



BITS

MAGAZINE

Issue 11, Winter 2014

Sharing news and stories across Information Services and the University



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Published by:

Information Services, The University of Edinburgh

Contributions, contact and distribution queries:

Email: BITS@ed.ac.uk

BITS on the Web: www.ed.ac.uk/is/bits

Printed by: J Thomson Colour Printers

If you require this publication in an alternative format, please contact Viki Galt, Disability Information Officer on 0131 650 6645 or email viki.galt@ed.ac.uk

SUBMISSION DETAILS

If you would like to submit an article, or tell us about some news, please email: BITS@ed.ac.uk

The deadline for submissions for the next issue of **BITS** is **26 January 2015**.

To keep up to date with IS news:
www.ed.ac.uk/is/news

FSC LOGO



Editorial

What a year 2014 has been for IS! Every issue of **BITS** has been packed with news of the latest projects, findings and events within the Division; our team has had quite a task this year to fit in as many of your articles as possible.

And this issue is no different: the breadth of activity across all of our teams is clear from the range of recent activity. The Managing Your Digital Footprint campaign, our featured project this issue, is doing brilliant work raising awareness amongst students of the importance of taking care of what information they put online. Work will continue on this right through to 2016.

And IS colleagues' skills and resources are now helping research colleagues across the world: the DCC's DMPOnline Data Management Plans tool has gone global, with 4,000 users from Australia to Canada. MANTRA has been updated to provide new content; and Talis Aspire continues its success. See page 5.

Our libraries are not only making their resources even more accessible to students and staff here, but opening resources to the wider public on Doors Open Day and at Midlothian Science Festival – where creativity and science came together for the very young. See page 6.

It's been great to see the success of the staff development programmes followed by IS Applications Division, with more than half of staff members gaining certified qualifications – and our staff have also been making an impact out and about at the EDUCAUSE conference in Orlando and closer to home at the Cabaret of Dangerous Ideas in the Edinburgh Fringe Festival. See Page 10.

Our update on the new LTW Division on page 12, meanwhile, promises an exciting future for the relationship between technology and education at the University. And who knew that Garry Scobie, of IT Infrastructure Division, has such a wide-ranging background – see our 60 second interview for more details!

I wonder what new projects, developments and successes await in the year to come.

A handwritten signature in black ink, appearing to read 'Dawn Ellis', enclosed in a hand-drawn oval.

Dawn Ellis
Director, University Website Programme

IS people in the news

New Collections Lifecycle Manager

Laura M. Shanahan



Please join us in welcoming Hannah to her new position and Edinburgh.

We are delighted to welcome Hannah Mateer as the new Collections Lifecycle Manager in Library and University Collections. Hannah joined us in October, having previously been at Birkbeck, University of London.

Initially, Hannah has been focusing on the current Estates Development Projects, ongoing work to improve Course Collections support, promoting the new Library Resources Plus initiative, and the Library Management Platform project.

The role of Collections Lifecycle Manager incorporates Main Library shelving, Inter-Library Loans, the Library Annexe, Course Reserve, Repairs and Processing, and collections projects.

The University of Edinburgh's education in 2025

Melissa Highton

During a keynote address at the recent Association for Learning Technology (ALT) conference, Vice Principal Professor Jeff Haywood outlined a vision for the University of Edinburgh's education in 2025. The vision includes digital education, lifelong learning, open educational resources (OER) and a significant growth in online delivery to on-campus and off-campus students.

To support such a transformational shift we will need to build on recent successes, draw upon our values and mission as an institution, and plan for investment to support sustainable, scalable growth. The reaction from the audience at ALT (an international association of learning technologists in higher and further education) was that bold moves were needed at institutional and policy level to support a university like ours to adapt, change and maintain our position on the world stage.

Work is already underway to plan a roadmap of serious experiments, projects, support, staff development and infrastructure needed to make this vision a reality.

Jeff's keynote address can be viewed online in full:
<http://edin.ac/1w2eod2>

MOOCs million sign-up

Amy Woodgate

In only two years, MOOCs (massive open online courses) have expanded from a small idea to a global sensation.

Edinburgh has just celebrated its own massive success – exceeding 1 million sign-ups across our 16 announced courses and distributing more than 74,500 statements of completion.

This is no small feat and it is a testament to the hard work our MOOC teams have put in across the University to develop truly exceptional learning experiences.

www.ed.ac.uk/moocs



Reimagine Education shortlisted

Nicola Symmers and Paula Smith, of the Learning, Teaching and Web Services Division, both have projects shortlisted in the Reimagine Education competition.

