University of Leeds

Faculty of Maths and Physical Sciences Blended Learning Committee (MaPS BLC)

Terms of Reference

1. The MaPS BLC’s role is to facilitate the implementation of technologies and systems that can enhance the delivery and support of blended learning within the Faculty. The Committee's remit is to enhance the student experience as it relates to learning and teaching

(extract from the University's Blended Learning Strategy):

<table>
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<th>Definition</th>
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<td>Blended Learning is the considered, complementary use of face-to-face teaching, technology, online tools and resources to enhance student education.</td>
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<th>Principles</th>
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<td>The following principles should be adopted for all use of blended learning approaches:</td>
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| Programme-focused: all blended learning approaches which support learning and enhance the student experience at the University of Leeds should be considered by programme teams to ensure consistency in the student experience. |
| Educationally appropriate: technology intervention should be curriculum focussed and aligned to the learning strategy. Approaches should be consistent with current educational literature and described in appropriate documentation such as specifications and reviews. |
| Research-based: use of technologies and digital material should support students’ understanding and experience of the research underpinning their discipline and their learning. |
| Optimising contact time: use of technology and digital materials within, and outside the classroom should enhance learning during contact time. |
| High quality content: all digital learning materials, whether produced internally or sourced from external open educational resources (OERs), should be relevant and fit for purpose (see University position on OERs). |
| Available and Accessible: all tools and digital materials should be designed with mobile technologies in mind, normally made available ahead of time and be accessible to all students. |
| Use of learning spaces: Innovative and effective use should be made of existing physical spaces to enhance learning. |
| Skills development: graduate-level digital literacy skills should be developed to enhance employability. |

2. The MaPS BLC reports to the FTSEC.
3. The MaPS BLC will meet at least 2 times per session.
4. The MaPS BLC has three areas of activity:

   A. Fostering and supporting communities of practice around blended learning at School and Faculty levels, with links to other Faculties and student participation as appropriate:
      i. Identifying digital learning and teaching champions in the Faculty and supporting and recognising their endeavours
      ii. Creating and maintaining communication networks between staff in order to facilitate the exchange of experiences and ideas, including students as appropriate
      iii. Promoting best practice by showcasing staff and students blended learning initiatives digitally and through internal and external events
iv. Promoting and supporting the uptake of University’s learning technologies where this is pedagogically appropriate

v. Promoting and supporting the different Faculty’s and University’s digital channels by developing local guidelines for dissemination and monitoring its use

vi. Promoting the Development and curation of open educational resources (OERs) through Faculty / University repositories in accordance to University policies.

B. Contributing to the Faculty’s vision for Student Education and its recruitment and research endeavours by delivering its University and Faculty Blended Learning Strategies:

i. Developing a Faculty Blended Learning Strategy, informed by the University Blended Learning Strategy, monitoring its implementation, revising it as appropriate and advising on potential investment in additional resources to support it

ii. Identifying staff and students priorities in respect of blended learning and learning technologies by measuring uptake, use and impact of technology through surveys and monitoring student feedback

iii. Advising on SE Faculty, Schools and Programme Action Plans and programme portfolios,

iv. Providing faculty-level guidelines to facilitate and ensure the implementation of blended learning in the Faculty and the embedment of digital literacies across the graduate and postgraduate curricula.

v. Advising on staff development needs and opportunities in liaison with SDDU and Heads of Schools

vi. Supporting research impact by identifying and promoting digital engagement around research and digital dissemination of research outputs

vii. Supporting recruitment by identifying and highlighting suitable digital learning materials

C. ‘Horizon-scanning’ and supporting future technologies, blended learning and teaching methodologies:

i. Monitoring the national/international horizon for technologies that might be useful to the Faculty and the University

ii. Investigating and pursuing opportunities to resource the investigation / development / implementation of technologies for learning and teaching

iii. Stimulating, advising and supporting bids for external funding in relevant areas

iv. Exploring the potential for Faculty massively open online courses (MOOCs) in line with university-level commitments

Membership:

Richard Ansell (Chair, MaPS Academic Champion for Blended and Digital Learning, Chemistry)
Kelvin Tapley (MaPS Pro-Dean for Student Education, Chemistry)
Helen Billington (MaPS Faculty education Service Manager)
Charlotte Blackburn (MaPS VLE support officer)
Samantha Pugh (MaPS Student Education Enhancement Officer)
Nimesh Mistry (Chemistry)
Robert Purdy (Physics)
Peter Ho (Food Science)
Phil Walker (Maths)