



The Open University

Maximising the benefits of an LMS for teaching & learning

Niall Sclater

Director of Learning Innovation

The Open University UK

The Chinese University of Hong Kong, 23 Oct 2009

Carrier 10:22 PM

Home Profile Courses Qualifications OU Life Study Support FAQs

Moodle course ID: 3881 [change](#)

News

TMA02 Mark allocations
21 April

ICMA 41 - incomplete submission 20 March

TMA01 Mark allocations
17 March

[View all messages in full](#)

Forums

- Your tutor group forum
- Course forum

Resources

- Course resources
- Web-links
- Library resources

Calendars

- Personal calendar
- Combined planner

Study planner 5 week view

1 1 March

- Reading for week 1
- Activities for Chapter 1
- Assignments for Chapter 1
- Check your understanding of Chapter 1

2 8 March

- Reading for week 2
- Activities for Chapter 2
- Assignments for Chapter 2
- Check your understanding of Chapter 2

3 15 March

- Reading for week 3
- Activities for Chapter 3
- Assignments for Chapter 3

Assessment

Assignment

Assignment	Score
TMA 01 15 Jan	69
CMA 51 28 Jan	47
TMA 02 14 Feb	76
TMA 03 3 Mar	
TMA 04 25 Mar	

Submit your assignment

See more information

Course record

Tutor

Mr John Smith

- Contact your tutor
- See further details

Tutorials

Your next tutorial or day-school:

- 3 May 2008 at 10:30, Croydon College
- View all of your schedule

Examination

17 June 2008 at 14:30-17:30



**OpenMar
k**

1 If $z = -\frac{16}{t^2}$, what is the gradient of a graph of z against t at $t = 2$?

No of tries: 3

Check

1 If $z = -\frac{16}{t^2}$, what is the gradient of a graph of z against t at $t = 2$?

Your answer is incorrect.

Start by differentiating the equation with respect to t .

Try again

1 If $z = -\frac{16}{t^2}$, what is the gradient of a graph of z against t at $t = 2$?

Tries left: 2

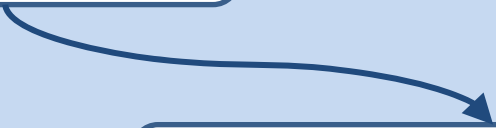
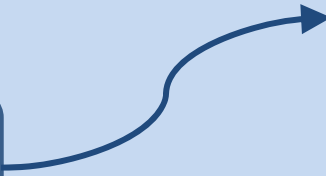
Check

1 If $z = -\frac{16}{t^2}$, what is the gradient of a graph of z against t at $t = 2$?

Your answer is correct.

$$z = -\frac{16}{t^2} = -16t^{-2} \quad \text{so} \quad \frac{dz}{dt} = -16(-2)t^{-3} = \frac{32}{t^3}$$

So the gradient of a graph of z against t is 4 at $t = 2$.



Question 2 (of 12)

Your answers End

The photograph shows an outcrop of granite near Land's End in Cornwall (UK). How is an igneous rock with large crystals (such as this granite) formed?



Check

FIRST CLASS

eTMA

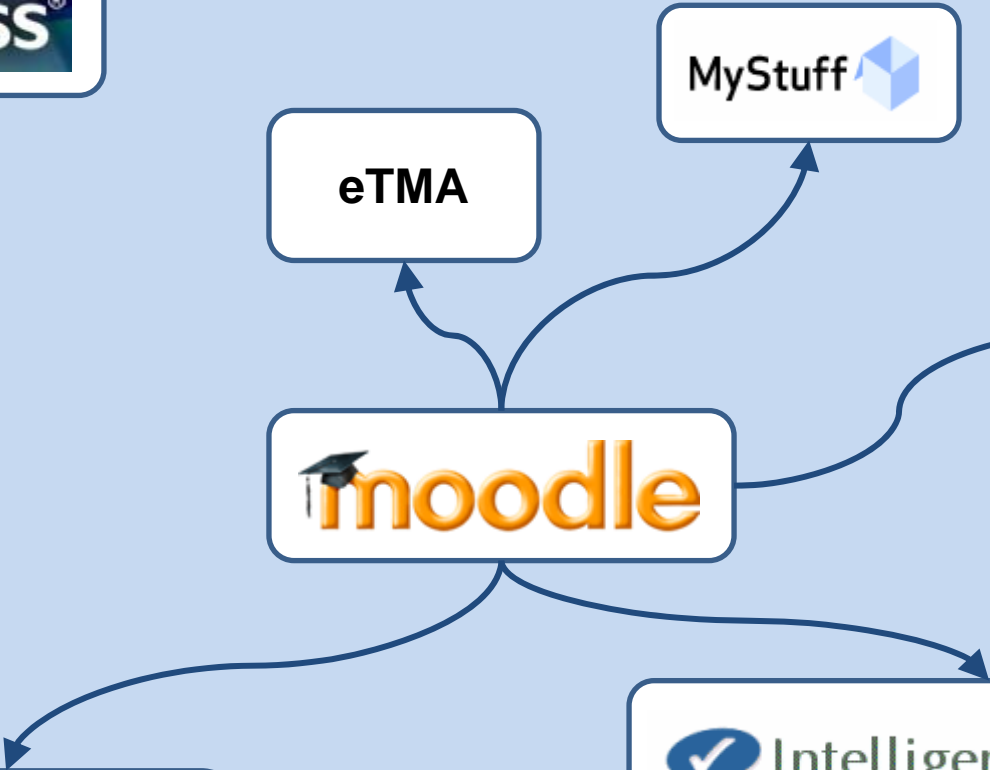
MyStuff 

OpenMark



 Intelligent Assessment


illuminate®
Where Bright Ideas Meet





Participants

Participants

- Admin (Moderator)
- Admin 1 (Moderator)
- Barbara
- Camilla
- Chris
- Gareth
- Tim
- Toby

8 Participants

Chat

Show All

Toby: Your inequality is wrong!

Moderator (Admin): Camilla

Moderator (Admin): Camilla's PC crashed - she is on her way back

Moderator (Admin): welcome back Camilla

Camilla: Back now. My computer blue screened

Moderator (Admin 1): <http://www-history.mcs.st-andrews.ac.uk/Biographies/Frechet.html>

Camilla: Note to admin: I seem to have lost earlier chat lines

Barbara: The same happened to me when I crashed and rejoined.

Camilla: All ok

Send to This Room

Audio - Multiple Talkers

Microphone Speaker

Ctrl+F2



Preview Transmit

Whiteboard - Main Room (Scaled 133%)

Screen 32 - m-s-30.jpg

Metric spaces

Worked example Unit A1 p7

Problem

Let $X = \mathbb{R}$ and $d(x, y) = |x - y|$ for $x, y \in \mathbb{R}$. Show that (X, d) is a metric space.

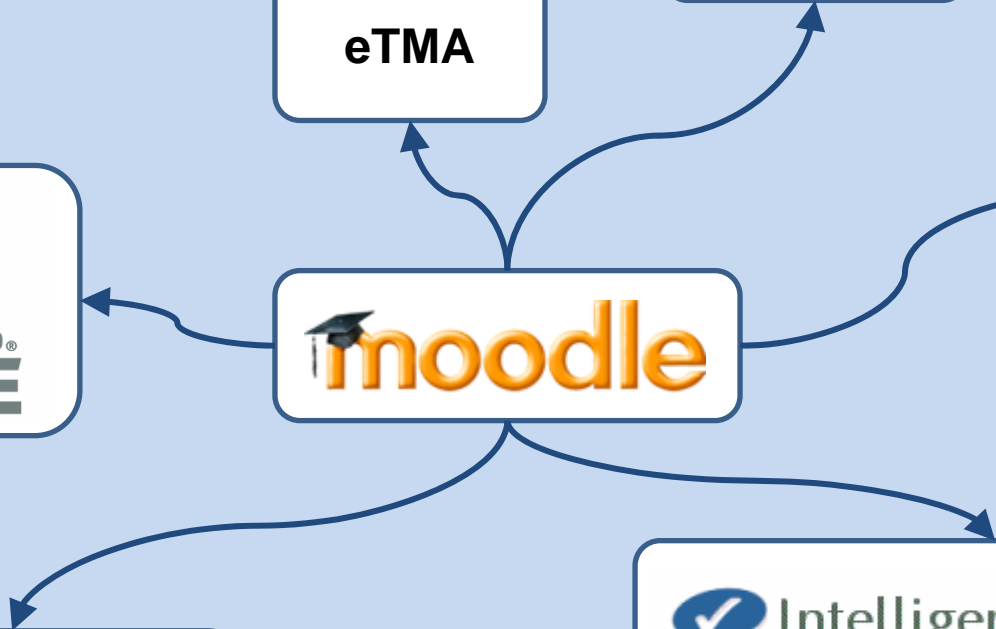
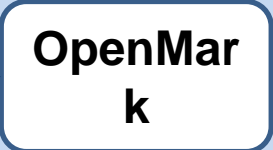
Solution

We verify the metric space axioms. Let $a, b, c \in \mathbb{R}$.

(M1) By definition of the modulus, $d(a, b) = |a - b| \geq 0$. And

$$d(a, b) = 0 \iff |a - b| = 0 \iff a - b = 0 \iff a = b.$$







Open Life Builder
Kismet Zapatero







FIRST CLASS

MyStuff 

eTMA

OpenMar
k

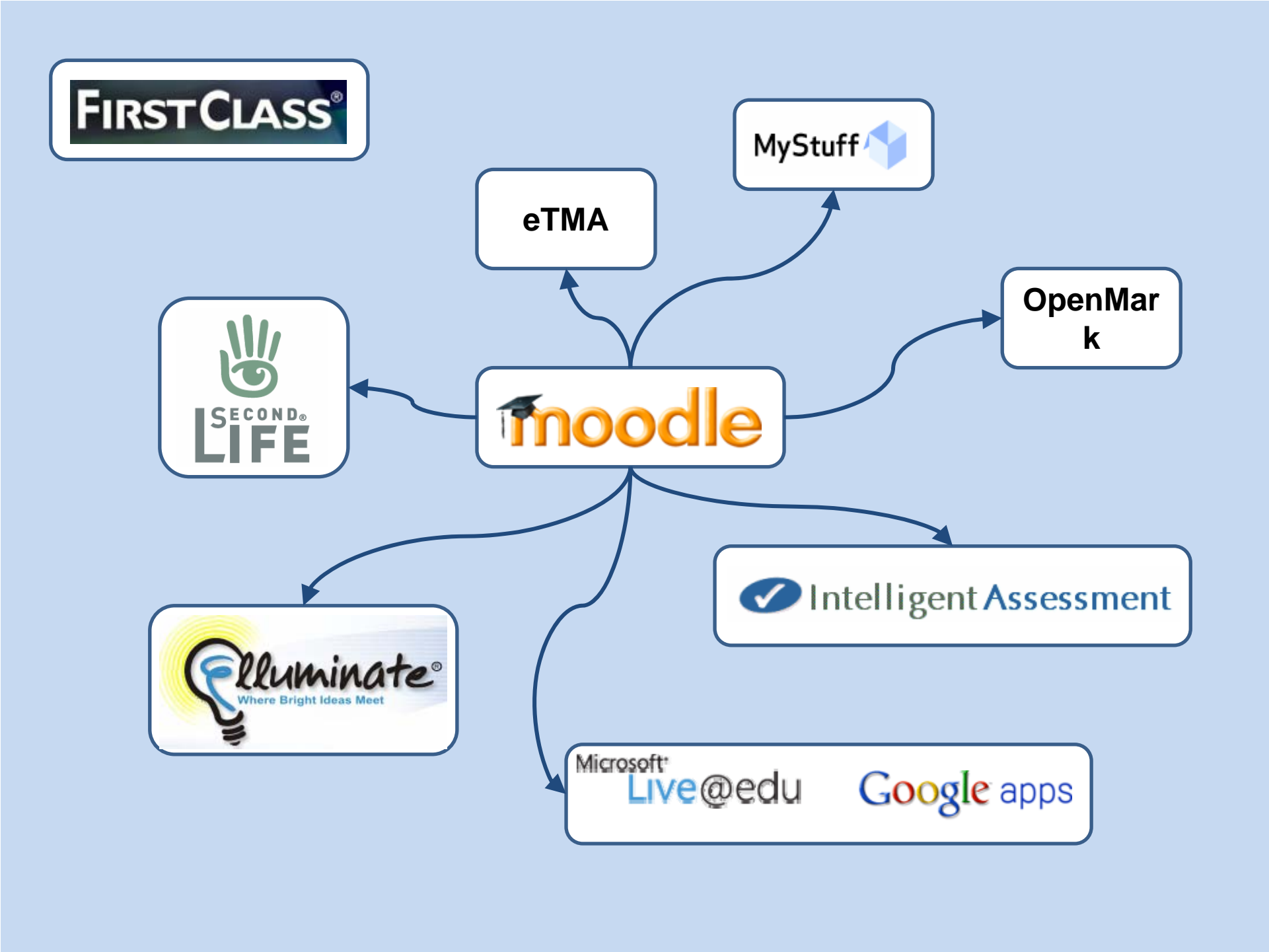

SECOND
LIFE



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Support for
MAC
and
Linux

You gotta check out



You can use your single @edu account to access your Outlook Live, Messenger, Spaces, SkyDrive, and more.
It's that Easy!