The Reimagine Education Awards are global awards for projects that explore new ways of teaching, learning and delivering educational content.

Further information about the Awards is available on the Reimagine Education website:

<http://www.reimagine-education.com/>

Digital Footprint Campaign Finds its Feet

Dr Louise Connelly and Nicola Osborne

The Managing Your Digital Footprint campaign aims to raise awareness about managing an online presence (digital footprint). Your digital footprint is the data you leave behind when you go online. It's what you've said, what others have said about you, where you've been, images you're tagged in, personal information, social media profiles and much more.

Supporting students

Aimed at all students, the purpose of the campaign is to raise awareness about the importance of a positive online presence, for example on social media platforms.

Creating and managing a positive digital footprint can assist with professional networking, finding the right job, collaborating with others, managing your privacy and the privacy of others and keeping safe online.

Currently social media is used across the University in a number of ways, from marketing and alumni communications to current awareness, and in a wide variety of teaching and learning and support contexts. Our students often take the initiative to create their own informal online study groups and we try to ensure we encourage and support these uses of social media.

Get involved

The campaign launched in September 2014, and runs for the duration of academic year 2014–15, and there are a number of ways you can get involved. Throughout 2014–15 there will be activities, workshops, events, resources, and competitions which will focus on how to create and manage a positive digital footprint.

Recent activities include a 'find the foot' competition with the chance to win a Kindle, a YouTube awareness video and a Pop-Up Library in the Main Library and Vet School.

Check the campaign's online presence to find out what is happening and how you can get involved:

Website:
www.ed.ac.uk/iad/digitalfootprint

Blog:
<http://uoedigitalfootprint.wordpress.com>

Twitter:
<https://twitter.com/uoedigitalfoot>

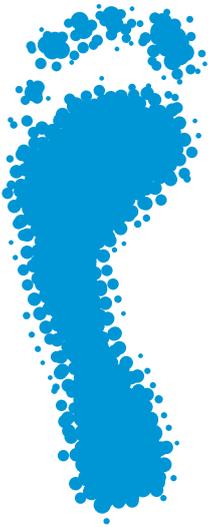
Facebook:
www.facebook.com/uoedigitalfootprint

Collaboration

The campaign is being managed by the Institute for Academic Development in collaboration with EUSA, Information Services (Technology Enhanced Learning team), EDINA, Student Experience Project, Student Information Points, Careers Service and other central services.



The support and enthusiasm for the Managing Your Digital Footprint campaign has been fantastic. Engagement in the first week was high, with students eagerly submitting their answers to the competition, coming along to the Pop-Up Library session and following on the various social media platforms.



The next steps

In addition to the student campaign, a one-year Principal's Teaching Award Scheme (PTAS) research project will work with different student cohorts to better understand how they manage their digital footprint and produce evidence-based guidance on this area for students and Schools.

Following on from this, support will be offered for staff with the use of social and digital media in learning and teaching to support students and, where appropriate, confidently embed social media into the curriculum.



Campaign
(Sept 2014 – May 2015)

Purpose:
raise awareness and provide practical guidance

Research Strand
(Sept 2014 – Oct 2015)

Purpose:
to gain an in-depth understanding of students' usage; to produce resources for Schools

Learning & Teaching
Ongoing (2015 – 2016)

Purpose:
to support staff with the use of social/digital media in learning and teaching; to support students (eprofessionalism)

Computer Security:
time to take our own responsibility

David Williamson

Media reports of security-hacks often sensationalise issues, implying it is the fault of those businesses that had the audacity to have great gaping security holes in them. We are bamboozled with techno-babble like 'hackers inject commands into environment variables'. It's impossible for us to take any rational action based on this kind of information.

Our Information Security web pages have recently been updated to help provide practical advice about how to protect yourself. They show the basic things we should all do to protect ourselves and are not complicated: manage our own strong passwords; keep security software up to date. The most complex thing it suggests is to 'encrypt', and you should find that's not really so hard after all.

It is time now for us to up our security game, both in our own lives and in our work. Use the new web pages to show you how:

www.ed.ac.uk/is/security

Project focus

Get Connected a success

Alex Swan

The Get Connected sessions proved to be very successful and well-received again this year.

Students can attend these sessions in Freshers' Week and Week 1 to help 'get connected' to the University IT systems, such as wireless and email. This year, we used our new Survey Kiosk to gather feedback from attendees and gain better statistics regarding the devices being brought to the sessions.

