developing

				Reference Number	Coded By Initials	Modified On
				3	L C	27/11/2021 13:26

written feedback

				Reference Number	Coded By Initials	Modified On
				4	L C	30/11/2021 16:04

So, finishing marking I have the feedback for 30 students to put in my notepad and I also have the numerical marks in my spreadsheet. The next step is to input every feedback and marks to Blackboard, but that is my second step.

				Reference Number	Coded By Initials	Modified On
				5	L C	30/11/2021 17:21

so the draft version was written by myself,

Codes\\Production Process\Information Product-Service

	Aggregate	Coverage	Number Of Coding References
	No	0.0146	9

				1	L C	27/11/2021 12:02

I used the 'Word document' to write the assessment details to be distributed to students.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	27/11/2021 12:05

developing the assessment details document

				3	L C	27/11/2021 12:28

the previous reports and previous module leader's reports.

				4	L C	27/11/2021 13:26

feedback

				5	L C	27/11/2021 13:33

assessment criteria'

				6	L C	27/11/2021 13:37

feedback for 30 students to put in my notepad

				7	L C	27/11/2021 13:37

I also have the numerical marks in my spreadsheet.

				8	L C	30/11/2021 16:44

organized the informal feedback meeting in Week 12 so I know what they're thinking about? I'm still thinking about the rooms for improvement based on their student feedback.

				9	L C	30/11/2021 17:34

transfer the provisional mark

Codes\\Production Process\Information Source

	No	0.0411	13

1	L C	27/11/2021 12:01

‘Word’ and possible ‘Spreadsheets.’

2	L C	27/11/2021 12:04

I use the Google Scholar, Science Direct; search engines.

3	L C	27/11/2021 12:04

I use those search engines and some research papers

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	27/11/2021 12:13

I collect some data, some information from website or search engine as well, but sometimes I used my own experience as well. I wrote my doctoral thesis so I know some of the information already. We reviewed my thesis and previous research report and I used the information.

5	L C	27/11/2021 12:52

Blackboard. So, first, of all, I need to roll the ‘assessment’ details so, there are the menus tied to the ‘assessment’ details and I also have the ‘Q and A Discussion board’ to discuss assessment and their queries related to the assignment and ‘submit coursework’. Then I use the ‘announcement’ as well because I need to let them know more clearly the ‘assessment due date’ or ‘list of marks, for example, so I used the ‘announcement’ for both as well. Yeah, I think and ‘Panopto’, they prefer because they need to record their presentation due to the pandemic situation.

6	L C	27/11/2021 12:52

‘Panopto’ software

7	L C	27/11/2021 12:53

I used the ‘SafeAssign’ only,

8	L C	27/11/2021 12:54

'Turnitin’

9	L C	27/11/2021 13:32

I used to ‘Excel spreadsheet’ and additional ‘Notepad software’ as well, just that makes me easier to see the whole marks on one screen.

10	L C	27/11/2021 13:36

function; ‘needs marking’, the through the grade centre.

				Reference Number	Coded By Initials	Modified On
				11	L C	30/11/2021 16:05

The next step is to input every feedback and marks to Blackboard, but that is my second step.

				12	L C	30/11/2021 17:33

‘My marking has been finished. You can transfer the provisional mark to the system.

				13	L C	30/11/2021 17:37

‘needs marking’ and ‘full grade centre’

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information_User-Provider

	No	0.0023	1			
				1	L C	30/11/2021 17:35

Oh yes. So, by including the Registry Office as well so; that is the second time.

Codes\\Production Process\Information_User-Provider\Experience

	No	0.0041	2			
				1	L C	27/11/2021 12:14

but sometimes I used my own experience as well

				2	L C	27/11/2021 12:35

how to interact with information is really, I think it really depends on personal preference or habit.

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Code

Codes\\Archive (storage) Process\Information Product-Service

	No	**0.0092**	**1**			
				1	**L C**	**14/12/2021 17:10**

I've got an area that's called assessment details, so the students get the assessment details there, yeah? And there'll be something about it in the module Handbook. Study materials, there's probably something in there, but it's more to do with study skills that they need with regard to. So, it wouldn't be directly related, I don't think. And then we talk about it quite a lot in the seminars.

Codes\\Archive (storage) Process\Information Source

	No	**0.0121**	**2**			
				1	**L C**	**14/12/2021 17:10**

I've got an area that's called assessment details, so the students get the assessment details there, yeah? And there'll be something about it in the module Handbook. Study materials, there's probably something in there, but it's more to do with study skills that they need with regard to. So, it wouldn't be directly related, I don't think. And then we talk about it quite a lot in the seminars.

				2	**L C**	**14/12/2021 18:33**

I have to know how to find them so when I want student model module evaluations, then I just search on SME in my inbox.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Communication Process\Information Product-Service

	No	**0.0069**	**2**			
				1	**L C**	**14/12/2021 18:27**

OK, I do share the module. The student module evaluations, but a few years, some years ago one of the seminar tutors had quite a bad review and she was as mad as hell.

				2	**L C**	**14/12/2021 18:31**

I write to them and report what the External said and then when the External sends something in writing I'll send that to them.

Codes\\Communication Process\Information Source

	No	0.0113	1

1	L C	14/12/2021 19:13

OK, well one thing I'm just looking at this Backboard site here and I've just seen 'discussion board' but I do use the discussion board. And students ask questions, but I will find that if you look at my discussion board, you'll probably see that there's you know there's about 100 postings there, but only about four or five people have used it, cause mostly it's me. Students will send an email and I'll say I'm going to put this anonymously on the discussion board for everybody.

Codes\\General_ML_Concerns

	No	0.2723	5

1	L C	14/12/2021 17:31

I see what you mean. Let's see is I used to use wikis, but I found that students resist them. Yes, Sir. There's something about wikis that they think is a terrible plot I think. And they. Yeah. I will say that wikis in the end, and I realized that it was. It was quite a negative experience for me because I got the students to do that to compile their case studies on wikis. And then what I do is OK, so this is going back to how they compile their case study. They get into teams of about four or five and I said they can call their teams whatever they like, but each team has to have a colour in the name which has to be has to correspond with a pastel colour of paper that I can access. So, there's you know there's a yellow team, a green team, and we have a grey team, so they each team then has its case study its version of the case study printed on that color paper you're giving out at the in-class tests. And printing from a wiki is an experience.

2	L C	14/12/2021 17:54

Yes! I don't like it. It doesn't work. But we use it, I think now all coursework except the dissertation. I mean, obviously they need to, the supervisors need to know where the student is to mark them. And the in-class test as well. In fact, the with the in-class test case studies. I actually write the students names on the on their, you know pink, or blue or green case study copy, and I write it on the top right-hand corner. And then I tell them, tear this off so they you know so, because I want them to put that in the inside there in class test paper so that we know the version they got. So you know the stuff they're using is, you know we see where they got it from?

I quite like marking anonymously because I think there's a thing where you say 'ah, it's Jim oh lovely Jim so wonderful in the seminar. And then when Jim's written rubbish, you think you know, I think your brain thinks he knows it. He knows that he knows it and it's very, very difficult then to separate what you know of Jim from the rubbish that he's written.' Now. So to be anonymous is, I think frees us from that link, but this is a technology that's clunky and the fact that you can't see the marks so you can't work out which ones to double mark. And so I always paste, you know, the paper has an identification number that's about 10 digits long. I always paste it onto the front page of the actual essay or whatever. When I open it so that I know that the one I think I've opened is the one I've opened it; if you see what I mean.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	14/12/2021 18:20

Speaker 1

Well, I told him before the deadline and you know, during the during the marking period, I mean. I mean, we all know that although we've got three weeks to mark that we're not marking for three weeks, and sometimes we don't. Even pick it up for the first week, so it's, you know, just getting people to do that. I will say that the most difficult again is the dissertation.

Speaker 1

You know it's like 'herding cats' really and lots of people I've never even met. But they look like I'm so, you know, it's it's sort of keeping it. And I have said to people that you've only got one or two of these things to mark. Why not mark them before you start your pile of exams? But it's very difficult and so this time we've just done this. The deadline for the students was the 27th of April and then so the deadline for marking was three weeks later. I'm kind of the date now and then, and then of course we had all these deferrals this year, so many of them because of Covid.

Speaker 1

Yeah, the students were given 10 days for that, so we had another deadline for marking. So it made things a bit sort of messy this year. But I will say that the last student who got their mark, it was a week after the second deadline, the one after the extension students but and I checked actually that was a student who got the deferral. At least it wasn't not the deferral. You know the extended deadline. But some you know, there were some very late ones. I think people just forget all about it.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	14/12/2021 18:25

Right, OK, so as the course leader, a lot of the assessments and a lot of what I do in the modules comes from having designed the course in the first place and I don't know how were you aware of the Learning Futures revalidation in 2015, but it was a 'route and branch' change. So we started from ground level and so with a level 4 module, which is Introduction to Management, I was very keen that the students would have an exam in semester one and the reason was that I had previously been teaching an Organizational Behavior module in Level 5 and I had an level four module, that this wasn't my own students. This is just a general. It was one of the old Mega modules and the students had an exam in that and they were terrible. I mean really bad and they told me they've never had an exam before at the University.

Speaker 1

So you know, I thought, well, they need one in level 4. Then when it doesn't count so much towards the degree so that was driven as course leader from a course leader point of wanting to have an exam. And I thought, well, if we're going to have an exam, let's give them an open book exam. So, we had an open book exam, I think one of the big advantages of an open book exam is that students will actually get hold of the book, otherwise they don't bother. This open book exam and the students found it really difficult because actually they didn't understand what an open book exam was and it doesn't matter what you say. That if a person has not had an experience of something they can't see that an open book exam is really a nightmare because you need to be with all your little markers in the book to know where to look and so on. And it was terrible, so and you know, the students told me and the Course Reps told me when I asked them; that students were not doing any revision, actually.

So, I changed it to a closed book exam and I will say that I probably discussed it with the Team, but I don't remember asking them. I don't remember discussing it with the External particularly, probably just told him look this is how we got there, you know it's going to be closed book from now on folks. So that was a change I made and that was the reason it was an exam.

The other assessment in that module is a literature review. And I do the literature review for two reasons. Number one, well, they're not really in order, but what the first one I'll tell you about is the fact that as the course leader, I'm seeing the course. With a Level 6 dissertation and I think that lots of students writing dissertations or postgraduate projects, don't understand what the literature review should be, and they do a thing that one of my colleague calls 'a laundry list'. 'The author says that, and you know, just a pile of definitions, one after another and they don't have and didn't have any idea of how to write it with the comparisons and the control, you know, and the debates. And so, I wanted them to get an idea of what a literature review was from the beginning. And they do one also in their level 5 module, which I don't teach on but which I had a lot to do with the design of which is called Business Research Methods. So they have a literature review and then the other reason I wanted to do a literature review was that I wanted the literature, but I wanted them to write an essay come report which would be starting with the literature and not starting with 'my ideas about this topic', where students, especially in Level 4, will just write stuff and not bother to cite it.

Speaker 1

Yeah, is that we're looking for an academic based their knowledge or their arguments, so you know both of those together are what sort of inspired me to set this as a literature review, but again. It was a discussion where really, it was me telling the team. So that's how that started, I will say that students find a literature review very, very difficult, but I don't think it's so much difficult as a terrifying prospect that they don't want to approach, and I think it's good because it's called a literature review, and it's not called an essay. So, you know this is posh academic stuff that posh people at universities do. And I do that kind of thing and we show them examples from academic articles of what the literature review is within an article, so they get an idea of what that is they're trying to achieve. We show them examples of previous students work at different levels, you know different standards, but they still find it very difficult and it's almost like a kind of resistance.

				5	L C	14/12/2021 19:14

OK, well one thing I'm just looking at this Backboard site here and I've just seen 'discussion board' but I do use the discussion board. And students ask questions, but I will find that if you look at my discussion board, you'll probably see that there's you know there's about 100 postings there, but only about four or five people have used it, cause mostly it's me. Students will send an email and I'll say I'm going to put this anonymously on the discussion board for everybody.

Because I think with any luck, somebody else will look at it and I don't have to answer that same question again. Yes. So, most students are not keen to actually think, engage with discussion board. I think the ones who do maybe the ones where I've said that I'm putting this on the discussion board, and they want to look and see there. You know, they want to look. No. Where there you know what it looks like, so maybe they will be the ones who will use it again, but there's not enough of them for it to be all of them doing it. I'm a little bit disappointed that discussion board doesn't get more use, especially as you know we do get an alert if we've, if we've subscribed and I, you know, I do more, I do keep them up to date and I think it's a brilliant thing, but the students are not so keen. It's a bit like wikis. They resist it.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\General_ML_Concerns\Training_upskilling_good practice

	No	0.0384	2			
				1	L C	14/12/2021 18:26

Exactly, but so now it's a closed book exam, the students don't seem to have the book and when you look at their coursework citations, references, they're not referencing the main textbook, which is a terrible shame because I have chosen the, you know, as the as the water was designed so you know it's very much integral

				2	L C	14/12/2021 18:31

And then the other thing I would send them, is when I've seen the External afterwards, I write to them and report what the External said and then when the External sends something in writing I'll send that to them. And it's the motivation really, because we tend to positive comments, and I think that Team needs to share in all of that so I suppose when I think about it, if I've had the ideas of these assessments and it's nice to have those positive comments from the External so that the staff see that. You know it is something positive, so they're in safe hands so that's motivational, I hope so,I mean you know. No, I do like to share these things, but I suppose there is a thing where for a lot of us. And I haven't worked on anybody else's module for a long, long time but I think a lot of us we will put 100% of our energies. However, numbers whatever multiple of 100 we've got into our own modules, but somebody else's module will wait to be guided or told and were asked for something. Then maybe we'll give it, but otherwise we you know we're busy with our modules and it depends on who you got. I found that some colleagues really

Codes\\Production Process\Information Activity_User-Provider\Design

	No	0.0065	1			
				1	L C	14/12/2021 18:22

Right, OK, so as the course leader, a lot of the assessments and a lot of what I do in the modules comes from having designed the course in the first place and I don't know how were you aware of the Learning Futures revalidation in 2015, but it was a 'route and branch' change.

Codes\\Production Process\Information Activity_User-Provider\Mark_Grade

	No	0.0554	4			
				1	L C	14/12/2021 17:50

The other the other. On other coursework assessments that I do on that module and other modules. It is posted onto the assessment details area of Blackboard and students will upload onto Turnitin and we mark on Turnitin. I'm very keen on text comments myself and I have tried to encourage the staff to do that and most of them do actually. And if you want to know how I used to Turnitin to mark and for me put in the comments as I think of them, you know. Because, when I come to think about what the actual mark is like, you know it's like a summary of the of the of the piece of work that I'm marking. I can see what is good, and what's not so good. And you know, if it's only proofreading as I've argued with, and you know, maybe there's not so.

So I do use the on the 'on text' comments and then right? In the feedback box. I Compose my feedback on word and then paste it into the box.

				2	L C	14/12/2021 17:51

Yeah, they're also actually on blackboard, cause on my blackboard site I have a on all my blackboard sites. I have a Staff area so documentation for staff is there, but you know, I, I think we're all very busy and 'it's I don't know where to look just send it to me, Deborah.' And then you know why not just send it to them so I do that too. So we do both and then so to going back to the in-class test the only sort of online technology that I use once the students have taking the test. With there in class test and we mark it with a pencil is that I enter the marks on grade book/centre I create column and input the marks on grade book. So that register you have access to them.

				3	L C	14/12/2021 18:05

So, Yeah, so we share that and then and then after we've done the marking and we come to do the double marking. Then I use those sheets then to say you know how are we going to move the marks up and down? So which bits do you know? If you want to move this mark down, where is it that they've you know that they're not as good as you as the first marker thought so that we can change the mark?

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	14/12/2021 18:18

Yeah, I don't want them going to sleep forgetting all about it. I want to keep on board, and I want them to prioritize my module with their marking.

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

	No	0.0293	2			
				1	L C	14/12/2021 18:05

said that I sent them the spreadsheet so they can do the same. And also I'm quite they should and I'm only saying sometimes you find people that don't do this in the dissertation I did because I have less control over the cost of thousands are on the dissertation. But the people who in my regular teams within my school, I think I've got them all doing this that they mark with a percentage for each section. It might that somebody said to me, oh, that was rubbish. I gave it 20 out of 30 and I said, do you know that 67%? So, you know, I think our brains work in percentages, so that's what I have on the spreadsheet, and that's how it works.

So, Yeah, so we share that and then and then after we've done the marking and we come to do the double marking. Then I use those sheets then to say you know how are we going to move the marks up and down? So which bits do you know? If you want to move this mark down, where is it that they've you know that they're not as good as you as the first marker thought so that we can change the mark?

				2	L C	14/12/2021 18:29

And I do actually send them the marksheets if I've got marks missing and say, does anybody know you know anybody? Mark this one completed that so they would see it then? So yeah, I could send it to them.

Codes\\Production Process\Information Activity_User-Provider\Prepare

	No	0.0102	1			
				1	L C	14/12/2021 17:46

Right with the in-class tests. As I said, I print off the case study materials for each team and they're given out and then they're given to the seminar tutors and they give them out to the right students. So and then the test itself is printed, handed out only, it might not answer, so that's you know the technology. Then we've moved past technology and we've gone back to the old fashioned technology they were testing with a pen.

Codes\\Production Process\Information Activity_User-Provider\Upload_Submit_download

	No	0.0144	2			
				1	L C	14/12/2021 17:09

I've got an area that's called assessment details, so the students get the assessment details there, yeah?And there'll be something about it in the module Handbook. Study materials, there's probably something in there, but it's more to do with study skills that they need with regard to. So it wouldn't be directly related, I don't think. And then we talk about it quite a lot in the seminars.

				2	L C	14/12/2021 17:48

The other the other. On other coursework assessments that I do on that module and other modules. It is posted onto the assessment details area of Blackboard and students will upload onto Turnitin and we mark on Turnitin.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Write_Input

	No	0.0023	1

1 L C 14/12/2021 15:39

Yeah, and then and then what I also do is I will compile my own case study for the for the resits,

Codes\\Production Process\Information Product-Service

	No	0.0400	4

1 L C 14/12/2021 15:39

Yeah, and then and then what I also do is I will compile my own case study for the for the resits,

2 L C 14/12/2021 17:32

Let's see is I used to use wikis, but I found that students resist them. Yes, Sir. There's something about wikis that they think is a terrible plot I think. And they. Yeah. I will say that wikis in the end, and I realized that it was. It was quite a negative experience for me because I got the students to do that to compile their case studies on wikis. And then what I do is OK, so this is going back to how they compile their case study. They get into teams of about four or five and I said they can call their teams whatever they like, but each team has to have a colour in the name which has to be has to correspond with a pastel colour of paper that I can access. So there's you know there's a yellow team, a green team, and we have a grey team, so they each team then has its case study its version of the case study printed on that color paper you're giving out at the in-class tests. And printing from a wiki is an experience

3 L C 14/12/2021 17:49

The other the other. On other coursework assessments that I do on that module and other modules. It is posted onto the assessment details area of Blackboard and students will upload onto Turnitin and we mark on Turnitin.

4 L C 14/12/2021 18:17

Well, we have to tell the registry the deadlines, don't we?

Codes\\Production Process\Information Source

	No	0.0296	6

1 L C 14/12/2021 15:14

Because it's an organizational behavior, module and team working and working with other people is so important to those all those topics. And then so you're going to ask me about what we use well. I inform the students about what to do on Blackboard is that is that an answer? This also helps you

2 L C 14/12/2021 15:36

Yeah, I'm, it'll be something in the news. So, this is this year’s case study.

3 L C 14/12/2021 17:09

I've got an area that's called assessment details, so the students get the assessment details there, yeah?And there'll be something about it in the module Handbook. Study materials, there's probably something in there, but it's more to do with study skills that they need with regard to. So it wouldn't be directly related. I don't think. And then we talk about it quite a lot in the seminars

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	14/12/2021 17:45

For that, particular assignment; I don't; it is an in-class test, but for other assignments and other modules, I use Turnitin.

				5	L C	14/12/2021 17:48

The other the other. On other coursework assessments that I do on that module and other modules. It is posted onto the assessment details area of Blackboard and students will upload onto Turnitin and we mark on Turnitin.

				6	L C	14/12/2021 18:07

No, I don't think, I don't really. No, I'd only use that if it came. When it comes to the end, I'm thinking about some assessment offences.

Codes\\Production Process\Information_User-Provider

	No	0.0013	1			
				1	L C	14/12/2021 18:17

Well, we have to tell the registry the deadlines, don't we?

Codes\\Production Process\Information_User-Provider\Experience

	No	0.0220	1			
				1	L C	10/03/2022 16:57

Let's see is I used to use wikis, but I found that students resist them. Yes, Sir. There's something about wikis that they think is a terrible plot I think. And they. Yeah. I will say that wikis in the end, and I realized that it was. It was quite a negative experience for me because I got the students to do that to compile their case studies on wikis. And then what I do is OK, so this is going back to how they compile their case study. They get into teams of about four or five and I said they can call their teams whatever they like, but each team has to have a colour in the name which has to be has to correspond with a pastel colour of paper that I can access. So there's you know there's a yellow team, a green team, and we have a grey team, so they each team then has its case study its version of the case study printed on that color paper you're giving out at the in-

Files\\Transcribed_15062020_[P5]

Code

Codes\\Archive (storage) Process

	No	0.0009	1			

				1	L C	24/08/2022 23:41

It is held on our spreadsheets.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Archive (storage) Process\Information Activity_User-Provider

	No	0.0249	1			
				1	L C	16/11/2021 17:22

It depends on the IT depends on the material you are referring to. When we talk of a physical material, scripts, exam scrip, 'coursework samples, that always stay in my office and I'll keep them there on my bookshelf for maybe 2 to 3 years. And then when the time comes, I will call the Estate manager and he will come with their big envelope and take everything to the archive, in basement of University, and be there three to four years because you refer to them for a period of time when somebody is working and then there is need to check this data. Then you do the request and retrieve. Then we tell them. So back to your question, I keep most of these in my office, now because space constraint, I keep them there for

Codes\\Archive (storage) Process\Information Source

	No	0.0078	1			
				1	L C	16/11/2021 17:22

These are the types of material that I can keep there are some that would reside with the faculty. These office workers do keep records also, so they have their own need for that, but for my own needs, I keep only what I am required to keep alone.