Support for PC, Mac, and Linux

Google apps

Stay connected and be more productive

For personal use

Keep in touch and share with friends and family. Free, intuitive tools you can access anywhere with a single account.



[Gmail](#)

Fast, searchable email with less spam



[Google Talk](#)

IM and call your friends through your computer



[Google Calendar](#)

Organize your schedule and share events with friends



[Google Docs](#)

Share online documents, presentations, and spreadsheets



[Google Sites](#)

Create websites and secure group wikis

For businesses and schools

Put Google's web-based communication, collaboration and security apps to work for your company or school.



[Business IT managers](#)



[School IT managers](#)

Not an IT manager?

Start collaborating with [coworkers](#) or [classmates](#).

What's New



Request Live@edu
How do you get
Live@edu?

FIRST CLASS

MyStuff 

eTMA

OpenMar
k

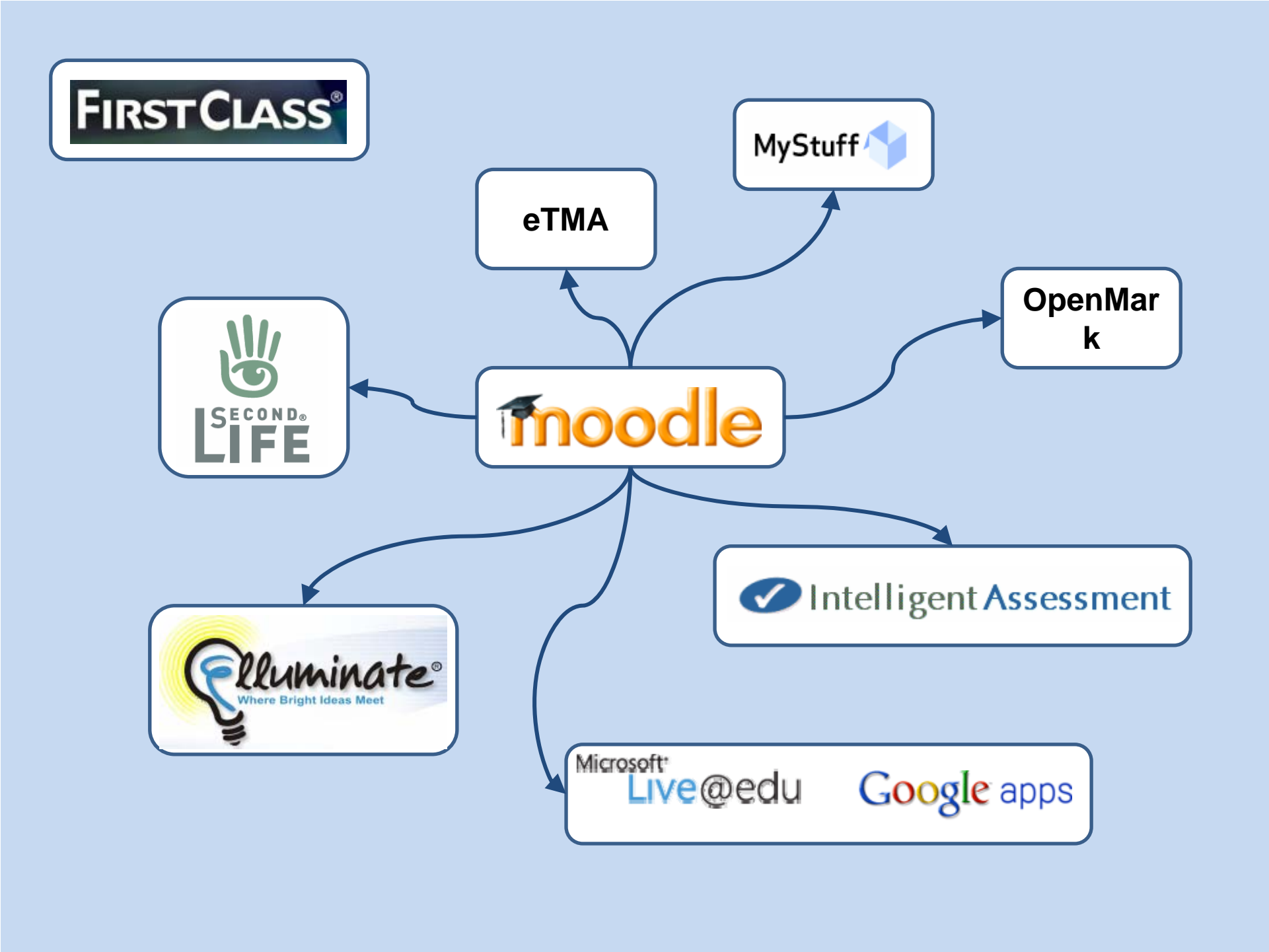

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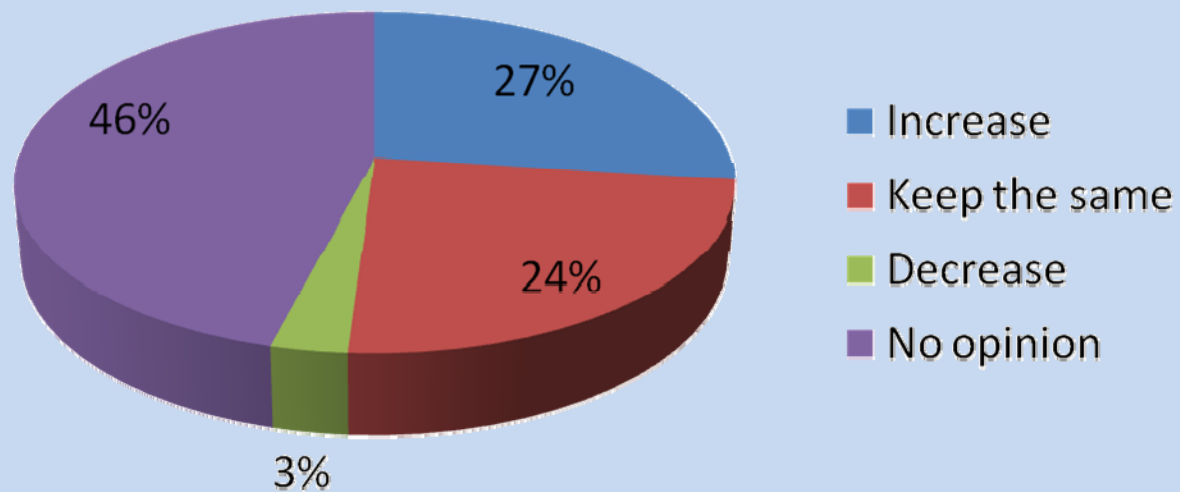


15 key issues
Students



1. Is the market ready?

How would you like to adjust the volume of elearning activities in your study?

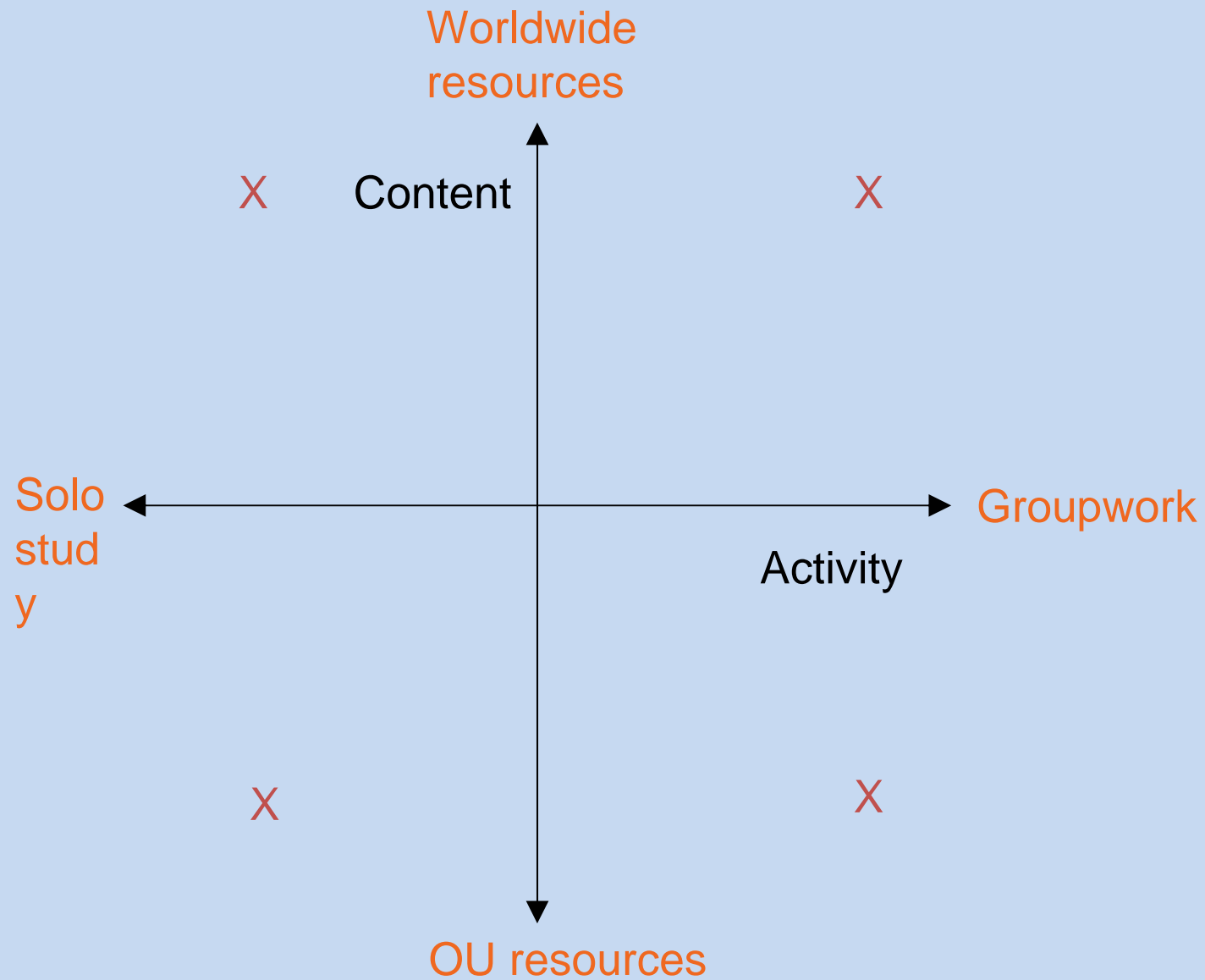


2. Does the student's location matter?





15 key issues
Course design



3. Content v activity

4. Collaboration v self-study

It is difficult to see how our group could have produced and reviewed a set of requirements in the space of 2-3 weeks without the wiki ... a good medium for OU collaborative work.