Very positive feedback was received from students who have greatly appreciated the service and found it really useful. A great time was had by staff and students alike; thanks to all staff who helped out to make the sessions a success.



Personal Response Systems (Clickers) at Edinburgh

Wesley Kerr

Personal Response Systems (PRS) allow lecturers to carry out question and answer activities to increase interactivity and engagement with large groups of students. Such systems have been used across the University since 2004–05.

The current system at Edinburgh uses proprietary handsets and will be unsupported by the manufacturer from February 2015. A new system to replace it that does not rely on proprietary hardware, but will allow students to use their own web-enabled devices to take part, is being procured. The new system will bring advantages:

- easier to provide the service to more lecturers and students across the University than currently
- wider range of question types available to bring new pedagogies into lecturing and teaching.

The new service will be launched in time for the academic year 2015–16; however there may be some scope for early adopters to use the system in the Spring/Summer of 2015.

If you would like to more about PRS please contact Wesley Kerr (wesley.kerr@ed.ac.uk).

DMPonline is taking off!

Lorna Brown

In April 2010 the Digital Curation Centre (DCC) developed DMPonline, a web-based tool to help researchers write Data Management Plans. Development has been ongoing since then with lots of new features added to allow researchers to write plans which meet specific funder requirements, while institutions can now customise the tool to add example answers and details of local support.

DMPonline has since taken the world by storm and we have nearly 4,000 users spanning the UK, Australia, New Zealand, Canada, the US and Hong Kong! We've seen a lot of interest in Europe too; institutions in Belgium and Portugal are now making their own customisations and we've had numerous requests to create foreign language versions in German, Spanish and even Welsh!

Our Developer, Marta Ribeiro, ran a workshop at eResearch Australasia in October and has also been invited to the University of Queensland, which hosts its own instance of DMPonline, to discuss new features and talk about future plans.

MANTRA fourth release

Robin Rice



The Research Data MANTRA course is an open, online training course that provides instruction in good practice in research data management. This fourth release of MANTRA has been revised and systematically updated with new content, videos, reading lists, and interactive quizzes. Three of the data handling tutorials have been rewritten and tested for newer software versions too.

New content in the online learning modules with the September 2014 release:

- New video footage from previous interviewees and introducing Richard Rodger, Professor of Economic and Social History and Stephen Lawrie, Professor of Psychiatry & Neuro-Imaging
- Big Data now in Research Data Explained
- Data citation and 'reproducible research' added to Documentation and Metadata
- Safe password practice and more on encryption in Storage and Security
- Refined information about the DPA and IPR in Data Protection, Rights and Access
- Linked Open Data and CC 4.0 and CC0 now covered in Sharing, Preservation & Licensing.

<http://datalib.edina.ac.uk/mantra/>

Palimpsest brings literary history to life

Professor James Loxley



The Palimpsest project team are exploring the relationship between a place and its literature. As well as its core activities, which involve textmining collections of digitised books, the project has been finding other ways to bring this

relationship to life – literally so at the Edinburgh International Book Festival and this year's Doors Open Day.

Palimpsest helped bring two authors from Edinburgh's nineteenth century history, Sir Walter Scott and Margaret Oliphant, back from posterity to talk about the way in which the city left its mark on their lives and writing. The team has also been involved in Celebrating the Canongate, taking visitors on a virtual literary tour, and is sponsoring a writing competition to offer contemporary Edinburgh authors an opportunity to leave their own mark on this most literary of cities.

Talis Aspire update

Angela Laurins

Approximately 200 resource lists were published using Talis Aspire in time for the start of Session 2014–15. Library staff worked with two CHSS-funded interns to create resource lists on behalf of course organisers; resource lists were also created by course organisers themselves.

Library Learning Services is now preparing to increase the number of published lists for 2015-16. If you would like more information on creating resource lists or would like to arrange a demonstration or request to access to Talis Aspire, please contact IS Helpline. Advice is also available on the IS website and from the Resource Lists blog.

Using Resource Lists, the Library gathers information on required resources to inform purchasing decisions, students can easily access core reading materials and course organisers can gather data on list usage.

Resource Lists @ Edinburgh:

<http://resourcelists.ed.ac.uk>

Libraries focus



Fake Picasso discovered at Midlothian Science Festival!

Emily Hicks

Have you ever wondered how fakes and forgeries of artworks are spotted by conservators?

