



**A Model for Supporting e-Learning
(using Service Management and ITIL)**


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The University of Wolverhampton




Harrison Learning Centre and St Peter's Church



The University of Wolverhampton

- **Students**
 - Total 23,000
 - UG (18,800) PG (4200)
 - FT (14100) PT (8900)
 - Home (20,000) International (3000)
- **Staff**
 - Academic (1100) 9 Schools (Health – Science – Arts – Humanities – Business)
 - Administration and Other (1600)
- **Achievements in Technology Supported Learning**
 - WOLF (VLE)
 - PebblePad (ePortfolio / ePDP) - [MES Global Learning Impact Awards](#), Platinum Award Winners 2010
 - Embedded Blended Learning – graduate attributes
 - Strategic Objectives – "to be centre of national excellence in TSL by 2012"



What is e-Learning at Wolverhampton?

- **e-Learning Technology includes**
 - WOLF - VLE
 - PebblePad – ePDP
 - Classroom voting systems
 - e-Whiteboards
 - Computer Added Assessment
 - PowerPoint



Where is it used at Wolverhampton?

- **e-Learning Technology is embedded in**
 - All the curriculum
 - At all levels
 - In all subject areas
- **But not consistently....**
 - With pockets of excellent and innovative use....
 - And areas of good general use....
 - But areas where technology supported learning is patchy



What are we proposing?

- **We need to support**
 - A variety of software applications and technologies
 - A variety of professional practises and techniques
 - Users with variable skills and experience, but individual needs
 - Users who bring considerable personal input
 - Short lead times and flexibility

Support Needs








- **Historically who has provided this support?**
 - Academics (TSL Co-ordinators, Teaching Fellows, etc..)
 - Library staff
 - Academic Staff Development Unit (ex CETL)
 - IT Services
 - Many others including Registry, Dean of Students, Student Support Offices, Faculty Offices, etc..
- **How has this support been provided?**
 - Consistently and in a co-ordinated way?



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- **How has this support been provided?**
 - Consistently and in a co-ordinated way?
No, Not Really!


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- **Need for a Change in Support model?**
 - HEFCE TQEF (Teaching Quality Enhancement Funds) to enhance learning and teaching in HE.
 - Funding via CETL (2006 to July 2009)
 - Used to fund TSL Co-ordinators in Schools and Faculty
- **But also depended on (non-itemised) support in**
 - Library
 - Academic Staff Development Unit
 - IT Services
 - Many others areas- Registry, Dean of Students, Student Support Offices, Faculty Office, etc..

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The Information Technology Infrastructure Library (ITIL)

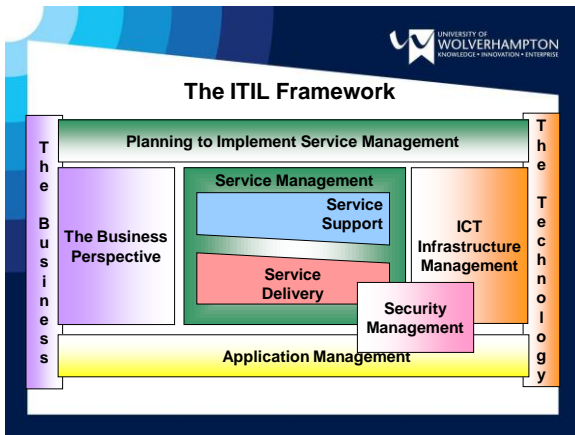
- **Origins**
 - During 1980's UK Government's Central Computer and Telecommunications Agency (CCTA) developed a set of recommendations for IT service management.
 - 1989 – grown to 30 books!
 - 2000/01 – ITIL V2 - consolidated to 8 logical 'groups' of IT management
 - 2007 – ITIL V3 – introduced ITIL Service Lifecycle and widened approach to include e.g. Service Value, etc

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The Information Technology Infrastructure Library (ITIL)

- **What is it?**
 - "ITIL® is the most widely accepted approach to IT service management in the world. ITIL provides a cohesive set of best practice, drawn from the public and private sectors internationally." (Source OGC website)





ITIL Service Support

- **Service Desk:** How to establish and run a service desk as the central point of contact with the user.
- **Incident Management:** Restoring normal operations as quickly as possible.
- **Problem Management:** Diagnoses root causes of incidents reported by the service desk and arranges changes in the infrastructure to prevent their recurrence.
- **Change Management:** Processes and procedures to ensure prompt and efficient handling of changes.
- **Release Management:** Planning of changes so both IT and non-IT aspects are considered.
- **Configuration Management:** Identifies, controls, and maintains the configurations of items and services.