I found the collaborative [activity] very difficult to participate in, with the job I travel a lot and the collaboration relied on you being available for the last 5 days before deadline to see everyone's contribution.



5. Participation and assessment



Participants

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- Admin 1 (Moderator)
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- Tim
- Toby

8 Participants

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Whiteboard - Main Room (Scaled 133%)

Screen 32 - m-s-30.jpg

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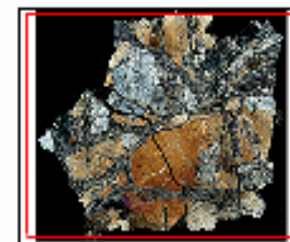
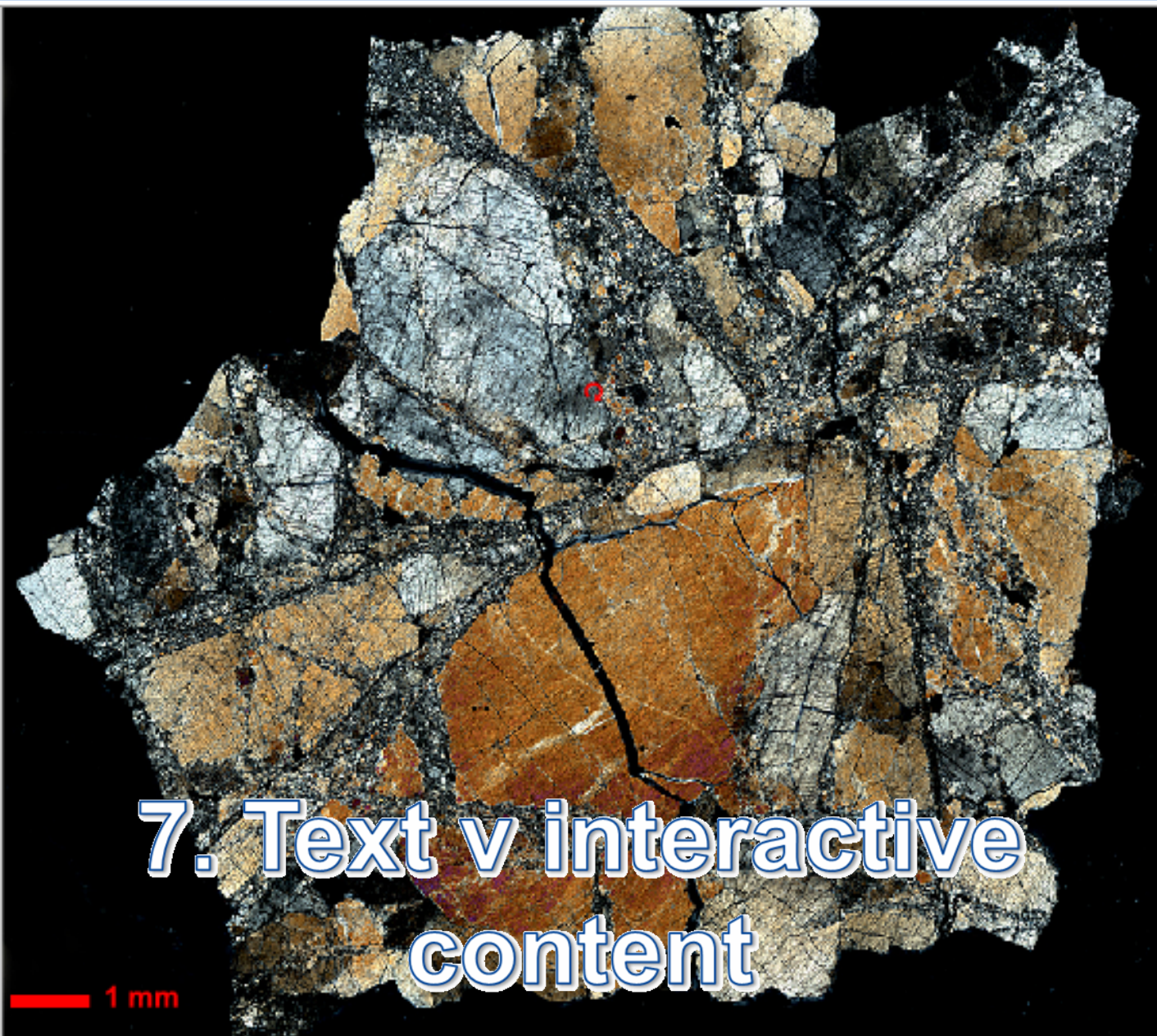
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$$d(a, b) = 0 \iff |a - b| = 0 \iff a - b = 0 \iff a = b.$$

6. Synchronous v asynchronous





ppl

xpl

Vm

x 10

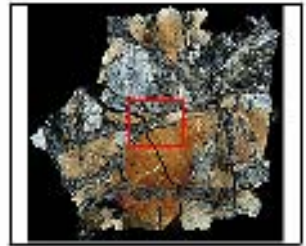
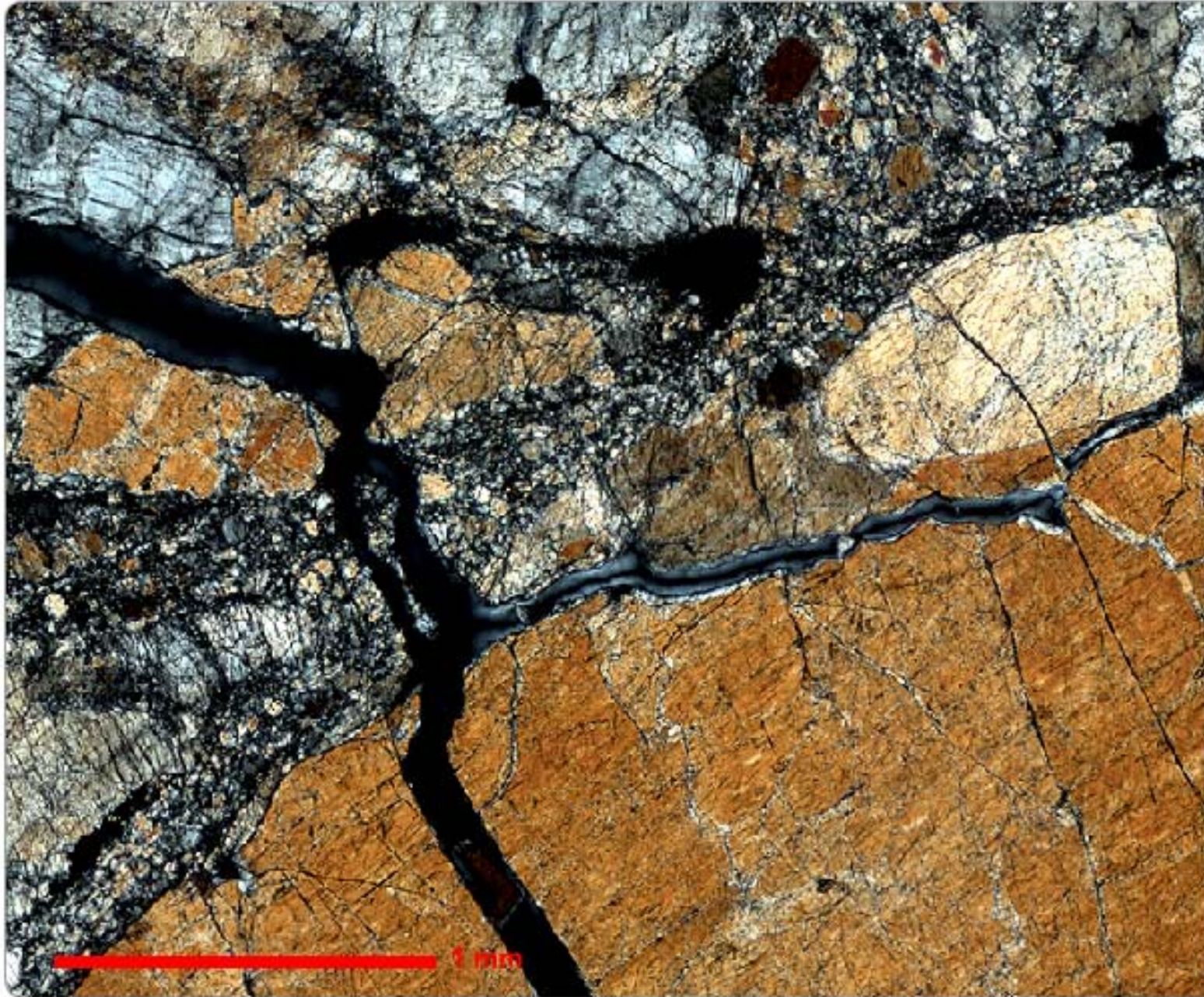
x 50