Our Project Conservator, Emily Hick, and Conservation Volunteer, Vanessa Johnson, offered children at the Midlothian Science Festival the chance to test out one method of examination using ultra violet light.

Vanessa explained, 'Different pigments absorb, reflect or fluoresce under UV light which aid in their identification. If a pigment is used that is inconsistent with the time period, it can suggest the artwork is a fake'. The children were encouraged to draw a picture using specially selected pigments, and then asked to examine them under UV light and describe how they changed. Red became brown; green became black; and white, which previously couldn't be seen, glowed a bright yellow. Kids loved seeing their paintings transformed and learnt that science isn't all about test tubes and brains, but art as well!

Edinburgh **Doors Open Day 2014**

Barry Croucher



The Main Library in George Square was again a favourite destination for the public visiting University buildings as part of the Edinburgh Doors Open Day event on 27 and 28 September 2014. A number of University buildings not normally open to the public took part in the event this year, the theme of which was sustainability.

The Main Library was designed by Sir Basil Spence and completed in 1967, becoming 'A' listed in 2005. A major redevelopment of all eight floors was completed in March 2013. Reusing an existing building and redeveloping it for current and future users has been good for the environment.

Many original furnishings were reused, while sustainability features have been enhanced or added, for example lighting sensitive to movement, new systems meaning less wastage of water and good waste streams that encourage recycling. Library staff created a special illustrated leaflet to mark Doors Open Day and these proved popular with our visitors, many of whom took the opportunity to see the public exhibition on The World History of Rashid al-Din, 1314 – A Masterpiece of Islamic Painting.

Library Resources **Plus**

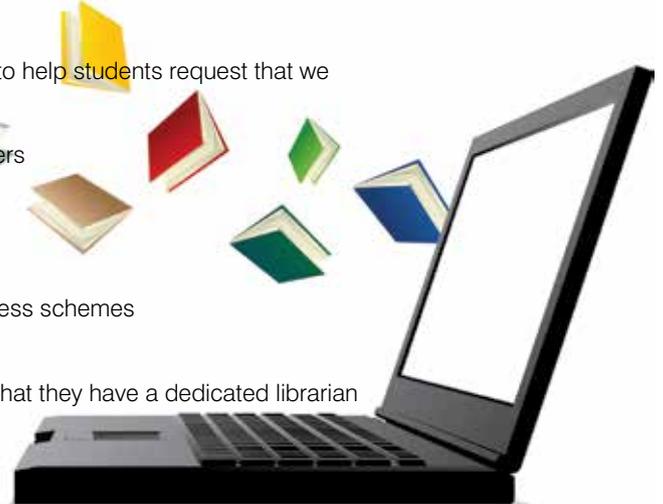
Laura M. Shanahan

Whilst the University Library may contain over three million physical items, and many hundreds of thousands of electronic resources, there are occasions in which our users discover that the library doesn't have exactly what they are looking for.

A new promotion is underway to inform our users that the library can help them gain access to other resources that they need. The promotion is called Library Resources Plus, and it brings together some of the Library services not all of our users will currently be aware of:

- **Request a Book (RaB)** – where the library uses a dedicated fund to help students request that we add books to our collections that we don't already have.
- **Have resources delivered from other libraries** – which is for users based on different campuses to have print books delivered to their preferred campus location, or to request that the library borrows or gets digital copies of items from other libraries worldwide.
- **Find it in another library nearby** – highlighting the reciprocal access schemes that exist with other libraries for our users.
- **Contact your Academic Support Librarian** – letting users know that they have a dedicated librarian who supports their resource needs in their specific subject area.

www.ed.ac.uk/is/library-resources-plus



Centre for the Study of World Christianity book collections **return to New College**

Christine Love-Rodgers

The Centre for the Study of World Christianity book collection has been reclassified, relabelled and returned to New College Library, where it is now integrated with the current and historic collections that support World Christianity.

In August 2013, the Centre for the Study of World Christianity book collection (formerly in the care of the School of Divinity) moved to the Library Annexe, at the start of a project to integrate this unique collection into New College Library.

Originally presented to the University of Edinburgh by Professor Andrew Walls, the inter-disciplinary collection of books and pamphlets documents the history and contemporary reality of Christianity as a world religion, with strengths in the global diaspora of African and Asian Christianities.

New Online Mapping Service for Colleges

Carol Blackwood



EDINA has launched a new dedicated online mapping service for colleges across the further education community.