Codes\\Archive (storage) Process\Information User-Provider

	No	0.0112	1			
				1	L C	16/11/2021 17:17

You're not allowed to change it, but you can make requests if you need them. Give it to you. You're very sensitive. And yeah, centralized, so you have to log in to have us yesterday, Monday morning to log in. University will know who you are and then you know what you are assessing what you are. I said the only information you are trying to have access to

Codes\\Communication Process\Information Activity_User-Provider

	No	0.1075	10			
				1	L C	16/11/2021 16:14

Everything we do has to be approved by the external examiners.

				2	L C	16/11/2021 16:15

In addition to that, we also do our best to as we go along. We review the module, on a continuous basis. There might be instances where we have to go back to the drawing board and make some adjustments. In view for example Covid 19, even before then, there were instances where a few practitioners were brought in to speak to students and then some issues emanated from that and that helped us to adjust our thinking. And then we put in for minor modification and then it was approved by the School. So, what I'm trying to say here is that it is not written in stone and we

				3	L C	16/11/2021 16:30

Face-to-face meetings; they come to my office or I usually just bump into them and ask them; can we have a chat, this is what I am thinking about and what's your opinion on this and I also talk to student representatives as well.

				4	L C	16/11/2021 16:44

Email because we're using more early days. Yeah, yes. we use email, email, communication, verbal communication, Skype communication. Yes, to get the message across, by every means possible.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				5	L C	16/11/2021 16:59

We make sure that the assessment criteria is given to everybody at the beginning, and it is clear to them to give them sample of work that has been marked and they use that as a sample. Now you just don't mark anyhow, you have to put comments beside every grade, why this business concept here where this person got 20. But you have to comment on that and then the content will be made available to the students if they want to see. So, we do all that but, in addition to that we need to everything that is necessary, and then we try our best to minimize any distractions. If we have, we need to talk to our colleagues, inform them; we phone them we send email to them and we minimize communication anyway, cause they had been given the assessment criteria. They know what they're doing, and they know the deadline, when the first marking has been done, they transfer to the second marker who picks it up, and he/she does the second marking. It's all set, if we do that, the module leader will pick it up

				6	L C	16/11/2021 17:01

Not now. When we do moderation, we rely on past records.

				7	L C	16/11/2021 17:03

We make adjustment. In moderating, we also rely on their own expertise haven't been a moderator for a long time. We tend to know if there is a discrepancy in the marking style. The way grades are awarded, that is, why we as course leaders and module leaders; there's as many as we look at border lines, and we see if there needs to make some adjustments here and there to make sure that the assessment confirms

				8	L C	16/11/2021 17:15

I share everything with them. We should be transparent. They should have access to whatever students has been about them/me, they should see.

				9	L C	16/11/2021 17:20

Yes! Where I want immediate answers, we do it face to face and interrogate in a friendly manner. If it is an official email, it could be misconstrued, but when you call your colleague to the office or I come to his office, I come with a cup of tea and I make one cup of tea for him too. So, we sort of soften the bullet and then we talk about it face to face, it works better

				10	L C	16/11/2021 17:23

We scan them we send them this material beforehand, and they will open the scanned material and have a look at it?

Codes\\Communication Process\Information Product-Service

	No	0.0006	1

1	L C	26/11/2021 16:27

the report to the team

Codes\\Communication Process\Information_User-Provider

	No	0.0247	3

1	L C	16/11/2021 17:08

In addition to that, we also take cognisance of minutes of the meetings at course committee. So today I will come there and they will raise objection. They would vilify somebody, they would change the 112 and then we just take the bullet and then we make adjustments. Yeah well customers whatever the Said she will be met according yes

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	26/11/2021 16:26

send it to you and then the Central office people (Registry)

3	L C	16/11/2021 17:24

Yes, in electronic form and then we invite them to the University. We also present the same material on the day where we work over there, and we put them on the table. And we have to defend what we have done. Why did you think this person should score 80 percent you have to defend it? And why did this person have 20%; we have to defend everything and make sure that justice has been done

Codes\\General_ML_Concerns\Training_upskilling_good practice

	No	0.0777	3

1	L C	16/11/2021 16:22

And then that that is a that relies heavily on our own expertise and knowledge of current issues in the field of global economics, and that has been very, very helpful and was also emphasized here, our EE has praised that particular effort and that was used in my own application for promotion as well, because they will come up with something innovative like that

2	L C	16/11/2021 16:22

When we come up with something as innovative as that the External's wrote to the University that, well, you should be able to be adopting this at the University level. This is very, very, laudable; it is a novel approach.

				3	**L C**	**16/11/2021 17:33**

Yeah, the one comment I would like to add is that in doing our work as course (module) leaders our areas of expertise always comes in very, very handy. And I've seen instances where universities have appointed somebody who is not specialist in a particular field to lead to a particular module, it always ends in disaster. Best practice has shown that, let's somebody who is an expert who's had authority in a particular field lead that module. The way he would prepare his question, the way he would teach he, or he would relate to the student and his access to current information at the global level will be different. And it will impact on the quality of what is being given to the students; the teaching, the assessment, the moderation. And there encounter with External's, the encounter with job providers, external contacts with field practitioners. All those things would be impacted by the expertize of the module leader and course leader so I will use your. This medium to request advice that institutions should make sure that only those who are specialist in particular field be allowed to lead. Where something different has been done it always ends up in disaster. That is one suggestion or recommendation I will give, another thing I would like to say here is that we're going through a turbulent time, well should I say time that does not be a witness before this coronavirus? So, everything is now changing and going back to the drawing table. Uh, we are learning to become ourselves, but again, our specialist background is going to see us through. So, this is

Codes\\Production Process\Information Activity_User-Provider

	No	**0.0659**	**7**			
				1	**L C**	**16/11/2021 16:07**

Oh, the task should be aligned closely with the curriculum. So once that is done then we rely on information from variety of sources.

				2	**L C**	**16/11/2021 16:12**

They tell us their opinion on everything we do and then we incorporate that into our decision. In addition to that we talk to External Examiners, who are supposed to be the adjudicators?

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	**L C**	**16/11/2021 16:28**

World Bank, International Monetary Fund (IMF), Bloomberg and we liaise with our librarian and we send our students to be trained in the library on the 2nd floor. I'm sure you know the venue, so there we go there and then the librarian, and we sit them down in a big hall and then they will be educated on how to extract information of UK GDP or Germany over the past 30 years.

These students would now analyze that data and then give us a trend and other things. So yeah, it's rely on those data sources and they are from

				4	**L C**	**16/11/2021 16:47**

Yes, nothing more than that! Yeah, I guess upload it and then it rests there because it's not my field of expertise and I don't have anything to do with that.

I have crafted question and that is where the bulk of the work is, now I will tell my students, I will run it through them. I'll explain, I will

5	L C	16/11/2021 16:56

don’t manipulate Excel. That we put in the formula and then we do that in other modules, but when it comes to input in my grade, I just input the raw data. Then I calculated mean by myself and the average standard deviation which Excel can do so, but the point I'm making here is that we don't have much need for those things, we just input the data we send it to external examiner right now and that is it

6	L C	16/11/2021 16:58

OK, so yeah, so you when you say input the data to the grade centre and then that's that?

Speaker 1

7	L C	16/11/2021 17:06

From individual tutors spreadsheet alone. In simple form; names and grades and then coursework grades, word grid is on create and everything. So we could pick up that. That is what we used to get a lot of discussion.

Codes\\Production Process\Information Activity_User-Provider\Search

	No	0.0044	1

1	L C	24/11/2021 17:07

so there we go there and then the librarian, and we sit them down in a big hall and then they will be educated on how to extract information

Codes\\Production Process\Information Product-Service

	No	0.0499	6

1	L C	24/11/2021 19:41

For that I rely on the module specifications we have to follow the instructions given when the module was being validated and that will guide us as to how we structure the assessment. And the inputs.

2	L C	24/11/2021 19:42

There might be instances where we have to go back to the drawing board and make some adjustments. In view for example Covid 19, even before then, there were instances where a few practitioners were brought in to speak to students and then some issues emanated from that and that helped us to adjust our thinking. And then we put in for minor modification and then it was approved by the School. So, what I'm trying to say here is that it is not written in stone and we adapt as we go along. Because it is a dynamic environment, we change as we go along.

3	L C	16/11/2021 16:21

We looked at current issues in the field of global economy and then we see how we can relay that one and formulate questions from that and that's what we present to our students.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	24/11/2021 19:43

So, in designing of our questions, for assignment we rely on a variety of sources, so not a great current issues, global issues going on, and our own expert knowledge as well.

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5 L C 16/11/2021 16:46

So, I use Blackboard to the extent that it is accessible and applicable

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6 L C 16/11/2021 17:03

We make adjustment. In moderating, we also rely on their own expertise haven't been a moderator for a long time. We tend to know if there is a discrepancy in the marking style. The way grades are awarded, that is, why we as course leaders and module leaders; there's as many as we look at border lines, and we see if there needs to make some adjustments here and there to make sure that the assessment confirms

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Codes\\Production Process\Information Source

	No	**0.0232**	**5**

1 L C 24/11/2021 19:44

we rely on a variety of sources,

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2 L C 10/03/2022 12:18

World Bank, International Monetary Fund (IMF), Bloomberg and we liaise with our librarian and we send our students to be trained in the library on the 2nd floor. I'm sure you know the venue, so there we go there and then the librarian, and we sit them down in a big hall and then they will be educated on how to extract information of UK GDP or Germany over the past 30 years

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3 L C 10/03/2022 12:18

Those students would now analyze that data and then give us a trend and other things. So yeah, it's rely on those data sources and they are from World Bank, IMF. So, they are real data materials, very, very useful.

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4 L C 24/11/2021 19:44

Blackboard to the extent that it is accessible and applicable

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5 L C 24/11/2021 17:09

With Quality of standards office. Quality of standards.

Codes\\Production Process\Information_User-Provider

	No	**0.0070**	**3**

1 L C 24/11/2021 19:42

And then we put in for minor modification and then it was approved by the School.

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2 L C 16/11/2021 17:04

It is held on our spreadsheets.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	16/11/2021 17:09

We use in class presentation. We use a good essay work. We use in class discussions. And we use a final exam.

Codes\\Production Process\Information_User-Provider\Experience

	No	0.0139	2			
				1	L C	24/11/2021 19:44

our own expert knowledge as well.

				2	L C	10/03/2022 17:20

We make adjustment. In moderating, we also rely on their own expertise haven't been a moderator for a long time. We tend to know if there is a discrepancy in the marking style. The way grades are awarded, that is, why we as course leaders and module leaders; there's as many as we look at border lines, and we see if there needs to make some adjustments here and there to make sure that the assessment confirms

Files\\Transcribed_24042020_[P4]

Code

Codes\\Archive (storage) Process\Information Activity_User-Provider

	No	0.0188	2			
				1	L C	07/10/2021 16:35

If we look at this particular learning outcome, what we try to say in there in submission we need to have a set clear set of research and objectives then you have to give us a quite detailed literature review to understand this particular area that will reflect your learning outcome number one. This is something we use learning outcomes for; guidance to design our coursework. Of course, sometimes we can reuse these things, but each

				2	L C	08/10/2021 07:06

we share all the marking, what we are looking for are included in the 'module handbook'. We share the handbook before the 1st week of teaching, once we are here in the first day of 1st week, all the multi information

Codes\\Archive (storage) Process\Information Source

	No	0.0060	3			
				1	L C	26/11/2021 08:11

external examiners (EE) comments

				2	L C	08/10/2021 07:04

most of your documents reside. Blackboard and during that marking phase of the assessment phase, you can put as much up on Blackboard

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	08/10/2021 07:03

Yeah, with staff we use the shared drive 'SharePoint'.

Codes\\Communication Process

	No	0.0528	4			
				1	L C	23/09/2021 16:17

There are many things students can do, however we give them some information, but we work around ways online like Blackboard. Sometimes each week we have face to face session with students because we have a supervisor in place to help them to go through this process.

				2	L C	23/09/2021 16:32

Although all those criteria and we call it assessment criteria is developed by myself, there are of course, where every guys each year we get some feedback from our team to see where we fall short. But the majority 90% of the work I have been done by myself. We do each year have a kind of meeting to discuss where we fall short and try to improve year on year. Also, we have to listened the external examiners (EE) comments where we

				3	L C	23/09/2021 16:33

And for example, last year we have, I have three meetings because even with small group of staff we have 8 staff on the dissertation module. I tried to ask him to come in one meeting however it's not, it was not possible. We have three separate meeting, but each meeting we have this we have discussed the same things because I have an agenda in place. Before we discussed, I give the agenda to see this is something I would like to talk during the meeting. All those things will be saying, and I think we had three meetings with having the same discussion. We try to make sure, consistency throughout the team to understand, this is something we would like to do. We would like to achieve in the end of the year.

				4	L C	23/09/2021 16:36

Also, of course, the email or sometimes in the corridor, we do have some things probably can just talk about it. Do you have few minutes in tomorrow or this week? We can see settled down that something is different, depends cause you know the way it works in University. Its about here we if they because the meeting, of course, is formal, but we try to do it in a very relaxing and try to create a very enjoyment event and make

Codes\\Communication Process\Information Activity_User-Provider

	No	0.0788	9			
				1	L C	24/11/2021 19:54

There are many things students can do, however we give them some information, but we work around ways online like Blackboard.

				2	L C	06/10/2021 16:29

Also, we have to listened the external examiners (EE) comments where we didn't do well.

				3	L C	06/10/2021 16:31

Before we discussed, I give the agenda to see this is something I would like to talk during the meeting.

				4	L C	07/10/2021 11:12

Also, of course, the email or sometimes in the corridor, we do have some things probably can just talk about it.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				5	L C	07/10/2021 11:37

This how can I let staff know exactly how to mark the work, I use Smart View. I use 'user groups', I set up properly for each staff and give them about now 10 pages of instruction to say this is some things you can follow to mark your coursework; by using this I think it worked well really. There's no issue with my instruction because I think when I look at your module, Dr. Farlon and she give instruction, I think that's something about good about team teaching. You learn from each other, this is new for me, however, when creating I want use grade centre and 'user group -

				6	L C	07/10/2021 15:38

just email whatever it is and put in comments in the comment sections. Yeah, can we agree this, if anything is different, we can agree marks for that.' I think that's probably this is an advantage of 'Assignment'

				7	L C	07/10/2021 15:42

Yeah, OK, and that could be via email or telephone or how else do you communicate with them?

				8	L C	07/10/2021 15:42

If you know the normal seating situation. No more working condition we can easily have a quick chat and two sure give staff a little bit time to say it 'you can go here whatever'. Normally we are working okay, however, this year is particularly hard, what we do is we use Blackboard-Ultra, we use Skype here, we use a Teams to communicate with each other.

				9	L C	07/10/2021 15:46

Yeah, I think the face to face is sometimes, I don't think there will be a big difference between face to face and to do it in the 'Teams' or 'Skype' or with 'Blackboard Collaborate-Ultra' or whatever. This is just kind of you have to, you have to be very well prepared what you want to what you want your marker or markers to do. You have to give a clear instruction what I wanted to do; 'do this, to do that'; so this is clear instructions. Clear Direct direction otherwise because, I have been working on the dissertations for many years if you don't give a clear direction to the markers or supervisor. The marks will be the different between a single one student. One mark could be 80 marks, one could be 40 if you don't even know what you are looking for, what you would like to mark then will be huge difference between the 1st and 2nd with the clarity of your instruction. I think this difference will be hugely reduced, probably sometimes about 5 sometimes about, it's a good, most likely would be

Codes\\Communication Process\Information Product-Service						
	No	**0.0024**	**4**			
				1	**L C**	**26/11/2021 10:28**
assessment criteria						
				2	**L C**	**26/11/2021 10:28**
feedback						
				3	**L C**	**26/11/2021 08:09**
listened the external examiners (EE) comments						
				4	**L C**	**26/11/2021 15:35**
‘module handbook’						

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\Communication Process\Information Source						
	No	**0.0051**	**1**			
				1	**L C**	**26/11/2021 10:46**
communicate within the Blackboard, but I think probably email, will be easier. I can use because use driver, drive ‘Share Point’ to say yes, some things I do with another module as well.						
Codes\\Communication Process\Information_User-Provider						
	No	**0.0353**	**2**			
				1	**L C**	**06/10/2021 15:43**
We do each year have a kind of meeting to discuss where we fall short and try to improve year on year.						
				2	**L C**	**07/10/2021 15:45**

Yeah, I think the face to face is sometimes, I don't think there will be a big difference between face to face and to do it in the 'Teams' or 'Skype' or with 'Blackboard Collaborate-Ultra' or whatever. This is just kind of you have to, you have to be very well prepared what you want to what you want your marker or markers to do. You have to give a clear instruction what I wanted to do; 'do this, to do that'; so this is clear instructions. Clear Direct direction otherwise because, I have been working on the dissertations for many years if you don't give a clear direction to the markers or supervisor. The marks will be the different between a single one student. One mark could be 80 marks, one could be 40 if you don't even know what you are looking for, what you would like to mark then will be huge difference between the 1st and 2nd with the clarity of your instruction. I think this difference will be hugely reduced, probably sometimes about 5 sometimes about, it's a good, most likely would be

Codes\\General_ML_Concerns\Training_upskilling_good practice

	No	0.0250	2			
				1	L C	08/10/2021 07:58

I'm doing this in my whole time in study at the University. It is out of that, so I am I'm doing and I'm still doing it every year I still try I took some kind of planning and implement planning and implementing and any kind of new skills and now I'm trying to learn and try to attend any kind of course to own skills and try to make sure I'm up to the game, up to the latest things because this will only help our students to get on with their learning. Try to help them to say yes because change you have then I can let my student that would help student greatly in their learning.

				2	L C	08/10/2021 07:59

I think the only reason I want to be in your research because I can see something really positive from you as a module leader, rather myself or others to say yes, this only now this I can get some kind of real positive, good from you I can mirror you what you have done, from I can see where I can improve my own module also

Codes\\Production Process\Information Activity_User-Provider

	No	0.1256	9			
				1	L C	06/10/2021 16:28

We also to see, try to help them to develop their research skills, that's why we have we have set up, we designed 12 teaching session to help them go through from topic selection, research, literature until you can finish their dissertation to finishing module. It's always information being given for the in each stage we have particular books or sources to give them upon release to them so you can look at this as an initial reading to develop their understanding of a particular area so for they, we look at the information source of the dissertation.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	06/10/2021 16:56

I use my undergraduate dissertation as an example here. When in my module, when creating my assessment for students or when the new academic year starts we have to make sure what we expect the student to do in the module. Also, we have clear information being, be released in the handbook.

				3	L C	06/10/2021 17:01

The marking criteria are always released in beginning of the academic year to make sure they know what they have to do from since semester one until semester two we always have designed its area in our Blackboard site to say this is specifically for your coursework.

				4	L C	06/10/2021 17:02

What for example, in the last year we have several different 'content areas'. One 'content area' called, 'coursework submission 2019-2020'. We use 'Turnitin' and also, we use 'Assignment' to do it.

				5	L C	07/10/2021 11:21

So yeah. Also, we sometimes we can use both, maybe depends, because, in the for example, this year, because of the coronavirus, since we moved from the Turnitin, for final submission change to the second; because in there we can use, 'data organize', the part, package which is attached to the Blackboard, but they have advantages also they have disadvantages. '

				6	L C	07/10/2021 11:34

straightforward sentence and some picture included to say this this your instruction where you can submit your final dissertation because we can't do it physically. We have to do it in remotely to make sure students submit their work into right folder, but this always being published in the in another package in Blackboard; 'course tools' in there with 'email' and with 'announcement' functions. This I think in Blackboard it's

				7	L C	07/10/2021 11:36

Yes, if I know the grade centre because 'SmartView' is part of grade centre, I lost what I said. I had If I look here use my because I have staff this module. The. How can I manage how can manage? This how can I let staff know exactly how to mark the work, I use Smart View. I use 'user groups', I set up properly for each staff and give them about now 10 pages of instruction to say this is some things you can follow to mark your coursework; by using this I think it worked well really. There's no issue with my instruction because I think when I look at your module, Dr. Farlon and she give instruction, I think that's something about good about team teaching. You learn from each other, this is new for me, however, when creating I want use grade centre and 'user group - SmartView'. I think I learned some things from your module.

				8	L C	07/10/2021 15:38

Occasionally, because for example if there is a disagreement, you do a little moderation to say yes, you have to moderate. Also, I think the great advantage of the 'assignment', you can have more than one marker to put into some things also you can have them to talk, because it has to be second marked, will be easier for the first marker and second marker to talk there.

				9	L C	07/10/2021 15:41

A disadvantage 'Assignment' only, we need some staff probably being trained to say yes, you have used this function properly. I think the Blackboard is great placed however not every staff is working like others probably their differentiation between different levels of use of the blackboard for the staff; 'I don't know this please', My feeling is sometimes we need some training to say after this, to say this something new, you have to when you use Blackboard, you can use everything you can most of thing can work on the Blackboard, however, the level of the staff to know the Blackboard or to use Blackboard is different. Very, is sometimes if there is there, they know how to do it is easier, if they don't know you, spend for example if you can if I mark a student work for example if I read student's dissertation, I need two days, but if you want to have staff to achieve what you can in two days, probably in 3-4 days to tell them what to do. They have to familiar, familiarized with the functionality

Codes\\Production Process\Information Activity_User-Provider\Mark_Grade

	No	0.0047	2			
				1	L C	26/11/2021 10:32

This how can I let staff know exactly how to mark the work, I use Smart View

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	24/11/2021 17:10

we mark the coursework is easier, is work on the mark because they are already integrated with,

Codes\\Production Process\Information Activity_User-Provider\Search

	No	**0.0025**	**1**

1 L C 24/11/2021 19:47

OK, there's an example of books you can look at; or research publications you can look at.

Codes\\Production Process\Information Product-Service

	No	**0.0703**	**6**

1 L C 06/10/2021 15:18

we don't give up any kind of prescriptive, descriptive coursework is purely the coursework or problem, problems has to be generated or selected by the students. Yeah. However, we give some kind of indication every year we have two extra sessions which covers about topics election means we give student about. 40 to 50 topics which cover all the Built Environment Area which say you topics or area you can choose from.