x 100



x,y





ppl

xpl

Vm

x 10

x 50

x 100

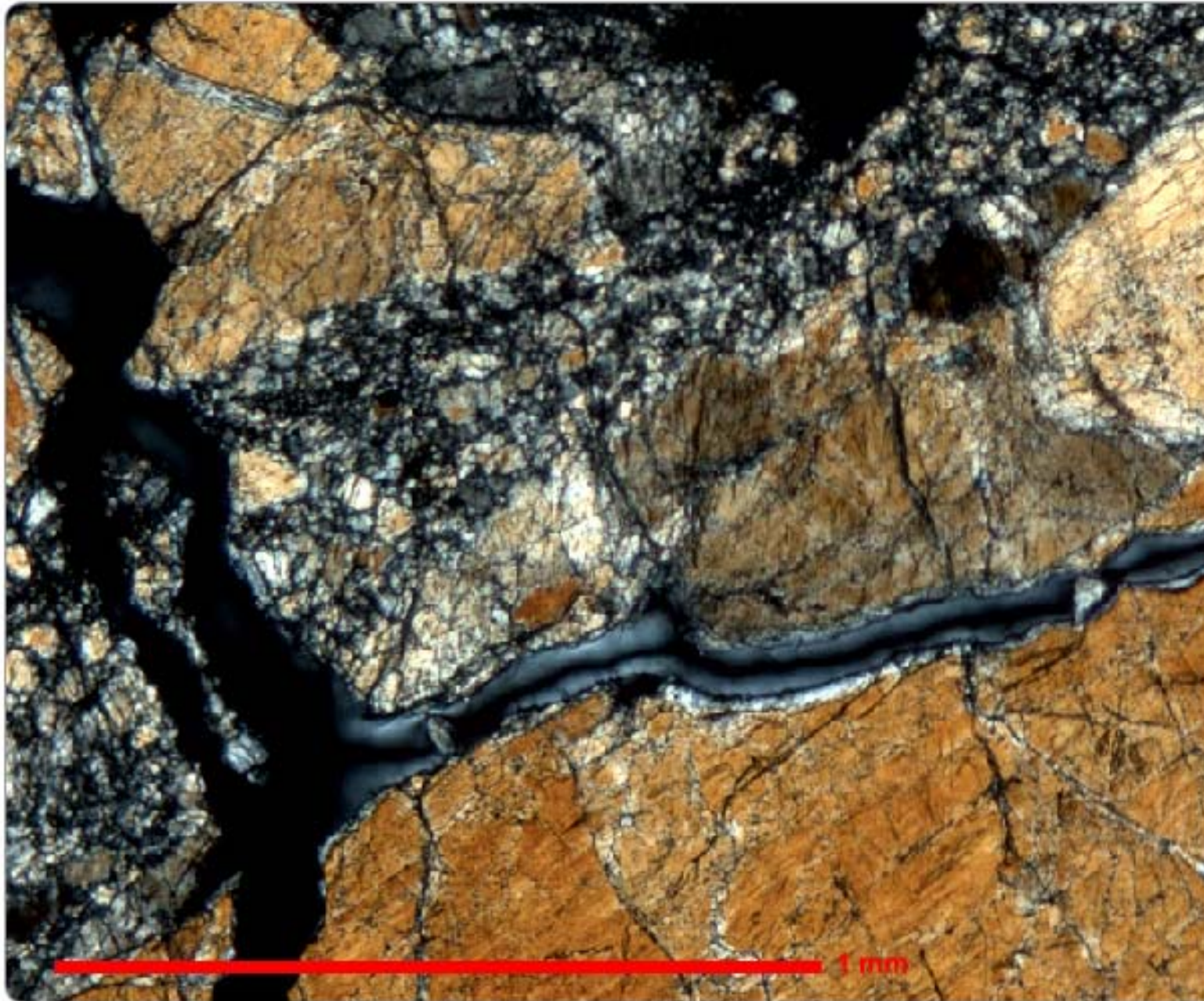


x,y

+

-





ppl

xpl

Vm

x 10

x 50

x 100

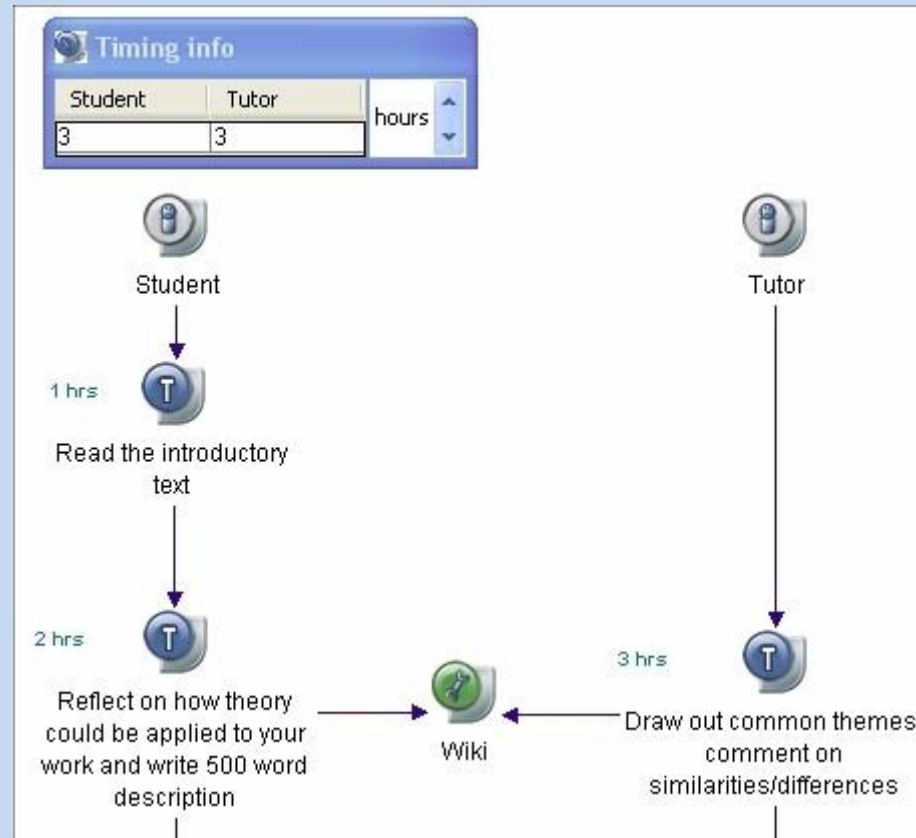


x,y

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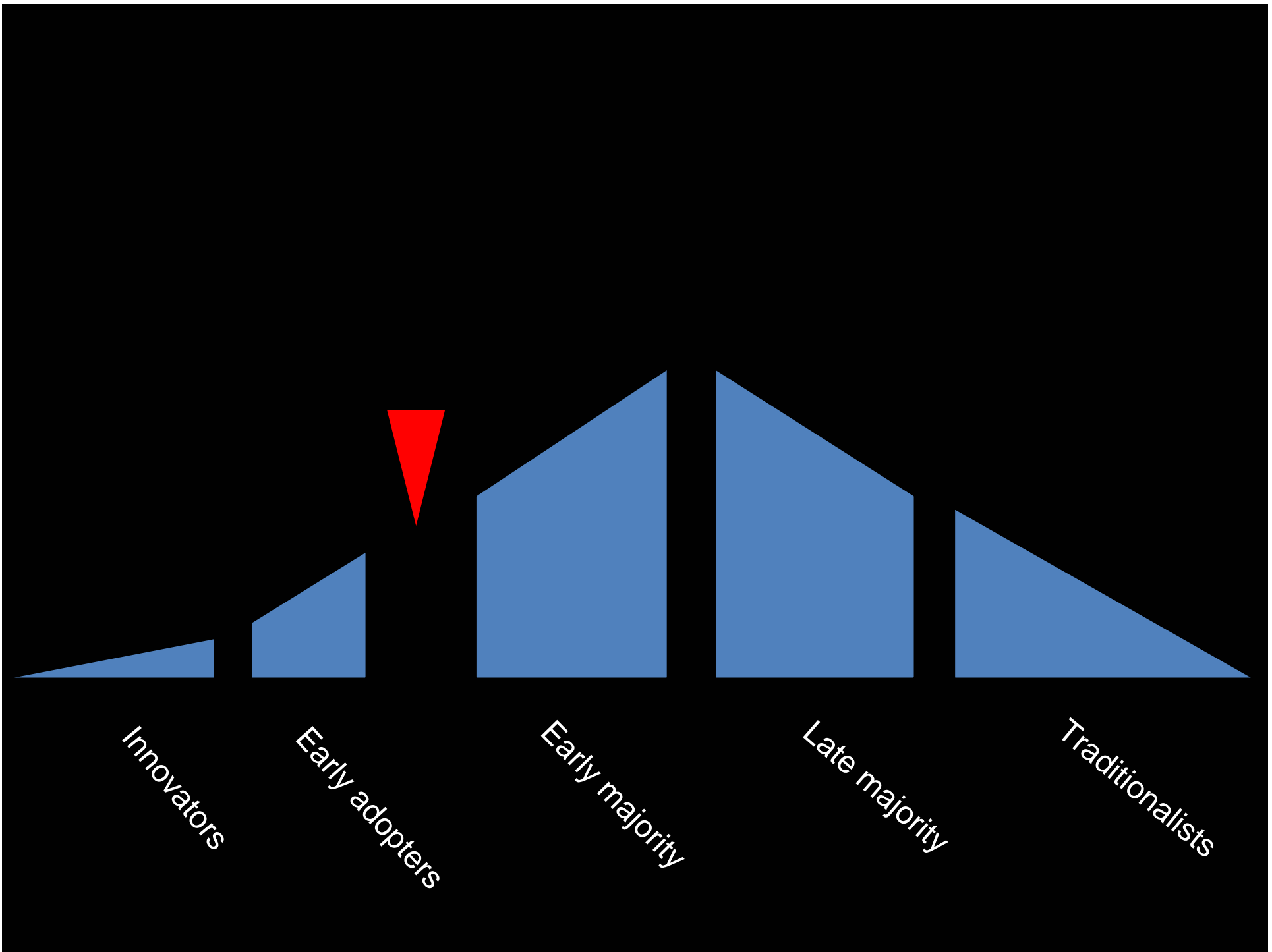


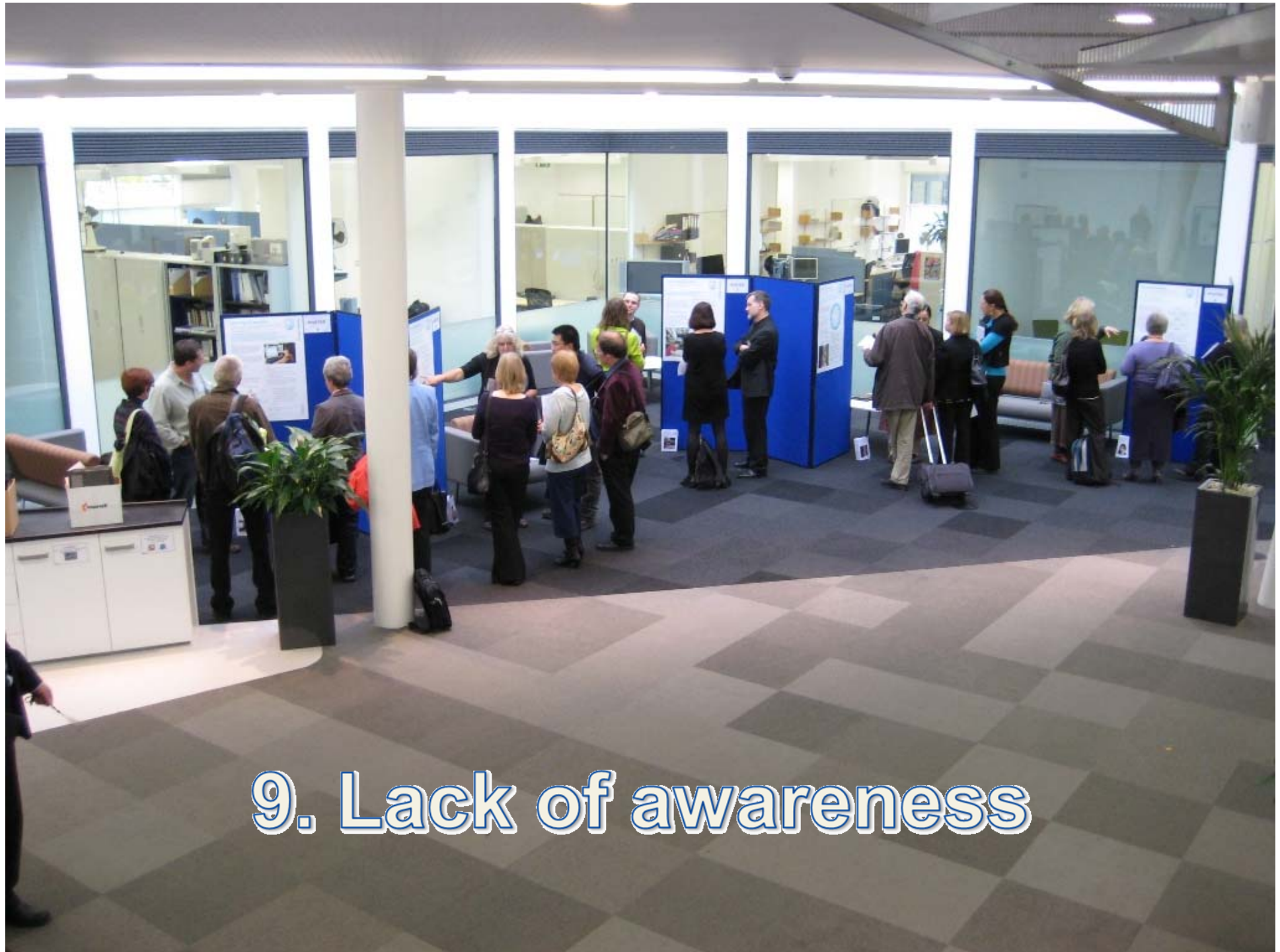


8. Upfront design for learning



15 key issues
Staff





9. Lack of awareness

Issue 2
February 2008

→ Communicate the vision



The Open University

Horizons

The Virtual Learning Environment Programme Newsletter

The story
so far...