Building on the award winning 'Digimap for Schools' service, 'Digimap for Colleges' provides a simple and easy to use mapper for college staff and students to view, annotate and print Ordnance Survey mapping.

Jisc will make this service available free of charge to all colleges under their Digital Content service offering for further education, meaning that all colleges will be able to sign up for free to access this valuable resource.



The four main UK higher education funding bodies have recently announced their policy for open access in the post-2014 Research Excellence Framework (REF):

www.hefce.ac.uk/pubs/year/2014/ci072014/#d.en.86764

In summary, certain outputs submitted to the next REF must be made available on an **Open Access** basis.

What outputs are affected?

- Journal articles and conference proceedings with an International Standard Serial Number (ISSN).
- Outputs accepted for publication after 1 April 2016.

The policy **does not** apply to monographs or other long form publications, to non-text outputs, research data and conference proceedings published with an International Standard Book Number (ISBN), or publications that must remain confidential for security or commercial reasons.

What?	Where?	When?	Version?
Journal article or Conference Proceeding	Needs to be deposited in an institutional repository (PURE), or a subject repository (e.g. arXiv or PubMed Central)	No later than 3 months after the date of acceptance	Needs to be the 'final author version' or 'post-print' which can be replaced with the final published PDF version at a later date.

The Scholarly Communications Team will be assisting academics to ensure that they know what to do to ensure all of their publications are eligible for submission to the next REF, ahead of the policy coming into effect in April 2016. Contact openaccess@ed.ac.uk for more information.

CMS Update

Rachel Bhandari

Timeline and milestones for the EdWeb CMS project:

2014		2015	
Oct	Phase 2 EdWeb development work completed	Jan	Phase 2 training and migration of 14 early adopter sites to EdWeb begins
Nov	First website live in new central EdWeb CMS. University Website Programme http://www.ed.ac.uk/website-programme	Feb	Engagement with phase 4 migration lead publishers begins
Dec	Phase 3 development work begins. Engagement with phase 3 migration lead publishers begins. EdWeb Distribution available	Mar	Phase 3 development work completed. EdWeb Distribution update available. Phase 4 development work begins
		Apr	Phase 3 training and migration of 40 sites to EdWeb begins
		May	Phase 4 development completed. EdWeb Distribution update available. Phase 4 training and migration of 170 sites to EdWeb begins. Engagement with phase 5 migration lead publishers begins
		Jun	Phase 5 development work begins
		Aug	Phase 5 training and migration of 70 sites begins
		Dec	Polopoly decommission planning begins

Staff Development - **Certified!**

Mark Ritchie



Staff development programmes which incorporate certification provide a great way of ensuring the knowledge and competence of staff in specific IT support functions or technologies.

Certification programs reinforce external best practice and play an important role

in developing and maintaining effective and sustainable IT services for our students and staff.

IS Applications Divisions is committed to the effective development of our staff using a mix of approaches including certification. A number of staff in our Project Services team have just passed external certification examinations in project, programme management and business analysis including:

- PRINCE2 Foundation
- Management of Risk Foundation

- Managing Successful Programmes Foundation
- Project and Programme Sponsorship
- APM Introductory Certificate in Project Management
- BCS Foundation in Business Analysis

These exams are used worldwide to demonstrate a good level of understanding of industry best practice in these key disciplines. More than 50% of our staff, including our recent Student Intern, achieved at least one qualification which is a great testimony to the quality of the people who work at the University.

We believe that achieving appropriate certification increases the confidence of our staff and strengthens our collective ability to successfully deliver projects for the University.

You can find out more about IS Applications Division staff at:

<http://edin.ac/1uZ1co9>

IT Systems – **what's new for Corporate Services Group**

Rhian Davies

IS Applications run a rolling three year planning process to identify and prioritise the IT systems development needs of the University community. We have recently published our year end reports reflecting on 2013/14; these are available on the Projects website:

www.projects.ed.ac.uk/planningpage/36950

Significant projects are currently underway to improve the IT systems and services delivered by Corporate Services Group (CSG), including:

- Research administration at the University is being transformed through the **Research Management Administrative Systems (RMAS)** project, a key deliverable of the CSG Strategic Plan. New research management software has been procured, which is being implemented with ERI and Finance, and with the support of research colleagues across the University. The new RMAS will clarify management processes, provide a consistent approach and ensure high quality information is provided.
- Finance will shortly introduce **LaunchPad**, which will enable users to access all Finance systems from one electronic location. In addition, they will be integrating systems such as Finance Process Manager, eFinancials and eAnalyser so that users can access these systems with their EASE password.
- Estates have completed a **Financial Management Process Review** and will now design and implement system changes to improve current processes.
- Payroll and Pensions with HR are reviewing alternatives to the provision of **P60s and Payslips** at the University.

