CUSTOMISED, USER GENERATED, RESEARCH SPACES AND LEARNING MANAGEMENT SYSTEMS

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The User Interface (UI) needed to be consistent across all parts of the application (internal consistency) and build upon the users’ previous experiences (familiarity). It also needed to be multi-lingual to meet the needs of Chinese and New Zealand researchers.

1. **Educator Space**: In this space tutors will be provided access to a range of self-paced "tips and tricks" learning activities.

2. **Demonstrator Space**: In this space tutors will be provided with a demonstrator site. They will use this site to safely explore the full functionalities of emerging technologies.

3. **Exemplar Space**: In this space "Best Practice" case studies in the use of ICT in teaching and learning will be highlighted.
OWNERSHIP AND CONFIGURATION

Research spaces needed to be individually configured and owned by the group(s) conducting the research.
Administration and management processes associated with research activities (roles, responsibilities and access) needed to be controlled within the research space.
WEB-CONFERENCING

Media rich synchronous (web-conferencing)

Adding a new BigBlueButtonBN

- General settings
  - Virtual classroom name
  - Welcome message
  - Open BigBlueButton in a new window
  - Students must wait until a moderator joins

- Schedule for sessions
  - Join open: September 9, 2015
  - Join closed: September 9, 2015

- Record settings
ASYNCHRONOUS (VIDEO AND AUDIO RECORDING)

Asynchronous (video and audio recording) communication tools would need to be available on demand.
Secure spaces for the storage, presentation and retrieval of data collected using digital video and audio devices were required.
Academic publishing activities, peer review and publication of text and multi-media files, needed to be available.
SUMMARY

With the focus on the TVET sector, the close relationship between the research and teaching environments needed to be acknowledged.

The use of a familiar LMS this relationship is acknowledged