Once upon a time a Virtual Learning Environment (VLE) was created, a piece of software that aids learning over the internet

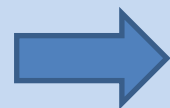
Roll-out of the VLE
is moving up a gear

The University is gearing up for the next phase of VLE development. It will mean changes to key university processes, and new opportunities for providing students with rich learning experiences says Professor Denise Kirkpatrick

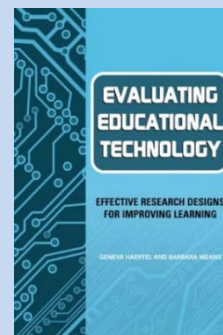
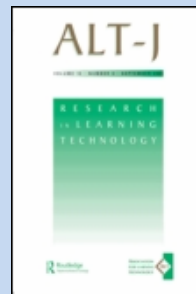
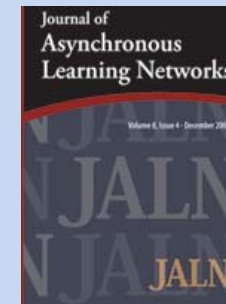
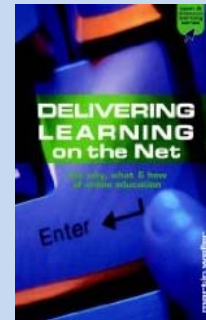


VLE Programme: Stakeholder Analysis

Name	External	Knowledge of programme	Position	Interest	Quantity of resource	Ability to mobilise resource	Power
Associate Deans	<input type="checkbox"/>	Growing due to VLE Reference Group.	moderate supporter	Very interested due to potential implications for resources and working practices.	3	3	4.5
CETLs	<input type="checkbox"/>	Growing. Organised and attended Berrill session and subsequent workshop.	supporter	High. VLE can be a key vehicle for them to achieve their aims.	3	3	4.5
VLE Team	<input type="checkbox"/>	Total!	supporter	Extremely high. BPLs and technical advisors all need to ensure that their areas of activity are a success.	3	3	4.5
Programme Board	<input type="checkbox"/>	High due to Board meetings and accompanying documentation. Some members also involved closely in Programme	supporter	Has implications for most members' departments. As members of the Board they have a strong interest in ensuring the Programme is a success	3	3	4.5



Involve all stakeholders



➔ Find and promote evidence



roduction

Browse prospectus

- A-Z by title
- Type
- Provider
- Location
- Staff category

'Learn about' guides

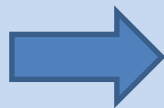
- Advanced search
- HEA standards
- Information for Associate Lecturers
- Contact us

Welcome to the Educational and Professional Development prospectus

This is a searchable catalogue of all the Open University's educational and professional development activities.



It is a collaborative venture between the Institute of Educational Technology, Human Resources, the Library, Student Centre for Outcomes Based Education, the Research School, Learning and Teaching Solutions and AACSS.



Provide professional development

The screenshot shows the 'Main Page' of the 'eLC Community' wiki. At the top, there are tabs for 'article', 'discussion', 'edit', and 'history'. The page title is 'Main Page' and 'eLC Community' with an '[edit]' link. The content includes an introduction to the wiki, instructions for staff and users, and a list of links. On the left, there is a navigation menu, a search box, and a toolbox.

navigation

- Main Page
- Community portal
- Current events
- Recent changes
- Random page
- Help

search

toolbox

- What links here
- Related changes
- Upload file
- Special pages
- Printable version
- Permanent link

Main Page [edit]

eLC Community

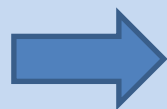
This is the wiki for the OU's **eLearning Community (eLC)**. It contains information about some of the 106 members of the community (see Personal Profiles) and also information about their Projects and Interests. For more information about the Community also refer to the [eLC Moodle website](#).

Any OU staff with an OUCU, including ALs, can read or edit this wiki. To add entries and edit entries you will need to first register and log on. Once you have done this we hope that you will add your own profiles to those shown at the links below. To do this choose the [Personal profiles](#) or [Projects and interests](#) links and then choose 'Edit' to add or amend entries.

If you aren't sure what a wiki is and how it can be used here is a short (3:52) video about wikis. [Wikis in Plain English](#)

If you have never used a wiki before, and would like to practice first, use the [Wiki practice area](#) to play around. You can find out about formatting wikis at [Formatting Examples](#)

- [Events](#)
- [Personal profiles](#)
- [Projects and interests](#)
- [e-learning at the OU in the 21st century](#)
- [eLC Monthly Digest - back issues](#)
- [Wiki practice area](#)
- [ICT at the OU timeline](#) - note this is on Schome wiki and you will need to register with Schome to add to it.
- [Feedback](#)



**Build an elearning
community**

Welcome to Cloudworks, a place to share, find and discuss learning and teaching ideas and experiences. [Find out more](#)

Log in  Sign up

Featured Cloudscapes



[View Cloudscape](#)

Clouds designed to stimulate debate [View Cloudscape](#) (image by [victoriapeckham](#))

Flash debates

Reviewing the use(s) of Web 2.0 in higher education

Workshop: ETUG Fall Workshop: Learning Design

ALT-C 2009

The Cambridge International Conference on Open and Distance Learning Conference

Cloudstream

Show all Clouds Cloudscapes Comments Links References Extra content

Tweets about LibrarySchool

new link on [Library School - Professionalisering voor Nederlandse bibliothecarissen](#) added by [Steven Verjans](#) 2 hours ago

Library School brochure (UK)

new link on [Library School - Professionalisering voor Nederlandse bibliothecarissen](#) added by [Steven Verjans](#) 2 hours ago

Pedegogical profile widget

new link on [Tool: Pedagoqy profile](#) added by [Rebecca Galley](#) 3 hours ago

Active Clouds

-  Activity: 20 mins The Cloudquest challenge
-  Q4: why has general web 2.0 practice not translated well/extensively into an HE context?
-  Activity: 10 mins Introductions and interests
-  Learning Design vs. Instructional Design
-  Resource: Three Dimensional 3-D Curriculum Design
-  Educational Technology Journals
-  Discussion group: Faculty engagement
-  Google Wave
-  Session: Designing for Engagement
-  Digital tools to build research networks and communities

[View all 1359 Clouds](#)

Cloudworks Blog

- ▶ Preparing for the ETUG workshop in Canada
- ▶ Cloudworks - the movie!
- ▶ Cloud for launch of the ILTA website

Google Wave overview



added by [Niall Sclater](#)

Discussion

Very intrigued by this and whether this is genuinely something different and unique or mainly hype. Also interested in how difficult it is to get a handle on this.



[Gráinne Conole](#)

11:25am 16 October 2009

It's conceptually more complex than email or instant messaging for example and is not that intuitive. But then spreadsheets might not be intuitive for someone who had never used them before either I guess.

It was also clear earlier when several of us were simultaneously editing a comment on a wave that conventions

Links

[Google Wave too complicated for its own good](#)

added by [Niall Sclater](#)

[Google Wave and teaching & learning \(Wilbert Kraan's blog\)](#)

added by [Niall Sclater](#)

[What problems does Google Wave solve? \(via @TsoBuyan\)](#)

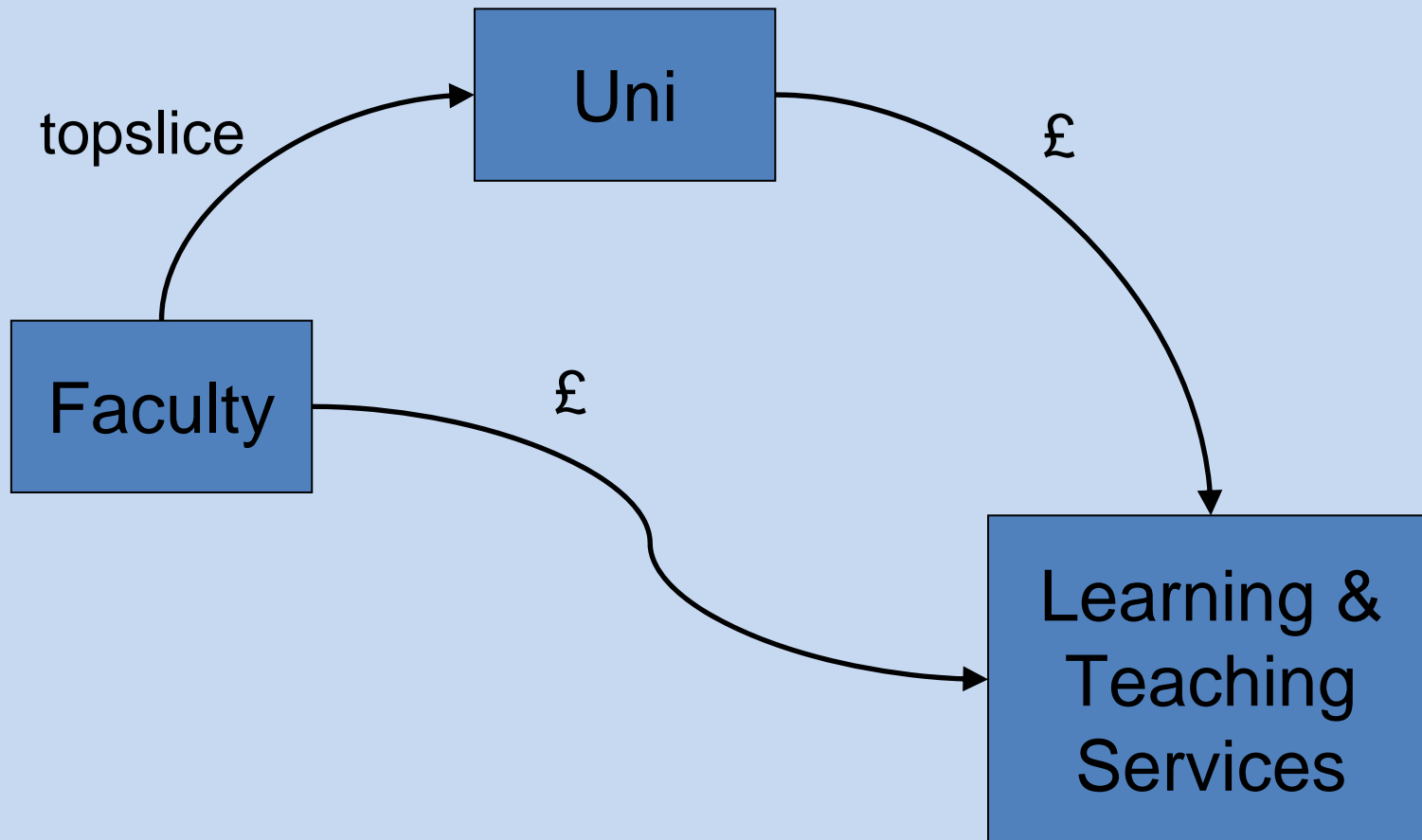
added by [Niall Sclater](#)



10. Lack of incentives



15 key issues
Organisational



11. New costing structures



AA100-08J The Arts Past and Present

News

Welcome to the AA100 website Yesterday

Dear All, Welcome to the AA100 website...