Information on current CSG projects is available on the Projects Website: www.projects.ed.ac.uk/portfolio/csg

If you have any questions please contact Rhian Davies (CSG Portfolio Manager): Rhian.Davies@ed.ac.uk

Social Media

Nicola Osborne, Social Media Officer, looks at what is happening in the social media space



Statistical Accounts of Scotland Blog launched

Donna Cruickshank and Helen Aiton

The Statistical Accounts of Scotland team at EDINA have launched their new blog to mark the success of their one-off 'Cabaret of Dangerous Ideas' show at the Edinburgh Festival Fringe, which focused on the role of outsiders in 18th Century Scotland and was accompanied by an article for the Royal Statistical Society's Significance website (<http://bit.ly/1GtgJkq>).

The two Statistical Accounts, covering the 1790s and the 1830s, are amongst the best contemporary reports of life during the agricultural and industrial revolutions in Europe. Together, they are a vitally important reference source for a critical half century. We plan to use the blog, like the fringe show, to draw out some of the fantastic stories and data from the Accounts – and the story of how the Accounts came to exist in the first place.

The Accounts were created by local ministers and offer a unique reference and research source for the study of local and national life in Scotland in this period. They are full of unexpected details, judgements, and commentary on everyday life, something we hope to highlight through our own and guest posts on the new blog.

<http://statacc.blogs.edina.ac.uk/>

**New Social Media Tools
Make the News**

Nicola Osborne

During the #indyref debate earlier this year Channel 4 News decided to experiment with two of the most popular tools amongst older teens, WhatsApp (a text messaging/discussion app recently bought by Facebook) and SnapChat (ephemeral image sharing) as part of their polling day reporting. Both tools are designed for instant sharing so seemed well suited for broadcasting live updates through the night, although there didn't seem to be much two-way interaction taking place despite both apps supporting and seeing good uptake for this in their usual context.

These are edgy tools but as students arrive at university they are increasingly using these types of niche apps, which could present really interesting opportunities for open days and other events with a strong real-time component.

Find out more about the Channel 4 News experiment here:
<http://www.journalism.co.uk/news/channel-4-news-to-use-snapchat-and-whatsapp-in-indyref-coverage/s2/a562493/>

Social Media Community

Nicola Osborne

The social media community brings together staff working with and supporting social media across the University. We meet regularly – usually at least once every two months – to share expertise and experiences through presentations and discussions. There is always time to chat about any current issues arising, or areas where advice may be needed.

Our most recent meeting saw a presentation from Tom Ward of the Royal (Dick) School of Veterinary Studies, who spoke about their use of social media in recruitment, marketing, and how ethical and guidance aspects are addressed.

The next meeting is on 28 January and will include a presentation from Louise Connelly on the Managing Your Digital Footprint campaign.

For further information about the Community contact Shawn Coulman: shawn.coulman@ed.ac.uk

Join our Facebook Group: <https://www.facebook.com/groups/uoesocialmediacommunity/>

Conferences

IS Staff make an impression at the **EDUCAUSE 2014 Annual Conference in Orlando**

Mark Ritchie



It's clear that IS has much to contribute to the wider community and much of what we do is genuinely world class. There is also much for us to learn and there are few better ways than immersion at the EDUCAUSE Annual Conference!

EDUCAUSE is a non-profit association with a mission to advance Higher Education through the use of information technology. Each year the EDUCAUSE Annual Conference is attended by upwards of 7000 Higher Education professionals from across the world. The University of Edinburgh has been a member for many years and many successful Information Service initiatives, including the MyEd University Portal, Service Catalogue, Visitor Registration and Identity Management, started life as a shared idea at the EDUCAUSE Annual Conference.

This year the major themes of the conference included:

- Aligning IT with the core University mission in Learning, Teaching and Research
- Impact of cloud services of the role of IT
- Leveraging Analytics and 'big data'
- Developing IT professionals in Higher Education

These themes echoed recent developments in IS: much of our work is in line with emerging best practice across the worldwide HE sector. There was a lot of interest in the new IS Learning, Teaching and Web Services Division as a sign of our commitment to improving teaching and learning through technology. Melissa Highton, the Director of the new Division, was at the conference and fielded many questions about our work in this area.