ITIL Service Delivery

- **Availability Management:** Maintaining the availability of services that allow the business to function effectively.
- **Capacity Management:** The process for predicting future needs.
- **Service Continuity Management:** Managing the ability to provide pre-defined levels of service after a disaster or other business interruption.
- **Service Level Management:** Agreeing upon, monitoring, and reporting achievements and establishing ways to eliminate poor service.
- **Financial Management for Services:** Budgeting, accounting, and charging for services.



Objectives of ITIL Based Service Management

To maintain and improve the quality of the services that support the business processes, cost effectively

ITIL is a set of disciplines which work together to:

- maintain operational services / minimise interruptions
- safeguard service quality
- provide a user/service-provider interface
- implement changes for business and customers
- provide information (performance, capacity planning, costing)



The Information Technology Infrastructure Library (ITIL)

Why might it work in supporting e-Learning?

- Best Practice Quality Framework for Service Management
- Well established; tried and tested (not just for IT support)
 - Many Public Sector and Private Sector Adopters

At Wolverhampton?

- ITIL lends itself to collaborative support approach
- IT Services have good track record in Service Management !



The Service Desk Institute Awards Brighton - 2009



Nalini Patel – Winner - Service Desk Analyst 2009



A Closer Look at Who is Supporting e-Learning at Wolverhampton?

- The Blended Learning Unit
- Library & Information Services
- IT Services
- Academic Teaching Staff
- Others (Student Enabling Centre, Registry, etc.)



Who is involved in Supporting e-Learning?

- **The Blended Learning Unit**
 - Part of the Institute for Enhanced Learning (ex CETL)



- "... dedicated to providing support for teachers to design and create effective electronic Blended Learning opportunities."



Who is involved in Supporting e-Learning?

- **Library & Information Services**
 - Manages Learning Centres and Learning Resources



- "... combine traditional library services with hi-tech facilities to offer students access to a wider range of materials for their studies."

Who is involved in Supporting e-Learning?

• IT Services

- Manages and supports technology infrastructure



- "... supports the technology that enables e-Learning.."

Who is involved in Supporting e-Learning?

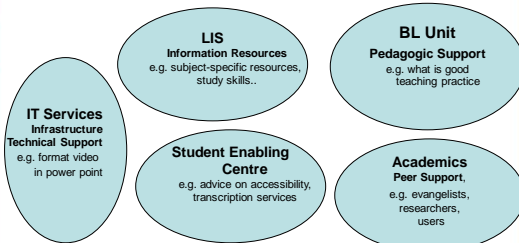
• Academic Teaching Staff


- Content and technology integration *'in the classroom'*



- "... enhancing the student experience, developing graduate attributes, enabling academic excellence."

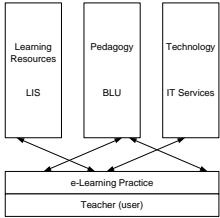
Supporting e-Learning






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Current Approach: Service Departments Silos



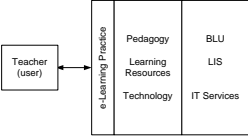
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    graph TD
      LR[Learning Resources  
LIS] --> ELP[e-Learning Practice]
      P[Pedagogy  
BLU] --> ELP
      T[Technology  
IT Services] --> ELP
      ELP --> TU[Teacher (user)]
  
```




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Proposed Approach: Teacher (user) Focused Service




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    graph LR
      TU[Teacher (user)] --> S[e-Learning Practice  
Pedagogy  
Learning Resources  
Technology  
BLU  
LIS  
IT Services]
  