2 L C 06/10/2021 15:20

So, we do provide students with some information about where and how to choose their research topic and research area. Also, we give some examples, for example, if students want to do a 'building information modeling', we say, OK, there's an example of books you can look at; or research publications you can look at. We also to see, try to help them to develop their research skills, that's why we have we have set up, we designed 12 teaching session to help them go through from topic selection, research, literature until you can finish their dissertation to finishing module. It's always information being given for the in each stage we have particular books or sources to give them upon release to them so you can look at this as an initial reading to develop their understanding of a particular area so for they, we look at the information source of the

3 L C 24/11/2021 19:49

question about assessment lifecycle, at the beginning, we help students to develop their research topic and research area. Yeah we had however, we have a generic assessment criteria for their interim and final submission. Although all those criteria and we call it assessment criteria is

4 L C 07/10/2021 11:32

Information are in the blackboard, however, with this year situation every year, of course we created an instruction how to submit, how are we going to mark it?

5 L C 07/10/2021 11:33

when the undergraduate students try to submit their final report or final dissertation, we gave four pages of the instruction.

6 L C 07/10/2021 11:34

straightforward sentence and some picture included to say this this your instruction where you can submit your final dissertation because we can't do it physically. We have to do it in remotely to make sure students submit their work into right folder, but this always being published in the in another package in Blackboard; 'course tools' in there with 'email' and with 'announcement' functions. This I think in Blackboard it's

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\Production Process\Information Source						
	No	**0.0179**	**7**			
				1	**L C**	**24/11/2021 19:48**
an example of books you can look at; or research publications						
				2	**L C**	**24/11/2021 19:49**
however we give them some information, but we work around ways online like Blackboard.						
				3	**L C**	**24/11/2021 19:50**
Information are in the blackboard,						
				4	**L C**	**24/11/2021 19:51**
We have to do it in remotely to make sure students submit their work into right folder, but this always being published in the in another package in Blackboard;						
				5	**L C**	**26/11/2021 10:32**
I use Smart View						
				6	**L C**	**24/11/2021 17:10**
the mark would go straight away to put the grade centre.						
				7	**L C**	**24/11/2021 14:57**
Normally, I don't do anyway, once you set it up properly, once you have them all the marks accurate while 'Turnitin' is integrated with the grade centre. This will be going to the assessment and will be integrated with 'grade centre.						
Codes\\Production Process\Information_User-Provider						
	No	**0.0616**	**5**			
				1	**L C**	**07/10/2021 11:17**
I use my undergraduate dissertation as an example here. When in my module, when creating my assessment for students or when the new academic year starts we have to make sure what we expect the student to do in the module. Also, we have clear information being, be released in the handbook.						
				2	**L C**	**07/10/2021 11:18**

The marking criteria are always released in beginning of the academic year to make sure they know what they have to do from since semester one until semester two we always have designed its area in our Blackboard site to say this is specifically for your coursework.

				3	L C	07/10/2021 15:35

Uh. This is this year that's why I think when you use the 'Turnitin', you cannot, send it into their supervisor. However, we mark the coursework is easier, is work on the mark because they are already integrated with, the mark would go straight away to put the grade centre.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	07/10/2021 15:41

A disadvantage 'Assignment' only, we need some staff probably being trained to say yes, you have used this function properly. I think the Blackboard is great placed however not every staff is working like others probably their differentiation between different levels of use of the blackboard for the staff; 'I don't know this please', My feeling is sometimes we need some training to say after this, to say this something new, you have to when you use Blackboard, you can use everything you can most of thing can work on the Blackboard, however, the level of the staff to know the Blackboard or to use Blackboard is different. Very, is sometimes if there is there, they know how to do it is easier, if they don't know you, spend for example if you can if I mark a student work for example if I read student's dissertation, I need two days, but if you want to have staff to achieve what you can in two days, probably in 3-4 days to tell them what to do. They have to familiar, familiarized with the functionality

				5	L C	07/10/2021 16:50

Try to reflect our new outcome into a new coursework for the dissertation. Two course works, but in particular area could be slightly different what we are looking for the coursework number one we call interim submission, coursework number two we call report.

Files\\Transcribed_[P6] - 22 June 2020 11.49.33

Code

Codes\\Archive (storage) Process\Information Activity_User-Provider

	No	0.0490	7			
				1	L C	09/11/2021 19:05

So, we can try storing the recordings into Blackboard for them, but they're very dense files, so that takes, it can take 4 hours for say 15 of them to be stored into blackboard, so I tend to use email, it's much faster.

				2	L C	10/11/2021 13:13

The viva, typically because before covid that was exclusively a physical thing in a room. So, you only use Blackboard to tell them the scheduled time slots. Blackboard also you store the template of the marking procedure and store the assessment brief as well.

				3	L C	10/11/2021 15:43

One is a group poster, and that gets submitted through 'blackboard assignments'. Because Turnitin can't handle it, it's not very good at handling anything that's not Word as such. Yeah, so I use assignments for that, and because the students don't use the assignments much and I give them a practice test run off say 2-3 weeks before the real submission

				4	L C	10/11/2021 16:24

I go from the learning outcomes. And make sure that they are covered through to the whatever the assessments are with the dissertation. That's relatively simple in terms of, you just need to give them advice as to what a dissertation looks like, point them in the direction of previous, not previously stated dissertations, but research books that give you outlines of typical dissertation structures

				5	L C	10/11/2021 16:28

I definitely, I send around the student modular valuations once they've been sent to me, there's an email. I never send Module leader reports, though I often think maybe I should?

				6	L C	10/11/2021 16:48

I will email the guidance to the staff, so, they've got that as a Word document somewhere. I sometimes have closed off areas in a blackboard site, just for staff so they can see those things if they've lost them. I'll email the student module evaluations (SMEs)'s to the team. The MMR now is actually on blackboard sites because they put the External Examiner folder in there, aren't they? And pop up the list of things to put in there is your MMR so in theory, all your team have got access to whether or not you explicitly say. Do you have a look at the MMR and see where your students fitted in or so, but they're not ranked there by mark or they're done by alphabetical order, so I don't even know what value the External

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				7	L C	10/11/2021 16:51

Yeah, that's slightly annoying thing about all that was that you instead of having to go into a room where you meet your external, there's a pile of stuff. Whatever your sample was, you need to have electronic scans of that, so I always remind myself in the HRM one, when we've done that paper in class test, I definitely need to create a sample, and this is just like this is week eight. I need that sample right now, otherwise because we give them back, then we'd have to say if anyone got 100%, can you bring it back next week and I'll take the photocopy.

Codes\\Archive (storage) Process\Information Product-Service

	No	0.0064	8			
				1	L C	26/11/2021 15:44

The brief in itself is relatively simple. You just that you it is based on the learning outcomes.

				2	L C	26/11/2021 15:44

module

				3	L C	26/11/2021 15:44

Word feedback sheet

				4	L C	26/11/2021 15:46

So, there's about a four page brief for it, I should expand on that actually because I put some work into that so the brief right

	5	L C	26/11/2021 15:49
assessment			
	6	L C	26/11/2021 16:29
the attachment of feedback			
	7	L C	26/11/2021 16:20
MMR			
	8	L C	26/11/2021 16:21
so I don't even know what value the External gets from those MMR?			

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\Archive (storage) Process\Information Source						
	No	0.0228	8			
				1	L C	26/11/2021 15:36
into Blackboard						
				2	L C	26/11/2021 15:38
tend to use email, it's much faster.						
				3	L C	10/11/2021 12:57
We'll say in this particular assessment, the viva, there's three different assessments, so the Viva, here's the template.						
				4	L C	26/11/2021 15:46

It's just a reflection of what's in the module handbook

Reference Number	Coded By Initials	Modified On
5	L C	10/11/2021 13:01

Yeah, I tried to do that with everything so that. Because they taught us like that assessment for learning assessment as learning, and I think that's really important that the students ultimately want a mark. They don't really want knowledge to work so, at the end of the day to motivate, let's say the middle portion of students. You've got to be clear from the day one what the assessments are and take them on that journey of, say, for something that's very unfamiliar. To give them that assessment literacy, I became a real convert to that when I was doing my PGCHE because previous to that it wouldn't have occurred to me that you should devote say out of 12 weekly sessions that one of those definitely gets devoted to, we're not going to learn anything today, I'm just going to show you what previous students have submitted. I want you to think about it. How

Reference Number	Coded By Initials	Modified On
6	L C	26/11/2021 15:49

on Word

Reference Number	Coded By Initials	Modified On
7	L C	26/11/2021 16:17

Storm Resources'

Reference Number	Coded By Initials	Modified On
8	L C	26/11/2021 16:29

like a standardized template that's already sitting in Turnitin

Codes\\Archive (storage) Process\Information User-Provider

Classification	Aggregate	Coverage	Number Of Coding References
	No	0.0135	3

Reference Number	Coded By Initials	Modified On
1	L C	10/11/2021 15:52

A rubric, I've never, you know I use rubrics but not electronically like that through. The rubric is stored in Blackboard as a standalone Word document that then I when I fill it out. I go into grade centre and attach it into the mark. I don't know if you know what I'm talking about? Rather than doing anything else and maybe it's a lack of knowledge that's the way I do it, but I don't know if there is a different way of doing it?

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	10/11/2021 16:34

You could automatically assume, if someone on your team wanted to look at the module leader report, just wait until whenever it is August, September, October, and you'll be able to find it? It's on chat, it's on SharePoint

Reference Number	Coded By Initials	Modified On
3	L C	10/11/2021 16:58

But if everything is electronic and online right now, that's an issue that isn't there anymore.

Codes\\Communication Process\Information Activity_User-Provider

	No	0.0414	9

1	L C	09/11/2021 19:01

One assessment is a viva-voce exam, so that really doesn't rely on me needing any information. It's much more about the process which goes like this. You ask the students to email you with a topic, a brief description of what they'd like to do, and then you email them or two obvious, email them back with what we what we think is if it's an OK topic. So, you were using email there.

2	L C	24/11/2021 15:05

I've announced to all the dissertation students

3	L C	10/11/2021 16:15

I will do, yeah now and again, the major discussions I have with the dissertation, is where I have to get involved as a third marker, which is an uncredited job that you don't get paid for.

4	L C	10/11/2021 16:17

So, I said look, I've read through the work. I wouldn't say it's a 50 because I've had a look at others that are getting 50s where I agree that's a 50. She's just under marked, you don't wanna say you're under marking, but to create that email conversation between three people were clearly we need an outcome soon.

5	L C	10/11/2021 16:20

With that multiple choice tests for the HRM, postgrads, I ask before anything gets handed back, I always ask the others, the lecturers to email me their worst marked paper and the highest marked paper so I can check the 100%. But also, I'm building up a sample for the External because in my class I not that might not have the lowest mark as such, so I insist everyone sends me the highest and lowest marks scanned, scanned papers as such. And then I can work out quickly or whether everyone is following the guidelines, basically, you know.

6	L C	10/11/2021 16:37

But other than that, no, I usually, I wouldn't turn to, the MMR report I wouldn't share that either. Yeah, I might send, I have sent out my own Excel spreadsheet version because my I collect, I don't just my information is all I know about the students and then for an exam, let's say I'll say each section of that exam mark. Who, what choice the student did of an essay and who the marker was sort of thing? Huh? And then I've got information to work out whether some markers are a bit too tight, some markers, a bit too generous, and I can adjust in terms of moderation.

7	L C	10/11/2021 16:47

I will email the guidance to the staff,

8	L C	10/11/2021 16:47

I'll email the student module evaluations (SMEs)’s to the team.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

9	L C	10/11/2021 16:49

So, what I'll do is over the weekend, before that, makes sure that the External folder is totally ready and then I'll personally email the External.

Codes\\Communication Process\Information Product-Service

	No	0.0012	3

1	L C	26/11/2021 16:28

attachment of feedback

2	L C	26/11/2021 10:50

deadline

3	L C	26/11/2021 10:52

say the template, the marking template

Codes\\Communication Process\Information Source

	No	0.0013	3

1	L C	26/11/2021 15:40

access on Blackboard

2	L C	26/11/2021 10:50

Blackboard to the to the staff.

3	L C	26/11/2021 10:52

it's all in Turnitin.

Codes\\Communication Process\Information_User-Provider

	No	0.0106	2

1	L C	10/11/2021 16:20

With that multiple choice tests for the HRM, postgrads, I ask before anything gets handed back, I always ask the others, the lecturers to email me their worst marked paper and the highest marked paper so I can check the 100%. But also, I'm building up a sample for the External because in my class I not that might not have the lowest mark as such, so I insist everyone sends me the highest and lowest marks scanned, scanned papers as such. And then I can work out quickly or whether everyone is following the guidelines, basically, you know.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	24/11/2021 20:33

Teaching and Learning Director in your School.

Codes\\General_ML_Concerns

	No	0.0104	2			
				1	L C	07/10/2022 22:34

I don't like using grade centre because you can easily make mistakes. The cursor controls terrible, but so I always check it three times, that I've done it right. I'm not trying to be a bit of a pain in the ** so in the attachment of feedback because I don't, I've never used, they've got a word for them. You know, like a standardized template that's already sitting in Turnitin?**

				2	L C	24/11/2021 15:01

I don't know if you know what I'm talking about? Rather than doing anything else and maybe it's a lack of knowledge that's the way I do it, but I don't know if there is a different way of doing it?

Codes\\Production Process\Information Activity_User-Provider

	No	0.1340	15			
				1	L C	09/11/2021 19:03

Uh, then we get them in, and they deliver that, and we record that with a voice recorder. I don't know if that's important, so the student has got that recording and so if we and when I'm typing up the feedback because basically, in that assessment, the two assessors sit in a room.

				2	L C	09/11/2021 19:05

So, we can try storing the recordings into Blackboard for them, but they're very dense files, so that takes, it can take 4 hours for say 15 of them to be stored into blackboard, so I tend to use email, it's much faster.

				3	L C	10/11/2021 13:11

Uhm? Well, Fortunately, Covid happened after that test this in semester 2 but I am having to make it. It was a paper test, it's given out in the past/class. They write in it, it's full self-contained, there's nothing secondary. They give it back, we mark it, we give it back the following week it's really quick turnaround time. I think they appreciate it, but right now I'm having to set a re assessment version of it, which will be no, it will be

				4	L C	10/11/2021 15:42

One is a group poster, and that gets submitted through 'blackboard assignments'. Because Turnitin can't handle it, it's not very good at handling anything that's not Word as such. Yeah, so I use assignments for that, and because the students don't use the assignments much and I give them a practice test run off say 2-3 weeks before the real submission

				5	L C	10/11/2021 15:44

And I think they kind of appreciate that because they know a poster takes quite a while to submit, and I do the same thing with another part of their assessment is to deliver a reflective recording of them talking about their skill set and how it built up through the module. That again also is post is set through 'assignments', not Turnitin because Turnitin cannot handle the sound file.

				6	**L C**	**10/11/2021 15:47**

So that uses quite a lot at the poster, uses quite a lot of technology in terms of the how the students need information to turn it into a meaningful assessment. Again, we point students in directions of certain sources.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				7	**L C**	**10/11/2021 15:48**

I guide them to there are there are certain sources out there that you can guide them to about the actual production of a poster, so that takes, that's often like they use them a lot in America, it seems so, you've got pretty good universities with pages of advice, and I say you know what you can do, you don't need any clever software, you can do a poster in PowerPoint at certain scale and then when you print it out you just ask the

				8	**L C**	**10/11/2021 15:50**

Uhm, what functions do I use? Well, I obviously, if it's those posters or the vocal recordings, you can put the marks entered into grade centre. I know they can transfer over from Turnitin if it's an essay, if you've marked it on Turnitin, and I say the next time you switch back it should be in grade centre.

				9	**L C**	**10/11/2021 15:50**

And I'll also obviously can create columns if we're doing that test run thing, you can create a column for mark the test posted one, create a column for that I can't. I have used the column statistics before though, I also work in Excel, so I know all that information.

				10	**L C**	**24/11/2021 15:01**

I go into grade centre and attach it into the mark.

				11	**L C**	**24/11/2021 15:10**

I've announced to all the dissertation students

				12	**L C**	**10/11/2021 16:27**

Well, it's typically either that the performance via assignment wasn't as expected, so it needs to be modified somehow so that the marks become a bit more normally distributed, let's say. Well, I will, I'll think, what I'll do is because all these things are usually inherited from a year before three or four years, because so you've got previous assignments to look at and you think do, they need any more guidance in the brief? Will they' bloody' read the brief problem, guidance book he can pick up on things via either for the student modular valuations, they're quite useful. The comments at the bottom, sometimes that reinforces how you have to find it. So, that's the assessment literacy, if people actually mentioned that, you know it's had some sort of effect, they've remembered that they did a session on the assessment literacy great, so that's had an effect. This is an element of trial and error, knowing that every year the iteration of that assignment will not be cast in iron, that next year, something else will change about that. So, for instance, the vocal recordings where they're talking about their skills they've developed over the module, the level 5

one. The first ever version of that was a little bit empty, haven't given them enough guidance, and that's built up to say remember week two and we'll remember week seven, we did these skill grid assessments on ourselves in class, and you rated yourself what I want you to do in this vocal thing is, look at how you'd get the first one, get the second one, do a third one during Christmas before you do the recording. Look at them and see what you've progressed in, so they've actually got something to talk about and the latest iteration of that was to ask them to also discuss how

13 L C 10/11/2021 16:37

But other than that, no, I usually, I wouldn't turn to, the MMR report I wouldn't share that either. Yeah, I might send, I have sent out my own Excel spreadsheet version because my I collect, I don't just my information is all I know about the students and then for an exam, let's say I'll say each section of that exam mark. Who, what choice the student did of an essay and who the marker was sort of thing? Huh? And then I've got information to work out whether some markers are a bit too tight, some markers, a bit too generous, and I can adjust in terms of moderation.

14 L C 10/11/2021 16:38

As a post graduate Masters student, that means that the mark needs to be as a minimum 17 and half out of 25. Uh, just to make sure, because some people forget what they're doing, I think when the marking if they've got a lot of them, they either dismiss that guidance or they've forgotten about it. But I think, you should, it's it makes it a bit easier, makes a bit more consistent, gives me a bit more faith, when you know when you're creating a sample for an External and you think it might look a bit suspicious if I only hand in the ones I've marked, so it's nice to get all the peoples into show. It's a bit more random than that, but also you don't want to, you don't want to show things where clearly the marker has very different opinions as well. So, my marking guidance with a quantitative subject like economics and I appreciate it's a little bit easier to do marking guidance. Not easier. It's longer to do it, but it's more precise, whereas something that's a little bit more discursive, I

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				15	L C	10/11/2021 16:46

Yeah, exactly, so that's entirely discursive and difficult to say. I mean, even if you got 10 people to mark one person's work, you will find the average will be right but that you'll find some people you know, they weren't all, instead you got to sum how preempt the marking with some guidance. All the markers and I've found over the years which the PGCHE exposed me to this, the idea that it saves time in the long run. It might

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0056	1			
				1	L C	26/11/2021 10:53

So, I said look, I've read through the work. I wouldn't say it's a 50 because I've had a look at others that are getting 50s where I agree that's a 50. She's just under marked, you don't wanna say you're under marking, but to create that email conversation between three people were clearly we need an outcome soon.

Codes\\Production Process\Information Product-Service

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0266	5			
				1	L C	24/11/2021 19:56

most are in Word as such as a brief. I'm just thinking the assessments are quite, very different across those modules.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	24/11/2021 19:58

The rubric is stored in Blackboard as a standalone Word document that then I when I fill it out. I go into grade centre and attach it into the mark. I don't know if you know what I'm talking about? Rather than doing anything else and maybe it's a lack of knowledge that's the way I do it, but I don't know if there is a different way of doing it?

Reference Number	Coded By Initials	Modified On
3	L C	24/11/2021 19:59

Verified and you can go into Turnitin now and find your mark and feedback document

Reference Number	Coded By Initials	Modified On
4	L C	24/11/2021 19:59

I go from the learning outcomes. And make sure that they are covered through to the whatever the assessments are with the dissertation. That's relatively simple in terms of, you just need to give them advice as to what a dissertation looks like, point them in the direction of previous, not previously stated dissertations, but research books that give you outlines of typical dissertation structures.

Reference Number	Coded By Initials	Modified On
5	L C	10/11/2021 16:46

Yeah, exactly, so that's entirely discursive and difficult to say. I mean, even if you got 10 people to mark one person's work, you will find the average will be right but that you'll find some people you know, they weren't all, instead you got to sum how preempt the marking with some guidance. All the markers and I've found over the years which the PGCHE exposed me to this, the idea that it saves time in the long run. It might

Codes\\Production Process\Information Source

Classification	Aggregate	Coverage	Number Of Coding References
	No	0.0019	1

Reference Number	Coded By Initials	Modified On
1	L C	24/11/2021 19:58

The marks have been, uh. Verified and you can go into Turnitin now and find your mark and feedback document,

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information_User-Provider

Classification	Aggregate	Coverage	Number Of Coding References
	No	0.0477	9

Reference Number	Coded By Initials	Modified On
1	L C	09/11/2021 18:59

Well, let's choose a complicated one, the Post grad economics. So, the brief is given to them in Word.

Reference Number	Coded By Initials	Modified On
2	L C	09/11/2021 19:04

Then I've got me more because I've got an agreed mark, but then I have to re-engineer the feedback into a Word document again. Then it gets sent to the student, so I'm relying on the recording from the viva and also the notes when we wrote in the viva by hand and then we turn that into a word processing package back for the student and we send the recording to the students as well.

Reference Number	Coded By Initials	Modified On
3	L C	09/11/2021 19:06

On it's not like on an iPhone, it isn't, though it's a devoted stereo voice recorder I'll show you. So, it's an Olympus.

				4	L C	09/11/2021 19:07

The word file or the vocal file?

				5	L C	09/11/2021 19:11

I give them access on Blackboard to four vivas from the past, where they don't know the marks, they don't know the comments and I give them the exact blank feedback sheet in Word in a classroom usually. And I get them to listen to the recordings the previous one and try to come up with a mark. Yeah, so this is all about assessment literacy, if you know about all that?

				6	L C	10/11/2021 13:12

I think they appreciate it, but right now I'm having to set a re assessment version of it, which will be no, it will be an online timed thing and it will be stored on Blackboard this time.