[View all messages in full](#)

Resources

- [Course resources](#)
- [Assessment](#)
- [Alternative formats](#)
- [Library resources](#)
- [Useful websites](#)
- [Tutor resources](#)
- [Course Glossary](#)
- [Electronic notebook](#)

Forums

- [Introductory forum](#) (35 unread)
- [Tutor forum](#) (59 unread)
- [Tutors Quarantine](#) (7 unread)
- [AA100 Course Team Forum](#) (web access)
- [CT Practice VLE Forum](#)

Study planner

5 week view

1	<p>4 October • Preparatory Week</p> <p>Book: Course Companion ? ✓</p> <p> Getting Started at the OU ✓</p>
2	<p>11 October • Book 1: Reputations</p> <p>Chapter 1: Cleopatra ✓</p> <p>DVD Video: Cleopatra ✓</p> <p>Dummy assignment ✓</p>
3	<p>18 October • Book 1: Reputations</p> <p>Chapter 2: Christopher Marlowe, <i>Doctor Faustus</i> ✓</p> <p>Audio CD: <i>Faustus</i> - Parts 1 and 2 ✓</p> <p>Set Book: Christopher Marlowe, <i>Doctor Faustus</i> (ed. J. O'Connor), Pearson Longman, 2003 ✓</p> <p>→ Library/Information Literacy Activity 1: Marlowe's death ✓</p>
4	<p>25 October • Book 1: Reputations</p> <p>Chapter 3: Cézanne ✓</p> <p> Quiz on Book 1, Chapters 1 to 3 ✓</p>
5	<p>1 November • Assignment Week</p> <p>→ Assessment ✓</p>

[Show entire planner ▶](#)

12. New policies and procedures

13. Internationalisation



14. Restricted v open content

The Open University

World class learning, anywhere

Warning! Content may transform your life

OU Learn

- Arts and Humanities
- Business and Management
- Childhood and Youth
- Computing and ICT
- Creativity and Design
- Engineering and Technology
- Environment, Development...
- Health and Social Care
- Languages
- Law
- Mathematics and Statistics
- Psychology
- Science
- Social Sciences
- OU Life
- OU Research
- OU in Africa

Recently Released

New Content



Management in Chinese...



Searching for Syphilis



The physical world: qua...



The Acropolis and the P...



Ethics in real life



The fascination with cri...

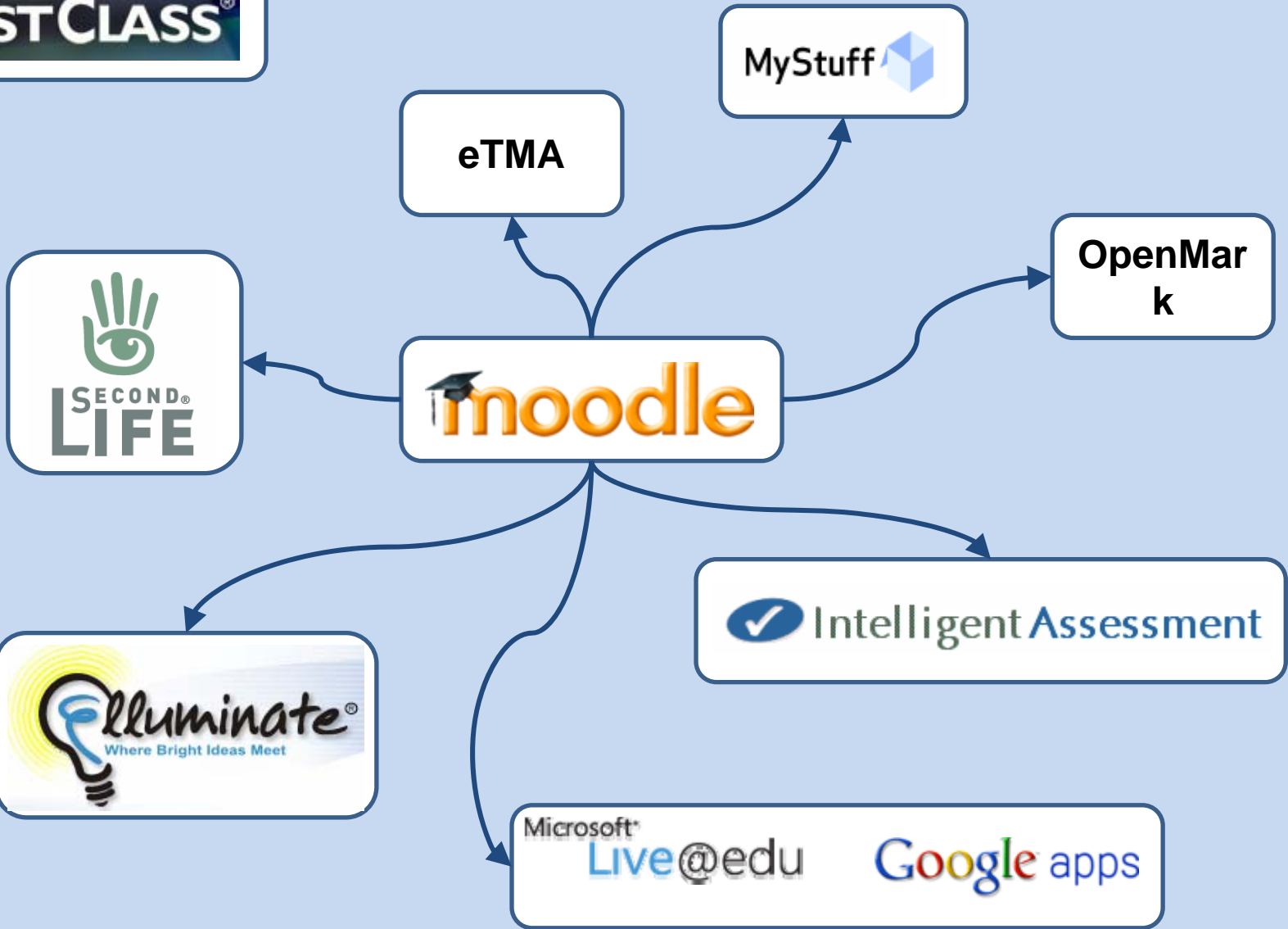


OU Links

- The Open University
- Online Prospectus
- About the OU
- Research at the OU
- Contact the OU
- Take our Survey

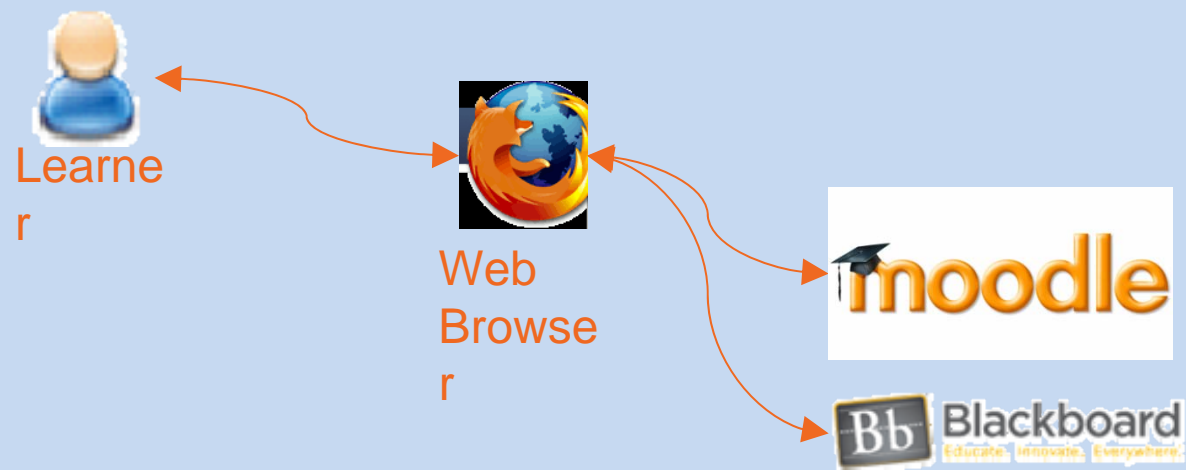
TOP DOWNLOADS

1.  **Beginners' French In...**
Open University
2. **The Next Big Thing**
Open University
3. **Beginners' Spanish i...**
Open University
4. **Philosophy and the h...**
Open University



15. Changing technological landscape

The LMS Model





[hoel.nu]

Tore Hoel

yttrer seg på

www.estandard

og den personlige blogge

eBlog by Tore Hoel

Del ditt bredbånd!

Posted in [Sikkerhet](#) og [Tore Hoel](#) on the August 2nd, 2008

Selv om det er en del kaffer som har gratis trådløsnet, så skulle vi gjerne sett tilgjengelighet i byen. Og hvorfor ikke la noen bruke den ledige kapasiteten som betalt for? Det er ideen bak FON som er et spansk initiativ med medlemskap av eBay og Google som partnere.

Jeg avsluttet i januar 2003 et

(Göteborgs

Standardisering av e-læring: Bygges morgendagen

Har vært for opp/

Jeg er (nesten alltid) til

se

VLEs are tools of institutional control

eFoundations - Mozilla Firefox
File Edit View Go Bookmarks Tools Help
http://efoundations.typepad.com/

eFoundations

metadata, middleware, e-learning

June 13, 2007

Bashing in Bolton

Posted by [Pete Johnston](#) at 15:33 13 June 2007 in [Elearning](#) [Metadata](#) [Repositories](#) [Service Architectures](#) | [Permalink](#)

At the end of last week I spent a couple of days at the [4th JISC CETIS CodeBash](#) at the [University of Bolton](#).

I think the CodeBash events are, or at least have been in the past, aimed primarily at those individuals developing and/or working with software tools which implement various specifications and standards used in the e-learning sphere. They provide an opportunity for some very concrete explorations of technical interoperability ("If my tool exports/exposes an instance of format XYZ, what happens when your tool imports/consumes it?", "How does a title search on my system A compare with a title search on your system B?", and so on.) Also, since several JISC CETIS staff are closely involved in the process of developing specifications, they allow for a direct exchange of views and feedback on specifications - especially in the area of [Identity Management](#).

There were about 20 people in attendance, a smaller number joined by a few [Acrobat Connect](#) counterparts from the other side of the Atlantic.


As I read up on the various projects, I was particularly struck by the fact that I've come to dabble in the area of metadata and desultorily in the area of metadata. It was also clear that the e-learning community is not alone in facing these problems and that there are a number of more general problems that are being addressed. As Andy discussed, the "bank" is pretty much a "bank" and the approaches taken to providing a "bank" are probably equally applicable to item banks. (In particular, I'd hope that [Publishing Protocol](#) would find a wide adoption, as it seems to me it addresses

ARCHIVES

- June 2007
- May 2007
- April 2007
- March 2007
- February 2007
- January 2007
- December 2006
- November 2006
- October 2006
- September 2006