```




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Academic Teaching Staff



Brian Penfold
Principal Lecturer, Technology Supported Learning
School of Computing & Information Technology

"I have been using technology to engage learners and to enhance my teaching for many years and have a practical interest in this as lecturer and also a research interest as an academic. In fact I have developed software and methods to support the embedding of technology in my courses. So, I guess I have been a bit of a pioneer in this. There are many of us across the University who have also developed their own solutions over the years but it has not always been as easy as it ought to have been to disseminate good practice or to provide the support or gain the necessary technical skills. So I am very interested in the joint services approach that we are now taking to provide support consistently, when it's required and in a way that is scalable across the University. It seems a very common sense approach!"



Blended Learning Unit


Dr. Paul Brett, Head of the Blended Learning Unit

"The Blended Learning Unit works with academic teaching staff to support and encourage their innovative uses of technology in learning and teaching.

The Unit is part of the Institute of Enhanced Learning at Wolverhampton.

The University sees a curriculum which is fully blended as being one of the key ways in which to improve retention, achievement, and progression.

Student engagement in their learning plays a major role in this and this is where our support model will make an impact. Technology in learning can greatly enhance the learning experience, but only if used appropriately. Supporting good use of technology is key."



Library & Information Services

Fiona Parson, Director of Library and Information Services

"As soon as you look at the details of what is involved in supporting technology and its use in Blended Learning you realise that the support needed invariably crosses the boundaries of traditional service departments in the University.

For example, if a teacher wishes to incorporate an electronic learning resource in a lecture, or in the brief for some project group work, they will need to know what technology could be used to deliver the resource; let's say it's a media clip of recent current affairs.


There will be technical choices to make, for editing, for disseminating, and for making the content available to the learners.

There will be pedagogical choices to achieve the best learning outcomes, and there will be resourcing choices: is the resource available from a copyright free source, or creative commons agreement, and what sort of acknowledgement is required?

Even the simplest idea to enhance a learning activity can quickly require support from the Blended Learning Unit, the IT department and the Library.

A formal support model ensures that the lecturer only has to request assistance from one source, and the support system will ensure that all the necessary components are provided.

Plus, the service providers can easily see the type of support being requested and can start to act on to act on this information."



Benefits of Proposed Support Model

- Single point of contact
- Faster resolution
- Clear call routing and escalation with ownership
- Tried and tested, industry standard model (ITIL)
- Consistency of advice and support across all schools/all campuses
- Appropriate level of support provided at each stage
- Free up resources to deal with more appropriate work
- Holistic management information
- Improved professional empathy
- Cost-effective and efficient
- Scalable – in a planned way with expectation management
- Promotes managed collaboration of support
- Proactive support – staff development / training
- Extensible - could be used for student support in future



Next Steps for Proposed Support Model

- Upgrade Service Desk to include ITIL components
 - Incident & Problem Management
 - Change and Release Management
- Pilot WOLF Support
 - Create Service Catalogue, OLAs and process routes
- Review WOLF Pilot and plan extension to other e-learning technologies (probably PowerPoint)



In Summary

- Supporting e-Learning technology is just like supporting any other systems, except
- It may require many different support services to work together, So
- It helps if we use a service management framework (such as ITIL).
- The urban myth that academics don't want help is just wrong! But they have considerable personal interest in any support solution!
- There is no alternative if we need a – cost effective, available, consistent and scalable solution.



Thank You. Any Questions?

Sources & Acknowledgements

OCC – HM Treasury
 Wikipedia
 SDI – award ceremony photos - <http://www.sdi-europe.com/home/>
 Colleagues at the University of Wolverhampton
 (Catherine Cliff, Dean Harris, Training Team - IT Services;
 Nick Vaughan - HLSS Video Suite, and the Marketing & Communications Team)
 Sarah Chaloner – University Of Western Sydney

Useful Links

www.wlv.ac.uk/CETL
<http://www.sdi-europe.com/home/home.asp>
<http://www.ucisa.ac.uk/members/activities/ITIL.aspx>



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Millennium City Building, Technology Centre,
and Harrison Learning Centre

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