				7	L C	10/11/2021 13:29

Storm Resources', this is where students are reflecting on how good they think the assessments are, so that's available to them if they I don't know if they've got the time ever to actually go and watch those videos, they're very short and it's just the students as you can imagine, sitting in their little dorm room, going 'the thing I liked about the viva was this, and I know it's going to prepare me for job interviews well and this thing or the other.' There is an element of using different information technologies to arrive at the that thing as such.

				8	L C	10/11/2021 16:21

With that multiple choice tests for the HRM, postgrads, I ask before anything gets handed back, I always ask the others, the lecturers to email me their worst marked paper and the highest marked paper so I can check the 100%. But also, I'm building up a sample for the External because in my class I not that might not have the lowest mark as such, so I insist everyone sends me the highest and lowest marks scanned, scanned papers as such. And then I can work out quickly or whether everyone is following the guidelines, basically, you know.

				9	L C	10/11/2021 16:35

Well, yeah, by the time you're finished it you totally, well and truly gone, your brains gone. Yeah, you kind of think well that's over now. Well until resits and then I think the only the only report you'd wanna send out is the one after all the resits that it's the annual it gets stored on annual monitoring then, therefore, in many ways

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information_User-Provider\Experience

	No	0.0094	1			
				1	L C	10/03/2022 18:20

Yeah, exactly, so that's entirely discursive and difficult to say. I mean, even if you got 10 people to mark one person's work, you will find the average will be right but that you'll find some people you know, they weren't all, instead you got to sum how preempt the marking with some guidance. All the markers and I've found over the years which the PGCHE exposed me to this, the idea that it saves time in the long run. It might

Files\\Transcribed_[P7] - 10 June 2020 16.09.05

Code

Codes\\Archive (storage) Process\Information Activity_User-Provider

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0109	1			
				1	L C	04/10/2022 11:50

My documents reside on ‘OneDrive’ and so I save them all to ‘OneDrive’. I have a number of folders and are having ‘sustainability’, I've got loads of subfolders, so sometimes I loose and they have a sub-folder for the in-class test. I tend to keep the coursework in the portfolio and the marking guidance in the main folder. But then I do folders for the Externals where I put all the samples, stuff and so that's all on OneDrive and

Codes\\Archive (storage) Process\Information Product-Service

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0039	1			
				1	L C	23/12/2021 19:37

I tend to keep the coursework in the portfolio and the marking guidance in the main folder. But then I do folders for the Externals where I put all the samples, stuff

Codes\\Archive (storage) Process\Information Source

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0152	3			
				1	L C	23/12/2021 19:35

My documents reside on ‘OneDrive’ and so I save them all to ‘OneDrive’.

				2	L C	23/12/2021 19:36

I have a number of folders and are having ‘sustainability’, I've got loads of subfolders, so sometimes I loose and they have a sub-folder for the in-class test. I tend to keep the coursework in the portfolio and the marking guidance in the main folder. But then I do folders for the Externals where I put all the samples, stuff and so that's all on OneDrive and then uploaded to Blackboard.

				3	L C	23/12/2021 19:37

I've got to do this for the SAP External. I think she'll just wants email, but in our School, they want us to set a hidden area for the External and post everything there to Blackboard.

Codes\\Communication Process\Information Product-Service

	No	0.0228	1

1 L C 23/12/2021 19:23

That sort of stuff I put together evidence from moderating 'emails', and so the email is used. And that's something, a process that could be improved to just maybe just remind all staff to email, and for the module leader; and what I what I ought to do is create a folder and on 'Outlook' so I can shove all those emails in and have them to hand. But I end up just doing searches, from you know, see what I got from the various seminar leaders, on that. And just trying to think, I'd so I do that, and I also do I'll just go into my External Examiner thing, so we do the samples of work we provide the Handbook, the module template, the module assessments, marking guidance, and moderation evidence. So, to the External, we provide all the emails sent out with documents on how to mark, and the emails, that spreadsheet that I'm talking about, I sometimes put in examples of double marking, spreadsheets, and stuff and that's about it and I put all the marking schemes up.

Codes\\Communication Process\Information Source

	No	0.0129	1

1 L C 16/12/2021 16:33

Yes. Yeah, let me just check and I'm currently it's probably gonna make me log in Blackboard again unless I'm lucky enough to have grade centre. I mean from memory because I set up and what I do for each semester is I set up a group on 'Outlook' so that I can email them, but this semester we've also been using 'Teams', so I'm going to have to add others because semester one has a bigger team I think and I'll just check cause if I look through grade centre I can got all the staff there. I can tell you the exact numbers, it's just logging in now.

Codes\\General_ML_Concerns

	No	0.1124	4

1 L C 23/12/2021 17:02

To make this work, and then once they're in and the nightmare is the 'anonymous marking', and I did try and use 'Safe-Assign when we can. I had one year of the module with no 'anonymous marking' and then it converted, and I tried to use SafeAssign because the rubric is better in 'Safe-Assign and but I couldn't do that, I had one run with 'Turnitin' Rubric, which is what I say it's too clunky and then I decided instead from Lia's suggestion, so from 'Blackboard Support' to use Turnitin' grade sheet' and what I have set up there is for marking and because there's the criteria, all weighted the 'grade sheet' lists are criteria and what it says is borderline, and it tells you how many marks to allocate the range so the marker can just look at the grade sheet and say this criteria is borderline. Therefore, I'm going to give that number of marks and so the marking is much more precise, but they have to look at the rubric separately, in the in the 'Word' document. So, I normally send that round, we do a sort of pre-moderation where I mark three samples and say go and have a look in, and but that is, I think the bringing that all together we do moderate au pairs, but over the years I get a sense of the markers themselves and will sometimes step in if I think they're being either too mean or too generous. And then there's also colleagues who always mark at the last minute, and then there's those who can't manage the marking, and I've usually had to cover those so.

2 L C 23/12/2021 19:29

We converted to Turnitin because SafeAssign has problems when you enable 'anonymous marking'. There's lots of stuff you can't see, like you can't see 'similarity reports' and that sort of thing and at one stage it I ticked 'delegated marking', which then became a complete nightmare, I couldn't keep track of. So, I use Turnitin by groups and the 'grade sheet' that I've explained rather than the rubric instead. Then the 'grade sheet' allows staff to mark and put comments in under each criteria and an overall comment and that really is not Blackboard because obviously once they hit Turnitin they go outside Blackboard environment into the Turnitin environment. And on Blackboard normally all the rest of it is just automatic because it I set up the assessments and then once the marks are revealed they update the Blackboard Grade Centre and there's what I do is more often watch. Instead of going in 'Turnitin by groups', I go through Turnitin, click on the 'assessment overall', because they're annoyingly if you go through Turnitin, 'not by groups' you can see which assignments have been marked even when they're anonymous and the

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	23/12/2021 19:34

What is really annoying there is you get your course team, there's often you know, and I set up the groups for them. I think a lot of other module leaders ask people to create the groups themselves and I look at the seniors co data and allocate the students to those groups. But what is very annoying is because of late enrollment and some of the ‘exchange students’ when I do that, which is just before teaching starts and it has to be looked at again in about week four or five and updated. And it means it has been useful because this semester for example when I was looking at the ‘portfolio marking’ and not going in by groups, I saw two that hadn't been marked and I realized they were both exchange students that had either come late or something or hadn't been allocated to a seminar group, or sometimes they changed seminar groups and there's nothing that alerts us, and it's not integrated. So you're always just set about mopping up those things and I have them. I have raised that issue with

				Reference Number	Coded By Initials	Modified On
				4	L C	23/12/2021 19:35

Let's bring this to mind for that module I'm going to do a minor modification, it's on my list of things to do urgently and just create two assessments, but that is driven by the DLTQ’s who want to simplify things for the students. I originally built in, I'd say to summarize I originally built-in complexity to make it more, step by step tasks that they couldn't engage with them too, and then when they put them together, they would get a high mark for the coursework and but first of all. Then, when we had our assessment day, everyone felt it was too complex and students you know the student feedback, although they don't talk so much about this, I mean, you, I've had the odd comment. The assessments is too much and I you know their response it's a standard 4000 words, but they're they still complain about everything. So, I think simplifying it to

Codes\\General_ML_Concerns\Training_upskilling_good practice

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0548	3			
				1	L C	23/12/2021 15:34

Do you use Chrome? When I'm using ‘Blackboard Collaborate’ definitely.

				Reference Number	Coded By Initials	Modified On
				2	L C	23/12/2021 15:34

Oh, 15 staff and in semester one they all also worked and they're any seminars and a limited number of them run workshops, so the workshop team is limited because of the technical skills required. So, it's basically me, Shu Liang, Panos does it sometimes. I don't think he did in semester one and then Gustavo and Emanuel Sawyer, who's the pH D student who's very good. And that's the technical teaching where we teach ‘Tableau’ and that you know is part of the assessment. But I must organize some more staff training, but yeah, 15 on the module in semester one and in semester two and it's slightly smaller, but I mustn't forget Shu Liang because he won't be in the seminar list, but he taught on the module. So, in

				Reference Number	Coded By Initials	Modified On
				3	L C	23/12/2021 19:27

So, I've always had a module discussion board, but often got very few posts through that and I just always make sure I subscribe and monitor that, but with the new Blackboard, there will be some things to explore. I need a full team discussion because you've got this idea, they can have conversations around a document, so you might be able to put them in groups and get them to have a discussion around, how to do the formative work for the portfolio and a discussion around you know what we try and do is really building this recognition of quality and they do struggle with that, though for the academic quality provide the ABS list and try and teach them how to search a PDF file and some of this stuff. You see with all you know, I'm on this online task force and you know everyone is really enthusiastic, but for me a lot of this stuff is about going back to the basics so for example, to search a PDF file, the most important thing is to open the PDF file up in Adobe First rather than if they just click on and it opens in a browser, it won't be so good and so simple things like that, really important steps you have to get right. And in order for the you know the technology and what you're asking them to do to work effectively and so quite a lot there. And I think I'm very busy on the revalidation

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Design

	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0534	1			
				1	L C	23/12/2021 16:14

And then I show them how to write up the analysis. So, I'd go run through that myself saying using in 'Tableau' you can hold them in on peaks and troughs you can explore from the visuals. Your top retweets and stuff like that and then I show them going to look up. You've got the data, in 'Tableau', you can see who the user is, it's look them up in 'Twitter', research them on 'Google', find a bit more about them so that you can make some you know interesting comments, and we also do some, I get them also this year only in semester two we did the most influential users, so a table, it's just a graphic, very fairly simple graphic but just showing the users in their data set who had the most followers. But if they had the UN in there, you know they'd have, you know, eleven million followers so you know they'd be high up, so you know it's a lot of it's quite as a module leader, I'd say maybe more than some others. The thing about the assessment on this module it's a much more intimately involved in creating and supporting the assessment than I am in other modules.

So, for the, to compare with the SAP module, the in-class test I write is based on the material we teach, and so I look at your lectures, get questions from that, and I've got a sort of bank of questions that I roll over around in the years and I had to vary that for the in-class test online, and because some of the questions are on SAP and instead of setting a question because obviously they can just look up the material in the textbook I asked them to use an example. So, they had to use an example from the knowledge we gained in the lab work of the impacts of everything on, so you know they had to do that for really high marks. And but otherwise the coursework is a literature review, and I do not do

Codes\\Production Process\Information Activity_User-Provider\Mark_Grade

	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0404	2			
				1	L C	23/12/2021 19:28

We converted to Turnitin because SafeAssign has problems when you enable 'anonymous marking'. There's lots of stuff you can't see, like you can't see 'similarity reports' and that sort of thing and at one stage it I ticked 'delegated marking', which then became a complete nightmare, I couldn't keep track of. So, I use Turnitin by groups and the 'grade sheet' that I've explained rather than the rubric instead. Then the 'grade sheet' allows staff to mark and put comments in under each criteria and an overall comment and that really is not Blackboard because obviously once they hit Turnitin they go outside Blackboard environment into the Turnitin environment. And on Blackboard normally all the rest of it is just automatic because it I set up the assessments and then once the marks are revealed they update the Blackboard Grade Centre and there's what I do is more often watch. Instead of going in 'Turnitin by groups', I go through Turnitin, click on the 'assessment overall', because they're annoyingly if you go through Turnitin, 'not by groups' you can see which assignments have been marked even when they're anonymous and the

				2	**L C**	**23/12/2021 19:33**

ran the online test because I used to download from, I downloaded stuff but no, mostly it is just what I do. The bit of the grade centre I use is the to get all those things I said about the average, you go to grade centre and you click on 'group, seminar group' and then for that seminar group I just click on the 'assessment column' that I'm interested in, like 'coursework' and go to a 'column statistics', and that's where I get the data on

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

	No	**0.1034**	**3**			
				1	**L C**	**23/12/2021 16:48**

The coursework, as I've said mostly Ray does, the pre moderation of stuff and others will comment and ask questions.

Classification	**Aggregate**	**Coverage**	**Number Of Coding References**	**Reference Number**	**Coded By Initials**	**Modified On**
				2	**L C**	**23/12/2021 17:02**

To make this work, and then once they're in and the nightmare is the 'anonymous marking', and I did try and use 'Safe-Assign when we can. I had one year of the module with no 'anonymous marking' and then it converted, and I tried to use SafeAssign because the rubric is better in 'Safe-Assign and but I couldn't do that, I had one run with 'Turnitin' Rubric, which is what I say it's too clunky and then I decided instead from Lia's suggestion, so from 'Blackboard Support' to use Turnitin' grade sheet' and what I have set up there is for marking and because there's the criteria, all weighted the 'grade sheet' lists are criteria and what it says is borderline, and it tells you how many marks to allocate the range so the marker can just look at the grade sheet and say this criteria is borderline. Therefore, I'm going to give that number of marks and so the marking is much more precise, but they have to look at the rubric separately, in the in the 'Word' document. So, I normally send that round, we do a sort of pre-moderation where I mark three samples and say go and have a look in, and but that is, I think the bringing that all together we do moderate au pairs, but over the years I get a sense of the markers themselves and will sometimes step in if I think they're being either too mean

				3	**L C**	**23/12/2021 19:22**

This is my example for semester one, for each assessment I listed the seminar leader, and sometimes there were two of them and their average for each assessment and the median. So that's done for and that particular was done overall and then for written submission, that was when I put you see, I'm going to use. It wasn't too bad because I made them mark the coursework. Generally, when I had the little online tests that were 40%. A lot of them did really well in there and that meant their overall mark was high but quite often you'd get a written submission that was really weak. And that's why I thought that was a deliberate and they didn't like it because they can't understand a 60-40 split, but I I'm looking an example here. Somebody who had an average in their seminar group of about a 55 and half for the written submission. So that's the written work, but the overall average in the seminar group was 69 because those little online tests, sort of beefed them up, but I lost that in the second semester. But also, I had to make them mark more generously, but there you go, you know I'm losing it altogether anyway the coursework and then what I do with that is then I take the average of the averages for every seminar group and the standard deviation, and the standard deviation is usually coming in below 5 which I feel is a good sign that marking is in line and one of the things that really stresses this for me is when I have seminar leaders who do two groups; very often, their averages differ from each seminar group, so there's differences in cohorts unable to evidence that and sometimes suddenly you know you get one strong group and one not so strong and that shows it. And I think students they think that it's the same marker, they should have the same averages, but no, because it's student dependent.

That sort of stuff I put together evidence from moderating 'emails', and so the email is used. And that's something, a process that could be improved to just maybe just remind all staff to email, and for the module leader; and what I what I ought to do is create a folder and on 'Outlook' so I can shove all those emails in and have them to hand. But I end up just doing searches, from you know, see what I got from the various seminar leaders, on that. And just trying to think, I'd so I do that, and I also do I'll just go into my External Examiner thing, so we do the samples of work we provide the Handbook, the module template, the module assessments, marking guidance, and moderation evidence. So, to the External, we provide all the emails sent out with documents on how to mark, and the emails, that spreadsheet that I'm talking about, I sometimes put in examples of double marking, spreadsheets, and stuff and that's about it and I put all the marking schemes up.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Prepare

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.1662	4			
				1	L C	16/12/2021 18:46

And then. That that it in that sense what I do is work through it on their behalf and put all that material also into the seminars to support them. And because the bigger issue is things like quality of academic sources, so we do a lot of upfront work in the module, in the workshops I have a handout that goes through 'Google Scholar, Business Source complete and Emerald, which are Emerald is my favorite. If they get anything good out of it, because the way Emerald structures stuff on the research, it tells you if it's a research paper or a literature review because they do get confused, you know, and so the work that goes into that coursework is, it's quite substantial. Because it does, I worked this year, I think I did Coca Cola one on gender and another on something else. You know, so post the examples of what to do and then the second part of the coursework is the initial training on for 'Tableau'. We want them to create their own unique data set collected from Twitter, Hashtags around 'sustainability' terms and we use a tool called 'tags' which is by Martin Hawksley of the 'Association for Learning Technologies. It's free to use and all they have to do is get 'tags' and that downloads to 'Google Drive' and then they have to connect to 'Twitter', so they have to set up a 'Twitter account' which some of them hate. But I tell them we're only collecting data; we're not making them tweet and then they have to search Twitter and they're right up in the coursework is what search terms they used. Because the students can be and staff actually a lot of people struggle with good search terms, so we're trying to see what they do and we try and set targets that if you run the search in tags, so you just put in the search box, the hashtags that you're searching on, and if you do for example. Hashtag and climate justice and then all hashtag and climate action. Then you'll collect all the hashtags from Twitter going back seven days in that period and we advise them to try and get data set of about 2000 and that first coursework is just asking them to do that. And to upload a screenshot of the tag spreadsheet of their best search, because that verifies that they've done the bloody work because we consider dates.

I'll spend a lot of time explaining that to the students. You know, because we can see the dates are accurate and so it is their own work. That's the first coursework, so I suppose the resources used. I'd use all the research databases and I'd use Google for the non-academic and also, I use Twitter myself for some of the non-academic because I have a lot of feeds on 'sustainability'.

And I suppose the other resources; 'email' because I get a daily briefing on carbon, so I might use that and just trying to think somewhere else I

				2	L C	17/12/2021 10:41

They see all this in advance and then the questions then are really on getting them to show their insights into what the materiality matrix is doing and then basically being able to read a table of 'carbon emissions' data and answer some very basic question like what are the units of reporting here is? Is it megatons? Is it kilotons? Or just plain old tons? And to give insights into how that company is performing from the table of data which normally spans at least two years. And it's just there in carbon emissions reporting. There's three scopes of reporting there, the one that's absolutely scope one absolutely controlled by the company, and that is caused by the company scope two, which is an 'emissions' that they can include from their 'energy purchases and stuff', and then scope three, is the 'products or services' in their life and so for some companies scope

				3	L C	23/12/2021 16:14

And then I show them how to write up the analysis. So, I'd go run through that myself saying using in 'Tableau' you can hold them in on peaks and troughs you can explore from the visuals. Your top retweets and stuff like that and then I show them going to look up. You've got the data, in 'Tableau', you can see who the user is, it's look them up in 'Twitter', research them on 'Google', find a bit more about them so that you can make some you know interesting comments, and we also do some, I get them also this year only in semester two we did the most influential users, so a table, it's just a graphic, very fairly simple graphic but just showing the users in their data set who had the most followers. But if they had the UN in there, you know they'd have, you know, eleven million followers so you know they'd be high up, so you know it's a lot of it's quite as a module leader, I'd say maybe more than some others. The thing about the assessment on this module it's a much more intimately involved in creating and supporting the assessment than I am in other modules.

So, for the, to compare with the SAP module, the in-class test I write is based on the material we teach, and so I look at your lectures, get questions from that, and I've got a sort of bank of questions that I roll over around in the years and I had to vary that for the in-class test online, and because some of the questions are on SAP and instead of setting a question because obviously they can just look up the material in the textbook I asked them to use an example. So, they had to use an example from the knowledge we gained in the lab work of the impacts of

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	23/12/2021 16:48

The coursework, as I've said mostly Ray does, the pre moderation of stuff and others will comment and ask questions.

Codes\\Production Process\Information Activity_User-Provider\Review

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0468	2			
				1	L C	16/12/2021 16:39

It's probably I mean we only have time to do Sustainable Business and I might email you if I think of anything else but for Sustainable Business. I am putting in a module modification because our Head of School doesn't like the way I structured it. I do three assessments of coursework, 25% in class test, 25%, and a portfolio 50%, and the coursework and the portfolio basically have two components that are supported by lectures, seminars and workshops. And the coursework originally, although I had to change it this year because Leigh didn't like it, originally, the coursework also included an element 40% of that first quarter that was these series of four online tests, very quick tests that they had to take, but I had to remove that and just make the online tests, optional you know formative, strongly recommend that you do

				Reference Number	Coded By Initials	Modified On
				2	L C	17/12/2021 10:36

The in-class test and I'm going to move to all online, but what it has been, and I started out by releasing the questions a week before the test and then on the test day they got a case study. Yeah. And but this year I changed it because they hate reading the case study. You know it's very short, so I gave the case study out a week in advance and then and then on the day they got the questions. But they were told, you know, in seminar training what the question areas would be and so they do that and so to create those I use company websites. I basically get company sustainability report and because there's only the two things where we're targeting for assessment, the emissions data and the company's materiality assessments, which is something that lots of companies do now. They basically set out their priorities on a matrix with them, what's the top priority for the business and for the stakeholders so that you see, on a matrix what the Sky-high ones are and that does very you know,

Codes\\Production Process\Information Activity_User-Provider\Search

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0799	4			
				1	L C	16/12/2021 18:00

And I've always put in a lot of work and going through the process that the student would have to go through, so I select a company I look up. It's 'Robecosam'. I write that all up and then I do one example each for an academic source and a non-academic source and the annotations are basically trying to spell out how they're going to use this source in their final piece of work, you know, how it supports and it's all there.

				Reference Number	Coded By Initials	Modified On
				2	L C	17/12/2021 10:37

So, I use company reports to create the case studies, I might also use a little bit of Wikipedia to give some background you know, other sources about that company, but websites. And then I do several of them because of the seminar group time slots. So, no student, there's no risk that a student will meet another student who's done the same test as them, so, that's how that works. So, that's really company search and the questions I discuss I normally get Ray to moderate and that the questions are have tended to be some standard stuff around what we teach in the module around. The Global Reporting Initiative, standards bodies, things like that and they're all online resources in America, it's the Sustainability Accounting Standards Board and that we also mention IR, the Integrated Reporting, so it's called, it's all the rage, you know now, so they cover all of those things and I use examples from companies during the course of the run of the module as well so. You know?