CATEGORIES

- Identity Management



Andy Powell

VLEs promote a culture of dependency

Done

*VLEs may overtly
or subtly align the
institutional
processes with the
software*



Jon Dron

“Any Color You Like, As Long As It’s Blackboard”,
ELEARN, Honolulu, Oct 2006

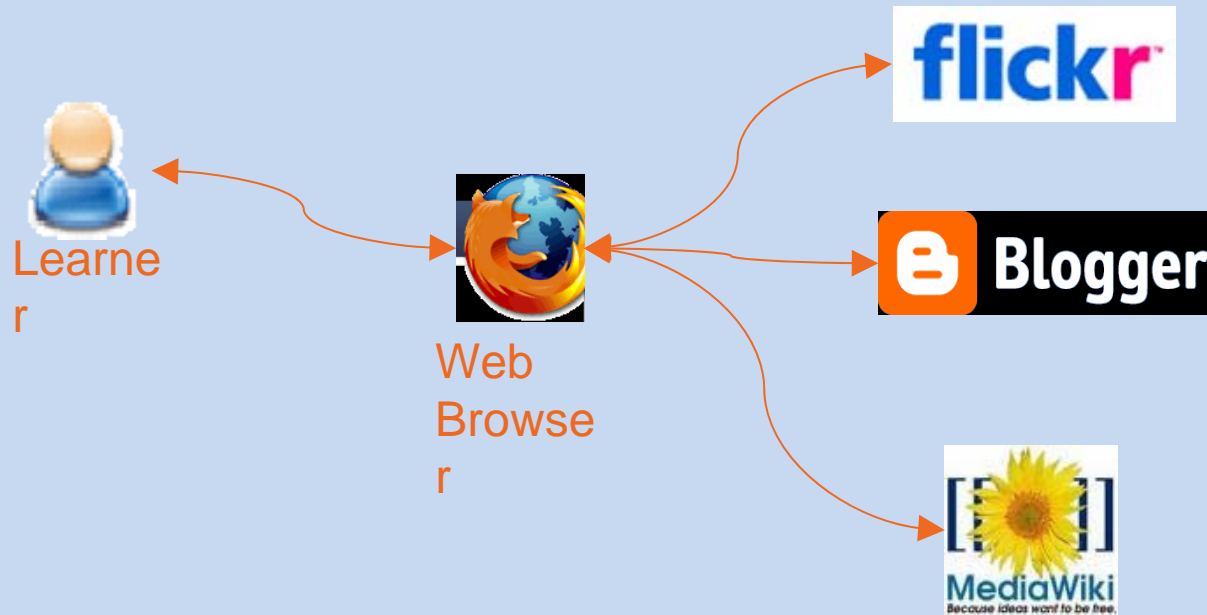
- Home
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SCROLLA ~ Networked Learning
Dr Col

VLEs: conservative technology for managing groups, providing tools and delivering content



The Small Pieces Model





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Classroom 2.0

SCHOOL RESOURCES

Classroom Flickr

Teen Life Project - Teacher Wiki

Teen Life Project - Student Wiki

Classroom Podcasts

Excellence and Imagination

Math Tutorial Videos

Class History Wiki

TWEETS

what am I doing...

@teach 42: that I talk too much
http://tinyurl.com/2e9lzk

about 9 hours ago

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« Beam Me Up Scotty! | Main | Collaboration and Exploitation »

SMALL PIECES VERSUS MOODLE

According to the theory of small pieces loosely joined, using the web and hyperlinks, we can all be right together. This is the philosophy I've worked with in my classroom. We currently have:

- blog accounts at learnerblogs

- two wikis at pbworks

- podcasts

- a sup

- Blo

- a f

- ever

First of all, we've changed the possibilities for where and when education can happen. We've brought people together.

But I worry about the possibility of being a portal for kids to be connected to all of these pieces. I have kids who want to make things easier for them. I have consciously not worked with a single piece of software so that I can let kids see the power of collecting resources across the web into a single environment. But we do pay, having to access different accounts across the web. The kids need to remember URLs, passwords, and how to navigate through different interfaces. They need to remember how to run WordPress, make a photostream in Flickr, add blogs to their aggregator, and format a wiki.

While this is what we all do as adults, I want to ensure that their focus remains on the learning that is possible using these tools, not the frustration of forgetting how to accomplish a specific task.

I worry about the number of small pieces we have joined together



NEED THE OTHER KIND OF REMOTE ACCESS?

"Easy to use, powerful, and secure..."

February 28, 2006

ONLINE MEETINGS?

Then.

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understanding my learning phase 2

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Learner Experiences projects: Phase 2

Following the release of Circular 05/06, a total of 84 bids were received for... around the learner... projects are due to start in March 2007 and run over a period of 18 months to two years until February 2009.

The Learner Experiences of e-Learning theme aims to:

- Review and investigate how learners experience e-learning
- Make recommendations for those involved in the design and development of e-learning systems based on our understanding of the diverse needs, experiences and expectations of learners
- Help developers to design systems that support the diverse needs of learners
- Investigate the strategies, beliefs and intentions of those involved in the design and development of e-learning systems
- Develop methodologies for eliciting the learning experiences of learners

A brief overview of each of the projects is outlined below:

A) Learners' Journeys project

STROLL-Student Reflections On Lifelong eLearning

University of Hertfordshire partnered with Hertford Regional College

A longitudinal view of learning journeys across two years and the experiences of students at the end of their 3 year BSc/BA programme.

B) Learners' Experiences of Blended Environments

Students' Blending Learning User Patterns (BLUPs).

University of Warwick partnered with the University of Northumbria

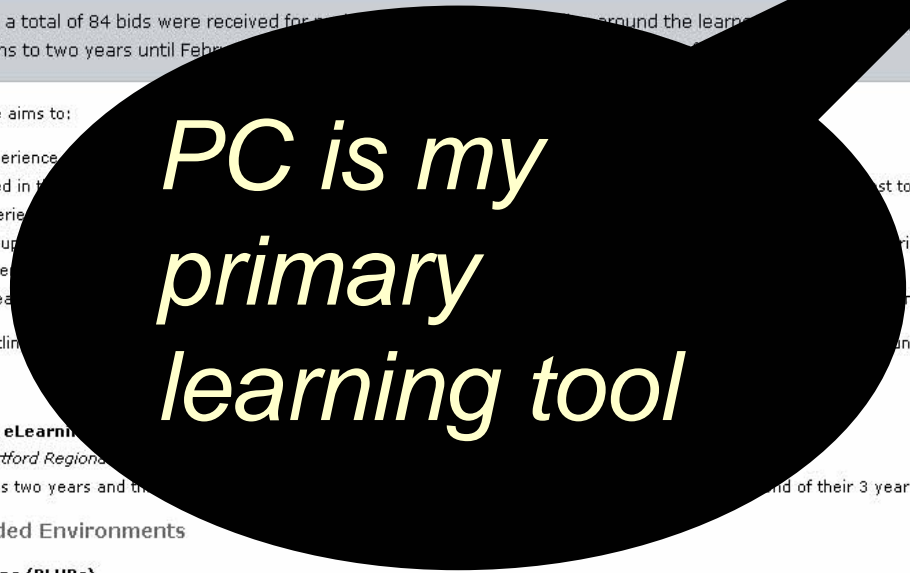
A study of a cohort of first year undergraduate students The proposed study has two components. Firstly, it will examine the ways in which new undergraduate students blend the modes of learning available to them, both from the personal domain and the institutional domain. Secondly, this information will be used to inform institutions and staff about how best to draw on these approaches to support their teaching and the students' learning.

Learners' experiences of blended learning environments in a practice-based context (PB-LXP)

The Open University

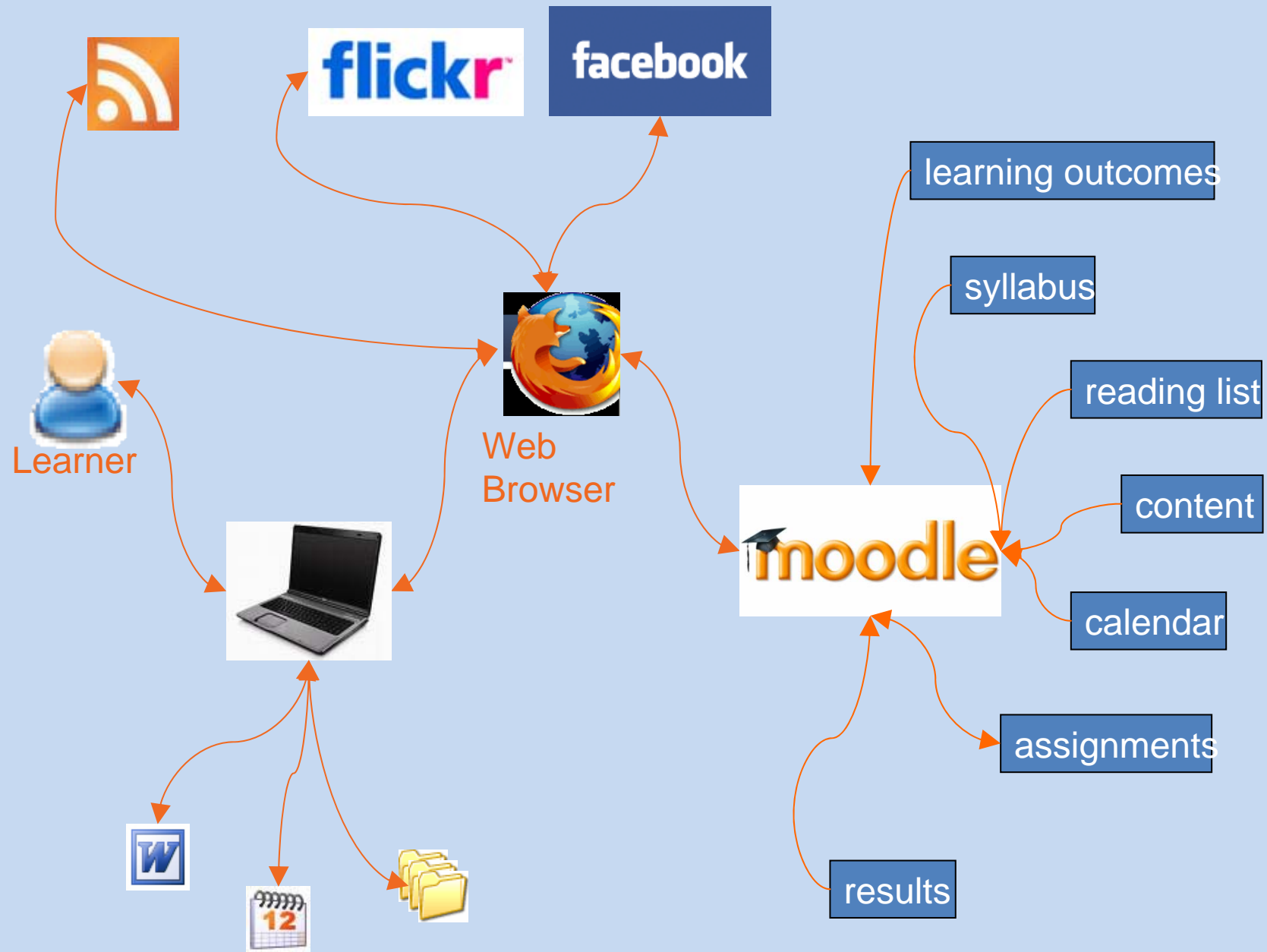
This project focuses on students studying work-based courses and students experience and use of technologies in different locations, including their work places.. The project will run over 2 years (3/07- 2/09) and will provide a richer understanding of how students are learning with a range of technologies across different boundaries, the strategies they use to manage the process, barriers/enablers, key critical moments and the relationship between student practice and institutional practice/policy.