This year the work of IS at the University was recognised by two poster sessions at the conference:

Bruce Darby presented his poster, 'Widening the Web: How to Make

Web Applications Accessible for Everyone', based on his successful work in Student Disability and on the new University Web Site Content Management System, EdWeb.

Rhian Davies and Mark Ritchie presented their poster, 'Mind the Gap! Using a Flexible Toolkit to Help Non-Project Managers Deliver Project Success', based on their work developing the Project Management Office for the University (pictured).

All in all this was a really valuable conference. It's clear that IS has much to contribute to the wider community and much of what we do is genuinely world class. There is also much for us to learn and there are few better ways than immersion at the EDUCAUSE Annual Conference!

Find out more about EDUCAUSE, including free registration for University staff, at: <http://www.educause.edu/>

EDINA Annual Review

The EDINA 2013–2014 Annual Review has been published, summarising recent activities in developing and delivering world-class online services and expertise that benefit research and education.

http://edina.ac.uk/about/annual_review2014

Introducing **Learning, Teaching & Web Services**

Melissa Highton

LTW

Melissa Highton, Director of Learning, Teaching and Web Services, has been developing her vision for the new Division.

The Learning, Teaching & Web Services Division (LTW) brings together the technology enhanced learning, digital education, website, web services and classroom technology teams to ensure that we offer a service to colleagues and students which meets the needs of Schools and Colleges.

LTW will support and engage with initiatives generated by our staff, students, alumni and those outside the University. I hope that colleagues across the collegiate university will engage with our services, case studies and events, give advice to our projects and invite us into ongoing discussions about how best to make use of the technology on offer.

Engaging with users

Since establishing the Division in August 2014 I have been out and about around the University, discussing the support needed for learning, teaching and outreach, and for an enhanced student experience. I have been delighted to find so many colleagues with enthusiasm for new ways of thinking and working as part of a University-wide conversation on digital innovation. Ongoing investment in this area will enable us to maintain excellent services within the University by providing a robust foundation for the enhancement of learning, teaching and communications.

The University is moving towards an increasingly open presence on many digital platforms: open educational resources, open data, open science and open practice. Effective digital communications from the University will ensure that this digital shift benefits society on a national and a global scale.

The success of massive online and distance learning courses demonstrates that we have found new audiences and collaborators from across the globe. Your help will be needed to make the most of the new website to ensure that those seeking knowledge about any area of academic activity discover relevant work carried out at Edinburgh.

Technology in the classroom

My conversations with colleagues have highlighted an increasing demand for digital skills training and for support to integrate technology into the classroom. The distinction between IT and AV is becoming increasingly blurred: it's all digital now. For many colleagues it is the technology context – the technology available in the teaching rooms – which influences their choice of media to use.

As you would expect in a research institution, colleagues are using the most up-to-date technologies every day in their research. Our challenge now is to find appropriate ways to model those activities in teaching so that students learn how professional researchers make use of the tools, methods and datasets in their field. The technology on campus should provide a flexible environment that lets students and staff experiment, co-create, build, share and learn from each other.

Digital content and tools such as Learn, MyEd, Turnitin, PebblePad, mobile apps and webpages have a key part to play in equality and a consistently excellent student experience. Reviewing support for the digital experience requires us to look across the University at what systems and services we provide. It is important to assess how these are perceived and experienced by students and staff; what shortcomings and gaps there are; and what will be required of these systems and services in five years' time.

I am looking forward to working with groups across the institution to identify the services that will help us to deliver what we need locally, nationally and internationally.