				Reference Number	Coded By Initials	Modified On
				3	L C	23/12/2021 16:12

They see all this in advance and then the questions then are really on getting them to show their insights into what the materiality matrix is doing and then basically being able to read a table of ‘carbon emissions’ data and answer some very basic question like what are the units of reporting here is? Is it megatons? Is it kilotons? Or just plain old tons? And to give insights into how that company is performing from the table of data which normally spans at least two years. And it's just there in carbon emissions reporting. There's three scopes of reporting there, the one that's absolutely scope one absolutely controlled by the company, and that is caused by the company scope two, which is an ‘emissions’ that they can include from their ‘energy purchases and stuff’, and then scope three, is the ‘products or services’ in their life and so for some companies scope

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	23/12/2021 19:22

That sort of stuff I put together evidence from moderating ‘emails’, and so the email is used. And that's something, a process that could be improved to just maybe just remind all staff to email, and for the module leader; and what I what I ought to do is create a folder and on ‘Outlook’ so I can shove all those emails in and have them to hand. But I end up just doing searches, from you know, see what I got from the various seminar leaders, on that. And just trying to think, I'd so I do that, and I also do I'll just go into my External Examiner thing, so we do the samples of work we provide the Handbook, the module template, the module assessments, marking guidance, and moderation evidence. So, to the External, we provide all the emails sent out with documents on how to mark, and the emails, that spreadsheet that I'm talking about, I sometimes put in examples of double marking, spreadsheets, and stuff and that's about it and I put all the marking schemes up.

Codes\\Production Process\Information Activity_User-Provider\Upload_Submit_download

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0118	1			
				1	L C	23/12/2021 19:32

ran the online test because I used to download from, I downloaded stuff but no, mostly it is just what I do. The bit of the grade centre I use is the to get all those things I said about the average, you go to grade centre and you click on ‘group, seminar group’ and then for that seminar group I just click on the ‘assessment column’ that I'm interested in, like ‘coursework’ and go to a ‘column statistics’, and that's where I get the data on the performance of that particular seminar group overall.

Codes\\Production Process\Information Activity_User-Provider\Write_Input

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0534	1			
				1	L C	23/12/2021 16:14

And then I show them how to write up the analysis. So, I'd go run through that myself saying using in 'Tableau' you can hold them in on peaks and troughs you can explore from the visuals. Your top retweets and stuff like that and then I show them going to look up. You've got the data, in 'Tableau', you can see who the user is, it's look them up in 'Twitter', research them on 'Google', find a bit more about them so that you can make some you know interesting comments, and we also do some, I get them also this year only in semester two we did the most influential users, so a table, it's just a graphic, very fairly simple graphic but just showing the users in their data set who had the most followers. But if they had the UN in there, you know they'd have, you know, eleven million followers so you know they'd be high up, so you know it's a lot of it's quite as a module leader, I'd say maybe more than some others. The thing about the assessment on this module it's a much more intimately involved in creating and supporting the assessment than I am in other modules.

So, for the, to compare with the SAP module, the in-class test I write is based on the material we teach, and so I look at your lectures, get questions from that, and I've got a sort of bank of questions that I roll over around in the years and I had to vary that for the in-class test online, and because some of the questions are on SAP and instead of setting a question because obviously they can just look up the material in the textbook I asked them to use an example. So, they had to use an example from the knowledge we gained in the lab work of the impacts of everything on, so you know they had to do that for really high marks. And but otherwise the coursework is a literature review, and I do not do what I do you know; I'm not so intimately involved, I take this the structure of the assessment, I tweaked the topics each year to make it more up to date. I provide examples on how to focus and, but I don't do what I do for the undergrads, which is do all that upfront work on the formative side, giving models and however they do ask for them. So next year I might upfront put a little appendix in, say, examples of writing, because that's where they all struggle as we know.

Codes\\Production Process\Information Product-Service

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.1027	5			
				1	L C	16/12/2021 16:39

It's probably I mean we only have time to do Sustainable Business and I might email you if I think of anything else but for Sustainable Business. I am putting in a module modification because our Head of School doesn't like the way I structured it.

				2	L C	16/12/2021 16:57

It's asking them about what organization have they chosen, and the coursework pointed to a 'resource' where they could go and look at that model organization and sustainability ranking so. And it's a 'Robecosam', which can be quite difficult to find, so I put the link in the coursework for them, and so it goes straight to where they need to go to look at overall, how is their company being ranked? To give them a little bit of an idea whether they're looking at a 'laggard' or 'superstar' and then we wanted them to try and say what aspect of sustainability they were looking

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	17/12/2021 10:38

So, I use company reports to create the case studies, I might also use a little bit of Wikipedia to give some background you know, other sources about that company, but websites. And then I do several of them because of the seminar group time slots. So, no student, there's no risk that a student will meet another student who's done the same test as them, so, that's how that works. So, that's really company search and the questions I discuss I normally get Ray to moderate and that the questions are have tended to be some standard stuff around what we teach in the module around. The Global Reporting Initiative, standards bodies, things like that and they're all online resources in America, it's the Sustainability Accounting Standards Board and that we also mention IR, the Integrated Reporting, so it's called, it's all the rage, you know now, so they cover

				4	L C	23/12/2021 16:13

But interestingly, for the second semester, run with the last four weeks online, what I had to do was create an alternative assessment just using ‘Excel’ and because of for some students, they simply, although ‘Tableau’ is free to download for a whole year because I'm always hoping you know to encourage them and it's a skill and for some of them they their laptops or one had a Chrome Chromebook that they couldn't download it. So, I created an alternative in ‘Excel’ which was a clunky but just about manageable. It was doing the same sort of thing as Tableau, but just not as prettily, so Ray helped me out with them, using an ‘Excel’ command where you truncate the first four characters of a column and that way, you're able to separate out retweets and others and do a count so you know we did that. We showed them all the code but that work again, and I found interesting. Very simple things and that one student was saying it just doesn't work. It doesn't work and I realized early on that, and they had to in ‘Excel’ be in general, in order for it to work, so the format you know that sometimes the formatting just slips and I had kept the interchange with one student who I just kept asking her to email me her spreadsheet so I could see what she was doing wrong and they were all

				5	L C	23/12/2021 19:23

That sort of stuff I put together evidence from moderating ‘emails’, and so the email is used. And that's something, a process that could be improved to just maybe just remind all staff to email, and for the module leader; and what I what I ought to do is create a folder and on ‘Outlook’ so I can shove all those emails in and have them to hand. But I end up just doing searches, from you know, see what I got from the various seminar leaders, on that. And just trying to think, I'd so I do that, and I also do I'll just go into my External Examiner thing, so we do the samples of work we provide the Handbook, the module template, the module assessments, marking guidance, and moderation evidence. So, to the External, we provide all the emails sent out with documents on how to mark, and the emails, that spreadsheet that I'm talking about, I sometimes

Codes\\Production Process\Information Source

	No	0.1168	7			
				1	L C	16/12/2021 18:00

And I've always put in a lot of work and going through the process that the student would have to go through, so I select a company I look up. It's ‘Robecosam’. I write that all up and then I do one example each for an academic source and a non-academic source and the annotations are basically trying to spell out how they're going to use this source in their final piece of work, you know, how it supports and it's all there.

				2	L C	23/12/2021 15:37

I'll spend a lot of time explaining that to the students. You know, because we can see the dates are accurate and so it is their own work. That's the first coursework, so I suppose the resources used. I'd use all the research databases and I'd use Google for the non-academic and also, I use Twitter myself for some of the non-academic because I have a lot of feeds on ‘sustainability’

				3	L C	23/12/2021 15:38

And I suppose the other resources; ‘email’ because I get a daily briefing on carbon, so I might use that and just trying to think somewhere else I go and I sometimes visit and some of the UN websites and to see if there's any other you know relevant case studies so the ‘UN Global compact’ and others, so do newspapers as well. So, because but we for the non-academic sources sometimes quality newspapers are good, uh, in terms of in-depth journalism, for example around ‘Volkswagen’. And it was scandal and things like that, so I use a wide variety of the online resources to create the assessment. And then I'm using the tags, which is part of the assessment and I do again, I work through that because in addition to the face-to-face teaching, I've always actually supported that with short videos. Well for a couple of years now after the first year, I realized what

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	17/12/2021 10:37

So, I use company reports to create the case studies, I might also use a little bit of Wikipedia to give some background you know, other sources about that company, but websites. And then I do several of them because of the seminar group time slots. So, no student, there's no risk that a student will meet another student who's done the same test as them, so, that's how that works. So, that's really company search and the questions I discuss I normally get Ray to moderate and that the questions are have tended to be some standard stuff around what we teach in the module around. The Global Reporting Initiative, standards bodies, things like that and they're all online resources in America, it's the Sustainability Accounting Standards Board and that we also mention IR, the Integrated Reporting, so it's called, it's all the rage, you know now, so they cover

5	**L C**	**23/12/2021 17:11**

Well, you know variety of stuff going on there and but the resources there is the sort of marking guidelines and how to mark the visuals and so they get examples of what they should broadly look like and what the headings should be for each figure and so that they can mark that and that's 10% criteria. They can mark that up, and I'm just trying to think, so on each assessment; full marking guidance goes out and then pairs to moderate and then the other thing I use is 'Blackboard' and in fact I've got to do this, I've got the bloody 'Excel' sheet open to remind me of what

6	**L C**	**23/12/2021 19:27**

No, no I don't and I will look into that because maybe we can start using them for the formative stuff in the new Blackboard. But I've got to get my head around the training. And what I tend to do for things is I've always had a 'Discussion Board and this last semester I capitulated and let them use Piazza to which they all really love with you and posting stuff on that around the assignment. So, we've got the Piazza to the Discussion Board, which the students love. And what's good about it is for some reason that you will get students responding to students, so it does help. And the other tools on Blackboard for the coursework and the portfolio would be 'Panopto' because I do separate coursework briefings in Panopto, so they've got those as well as the seminars and then, I'm just looking down, they leave the little formative online tester to for their knowledge. And I suppose that's it. It's sort of we, it's Piazza. So instead of the discussion board, what's been successful is that Piazza.

7	**L C**	**23/12/2021 19:33**

ran the online test because I used to download from, I downloaded stuff but no, mostly it is just what I do. The bit of the grade centre I use is the to get all those things I said about the average, you go to grade centre and you click on 'group, seminar group' and then for that seminar group I just click on the 'assessment column' that I'm interested in, like 'coursework' and go to a 'column statistics', and that's where I get the data on the performance of that particular seminar group overall.

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Code

Codes\\Archive (storage) Process\Information Product-Service

	No	**0.0134**	**2**

1	**L C**	**14/12/2021 09:59**

Keep them on blackboard of course I have to ask previous students permission, so if I identify an example, normally I use good example. Yes, if you ask a student who got a really poor mark, they definitely wouldn't for you to use his work right? So normally I use good examples, so I write to students and say, you know this is very valuable and I hope you will be fine for me or give me permission to use your work as an example for

2	**L C**	**14/12/2021 10:58**

assessment brief recording

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Archive (storage) Process\Information Source

	No	0.0035	2			
				1	L C	14/12/2021 11:00

if you look at if anybody looked at my blackboard, I have assessment brief which clearly explained the differences

				2	L C	14/12/2021 10:59

assessment brief recording

Codes\\Communication Process\Information Product-Service

	No	0.0065	2			
				1	L C	14/12/2021 10:13

a teaching brief for the following weeks

				2	L C	14/12/2021 12:10

So yeah, documents, I mean. Definitely students feedback and then what else you mentioned or module leader report and then their marks and yes, and we actually know exactly some of the things or issues or concerns are. For

Codes\\Communication Process\Information Source

	No	0.0168	3			
				1	L C	14/12/2021 10:20

But in addition to Blackboard, I did use some other platform, for example, like 'Kahoot', 'Mentimeter'; kind of very fun and the very much students actually like it very much, so it's sort of combining fun and learning together. And we have quizzes, we have sort of quiz, a kind of fun competition every week. It's just for I think it's about 3 to 4 minutes

				2	L C	14/12/2021 11:00

if you look at if anybody looked at my blackboard, I have assessment brief which clearly explained the differences

				3	L C	14/12/2021 12:08

Everything, so I try to, that's the reason why I use Blackboard. Our schools independent Blackboard site, I don't want to overload my colleagues with all sorts of emails, attachments, and long ones.

Codes\\Communication Process\Information_User-Provider

	No	0.0058	2			
				1	L C	14/12/2021 12:05

At the start, I think because then it can be fed into the new semester, right? Yeah, Oh yeah with the externals.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	14/12/2021 12:05

I think externals are very helpful as well because they look at the things much more independently, much more objectively

Codes\\General_ML_Concerns

	No	0.2792	6			
				1	L C	14/12/2021 10:01

Yes, at least seven years or six years. Yeah, because I used to be the module leader of the project module as well, so two. But because of the size of the team, early on you asked about how many people involved, in writing because of the size of the team I literally could hardly, have any annual leave, in the year. Because once they finish the project proposal, they move on the project because I have it for two semesters, so, imagine one submission is in August and one submission is in January, so I literally had no annual leave for years, so I said I obviously you know I'm over hours. So, I said I couldn't do both modules and also because of the size, so many people are involved in the whole marking process and there's a lot of discussion and then you have to do third marking most of the time, sometimes by myself so, it is a huge massive work

				2	L C	14/12/2021 10:17

Yeah. Oh my, because I have moved on to Blackboard Ultra as the source of earlier. It's like for me, it's like arranging your home and for me I want to keep it very sort of streamlined, very clear structure. Because I have looked at some other colleagues, Blackboard and I found it difficult to find the materials. For me, I prefer to organize in such a way that the user will find it friendly, for example, module Handbook and then you have all the lecture slides and then the lecture recording and then whatever. So, the way I intend to organize the blackboard is to be clear, simple, and well structured. I don't like piling everything onto the blackboard, so that is the principle in my mind, so this is, how to organize it and how to use it. And I actually, I had Blackboard Ultra training last year. Although I've been using it, I must say that there are so many other functions, I have just picked up in the past months after we go online. Focus more on online teaching and delivery. So, I literally in the past month, every week I'm learning something new from the new Blackboard Ultra and all these functions, for example, like I use a lot of 'collaborate' now and I haven't used 'discussion board' in the past year because I meet my students literally, at least twice a week. So, we have a lot of discussions face to face on site and but in the future, 'discussion boards' will be exceedingly important for my module when I deliver it online. So, a lot of things, I

mean the functions which I haven't used before, I think will be much more useful next year. But in addition to Blackboard, I did use some other platform, for example, like 'Kahoot', 'Mentimeter'; kind of very fun and the very much students actually like it very much, so it's sort of combining fun and learning together. And we have quizzes, we have sort of quiz, a kind of fun competition every week. It's just for I think it's about 3 to 4 minutes.

So, after my lecture for example, Kahoot and then to see how students you know gets the main things out of my lecture I use Mentimeter. For example, before I teach quantitative and qualitative before we go into talk about, I use Mentimeter to have a very short polling. So, for example, do you want to adopt a dog, or do you want to have a pet? And, then I give them quantitative data and I also give them a qualitative data. That is the people who have already had pets talk about advantages disadvantages. And I said before you make the decision; what type of data would

				3	**L C**	**14/12/2021 10:21**

Right, so unfortunately so this is also I have discussion with 'Dong Test' team as well. Unfortunately, at the moment Blackboard Ultra has no integration with all these Kahoot and Mentimeter so and also, I use Padlet as well. So, they're not integrated, that is, one of the obviously shortcomings because I have built up so many activities on those platforms and now moving on to Blackboard Ultra and then I have to recreate a

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	**L C**	**06/10/2022 09:13**

And I think you know when you say chase somebody. When some supervisor will say oh, the information is not clear actually I normally I'm very modest, if you say it's not clear, I will also definitely improve. Then when that's only one occasion happens and I think it is not because I was not clear because he didn't read. He failed to read the first email because I, know you know my email has got one strength, that is I try to keep my email as succinct as possible, as straightforward as possible. Because some people will write an email like writing a story, it's far too long. But the way I write it and highlight the deadline, the process and even make a recording to give step by step instruction. I think it is super clear, but if they miss it, of course they wouldn't get it and of course, just like with our students, if they don't even read the assessment brief, I don't know how can they get the get points right. And but sometimes, even if they don't read my module Handbook, because I know some of them don't. But then if they just read my email, they wouldn't get lost. So, for example, I think it was yesterday, one of the supervisor and don't know why, so he emailed me and says I don't know the difference between formative and summative proposal? And I and then of course I'm normally I'm very patient, so I explained it although if you look at if anybody looked at my blackboard, I have assessment brief which clearly explained the differences and also in every email I explain, the differences between these two. These two one has got no mark, one needs to be double marked. That is the summative the final. But the formative is a draft is only to ensure the students are on the right track. But if students submit it, you have to give them feedback. So, it is in my email as well, and so in addition, it is in my two recordings. I record one of assessment brief, so I talk about the whole assessment of this module. How you can get there basically, the four steps, the key steps you have to fulfill in order to pass this

				5	**L C**	**14/12/2021 12:11**

But sometimes it's, I thought, oh, maybe you know, it's a little bit too many attachment, like too many things now. So yeah, documents, I mean. Definitely students feedback and then what else you mentioned or module leader report and then their marks and yes, and we actually know exactly some of the things or issues or concerns are. For example, some supervisors give a lot of feedback, while some others have, thin feedback. And then how to communicate this with the supervisors because we have to be honest, transparent but at the same time you don't want to hurt your colleagues right? Because it is quite painful to tell somebody, hey, hang on, look at your feedback, you know it's not as good as some others, you can see the huge difference. Some people mark, oh my God, it's like as if they're writing another dissertation or the student proposal, it's too much. But then, on the other hand, some others just write a little bit. And so, one year I did circulate a good example of feedback and then I thought that is a good practice, right? Because people can see, oh, this is really good feedback. But then some supervisor will come back saying that oh, then this allows no flexibility, as if everybody have to do exactly the same thing. You know you have to give us a room to be flexible. So, the whole idea was misunderstood. I mean the reason why I shared that was because then supervisors, I hope they could learn it by comparison with mine, mine was not that good right? Yeah, very subtle way to sort of nudge them. Nudge them towards more positive outcome. But then some people will say no, I don't want to dictate people. Normally I don't, but sometimes people might misunderstand your intention.

They think all your try to tell us what to do. No, I so normally I would go back to the supervisor and say, I don't want to tell you what to do, but I just want to share with you because I think this feedback is really good, you know. People's attitudes is different, I mean, or the way so that's why I sometimes I prefer this conversation. Cool conversation because you talk it through, it's better sometimes the wording on the email can be quite cold so and then there's some message or some of the meanings get lost. Some people might read it as offensive, or some people might read it as, how do I say, uh, module leaders are telling me what to do. For example, you know, for the proposal we have to give sub marks right, for each sub session, I mean, subgrade for each session and one of the markers just say no. According to my experience, we don't need that, but everybody else, and we've been doing it for six years. So, it is very tricky and then he will say oh, you're micro-managing me. But as a module leader I need

				6	L C	05/10/2022 12:36

I mean, just as any other role to be a module leader involves a kind of a person, a person value of being a leader, right? Because a Module leader is a leader, so it involves wants personal value. And also how to be a leader? It's not telling other people what to do. At the same time, you just have to be fair, consistent, transparent, and needs a lot of communication skills because everybody think their academic judgment cannot be challenged, right? So, how to deal with these cases, it can be quite tricky. In some scenarios and so that's how I feel about like any other roles it is quite similar, yes? So, for me, if I summarize it in a few words, I think one is to respect other people's views to listen. But at the same time have to evaluate these views more critically because you still there are some quality assurance and other things we need to maintain, so that's what I

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\General_ML_Concerns\Training_upskilling_good practice						
	No	0.1179	4			
				1	L C	14/12/2021 10:47

And of course, you know in order to have everybody on board, I made a Panopto short video to take the marker step by step. Because as I said there are 60 people. If 60, if just half of them ask you the same question, then you have a lot of emails to reply so I thought what is the best way. And so, the best way was I made a Panopto video and to take the markers step by step so all the markers literally all of them could confidently and successfully complete their marking just by watching my video because they say it's very clear you know. So, from the first step, how to log in? How to find students work? Because my Blackboard Ultra is different, most people are still using your original right. How to find students work then how to get into the 'grading form' and then how to enlarge it in version. To have a bigger screen to enter your comments and then how to whatever. So, step by step I give them the instruction by instruction.

Let's skip this. I sort of say oh, can students see it? So, what did I do? I asked one of my students. And one of my students I said, OK, can you

				2	L C	14/12/2021 10:53

Interestingly, previously on the original blackboard, it's grade centre, because I asked the supervisors to post their Word document, that is the feedback sheet up to the grade centre. Because there is a place where supervisor can upload it, but after moving to Blackboard Ultra there is no such link, where you can upload your Word document as a feedback. That is the reason why I moved onto online grading form, because I noticed that moving the Blackboard Ultra is different in that certain functions from the original one. So, I thought what is the best way you know, so we can be consistent because you don't want somebody write the feedback here and there and everybody do their things differently. You make students experiences very difficult right to find the feedback. So that is exactly the reason because I notified that a notice that I said oh hang on a moment on the Blackboard Ultra, what's going to happen to these uploading feedback sheets? And then I discuss it with the. Blackboard Ultra Team, they said, oh unfortunately, you cannot upload a Word document onto Turnitin now. So, oh, what should I do it? So, then I discovered the

				3	L C	14/12/2021 11:05

No, I send the link to them as well, so not just on Blackboard. So that is why I said it is on Blackboard. But if you don't, I know some of them don't want to look at Blackboard. OK, then I send the link to you. I share the link with them as well. If you send the link the so the same actually not just as a module leader as a director. I put many of the universities important documents on our schools Blackboard site and I did look at statistics. Not many people actually go there to read, so every time they would say, uh, where can I find this document? So, I would give them the link, or I would attach it, but at the same time I want to reinforce, I said this same document has also been uploaded onto Blackboard. So, three

				4	L C	14/12/2021 12:04

So, yes, I talk to the supervisors as well, but of course, as everything else you know, everybody has their own tastes. So, and everybody has their own preferred approach. I mean when they supervise and when they do, marking when they you know communicate, so what, normally I do is of course I respect everybody's views, but unfortunately you can't have approach that will satisfy everybody's taste. So, what I normally do is to make a visit to look at these people feedback more critically, and then try to see what is the best way to move forward. So, I mean, for example, many of supervisors have some issues with the with the ethics form. So, we have a lot of email discussions and then this year, so, I discussed with the other seminar tutor and she and we said we're going to organize and sort of like a workshop. But unfortunately, I don't know why it's

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Mark_Grade

	No	0.0247	1

1	L C	14/12/2021 10:45

And I think one of the changes earlier you said you make any changes? Yes, in terms of assessment, for example, I have been using 'grading form'. So instead of supervisors have to send in the feedback sheets I have basically transformed the hard copy, I mean Word document feedback sheets onto the 'grading form', and there both students and their supervisors love it because trade they only can post their feedbacks just on that 'grading form', which is different from you know some of the tutors will use that general comments box, right? So, this is why it's different, slightly different from that version because it gives you the how do I say it gives you a brief introduction about what is required for each session. So, the marker can see it and also the total mark will be added automatically, so it's slightly different, it's also slightly different from rubric. The

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

	No	0.0066	1

1	L C	14/12/2021 10:10

So, I said I couldn't do both modules and also because of the size, so many people are involved in the whole marking process and there's a lot of discussion and then you have to do third marking most of the time, sometimes by myself so, it is a huge massive work.