THEMA : Exploring the Experiences of Master's Students in Technology-Rich Environments

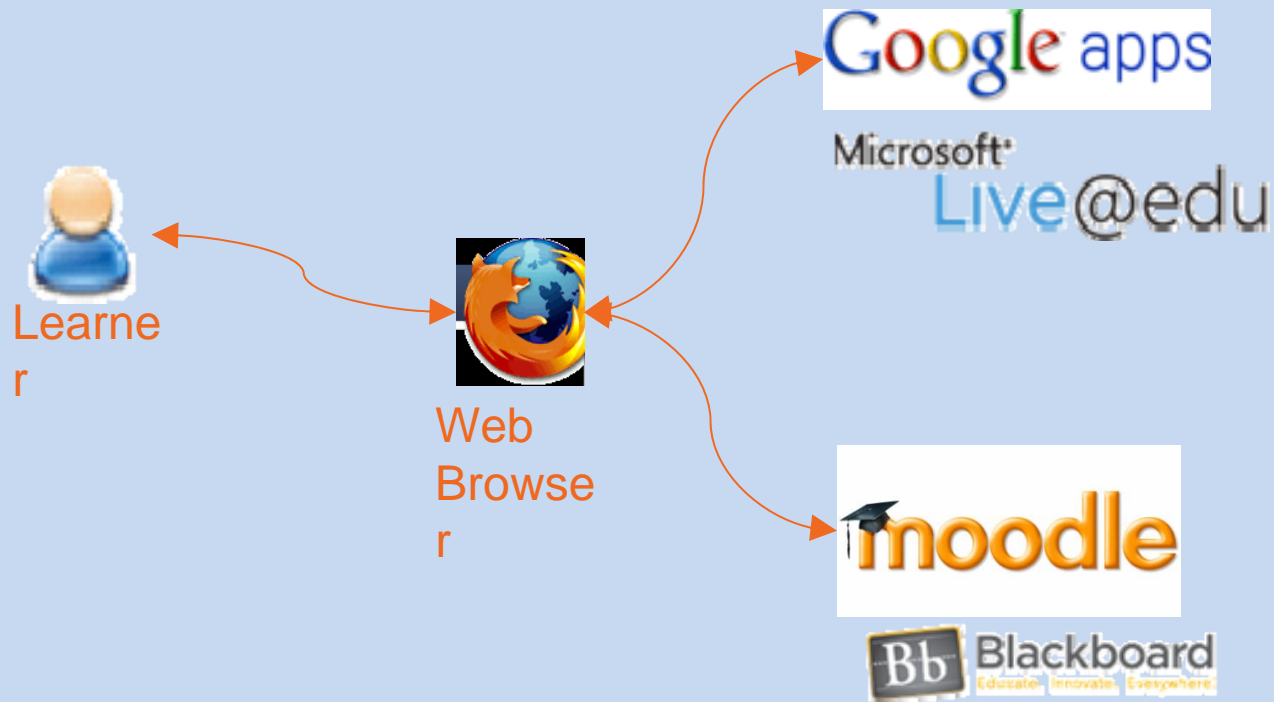


PC is my primary learning tool

A Personal Learning Environment



The Cloud Model







Support for
MAC PC
and
Linux

You gotta check out



You can use your single @edu account to access your Outlook Live, Messenger, Spaces, SkyDrive, and more.
It's that Easy!

Support for PC, Mac, and Linux

Google apps

Stay connected and be more productive

For personal use

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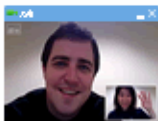
● Niall Sclater

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I.M.	•	•	•	•	
Email			•	•	
Blog	•	•	•		
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Polling	•	•		•	
Groups		•	•		•
Audio/video conferencing					
Whiteboards					
Quiz	•	•		•	
Assignment	•	•			

All items

All items

- Owned by me
- Opened by me
- Shared with me
- Starred
- Hidden
- Trash
- Items by type ▼
- More searches ▼

▼ My folders

No folders.

► Folders shared with me

<input type="checkbox"/>	Name	Folders
--------------------------	------	---------

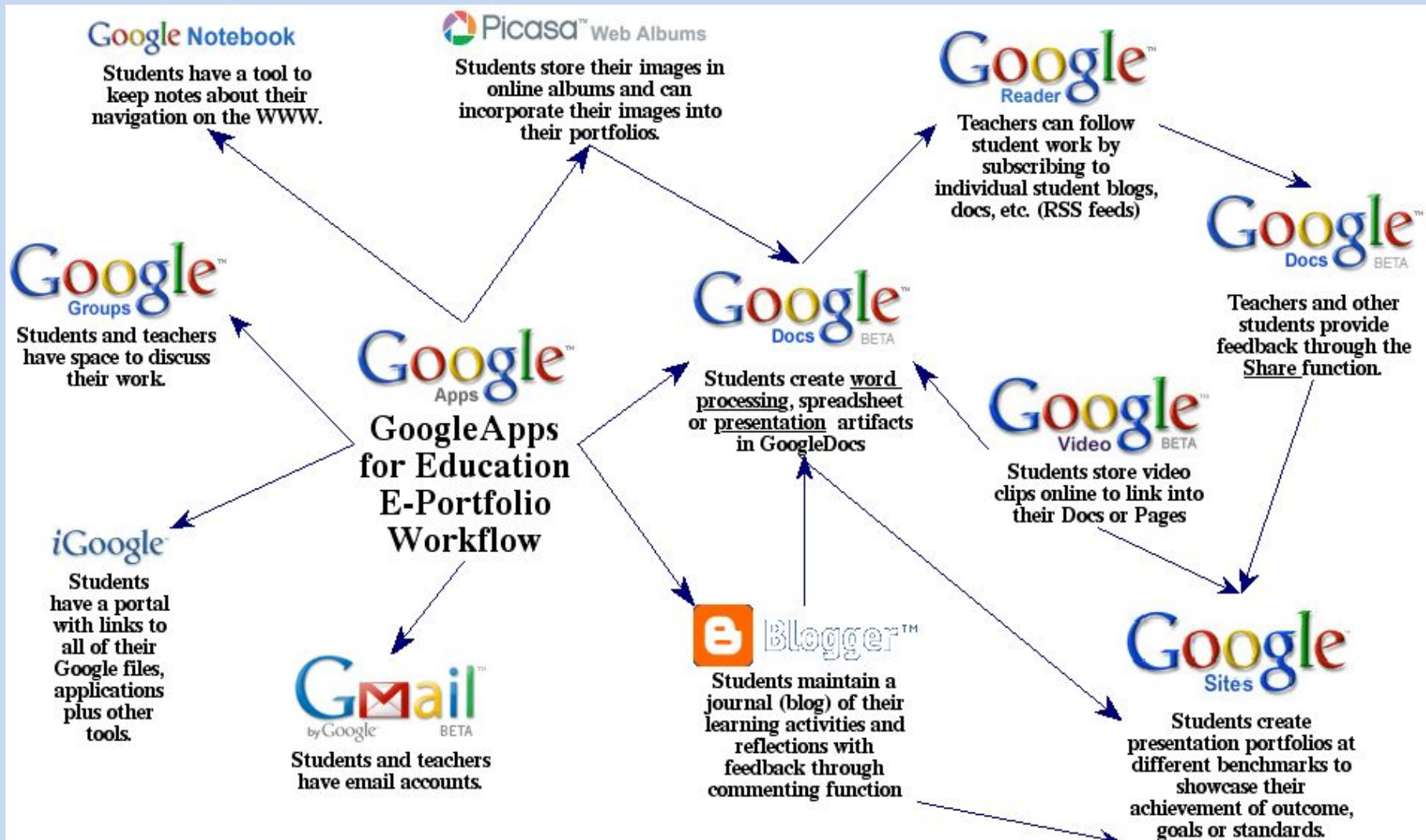
New! Share your folders

Select the folder you want to share and click on the **"Share this folder"** link.

Folders that have been shared with you will show up in **"Folders shared with me"**.

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Google Docs! Click



Helen Barrett's ePortfolio mashup with Google Apps
<http://electronicportfolios.org/google/>



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Google Apps Service Level Agreement

Google Apps SLA. During the Term of the applicable Google Apps Agreement, the Google Apps Covered Services web interface will be available to you for at least 99.9% of the time in any calendar month (the "Google Apps SLA"). If Google does not meet the Google Apps SLA, and if Customer meets the conditions set forth below, Customer will be eligible to receive the Service Credits described below. This Google Apps SLA states Customer's sole and exclusive remedy for Google's failure to meet the Google Apps SLA is the receipt of the Service Credits described below.

Definitions. The following definitions shall apply to the Google Apps SLA.

"Downtime" means, for a domain, if there is more than a five percent user error rate. Downtime is measured based on server availability.

"Downtime Period" means, for a domain, a period of ten consecutive minutes of Downtime. Intermittent Downtime for a period of ten consecutive minutes shall constitute any Downtime Periods.

"Google Apps Covered Services" means the GMail, Google Calendar, Google Talk, Google Docs, and Google Sites components of the Service, and any other Google Apps Covered Services functionality or Gmail Voice and Video Chat components of the Service.

"Monthly Uptime Percentage" means total number of minutes in a calendar month minus the number of minutes of Downtime divided by the total number of minutes in a calendar month.

"Scheduled Downtime" means those times where Google notifies Customer of periods of Downtime at least five days prior to the start of the Downtime period. Scheduled Downtime is not considered Downtime for purposes of the Google Apps SLA, but it does count towards any Downtime Periods.

"Service" means the service provided by Google to Customer under the applicable Google Apps Agreement.

"Service Credit" means the following:

Monthly Uptime Percentage	Days of Service added to the end of the Service term, at no charge to Customer
< 99.9% - ≥ 99.0%	3
< 99.0% - ≥ 95.0%	7
< 95.0%	15



Last Updated: Wednesday, 25 January 2006, 08:45 GMT

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Google censors itself for China

Leading internet company Google has said it will censor its search services in China in order to gain greater access to China's fast-growing market.

Google has offered a Chinese-language version of its search engine for years but users have been frustrated by government blocks on the site.

The company is setting up a new site - Google.cn - which it will censor itself to satisfy the authorities in Beijing.



VIDEO See Google China

VOTE

Should Google censor its search services in China?

- Yes
- No

Vote!

Results are indicative and may not reflect public opinion

SEE ALSO:

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From **The Times**

April 3, 2009

Village mob thwarts Google Street View car



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Murad Ahmed, Technology Reporter

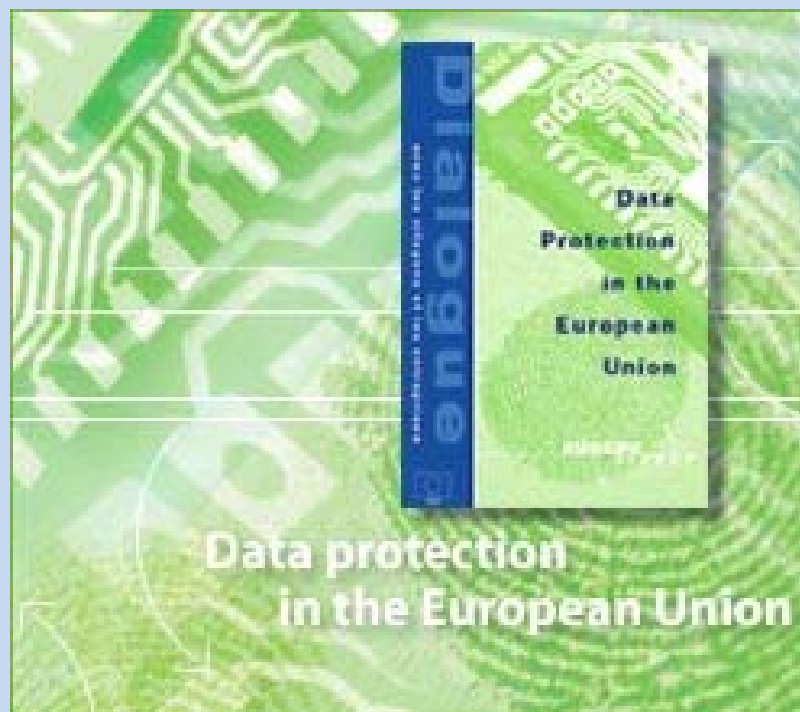
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Data protection
in the European Union

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Sweden loses its internet connection

The internet connection for the whole of Sweden went down for almost an hour when routine maintenance broke every single .se address.

By Tom Chivers

Published: 9:52AM BST 14 Oct 2009

Comments 7 | [Comment on this article](#)



Just some of the things the internet was missing Photo: STEPHEN HIRD

At 9:45pm local time on Monday 12 October, every Swedish website went down, and no emails to or from Swedish domains could be received. Around 900,000 domains were affected.

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SLAs give reassurance to IT departments

Cloud services likely to be more cutting edge

Cloud apps will become de facto LMSs

Large institutions will move more slowly to the cloud

LMSs will increasingly migrate to the cloud



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Credits

Kashgar market scene: Dperstin

Money picture: Hamed Masoumi