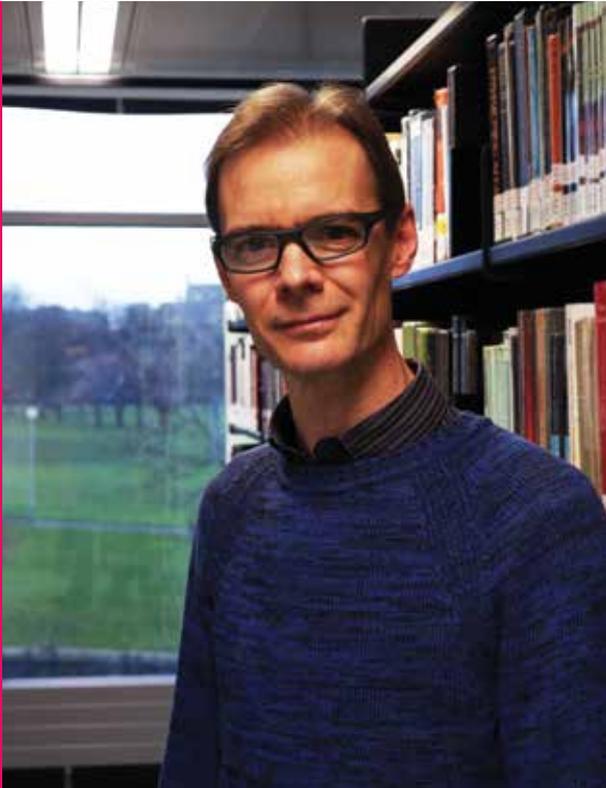
Last issue's **Secret Lives**

Fire Starter: John Wilson

Global trotter: Abdul Majothi

If you have a secret life you would like to share, email your teaser (maximum 80 words) to

BITS@ed.ac.uk



60 seconds with: Garry Scobie

Team Leader, Architecture
Services, IT Infrastructure
Division



**I also spend a lot of
my spare time writing
and have recently
completed a volume of
short stories.**

Tell us about your role?

I'm the team leader for Architecture Services in IT Infrastructure division. My team runs the Microsoft Windows server infrastructure for the University.

Our role is to maintain, develop, upgrade and secure this infrastructure, which provides a platform for University services and applications to run on, from the operating system down to the physical hardware. We're like any staple service – you wouldn't know we exist unless there's a problem!

What would you consider to be the main challenges of your position?

There are three main challenges that we face in Architecture Services: we need to build platforms that can provide a 24/7 service; we must keep up with the constant rate of change – people now connect to our servers anywhere and at any time; and we need to keep on top of the increasing size of the estate and ensure that we can manage increasing numbers of servers and services with our resources. We currently have over 400 Microsoft Windows servers, all of which need to be kept up-to-date; ten years ago there were only 70 servers, and the same number of staff.

What do you enjoy most about your role?

I enjoy the challenge of keeping up with the rate of change. There are always new things happening, such as the focus on distance-learning and mobile devices, and the challenge is to be able to anticipate and react to the changes that are coming and the expectation that we can provide the necessary infrastructure.

What's your professional background? Have you always worked at the University?

I've worked here at The University of Edinburgh since 1990, when I joined the Computer Services team. My background before that, though, perhaps isn't what you'd expect: I completed a History degree at Stirling University, followed by a Masters thesis with the Sociology and Social Policy Department, looking at women's attitudes towards alcohol.

While I was a postgraduate student, I worked as a Research Assistant, taught undergraduate courses in social policy and also ran the computer labs – which is where I taught myself computer networking. It was this job managing the computer lab that paved the way for my move to Edinburgh. I then qualified as a Network Engineer in the 1990s. Last year I qualified as an ITIL Expert and I am now scheduled to sit the CISSP security qualification next year.

And what do you do outside of work?

I'm a keen swimmer and I read a great deal on the train commute through to Edinburgh every day – I also spend a lot of my spare time writing and have recently completed a volume of short stories. I play guitar, bass, keyboards, drums and the ukulele, and I enjoy listening to a huge range of music, from The Beatles to Belle and Sebastian.

Emma Gillies: **Rediscovered**

5 December – 7 March 2015

The University of Edinburgh
Main Library Exhibition Gallery



Over the last two years, significant research has been carried out into the Edinburgh College of Art Collection. The project has resulted in the discovery of a number of highly significant works that add further colour to the history of Scottish art. One of the many extraordinary finds has been a collection of ceramics stored in a cupboard near to the Head of Painting's office at ECA. It became apparent early on that this collection was linked to Sir William Gillies in some way, as pieces from the collection appear in many of Gillies' still life paintings – some of which will be featured in the exhibition. Furthermore, this was an active ceramics collection – it was used for its original purpose as well as for the inspiration for art and, most importantly, they are fine works on their own merit.

As research continued into the collection, it became clear that the ceramics were created mainly by Emma Gillies, sister of Sir William Gillies. Emma sadly died in her 30s and, particularly in light of the illustrious reputation of her older brother, is a peripheral figure in our understanding of 20th century art in Edinburgh. She is more often remembered as a tragic figure, or the sister of Sir William Gillies, than a skilled artist in her own right. This exhibition seeks to revisit the art of Emma Gillies.