Codes\\Production Process\Information Activity_User-Provider\Prepare

	No	0.0387	1

1	L C	14/12/2021 10:47

And of course, you know in order to have everybody on board, I made a Panopto short video to take the marker step by step. Because as I said there are 60 people. If 60, if just half of them ask you the same question, then you have a lot of emails to reply so I thought what is the best way. And so, the best way was I made a Panopto video and to take the markers step by step so all the markers literally all of them could confidently and successfully complete their marking just by watching my video because they say it's very clear you know. So, from the first step, how to log in? How to find students work? Because my Blackboard Ultra is different, most people are still using your original right. How to find students work then how to get into the 'grading form' and then how to enlarge it in version. To have a bigger screen to enter your comments and then how to whatever. So, step by step I give them the instruction by instruction.

Let's skip this. I sort of say oh, can students see it? So, what did I do? I asked one of my students. And one of my students I said, OK, can you take some screenshots of how you view my feedback, right. So, she took some screenshots, so if any students had any problem, then I have the

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Code

Codes\\Archive (storage) Process\Information Product-Service

	No	0.0121	3

1	L C	13/12/2021 16:59

So, I like I just do pencil and paper the old-fashioned way and then I do keep a separate from 'Word' File.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	13/12/2021 17:24

I'll tell you, quite honestly, I inherited this module from somebody else. So, first year I had no minor modifications or anything, so I adopted what that person had done in terms of, you know, I got those assignments and I kind of used that.

				3	L C	13/12/2021 17:53

It's paper, yes, the reside in the grade centre.

Codes\\Archive (storage) Process\Information Source

	No	0.0221	3			
				1	L C	13/12/2021 16:12

Really, and in terms of the learning resources I put down the sessions and then all the briefings there for the assessment, academic papers we require for the assessment and all that background information. So, I use learning resources to get that information then under assessment. It's the actual assessment submission. You know you I. I go through you, I add. Assessment one assessment 2 assessment 3.

				2	L C	13/12/2021 16:59

I rely on grade centre, but because of who I am I always have a physical paper sheet where I put the names and I physically write them just in case something gets lost. So, I like I just do pencil and paper the old-fashioned way and then I do keep a separate from 'Word' File

				3	L C	13/12/2021 17:53

It's paper, yes, the reside in the grade centre.

Codes\\Communication Process\Information Source

	No	0.0028	1			
				1	L C	13/12/2021 09:20

So, we have frequent team meetings or frequent liaising with each other via email, WhatsApp.

Codes\\General_ML_Concerns

	No	0.0234	1			
				1	L C	13/12/2021 17:56

Well, I suppose Vince normally tells us when the Externals are available or the Director of Teaching & Learning tells us you know when our Externals are available and I email them immediate straightaway to ask whether they're physically coming to the University or whether they would like things emailed to them. So, depending on what they want, I produce the packs for them, so then you produce all the packs and write them module reports and everything, so it's already. I mean once I came in photocopied and mountains of them, you know, assessments for them to view and then the day before the External said they're not coming, and we emailed them everything. So, then I had to spend another half day

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Make notes

	No	0.0081	2			
				1	L C	13/12/2021 16:57

I rely on grade centre, but because of who I am I always have a physical paper sheet where I put the names and I physically write them just in case something gets lost.

				2	L C	13/12/2021 17:48

Yeah, and that was just fed back. So that was immediately via paper or straight onto, how did they?

Codes\\Production Process\Information Activity_User-Provider\Mark_Grade

	No	0.0426	5			
				1	L C	13/12/2021 16:14

And then of course, then it's the actual marking process. So of course, they go to 'SafeAssign' and the actual entrepreneurial project we put through Turnitin simply because (Neil Button) will use Turnitin.

				2	L C	13/12/2021 16:15

Oh yes, we do 'anonymous marking' except for the group presentation which we physically have to do in the classroom? Uh-huh Well, we've been doing so far, so the groups present in front of us. So then that it is not anonymous, but all the other marking is anonymous marking.

				3	L C	13/12/2021 16:51

We have, uh, if all of the assignment marking there's different criteria for each state. So yes, we do that we have different criteria. What I've given them in advance into in obviously in the module Handbook they have a table of the assessments and what they're assessed against. The criteria they're assessed against and then the marking grid is exactly according to that, so it's exactly consistent with that. So, then we have the marks as in whatever the weighting is for each section, and then we give feedback for each section, and we give summative feedback at the end.

				4	L C	13/12/2021 17:48

That's based on the marking criteria that we had put in that module Handbook, so it was consistent with marking criteria.

				5	L C	13/12/2021 17:59

Uh, I use the 'needs marking' and everything in there. So with the 'needs marking', I'll click in, read the report, I've put the marks in, I'd submit it at the marks in, I use the full grade centre a lot, those two mainly.

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

	No	0.0821	5			
				1	L C	13/12/2021 16:13

So, the six wiki is that that I look at that are also uploaded under 'submissions', but they're not assessed as such, so the wikis are important, and then their final assessment. So, all the details are come under 'assessment submission'. And then of course, then it's the actual marking process. So of course, they go to 'SafeAssign' and the actual entrepreneurial project we put through Turnitin simply because (Neil Button) will use Turnitin. So, it's in in conjunction with colleagues and what they're familiar with, and then we divide up who's going to mark what, and you

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	13/12/2021 16:54

I can. So. OK sure I go to grade centre. Then I go to 'needs marking' hey in 'needs marking' now underneath 'needs marking' and all the 'submitted assessments' are up there. We have in advance and divided-up who will 'mark view' so we will have the 'student names' and their 'numbers' and so each of us will only mark who we're meant to mark. And we go through that and then obviously we double mark each other's, we've got system to do that. So first of all, we do go to grade centre, and we go to 'needs marking' and we mark it and then, before we actually upload it so students can see it. We do the double marking phase. So, we email each other as to which ones etc. and then we do that and then

				3	L C	13/12/2021 17:06

Yeah, that's right, and then how can we just monitor whether you know when I'm, you know whether you're giving too many grades at one level or what are you doing? You know you get a sense of, are you using the full range of marks and all those other issues that you can look at with that kind of table in front of you?

				4	L C	13/12/2021 17:07

OK, if they have full access to it. So, when we feel you know when we put 'needs marking' and then we fill the box and we put the grade they have complete access to that. So, when I want them to double mark, I'll give them a list of names that I need them to look at and I'll email those. They even go to what I have marked, and they mark it, and they check my marks, and they can add their second marker comments etc. to it so they fully share everything I've written actually, there's nothing I withhold from them, so the teaching team have access to it.

				5	L C	13/12/2021 17:47

I still think we did. We did not capture the oral presentation online only. Oh yes, we did in the sense that they had to upload their presentation slides for the External and then the feedback was given online. Yes. You know, so that box was filled out against the criteria. So they submitted online also the slides. But in terms of capturing that oral presentation it was just face to face, but we had two or three judges, so there was that

Codes\\Production Process\Information Activity_User-Provider\Review

	No	0.0055	1			
				1	L C	13/12/2021 09:05

So, that means they have to know the entrepreneurship literature to an extent and start reading. And then looking at themselves and creating awareness of themselves as an entrepreneur

Codes\\Production Process\Information Activity_User-Provider\Search

	No	0.0101	1			
				1	L C	13/12/2021 09:12

In terms of the material, it really is looking at the latest academic information, so journals and books, but more importantly it is, you're really looking at, I trawl through the Internet, I try and find up-to-date YouTube videos, podcasts, things like that, live material that would really sort of engage with students a bit more

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Update

	No	0.0261	1			
				1	L C	13/12/2021 17:28

So, then the year after I looked at all the, you know, I thought, looked at all the areas I could improve and strengthen from it. So, having done it one year I thought, right? I couldn't, I fine-tuned the assignments, which didn't need minor modifications. I didn't, you know, change them, but I did fine tune them and I made them clearer for students. I made the wikis a lot clearer, and the wikis were very much not assessed so, and so there were changes and modifications due to student feedback due to my own personal assessment of the module, and then then also due to the new member of staff who joined me, I was trying to build things to her strengths as well. So, you know, so, we looked at that, but very much I don't think I've really changed the body of the three assessments much, but I've modified them and simply and I think, strengthened them.

Codes\\Production Process\Information Activity_User-Provider\Upload_Submit_download

	No	0.0165	2			

				1	L C	13/12/2021 16:13

Now what we do in that semester One that module we also have at several wikis where they're not assessed. But while they're doing their charity work because I want to keep an eye on them, and I wanna up make sure that you know, I'm updated with their, that that the amount of work they're doing, and they have to write a wiki per week

				2	L C	13/12/2021 17:48

We uploaded on Blackboard so once we did the marking the judges sat down and we liaised about the marks and we agreed marks and then we uploaded feedback, thorough feedback for the students plus their marks.

Codes\\Production Process\Information Product-Service

	No	0.0619	7

				1	L C	13/12/2021 09:02

OK, if I start with the semester one 'entrepreneurial project module'. We have the assessment that's the first assignment and for them to look at themselves as entrepreneurs. So, it's 1000 words, it's a short kind of almost a starter assignment to get them writing to get them using references, and they write about themselves as an entrepreneur

				2	L C	13/12/2021 09:05

The second part of that is for the same module, the second assessment is a presentation because the main overriding theme of this module is that they do some fundraising for charity, so it's really hands on. They work in groups and although the first assignment is individual where they're looking at themselves as entrepreneurs. The second assignment is a group presentation based on their charity task.

				3	L C	13/12/2021 09:05

And then the third assessment for the same module is where they reflect on the module and so it's a reflective report at the end of the module. Having done the charity group exercise and having really developed as an entrepreneur it is a reflective report at the end.

				4	L C	13/12/2021 16:11

Really, and in terms of the learning resources I put down the sessions and then all the briefings there for the assessment, academic papers we require for the assessment and all that background information. So, I use learning resources to get that information then under assessment. It's the actual assessment submission. You know you I. I go through you, I add. Assessment one assessment 2 assessment 3.

				5	L C	13/12/2021 16:52

And then obviously I give a holistic summative feedback on create 'Announcement' once the whole group is finished. Also, I'll say 10% got to this, these many marks etc. And feedback as to how they could strengthen their assignments going forward.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				6	L C	13/12/2021 17:24

I'll tell you, quite honestly, I inherited this module from somebody else. So, first year I had no minor modifications or anything, so I adopted what that person had done in terms of, you know, I got those assignments and I kind of used that.

				7	L C	13/12/2021 17:48

That's based on the marking criteria that we had put in that module Handbook, so it was consistent with marking criteria.

Codes\\Production Process\Information Source

	No	**0.0330**	**5**

1 **L C** **13/12/2021 09:12**

In terms of the material, it really is looking at the latest academic information, so journals and books, but more importantly it is, you're really looking at, I trawl through the Internet, I try and find up-to-date YouTube videos, podcasts, things like that, live material that would really sort of engage with students a bit more, and then I create my own, so I video myself and I put that on as well, so we do that and it's more about

2 **L C** **13/12/2021 09:13**

Then and so it's building it up like that. And then, of course, there's creating 'announcements' on Blackboard all the time just to keep reminding them and plus posting lots of different things on Blackboard from previous years as well, new material to help them.

3 **L C** **13/12/2021 16:11**

Yeah, so basically what we what I do, really is in terms of assessments that submission I use 'assessment submission' to set up.

4 **L C** **13/12/2021 17:49**

That's based on the marking criteria that we had put in that module Handbook, so it was consistent with marking criteria.

5 **L C** **13/12/2021 17:57**

Yeah, but I agree with you. If they wanted the blackboard site, they would be more than welcome to have a look at it then.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

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Code

Codes\\General_ML_Concerns

	No	0.1324	3			
				1	L C	12/12/2021 16:21

Today and you know, I was bit like oh for god-sake we have done something new again but actually it's not that much different. I find most of these online platforms very user friendly like blackboard. Well, I mean, I'm sure though, because all I want is put my coursework on there so I'm not one of these people who goes into massive detail and uses everything they could. So, in the old blackboard all I did was just populate the top left hand side column, so I won't go into assessment details. I will upload my briefs in there. I'd go to submit coursework and I link to Turnitin and would create Turnitin in assignment. There I would mark online, and I would also have to mark offline in the beginning when we didn't trust whether the marks were going to be released or not. And I think it's important, with Blackboard trust thing because in the beginning you know you had your marking sheet and feedback on Word. You had another marking sheet on Excel and then you had also Turnitin because we didn't trust that the mark would not be released to students, and it has happened in the beginning. Students could see marks before they should and so in that way, we I had like loads of different files open and jumping in between Excel, Word and Turnitin and then Grade Centre. Now that we've

				2	L C	13/12/2021 06:53

Especially when you just think right, I'm not a tech person and then I've just learnt how use Blackboard and then you know we now Blackwood Ultra and it sounds all scary and new again. But actually, if you really look at it, it's not that different, it just looks different, but actually just playing around with it, today I thought actually this is very similar and I'm sure I'll get used to 'grade book' and I'm sure I can actually at some

				3	L C	13/12/2021 06:58

Absolutely is that comforting confidence and also you know what if Blackboard doesn't work on the day and where it all your marks gone? It's like people, you know when the computer came and then they still had their notebook with all the marks in there. So, I think this is kind of similar, it's a similar behaviour of how to do new things

Codes\\Production Process\Information Activity_User-Provider\Design

	No	0.0064	1			
				1	L C	12/12/2021 16:10

So, I would do on my email, and I would go offline with meetings to discuss with them the design of the coursework's.

Codes\\Production Process\Information Activity_User-Provider\Make notes

	No	0.0701	3			
				1	L C	13/12/2021 06:36

And I think it's important, with Blackboard trust thing because in the beginning you know you had your marking sheet and feedback on Word.

				2	L C	13/12/2021 06:52

I would also send markers an email with marking criteria and some kind of expectations for a different marks. And then you know they would leave their feedback and then marks on Turnitin. So, then I would allocate people to double mark and then they go to the different peoples groups and then moderation. I would look out to take everything, you see this is the thing I should learn how to look at the statistics online, I still do it in Excel. They should be able to in Turnitin itself to see is there a fair distribution of marks. Great centre, I don't really use because there is a link between Turnitin and the grade centre, isn't there? So yeah, I don't really use it the only time I use grade centre when there's an exam

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	13/12/2021 06:54

Absolutely is that comforting confidence and also you know what if Blackboard doesn't work on the day and where it all your marks gone? It's like people, you know when the computer came and then they still had their notebook with all the marks in there. So, I think this is kind of similar, it's a similar behaviour of how to do new things.

Codes\\Production Process\Information Activity_User-Provider\Mark_Grade

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0647	3			
				1	L C	12/12/2021 16:20

Now that we've become more, I think more accustomed to it, so you become also a bit more, well I know what's happening I know how to release and so it's more on Turnitin itself, but I use it for the marking the feedback

				2	L C	13/12/2021 06:37

Some modules, do you use to Turnitin Rubric, I'm not doing it on my own modules yet, but Rachel's doing it and having done it for hers, I think, well actually it's doable. So, I might look into it myself for next year for my own modules.

				3	L C	13/12/2021 06:49

Anonymous marking would be different because you just would do, but no with Rachel, I think I could do that too, of course, is just again, allocate the group to the students to the tutor and then, although it is an anonymous, you still doing your own tutor group. So yeah, I will keep doing that just allocate tutor groups to the actual tutors, that's handy. The only thing I find then that you've to make sure that sometimes you have students who are re-sitting and so you have to allocate that to someone, otherwise they don't get marked because you know another tutor group. So, you have to do that, but yeah, so I would use with undergraduate module, I will use that function, allocating to tutor groups.

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0434	1			
				1	L C	13/12/2021 06:51

I would also send markers an email with marking criteria and some kind of expectations for a different marks. And then you know they would leave their feedback and then marks on Turnitin. So, then I would allocate people to double mark and then they go to the different peoples groups and then moderation. I would look out to take everything, you see this is the thing I should learn how to look at the statistics online, I still do it in Excel. They should be able to in Turnitin itself to see is there a fair distribution of marks. Grade centre, I don't really use because there is a link between Turnitin and the grade centre, isn't there? So yeah, I don't really use it the only time I use grade centre when there's an exam

Codes\\Production Process\Information Activity_User-Provider\Upload_Submit_download

	No	0.0495	2			
				1	L C	12/12/2021 16:18

Well, I mean, I'm sure though, because all I want is put my coursework on there so I'm not one of these people who goes into massive detail and uses everything they could. So, in the old blackboard all I did was just populate the top left hand side column, so I won't go into assessment details. I will upload my briefs in there. I'd go to submit coursework and I link to Turnitin and would create Turnitin in assignment.

				2	L C	13/12/2021 06:48

I would normally do is like okay, so students submit their coursework and it's there and I did this year again and last year, I've forgotten, but when you have more than one tutor group you create a tutor groups, so that everyone all they have to do is tick on their tutor group so what they have to just go to 'Turnitin assignment by group' and they have the students there. Which is handy because then they don't have to go through

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\Production Process\Information Source						
	No	0.0739	6			
				1	L C	12/12/2021 16:07

Definitely lets, well, let's go to the undergrad module that's very much true, using the textbook, using colleague discussions, using previous coursework and we for some assignments we use SPSS, well, the students can use SPSS, Excel, Google forms for doing their research, Word processor, and PowerPoint for presentations.

				2	L C	12/12/2021 16:13

I do both because when I work from home and I think for students as well, they might find it very expensive to buy textbook. So quite a few of my textbooks, especially on the core ones are online. Like for textbook was online this year and one of the further reading was online as well and I think it's handy for students because and when there's somewhere else, especially the Lockwood lockdown, they need to be able to access it, and

				3	L C	12/12/2021 16:14

Yeah, yeah. Working at home as well. I'm not logging off, you know, taking books home and back into work so online is really handy.

				4	L C	12/12/2021 16:18

I find most of these online platforms very user friendly like blackboard.

				5	L C	13/12/2021 06:52

I would look out to take everything, you see this is the thing I should learn how to look at the statistics online, I still do it in Excel.

				6	L C	13/12/2021 06:53

I'm still doing that, and you make me aware of darnation and I should really step up a bit. Blackboard Ultra the analytics are there so why? Why you know? Why stick to something that you don't really have to do.

Files\\Transcribed_[P11] - 18 June 2020 14.09.29

Code

Codes\\Archive (storage) Process\Information Source

	No	0.0052	1

1	L C	10/12/2021 16:28

And then other sort of miscellaneous data, so I've always maintained that myself. In the old days I used to sync that to an external hard drive, so I would you know if anything ever happened to my laptop then I wouldn't lose it. Nowadays I have all that on OneDrive.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Communication Process\Information Product-Service

	No	0.0042	1

1	L C	10/12/2021 16:25

Well, I suppose the module leaders report. As part of annual monitoring if I was module leader, I would always draft it, but I would always get input from colleagues involved in the in the module before submitting it.

Codes\\Communication Process\Information Source

	No	0.0124	2

1	L C	10/12/2021 16:18

I would have if it was me that was leading it, I would probably share the blank spreadsheet with the team prior to doing the marking and they can then add their marks in.

2	L C	10/12/2021 16:38

I think that this, um, you know, giving access to external examiners on Blackboard and I just don't think it allows that same level of dialogue between the externals of the course team and I'm an external examiner. I have been an external examiner at three or four different places. I'm currently an external examiner at an institution in Ireland and I've had the same experience as an external examiner where you know, you just

Codes\\Communication Process\Information_User-Provider

	No	0.0054	1			
				1	L C	10/12/2021 15:59

I know I used to spend a lot of time in Registry working with the team there. When I was only a like a module leader as opposed to a programme leader, then perhaps less so, but I would always keep in touch with the course administrator who was handling there, my particular module.

Codes\\General_ML_Concerns

	No	0.1501	9			
				1	L C	10/12/2021 14:27

I mean I have used, I've made good use of, certainly wiki's and discussion boards, but I would say that for most of the modules that I've worked on, they've been, they've been part of the kind of the learning for the module, rather than an assessed part I have I have used which wikis in the past four and assessed piece of work where the students were actually graded on the level of their contribution to wiki's. But I've I, I suppose I've got a little bit frustrated with that in the past that it's, students have sort of cotton-on to the fact that the grading tends to be on the basis of how much material they contributed to the wiki, so all that then done is copied a huge swathe of test, put it into the wiki and up to their proportions.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	10/12/2021 15:45

Yeah, that's an interesting question Louis, I'm. This is this in confidence. Um, I know that there's been an expectation of for anonymous marking for the past couple of years. I'm going to be honest and say certainly in the Level 6 module I was leaving last year, I ignored that. There was a good reason for doing that. Firstly, it was quite a small module. There was only about 25 students in it. Secondly, the piece of work that I'd ask them to do required the students individually to select a building of their own choice. Yes, yeah, not every piece of work was unique, but I was working with the students week by week and talking about their individual buildings, so I knew which building was associated with shoes so. Even if it had been submitted anonymously, I would have known anyway whose work it was, the other. The other thing I have a slight issue with anonymous marking in insomuch as I think that a lot of students find it a little bit too human. Busy. They like to receive personalised feedback. They like to know that that you've you responded to you know the work that they done, you recognise the input that they've had, and I think often with anonymous marking that. That gets overlooked. I mean, I can absolutely see the reason for anonymous marking, particularly with you know issues of unconscious bias and so on. But I have reservations with it. I really do and I If I was putting an if I had to stand in a witness box

				Reference Number	Coded By Initials	Modified On
				3	L C	10/12/2021 15:46

But there was an interesting piece of work done, I think it was Ed Pitt and Naomi Winston I don't know if you've ever come across either of those, but they did a study into whether anonymous marking. Whether students actually want it, and their findings were that that most students didn't. I didn't really feel that there were any benefits to it. I mean, if you're interested, I could probably direct you to the study.

				4	L C	10/12/2021 15:55

I mean, I must admit I have within could I find the grade centre with so many different columns and so much information in there, a little bit distracting when you're trying to use it to get an overview of marks. So, when you're like at this time of year when you're getting ready for assessment boards, and you want to have a clear picture of what the marks look like.

				5	L C	04/10/2022 15:07

I think most recently my experience was certainly dealing with registry. It would have been via email, so it would been exchanges of emails with you know the 'Board reports' attached and that sort of thing that without something that I always found quite frustrating in the last couple of years that. It didn't seem a very dynamic or user friendly approach. But when the course administrator in registry would send you like what seemed to be almost like a PDF version of a very roughly put together 'board report', you couldn't then manipulate. I mean, it may have changed since then, but it just seemed to be a very crude way of sharing information when all of the information is available digitally. So why can't we just have all have access to that same information to be able to comment upon it? It may have changed a little bit since then.

				6	L C	10/12/2021 16:13

For reliant on it I would say, from as a module leader, I would say I was and very reliant on it as a tool. I mean, I think as a way of communicating information to students in a consistent way, then I think yes, it's effective. But as a useful tool for me as a module leader to use, I would have it down as a three or four. And another thing that I used to get frustrated with, again, I don't know, this may not be an issue in Blackboard Ultra, but

I was never sure, or we spoke of a moment ago about having the post date in Turnitin and at that point the marks would then be released to the grade centre. I was always, I was never really confident that if I was putting marks into Turnitin, but they weren't somehow finding their way into the grade centre and subsequently finding their way into students because I discovered through a student showing me that even though the

				7	L C	10/12/2021 16:16

I never used to end to the mark at that point, I used to just add the mark to my feedback and just keep it closed from the students and then when I've marked everything and reviewed the marks and if there were other colleagues involved, go through it with them. I would then go back through each individual student and enter the mark at the top in Turnitin and then allow it to be released. So that was again, something where I didn't have confidence in the system that it wasn't actually releasing those marks to students without me knowing it.

				8	L C	10/12/2021 16:45

I mean I, suppose out of all the things we discussed, the thing I probably feel most strongly about is the design of assessments. I know that's my, that's the thing that's why I'm pushing more than anything at the moment. I think that that people have their approach to module design in completely the wrong way. I think that we should be using assessment as the vehicle for learning, and I really do encourage colleagues to exploit students enthusiasm about coursework and get them to engage more actively with the learning through the coursework through the assessment.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				9	L C	10/12/2021 16:46

How I would see it coming through is at the point which courses are reviewed or at or when courses, when new courses are proposed. So, the main in which, we've got the opportunity to change things is through the review. I know it seems like a long period, but over a period of five years every course should be reviewed. So as courses come up for review, then what I would like to embed is a process whereby the course team has to go through a series of workshops to redesign modules and it's at that point that, the new approach can be embedded, so in theory under that sort of regime it would take five years for the entire university to change. Now, even that, frankly, is ambitious and there will be lots of courses who would not be prepared to change. And won't engage with this approach at all, but wherever I had conversations with course teams and try to get them to think a little bit more creatively about it. The feedback from course teams has actually been quite positive. I mean, I was this morning I was doing a workshop with the. Small course team actually in the Business School who are developing a new course in sport management. And that's exactly the approach that I was I was promoting. So, I think that in answer to your question, how do you? How do how does it get to call

Codes\\General_ML_Concerns\Training_upskilling_good practice

	No	**0.0469**	**1**

1	**L C**	**10/12/2021 13:31**

Well, I mean I don't know if this is answering your question in the right way, but for designing an assignment. I, my starting point would always be the learning outcomes for the module, so I would I would look at the learning outcomes and design a form of assessment that provides opportunities for the students to demonstrate that they have achieved the learning outcomes so that that would be my driver. But I, I'm not saying I'd be unusual in that regard, but over the past year or so I've been running. This is sort of a little bit of an aside, but I've been running curriculum development workshops with colleagues across the university when they've been going through course reviews or developing new courses. And I've been promoting an approach to the design of a module in which we build the entire module around the assessment process. So, rather than thinking of the module in terms of the content of the module, I've proposed that we develop the module learning outcomes and then having developed the learning outcomes, we think about the forms of assessment that will enable the students to demonstrate that they've achieved the learning outcomes. And then use the assessment tasks as the main vehicle for the learning to take place throughout the module. I'm on that basis I often cite the example of a Level 6 module I was running up until last academic year. Where it was about essentially about the conservation of historic buildings, and I developed the learning outcomes and then used the assessment tasks to facilitate the student engagement with the material. So, by going through the assessment, that's where the learning took place, and there were two pieces of assessment and my job, then week by week, during the module was to support the students in working towards the requirements of the assessment. That, in my view, encourages greater student engagement with the learning material because they knew that everything that they were doing in the week by week was contributing towards their assessment. So, I mean that your original question was what? What sources would I use? I mean that they would

Codes\\Production Process\Information Activity_User-Provider\Design

	No	**0.0169**	**2**

1	**L C**	**10/12/2021 12:13**

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2	**L C**	**10/12/2021 14:28**

So, what we did was we set up a Google Doc which all students could access and as groups they had to enter their questions in one column in Google Doc and then we as the module team responded to those questions in this in the parallel column, but all students could see the answers to all the questions, and it was a good way of ensuring that students had the maximum benefit from this sort of questions that were asked, and it

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Make notes

	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0033	1			
				1	L C	10/12/2021 16:19

I would have if it was me that was leading it, I would probably share the blank spreadsheet with the team prior to doing the marking and they can then add their marks in.

Codes\\Production Process\Information Activity_User-Provider\Mark_Grade

	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0441	4			
				1	L C	10/12/2021 14:29

but when it comes to the actual assessment process I'm not. I'm not a huge fan of Turnitin for marking, for you know, for actually giving feedback, but maybe that's maybe that's a future question. I'm not sure.

				Reference Number	Coded By Initials	Modified On
				2	L C	10/12/2021 15:44

Do I use rubric's? Yes, I do, I do. That's a good point I've always made quite good use of Rubics, and I used to use Rubric is quite a lot, even before we went to digital submissions, so I would have used paper based rubrics in the past where I have developed my own sort of grid, marking grid on a on a single sheet of paper and would have the assessment criteria and then this sort of grade boundaries for each of the you know whether it's a 40, 50, sixty, 70, so on. And then I would have a space for comments. So, I've actually transferred those onto Turnitin, and certainly in the last few years I've used rubrics quite a lot, when I've been marking, and I do think that that does help with consistency.

				Reference Number	Coded By Initials	Modified On
				3	L C	10/12/2021 15:47

Okay, so you might need. You might need to prompt me on the expert, but I'll do it from memory from the last time I did it. So having set up the coursework submission via Turnitin, then the let's assume that I was marking it in Turnitin, so I gave all my feedback within Turnitin and then awarded the mark in Turnitin. Once the marks were all in then they would be transferred automatically to grade centre. I would always set up Turnitin so that, there would be a like a post date, the date on which the marks would be posted. So, the marks wouldn't be available to students until that post date. But essentially that that was it. I don't think I made particularly use any sophisticated aspects of the grade centre or to or,

				Reference Number	Coded By Initials	Modified On
				4	L C	10/12/2021 16:14

I never used to end to the mark at that point, I used to just add the mark to my feedback and just keep it closed from the students and then when I've marked everything and reviewed the marks and if there were other colleagues involved, go through it with them. I would then go back through each individual student and enter the mark at the top in Turnitin and then allow it to be released. So that was again, something where I didn't have confidence in the system that it wasn't actually releasing those marks to students without me knowing it.

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0139	1			
				1	L C	10/12/2021 15:52

Okay, so, if it was a large module with multiple tutors marking it, then obviously we would divide up the students by whatever means appropriate. Some cases it might be by seminar groups, some cases it might just be a straight forward alphabetical division of the students. This the staff would then mark their work individually, provide the feedback we would use rubric's to ensure that we had a consistent approach. And we would try to do any sort of internal moderation before such time as the posted date came so that we could, when it came to time to release the marks, we have done all about moderation exercises. What else? I mean, I think that's about it really. It's not much more sophisticated than that.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Prepare

	No	0.0138	1			
				1	L C	10/12/2021 14:24

Um, yeah. I mean, if the module that I've just been describing to you, I was the sole lecturer on that module. So, but where I've where I've laid modules where there is a team. Typically, I would say around about this time of year in the summer period in preparation for the next academic year. The team would get together. We will probably take the previous year's module handbook as the starting point. And then sort of reflect on what aspects of the module went well. What aspects didn't go so well? What adjustments do we need to make either to the coursework briefs or to the module programme, and then as a team we would make adjustments to the module Handbook ready for the start of the next academic year.

Codes\\Production Process\Information Activity_User-Provider\Review

	No	0.0189	2			
				1	L C	10/12/2021 15:57

Then I would take out all the relevant columns and I would just have the you know there were two pieces of coursework. I would just have the marks for those two pieces of coursework and then an overall module mark and it was easy then to manipulate the data within that because you could order the marks you know in order of from the highest to the lowest. You could instantly see the number of students that had been referred or instantly see students who were very close to a different mark, marking band or very difference between sort of passing and failing. So, you might want to go back and review their marks to see if you could do something to pull up those students to get them over the line. So yes, I did use

				2	L C	10/12/2021 16:20

So, if there was a team involved, then yes, I think all of those things we would as a team we would sit down. As I said, reflect on how this year's coursework went, whether that coursework would be suitable to reuse next year,

Codes\\Production Process\Information Activity_User-Provider\Upload_Submit_download

	No	0.0058	1			
				1	L C	10/12/2021 16:15

And you know what I used to do to overcome that, I use when I used to, now you just reminded me now when I used to mark students work. I used to put all my, type in all my comments, my feedback into Turnitin. And you know you're supposed to then enter their mark at the top of the page in Turnitin.

Codes\\Production Process\Information Product-Service

	No	0.0267	4

1	L C	10/12/2021 12:14

Well, I mean I don't know if this is answering your question in the right way, but for designing an assignment. I, my starting point would always be the learning outcomes for the module, so I would I would look at the learning outcomes and design a form of assessment that provides opportunities for the students to demonstrate that they have achieved the learning outcomes so that that would be my driver

2	L C	10/03/2022 19:18

Well, I always used to put it into the module Handbook though. You know from the days when we used to give a hard copy of the module Handbook to students, and then when we transferred everything to only digital copies, I always prided myself on producing a very comprehensive module handbook which would be available from day one of the module and the very first page of the module Handbook would set out the module learning outcomes. And then the rest of the module Handbook would include the module programme. Very, very detailed

3	L C	10/12/2021 14:25

What adjustments do we need to make either to the coursework briefs or to the module programme, and then as a team we would make adjustments to the module Handbook ready for the start of the next academic year.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	10/12/2021 15:56

Now I know that registry can provide you with a you know, like a 'subject board report' or whatever, and you can see that the overview of the marks,

Codes\\Production Process\Information Source

	No	0.0281	5

1	L C	10/12/2021 14:25

Yeah, I mean, I think probably the most straight forward process would be to just to say that every things in the module Handbook and therefore details of all the coursework is in the module Handbook. And so that that would be the main source of information.

2	L C	10/12/2021 14:28

So, what we did was we set up a Google Doc which all students could access and as groups they had to enter their questions in one column in Google Doc and then we as the module team responded to those questions in this in the parallel column, but all students could see the answers to all the questions, and it was a good way of ensuring that students had the maximum benefit from this sort of questions that were asked, and it

3	L C	10/12/2021 14:28

Well, I mean I have also used both Turnitin and Blackboard SafeAssign for coursework submission, and, you know, that's been fairly standard for, I would say, probably the last eight to nine years for this device. I've always used that, I've never really had any major problems with them. I mean, perhaps I'm jumping ahead here, but when it comes to the actual assessment process I'm not. I'm not a huge fan of Turnitin for marking, for you know, for actually giving feedback, but maybe that's maybe that's a future question. I'm not sure.

4	L C	10/12/2021 15:56

but I quite often did maintain my own spreadsheet of marks, so I would download the student list from Turnitin or not from the Grade Centre.

				Reference Number	Coded By Initials	Modified On
				5	L C	10/12/2021 15:57

So yes, I did use Excel spreadsheets as well.

Codes\\Production Process\Information_User-Provider\Experience

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.1137	4			
				1	L C	10/03/2022 19:17

Well, I mean I don't know if this is answering your question in the right way, but for designing an assignment. I, my starting point would always be the learning outcomes for the module, so I would I would look at the learning outcomes and design a form of assessment that provides opportunities for the students to demonstrate that they have achieved the learning outcomes so that that would be my driver.

				Reference Number	Coded By Initials	Modified On
				2	L C	10/03/2022 19:18

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Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	10/12/2021 16:23

And the most common type would be a project based assessment. So, I'm personally not a huge fan of examinations as an assessment method. I like, particularly in the field that I was predominantly teaching in, which was a very practical oriented field like construction surveying, I like building real world scenarios to students and getting them to respond to real problems. So, they were generally projects they required students to do research, to analyse buildings or situations. To come up with solutions and to present the solutions in a variety of ways, sometimes graphically, through drawings or sketches, sometimes through reports, sometimes through, you know very specific documents which would follow a almost a prescribed format. I used to do a lot of work on my conservation module in getting students to do what we call a conservation plan where they have to do an analysis of the heritage value of the building. And that requires them to research the buildings history to do a survey of the building itself, physically to pick up on what features of the building contributes to its heritage value. To analyse the literature that would be relevant to the heritage value of that building. So, I'm a big fan of real world scenarios and so did my assignment types would tend to follow that approach?

				Reference Number	Coded By Initials	Modified On
				4	L C	10/12/2021 16:36

Well, I mean I, I think back here to when I was Programme leader. I did 10 years as Programme leader for a for the Construction studies programme which was a massive of maybe not massive by Business School standards, but it had about 600 students on it when I was 600 students at that time, across. It was at that time there were about 6 or 7 degree pathways within the programme, with a shared level 4 and then specialist level five and six. And so, I used to be responsible for all the liaison with the External Examiners and we used to have a team of about five external examiners on that programme, mix of academics and professionals. At that time, it was my job to pull together all of the assessment material at two points within the year, so one for Semester one, for semester two and we would send out, module hand books and draft examinations to the external examiners for scrutiny for the whole programme. I mean when I first started doing it, we would do it in hard copy so we would have it literally a stack of paper that would be posted to the external examiner for scrutiny. I'm sure they loved getting that. We would do the same in Semester 2. And then we would have a two day period where the external examiners came in to look up modules and then all of a sample of work from every single module at levels five and six would be laid out for the external examiners. And then separately they would, well in those days we used to have Subject Boards for the modules and then programme boards for the courses and then the external examiners would then come in a week later for the programme board. So, we had a real sort of rigorous system of keeping the external examiners informed and allowing the external examiners to have some input. To be honest, I think the wider we do it now. It doesn't allow the same level of scrutiny. Which some might say is a good thing, but equally it doesn't give you the same opportunity to get the critical input from the external examiners, which I think is really valuable and exposing yourself to that scrutiny by the external examiners. It can be quite hard and good miss those I've experienced some very, very, very difficult. You know, people who really have kind of torn the course of parts. Sometimes we've reason, but other times you know quite unreasonably. But nevertheless, it really does force you to think about how you're designing course works and assessments and so on, and I can remember one year where we had, we knew we knew that our dissertation had been really badly managed, and we got absolutely torn to shreds by the whole team of external examiners. But as a result of that we responded and came up with a fantastic new

Files\\Transcribed_[P12] - 08 June 2020 12.02.00

Code

Codes\\Archive (storage) Process\Information Product-Service

	No	0.0092	2			
				1	L C	10/12/2021 11:03

my colleagues may have a copy, but I tried to make sure that if I am saying anybody asks me about any document,

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	10/12/2021 11:09

And so of course I do have them in my system, if I do have them in my system, then I don't have to go to the SRS, but I can always go to SRS and for instance, if I want to find the contact for contact numbers

Codes\\Archive (storage) Process\Information Source

	No	0.0477	4

1 L C 10/12/2021 11:01

Of course, in that case, then you have all those three areas, there is one in the blackboard site, another in the email and another in my laptop. However, in my laptop are only those things, for instance, if I do a marking and after marking, I copy, I put a copy of the list of the marking in a spreadsheet. I make sure that I have it in my laptop and in my flash key

2 L C 10/12/2021 11:05

The point is the grade centre is a very good place to store marks. However, I think they can store marks up to a certain number of years. I don't see anything the before 2016 but I have marks have those marks in my system and my laptop and in my flash key. So, I can say grade centre is a good storage, but it only stores up to a certain period

3 L C 10/12/2021 11:06

Yeah, it's very useful, because it has for instance, there was a student is not in my module. But it's in another module that I thought last year. He sent a query to say he did not, his mark was like missing? So, I went to my system, and I could see that I marked his paper and then I went to the blackboard grade centre that is last year, and I saw his name there. So, I communicated to him, I say look, this is what I found in the grade centre. Now for some reason he did not respond back, I but I sent a copy to all the people who are involved in tutoring him, the module leader, the two module leaders here and the two course leaders and him and myself, but I think from there he hasn't come back which means he's now

4 L C 10/12/2021 11:08

Yeah, of course, the SRS, we use it, for instance, when there is a query, one of the first things is quickly see if this a genuine student?

Codes\\Communication Process\Information Product-Service

	No	0.0024	1

1 L C 10/12/2021 10:41

OK, so level fours don't have External, so you rely on the other stakeholder feedback.

Codes\\Communication Process\Information Source

	No	0.0056	2

1 L C 10/12/2021 09:27

and they used of course Excel spreadsheet, to say these are the students, this is their groups, and this is their mark.

2 L C 10/12/2021 09:30

Although they before sending the marks to me, they put them on Turnitin.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\Communication Process\Information_User-Provider						
	No	0.0010	1			
				1	L C	10/12/2021 10:56

I send it straight to the Registry.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\General_ML_Concerns						
	No	0.0580	2			
				1	L C	10/12/2021 10:58

Yeah, the one which actually still a problem to us is the attendance, especially for workshops, which I also addressed to the team. And we are we actually still can, I use the fairly uncomfortable word we are still struggling. It's difficult to get the students to go workshops. So, we need to draw or to design a workshop which will be attractive to the students. I think for one reason is we have made it to arithmetic, we call it Entertaining London but actually what happens is we are looking at the cultural sector in London? And how it is being from a business point of view? So how is being funded? And then how it's being managed and how it does its business so the person who designed it right from the beginning and I think most of our department, is the quantitative actually. It used to be called Economics and the Quantitative Methods Department. So, what we are doing mostly is quantitative factors, so it's calculations. So, when it goes to workshop is all about calculations data, putting data together so I could see that most of the students are struggling on that area, so the attendance drops and most of these students know that they can pass their test, by just concentrating on last minute, going through the lectures which are which are recorded and they're going through a few of past

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	04/10/2022 17:21

So, this has the number, phone numbers and it also has their emails, so we can use that for emailing them just in case. Although the grade centre it has, it has an email as well. The good thing in the grade centre you could copy that email and then put it in the normal system of emailing, which means you can always go back and see when I contacted the student. Now the grade centre the problem is you don't have even a copy of

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\General_ML_Concerns\Training_upskilling_good practice						
	No	0.0174	1			
				1	L C	10/12/2021 11:12

OK, that's fine, that's fine. Yeah, and I think one of the things that we may possibly have to look at is whether or not there is a user-friendly way of just training staff. Yeah, just to train them, even if it's half an hour, but it should be like compulsory on how to use this stuff because I have been there for all these years, and I think people may be struggling to use the blackboard. So, for instance SRS, I mean, there was a time I was going to try to get information about the student and I didn't know where to find it. So, these guys, they wrote an email so you can find it. What is

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\Production Process\Information Activity_User-Provider\Mark_Grade						
	No	0.0317	3			
				1	L C	10/12/2021 09:25

so, what we did was filter as regards Turnitin. And then of course I would just for instance, maybe to be on the practical side, what happened at this time is I, we looked at the groups that each tutor was their seminar leader, so, he or she was mark their groups, when it came to the group report. So, what they did was they, just went to, downloaded the document, and then marked it and then put a mark on the blackboard on the

				2	L C	10/12/2021 09:31

So Turnitin is linked to Blackboard to the to the grade centre, but when they put a mark immediately, it is automatically.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				3	L C	10/12/2021 10:59

Yeah, before they are placed in the blackboard and we put them in our systems, in our laptop. And of course, for instance, in my house the laptop is there and I'm the only one who can access the information about uni. Well, we store it in I store it, I don't know about the others, but I think they are also doing the same. I store it in the laptop and of course, I have a flash key which I keep a copy, should there be any problem with my

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0447	3			
				1	L C	10/12/2021 09:30

we had quite a good communication about the marking scheme before the test was placed. Because we did both the test, setting the test and the marking scheme together before this did it. So, when it came to marking, they already had the marking scheme, although I still sent it to them as a copy. So, the used their copy of the marking scheme and then they mark their papers, and then they send it to me, what they mark to me

				2	L C	10/12/2021 09:32

So, what I did was to look at the mark and if I'm satisfied, then that's OK. There was one mark for instance, which was close to 30 and I thought we didn't have to fail this student, so I sent an email to one of my colleagues and say can we upgrade this student to 30? This was fine. So, the other members of the team were, the other two members were very busy. So, I when I saw that you were sort of delaying the marking and it was about the deadlines, so I volunteered to mark their papers, but I asked them; that are you OK if I can mark your students? They said yes, so I did the marking, and they were very happy because they of course you know how tedious marking can be, and there are about 20 students or so, so

				3	L C	10/12/2021 10:34

Yeah, in most cases I mean this is a what do you call it? This is a Level 4 module and so what we normally do is we agree among ourselves. And this only one case which happened, there was a student towards the marginal, and so I think it was one or two marks down. So that's the only student I requested the person who had marked not me, the person who had marked it

Codes\\Production Process\Information Activity_User-Provider\Prepare

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0086	2			
				1	L C	10/12/2021 09:12

So, what I've done is I have communicated with the team, and we have had several meetings, in order to develop the material.

				2	L C	10/12/2021 10:35

So, what I normally do is I set questions, for instance the in class test I set questions and then send them to my team to have a look and then they come up with the comments.

Codes\\Production Process\Information Activity_User-Provider\Review

	No	0.0056	1			
				1	L C	10/12/2021 09:06

But what happened is I also did the what we call summer school and on in 2018 it was challenged. One of the students complained about it, so, on the basis of that, we have made some improvements.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Transfer

	No	0.0041	1			
				1	L C	10/12/2021 10:39

If I may clarify that I didn't take it for granted when I took it from my colleague. He already had a format of setting the report and the test.

Codes\\Production Process\Information Activity_User-Provider\Update

	No	0.0146	2			
				1	L C	10/12/2021 09:05

New developments, for instance, when it comes to how many people are there in how many visits have been there in say the museum, the British Museum, then you can't use the all this you know you need to use the newer, up-to-date information, so much of it has been to update.

				2	L C	10/12/2021 10:36

And then I update the assignment, the group report setting, based on their comments and then before I upload it, I send it to them again. To have their say, OK, this is fine, this is OK with us and then I upload it for the students.

Codes\\Production Process\Information Activity_User-Provider\Upload_Submit_download

	No	0.0200	2			
				1	L C	10/12/2021 09:20

Yeah, I actually have a document and I upload it onto Blackboard, and the document is just a plain, Word document and of course you have to use those procedures of accessing the blackboard and then creating a platform. If you can understand what I mean and then upload the document and then the students will give the students, the work, they know how to download the document and read it and then do the

				2	L C	10/12/2021 10:36

And then I update the assignment, the group report setting, based on their comments and then before I upload it, I send it to them again. To have their say, OK, this is fine, this is OK with us and then I upload it for the students.

Codes\\Production Process\Information Activity_User-Provider\Write_Input

	No	0.0064	1			
				1	L C	10/12/2021 09:14

And my team helps me in running. I do run one seminar as well and my team helps me in running the other three seminars because we have four seminar groups. So, we developed coursework from the material that we are teaching,

Codes\\Production Process\Information Product-Service

	No	0.0088	2			
				1	L C	10/12/2021 09:28

Yes, and this is the marking scheme which we also agreed before,

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	10/12/2021 10:35

Yes, and maybe if I could clarify the coursework and assignment is one and the same thing. Because the module is running basically on half of the coursework is a written, let's call it a group report and half another half is an in class test.

Codes\\Production Process\Information Source

	No	0.0104	3			
				1	L C	09/12/2021 21:24

Yeah, the we use we use the Word program and of course, sometimes we can use PDF, but in most cases Word program where we ask a question, and we ask students to produce a report. And, I think that's all, basically, the Word program.

				2	L C	10/12/2021 09:20

Yeah, I actually have a document and I upload it onto Blackboard,

				3	L C	10/12/2021 09:21

do the assignment and then upload the document through Turnitin.

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Code

Codes\\Archive (storage) Process\Information Source

	No	0.0106	1			
				1	L C	04/01/2022 15:47

Because it doesn't really have the facility to have a shared document. Yes, it does in a way. For instance, if it is that you have it a hidden folder. Yes, you can put things into the blackboard that would be accessible to me, which I will use as well for seminar's, you know, would send you to new tutors. However, it does not save it automatically, which is what I prefer. This is why I prefer to use OneDrive and Google Drive, because the

Codes\\Communication Process\Information Source

	No	0.0012	1			
				1	L C	04/01/2022 14:02

Yeah. One drive share a lot of one drives and google drives.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\General_ML_Concerns

	No	0.1041	4			
				1	L C	04/01/2022 15:54

I would say eight (8). Well, put yourself in terms of the grades that I would see it, because at the end of it, if you don't have to grade centre, you won't have the students means you won't have your student IDs. You won't tell them, you know, what they've done in the past and access to it.

If if you're looking at an assessment, one you would not have, I mean, an assessment tool,

you wouldn't have a snapshot of their feedback as well as the marks for assessment.

One, you can see if a student has progressed or if there was a decline in the assignment if they didn't understand something. And, also, that's

2	L C	04/01/2022 15:59

There is actually there's one thing I need to say. I think that one thing that you could try to integrate as well into your questions is I don't know if you want to have a leading question with respect to Panopto, because even outside of the Covid situation we have all you use Panopto and there are people that you may or may not, we will interview in the future. They were probably using 'Collaborate' before to conduct a maybe dissertation students as well, because you have modules that has dissertations or even in some cases as part time, they can't come into the university. So maybe they were using 'Teams', maybe they were using 'Skype for business', maybe they were using some other things, or maybe, you know, you could look into that, especially on the applications aspect of it. And like especially in the I don't know if you're going to interview anyone who does part time modules, how does that work? And also, maybe you're looking at disseminating information from point A to point B, how many people uses 'announcements'?

Because you very well know that I use too many announcements. Right. And then how then. Because in asking students you would see something in an announcement with students.

They don't they don't look at it. They don't read it, information transfer. And maybe a question you could probably look into is how many students do you actually think looks at your announcements? How is the information travel? Because, look, when we do the assessments and then we send out an announcement to see in the assessment or for instance, you referred to it, we say, OK, well, this is going to be released in July. And then what happens? You get an email five, five minutes later saying, you know, the we can you tell me when the assessments are this is going to be

3	L C	04/01/2022 16:00

Yeah, and 'discussion boards', I remember no, it's a big thing now where everybody needs to be using 'discussion boards' to engage with these students. It was you're not there, you're not having a face to face. Yeah, but even before this, people were using discussion boards.

How effective was the discussion boards? And a lot of people were using discussion was, especially with respect to assessments. Yeah, I try not to be repetitive because you could see one thing, an announcement. A student is going to say another thing in an email. How effective is blackboard discussions? As I remember, you tried wikis, once that were done well.

How many people are actually using all of the different features? I need journals and blogs and wikis, the emails, because you could even send an email from Blackboard directly to a group.

4	L C	04/01/2022 16:01

Yeah, but they are used to reading in Google, I mean, because are not creating them are not on the uninitiated. Anything else I can think of? No, but another thing too is there are so many features on blackboard that are very, very underutilised, very, very underutilised. Like for instance I don't know if you remember I created a at least in my last semester, when it could click on, you could see our faces and not a lot of people use that time. And I think in this case, usually people think that I'm a man. So, you'll see followed and they're looking for a man. But I think they put it up on picture. It shows the students, you know, who they're looking for, given a familiarity to a face. And I think these different tools can be used

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\General_ML_Concerns\Training_upskilling_good practice						
	No	0.1456	4			

1 L C 29/12/2021 17:33

Apply significantly, because I in my approach to it, I was, you know, recently a student myself a few years ago, and I knew the assessments that engaged me and interests me and drove me to actually want to do well in it. It is something that if you give a student a topic that they are familiar with, you will find that in most cases, not all that you will find them engaging and they would be interested and they would be excited to do it. So therefore, for me, it reflects in my assessments as well. So for instance, you give a student a choice of writing a report or writing an essay about something that they are familiar with that they would want to actively research in.

So this is my approach. So, for instance, you're looking you give them an example of looking at an e-commerce company and they have the scope of looking at which e-commerce company that they want to. So in many cases, a lot of students have chosen Amazon, for instance.

They use Amazon all the time, all the time to buy whatever they want, shindigs and so forth.

So as they are engaged and it's not something that is unfamiliar to them, you will find a little bit more effort to emphasise drive determination to complete an exam to the best of their ability.

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2 L C 04/01/2022 14:31

The reason why I use spreadsheets a bit is in the event of anonymous marking. OK, that's another function to use an attribute as roots enter or if it's a blackboard, the blackboard is pleased to make it. Yeah. So when the students submit the assigned student, not a student, id a report in your submission ID. And again when you have even though you may have groups, you may put things into groups and to be agency if assigned. It gets a little bit confusing for you to have a look at your marks because the marks isn't automatically entered sometimes into degree.

It's important for you to keep track of your grades and so forth, because again, when you are marking people lists five, you may be a little bit maharshi may be a little bit more lenient and for a student. And then you have to go back and you have to look at things. So if you put things into a spreadsheet, you will have a view of what a student has done. So, for instance, if I've marked a student and I've given them a grade of 60, I could then compare that sixty to another student that I have given sixty or maybe fifty eight and say, hey, do you think that the quality of these two is any simple? Could I raise one or could I lower another one to make me seem because the quality of the work is the same. So looking at your marking criteria, the introduction, the findings, the discussion, etc., the conclusion you recommendations, you have to understand in the

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3 L C 04/01/2022 14:50

Well, I look at it from the perspective of digital business and digital business in itself.

It is not a new topic. It has been around for a while and it has evolved a lot over the past few years, especially in the last five years. And my approach to this, as in what information do I look at? How do I think about designing an assessment, is I want my students to have some element of fun and excitement when they receive their assessment, what is their task? And I think by making something very relevant and very current and something that they can understand,

digest and process in their minds, especially students in today's world and today's generation, they are very engaged with technology and in the designing of my assessments, I try to bring that element into the design of the assessment. I wouldn't want to give them an assessment talking about something back in the 1980s. I want them to be excited and I want them to also look at resources that would also inform their report, which in many cases we don't technically get what he who. But I want them to be excited. I want something that was current in the news because I am assuming that many people are going to have Covid assessments or things that is deriving from the the evolution of the new world or the new normal that we will have today.

But that's what I look at. So, for instance, we I had an assessment about looking at the fashion industry recently. If you look at the generation of

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Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	04/01/2022 16:00

Yeah, and 'discussion boards', I remember no, it's a big thing now where everybody needs to be using 'discussion boards' to engage with these students. It was you're not there, you're not having a face to face. Yeah, but even before this, people were using discussion boards.

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How many people are actually using all of the different features? I need journals and blogs and wikis, the emails, because you could even send an email from Blackboard directly to a group.

Codes\\Production Process\Information Activity_User-Provider\Design

	No	0.0124	2			
				1	L C	29/12/2021 17:34

So therefore, for me, it reflects in my assessments as well. So for instance, you give a student a choice of writing a report or writing an essay about something that they are familiar with that they would want to actively research in.

				2	L C	04/01/2022 15:54

No, oh, no. hold on, yes, you, because in the design of the assessment, you have to ensure that you cater for the students. And the thing that I would check, especially when you're designing assessments as well, too, is to make sure that your assessment is feasible for everyone undertaking the exam. So you will have to look at the report.

Codes\\Production Process\Information Activity_User-Provider\Make notes

	No	0.0007	1			
				1	L C	04/01/2022 14:30

Ah! I use a lot of spreadsheets.

Codes\\Production Process\Information Activity_User-Provider\Mark_Grade

	No	0.0533	2			
				1	L C	04/01/2022 14:08

Also, for the teaching staff, for you to have an understanding of what problems or any issues it will occur when this test is being done in a room of over a hundred students. So, it's like a beta test or an alpha test, of this, and then you things happen, it is then marked automatically by the system because I've already inputted the answers for short answer questions.

It doesn't automatically correct the teaching team needs to do so, but they are guided by a question and answer thing, answer sheets that they

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				2	L C	04/01/2022 14:26

‘Smart groups’ it makes it easier for the module team to understand their workload. So for instance, in in all of the modules that we have at least a minimum, a maximum of twenty five or these days is about between 20 to 30. But at the end of the day what I try to do is to group. So all of the modules as you'll see the name and how many students that you will have to mark when the assignments come in, it automatically filters into these groups. So for instance, one colleague of mine, you can just click on the name and you will see all the would need to mark. It wouldn't be confusing or it wouldn't have maybe another person marking something else that someone else wanted to mark at that point in time. So it relieves the confusion and makes things very clear and easy for you then rubrics I use as well. I try to have a rubric for nearly every assessment, including essays, including reports, ICT test anything that I do. And the reason for that is for consistency. And it should help module team in not having a skewed range of marking, so the rubric itself in your description is five different descriptors that you get, which I give, ‘excellent, very good, good, poor and fair’. It should give a range for each of the tutors to have an understanding of where things will go because we do not give samples to students of what an essay or report should look like. So, I think that a rubric makes it much easier instead of you just reading something and you're reading it blind in a way and you don't know what the other module teams are doing, which then helps into the moderation process. So, it

Codes\\Production Process\Information Activity_User-Provider\moderation_double marking

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
	No	0.0380	4			
				1	L C	04/01/2022 14:30

I use of the marking statistics, the average standard deviation range. How many students. It's indeed probably the 80 to 100 range is seventy to sixty-nine range. I look at your ranges as well because that helps in moderation to other than that, I don't really think there's any other functions in grade centre, I think besides the ‘Smart groups’. No, not really.

				2	L C	04/01/2022 14:32

Yeah, I share it? You share it with the team in my digital business model, I have created a spreadsheet one on one tab for each one of these teaching teams, even for them to have an idea. So, for instance, let's just see if my range is between let's just say I have ten students and be fifty to fifty-nine range. What usually happens is I've had in the past with staff members, colleagues, you have looked at what I have done fifty fifty to fifty nine and they have looked at the fifty to fifty nine and they have compared to see if they were a bit more harsh or if they were a little bit more lenient as well. So I think that is good to have a snapshot even before moderation, even before moderation takes place. I think it is an excellent tool to give all teaching staff a snapshot of what can happen.

				3	L C	04/01/2022 14:33

I use OneDrive.

				4	L C	04/01/2022 14:33

So it's not just we also compare averages and the end. You know, one person may have a lower average or higher average, but when you put them together, you may look at the average IQ over one of the over at everything. But if you have one average that is higher on average, it is lower when they are comparing any difference. For example, like maybe I was a little bit too harsh and maybe I was a little bit chilly and maybe I can go back and look at some at some scripts to make sure that everything is consistent throughout the marking, which helps any moderation process.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On

Codes\\Production Process\Information Activity_User-Provider\Prepare

	No	0.0325	2			
				1	L C	04/01/2022 14:07

This is a function, but it comes under the option of 'tools' where you can I submit it. So you know that tuning in is an external programme to do so. In that area, you'll see tests and you could create your own test. So this is what it means as you add questions into the bank. And then so, for instance, I will do so for the test is 50 questions for one hour. What I usually do is I add about 70 questions to which I get support the from the publishers, from the textbook as well. So it's a range of questions from short answer questions to multiple choice questions to ask questions. So I do have a range of support as well as answers from case studies. But for the test itself, when it was running as a multiple choice, the reason why I w 70 is because I also give a mock exam. In the week before the assessment, for the students to get a feel of how things are going to be on the test day for them to have an understanding of what questions are, what is the facilities of Blackboard? What are things going to do? How is it going to look? How is it going to feel? Also, for the teaching staff, for you to have an understanding of what problems or any issues it will occur when this test is being done in a room of over a hundred students. So, it's like a beta test or an alpha test, of this, and then you things happen, it is then

				2	L C	04/01/2022 14:47

From the beginning the draft, is it shared with all team members?

Codes\\Production Process\Information Activity_User-Provider\Search

	No	0.0773	4			

				1	L C	29/12/2021 17:27

Well, I also look at YouTube for case studies and certain things because you will find CEOs and business owners of different types of businesses in the digital business industry. For instance, Starbucks, you will find stuff on Facebook, you'll find things on various different video studies that I apply to the students

				2	L C	29/12/2021 17:27

I get a lot of information again from searching on school, so university resources as well to look for questions and to look for EBSO Kiesler. So it's not really case studies that I do. Any workshops is more like questions for things for students to practise on your own or in group works as it is a larger room that it is done. So to engage them for an hour for the foundation, which is level three, my co-module leader and I have looked for material that again is relevant in digital business and we have looked for this through the support of textbooks as well, so Chaffey, for instance, and a lot of material from online. In reputable academic sources to support the lectures seminars, it takes the same approach where a lot of YouTube videos were used as in the past and got a lot of positive feedback from the students as they were able to relate and engage with the

				3	L C	29/12/2021 17:35

And also what we found, what I found is that what you're seeing is, you know 'Miss', I didn't know that this happened and, you know, I didn't know that Amazon does this and so forth, which is something I tried to also bring into my teaching with informing myself of looking at these different articles from these relevant sources and say, hey, students, did you know that Amazon is using 'drone technology' or something? So, you know, it gets them a little bit more interested to want to discover a little bit more even in the assessment process and the research aspect of it.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	04/01/2022 15:20

They're more certainly more engaged. Like, for instance, last run of my digital business model, I had a lecture and I based it along a case study of subjects. So, I integrated Starbucks as this case study. And because of digital transformation, I like digital adjacencies, Starbucks has changed more from a coffee company into a technology company. And I started it off by explaining what the differences is and how these things happen and the feedback from the students, they were quite impressed. You were quite impressed of how Starbucks have grown and pushed them to do a little bit more research into a brand that they constantly interface with. So that's why I like to use that approach instead of only sticking to the textbook information or information that you find online. I prefer to have this active type of learning where it's something that a student can touch and could engage with. McDonald's, for instance, recently in the UK, they changed from having met face to face and implemented all of these different touch screen things. And again, McDonald's is also evolving into a digital adjacency. They're developing their technology with students. They can they can go into the shops and see what they can click on this. You know, they can order their food like without face to face and me giving them more information into the strategy and the technology behind it. They can understand and appreciate it and merge things and fit into a puzzle in their mind of how things used to be before and how it is now and how it is going to be in the future. Yeah, instead of giving

Codes\\Production Process\Information Activity_User-Provider\Update

	No	0.0092	1			
				1	L C	29/12/2021 17:26

So I try every semester when this module runs to update the material and not have it as something that was that just started like, for instance, Groupon, not to have it like back from 20, 2I don't know, twenty, seventeen (2017), twenty eighteen (2018). There are more relevant studies to do. So I get those from the Financial Times, especially The Economist, especially to update that other case studies that I find are online.

Codes\\Production Process\Information Activity_User-Provider\Upload_Submit_download

	No	0.0096	1			
				1	L C	04/01/2022 14:04

How does that I my job so I use for my level five. Yeah, I use tests, yeah. I use 'test banks' where I input tests into the bank. And so it is a timed assessment usually face to face with this situation.

It is going to change into short questions I use. So you're basically asking me what functions and what do I use for assessment. Tests by the then

Codes\\Production Process\Information Product-Service

	No	0.0096	4			
				1	L C	04/01/2022 13:52

There are many students who do not know that the Financial Times and The Economist and in fact, there are many, many other magazines and other resources that are available from the university, which I let them know that is available to us.

				2	L C	04/01/2022 14:04

Yeah, I use tests, yeah. I use 'test banks' where I input tests into the bank. And so it is a timed assessment usually face to face with this situation.

				3	L C	04/01/2022 14:30

Ah! I use a lot of spreadsheets.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
				4	L C	04/01/2022 14:48

Access, in the handbook.

Codes\\Production Process\Information Source

	No	0.0721	5

	1	L C	29/12/2021 16:19

So let's start where I think so a lot of my content for the digital business module stems from my essential text, which is accessible to me from Pearsons. I have supporting slides from the authors to which I adapt to for my lectures as well. I also insert this is just a lecture, so I'll break it down from lectures to seminars to workshops. So for the lectures, it is supported by the essential text,

which students are encouraged to review to support what they've learnt in lectures as well.

Then because that that essential text also provides you with a lot of case studies and direction for the tutors as well to have answers and directions of where the student should be going as well for seminars. It's a bit different. I look at case studies and I look at the Financial Times, The Economist and so forth to come up with case studies, relevant studies, especially in digital business, as this area is constantly growing. And it is a very fluid type of subject area.

So I try every semester when this module runs to update the material and not have it as something that was that just started like, for instance, Groupon, not to have it like back from 20, 2I don't know, twenty, seventeen (2017), twenty eighteen (2018). There are more relevant studies to do. So I get those from the Financial Times, especially The Economist, especially to update that other case studies that I find are online. Well, I also look at YouTube for case studies and certain things because you will find CEOs and business owners of different types of businesses in the digital business industry. For instance, Starbucks, you will find stuff on Facebook, you'll find things on various different video studies that I apply to the students. Then you ask questions as well. So that is the seminars to link them with the Lecture material for the workshop.

I get a lot of information again from searching on school, so university resources as well to look for questions and to look for EBSO Kiesler. So it's not really case studies that I do. Any workshops is more like questions for things for students to practise on your own or in group works as it

	2	L C	04/01/2022 13:52

And many systems and applications and encourage urge them to do the same. There are many students who do not know that the Financial Times and The Economist and in fact, there are many, many other magazines and other resources that are available from the university, which I let them know that is available to us

	3	L C	04/01/2022 14:30

Ah! I use a lot of spreadsheets.

	4	L C	04/01/2022 14:33

I use OneDrive.

	5	L C	04/01/2022 14:47

Access, in the handbook.

Classification	Aggregate	Coverage	Number Of Coding References	Reference Number	Coded By Initials	Modified On
Codes\\Production Process\Information_User-Provider\Experience						
	No	0.0349	1			
				1	L C	04/01/2022 14:31

The reason why I use spreadsheets a bit is in the event of anonymous marking. OK, that's another function to use an attribute as roots enter or if it's a blackboard, the blackboard is pleased to make it. Yeah. So when the students submit the assigned student, not a student, id a report in your submission ID. And again when you have even though you may have groups, you may put things into groups and to be agency if assigned. It gets a little bit confusing for you to have a look at your marks because the marks isn't automatically entered sometimes into degree.

It's important for you to keep track of your grades and so forth, because again, when you are marking people lists five, you may be a little bit maharshi may be a little bit more lenient and for a student. And then you have to go back and you have to look at things. So if you put things into a spreadsheet, you will have a view of what a student has done. So, for instance, if I've marked a student and I've given them a grade of 60, I could then compare that sixty to another student that I have given sixty or maybe fifty eight and say, hey, do you think that the quality of these two is any simple? Could I raise one or could I lower another one to make me seem because the quality of the work is the same. So looking at your marking criteria, the introduction, the findings, the discussion, etc., the conclusion you recommendations, you have to understand in the moderation process if these things are on par. So for me, and especially in anonymous marking, this is where I would utilise a spreadsheet to