



Toolkit:

Moving teaching, learning and student support online

This document contains the baseline expectations of how our online tools could be deployed. It builds on previous expectations formulated as a contingency in March and principles that can be used to formulate an approach to how teaching is delivered in the coming months. It contains additional information and prompts a focus on what matters in the effective design of online learning and student support.

How we will get there: Baseline Expectations for Design of TLA Online and preparing for next semester

It is arguably impossible to totally replicate face to face teaching and learning experiences online. However, the key questions underpinning design remain the same:

- What do we want students to learn? (The ‘validated’ learning outcomes)
- How can we teach, using the online tools that we have, to maximise students’ achievement of that learning?
- How will we know they have learned? (formative and summative assessment)

All teaching can be enhanced when the following are evident through consideration in the planning phase. These constitute a baseline position:

- Induction into the online environment, tools and the module per se
- Sequencing
- Progression and coherence
- Regular student and staff engagement in the online environment
- Interaction between staff and students both synchronously (‘online F2F’) and asynchronously
- Strategies for student interaction and engagement with resources
- Individual and group tasks/activities
- Regular personal updates/ personal tuition
- Formative assessment and feedback, including practice of skills
- Personal reflection
- Preparation for summative assessment
- Staff peer observation of delivery
- Facility for QA/Student feedback is in situ.

All programmes should reflect these features through thoughtful planning and use of the available, reliable, technologies to achieve the desired learning and student support.

Baseline Expectations in Online Delivery

What follows is a set of '**Baseline Expectations.**' They build on the existing Blackboard baseline and the +, ++ definitions. They include particular reminder and focus on the September 2020 intake who will be new to the University's online systems and tools.

Expectations include:

- A phase of induction into the technology/tools (in collaboration with Learning Services) and into expectations of the module and study requirements (supported by Panopto re tools and navigation)
- A detailed handbook detailing the sequence, progression and an outline of the weekly activity plan (informed by our knowledge of induction and transition needs of students)
- All of the standard information and links to Learning and Student Services
- Links to guidance for students on use of the core technologies (see above)
- A weekly 'timed-release' of activities with instructions, tasks, formative assessments etc. sequentially made available as the weeks pass (i.e. programme released in a timed sequence to assist monitoring and engagement)
- An area with extension/'nice to ' resources and links which will include some readings related to the subject choice (so as to add choice and to offer some personalisation 'stretch' to students in addition to the core resources and activities)
- Selected multimedia links e.g., YouTube, Panopto recordings, webpages etc. relevant to the module. Wherever possible these should be linked to some form of plan for activity. (Simply this can be a follow up Collaborate or discussion group activity. It is always helpful to consider designing a task for students to do before, during and after their engagement with the multimedia (or a combination thereof) This avoids/limits the VLE becoming a resource 'dump' where engagement is unplanned and thus limited).
- Frequent formative tasks with assessment and feedback (linked to personal and group tutorials)
- A minimum weekly Personal and Group Tutorial session for pastoral support, triaging students to specific support services, encouragement, group cohesion and also ongoing evaluation purposes
- A commitment to and ongoing focus on Resilience, built into the online programme
- A staff peer observation of teaching process to quality assure and provide opportunities for staff learning, development and sharing of good practice.

Within Blackboard there are number of tools, linked to reporting functionality, which aid with the measurement and tracking of learner engagement. However, in order to generate **meaningful** data, it is critical that clear expectations of how and when you wish learners to engage with course materials/activities are defined at the outset of any module. Defined expectations then act as a set of indicators or measures against which you can track levels of active engagement and determine when additional support may be needed.

The core tools we will deploy for online provision are:

- **The Blackboard (Bb) Virtual Learning Environment (VLE)**

This will house the modules and Bb Collaborate will be the vehicle for synchronous, face to face activities with individuals and groups.

Discussion groups in Bb, led by the tutor. These may be asynchronous, over a longer period, or within a defined time window so the sense of a more 'live' discussion can be achieved.

- **Panopto** for recording lectures, voice-over slides etc. for students to access asynchronously (This may also be achieved with later PowerPoint software)
- **Turnitin and Blackboard** for assessment management as currently.

The core tools available provide a starting point for the development of an engaging learning experience. It is acknowledged that the student experience may be enhanced with the utilisation of third party tools to further drive learner engagement and participation. LTD will continue to advise on a range of engagement tools that might work for your courses and can be applied to relevant online teaching and learning scenarios as we move into the next phase of online delivery.

[Appendix 1: Guidance on the use of the VLE, Core Tools, Scenarios and Support Available](#)

Large Groups and Lectures? Expectations in Planning and Delivery

Any 'Large Group' online teaching event is best conceived as part of a series of planned learning activities as opposed to a free-standing event in itself.

Whilst not an exhaustive list, consideration of the following, can enhance (large) group teaching. This is whether it be synchronous e.g. in Blackboard Collaborate (in real time like 'face to face') or asynchronous e.g. in recorded Panopto lecture sessions or voice-over PowerPoint presentation (where engagement is not simultaneous and happens over an extended window of time).

Planning Large Groups and Lectures

In planning for a large group session/lecture (or indeed any group session) reflect on the following questions:

- How will the session link to and build upon previous learning?
- What do I want students to learn from the session?
- What may students do before the event? (Preparatory Work – getting ready to engage)
- What may they do during the event to enhance engagement? (e.g. note making? Quizzes or other activities?)
- What may they do after the event to process their learning and deepen it? (e.g. Discussion online? Formative assessment tasks? Guided readings etc?)
- How will the session link with the next teaching/session (e.g. seminar, tutorial etc?)

Delivery of Large Groups and Lectures

Learning outcomes should be shared at the beginning of the session with an explanation on what the session is building on and leading to in the future (e.g., seminar, online discussion, assessment etc.)

Delivering the online session in segments or 'Chunks' adds variety and promotes engagement. This is not meant to be totally formulaic but for example a sequence of 'chunks' could look like this:

- Introduction
- Listen to lecturer in Panopto with slides and images
- Pause in Panopto and do a task (quiz, reflective writing, noting key points so far etc.)
- Listen to lecturer again...
- Pause and do...
- Watch multimedia (with a before, during and after task designed into this 'chunk')
- Pause and do... (Or discuss if synchronous in Collaborate for example)
- Listen to lecturer...
- Wrap up/plenary - sharing links to any asynchronous extension/independent/collaborative tasks, readings, multimedia etc. in preparation for the next session.

[Appendix 2: Active Learning Strategies to Extend Students Interaction with Text and Other Media \(EXIT-M\) Online](#)

Assessment

We have already learned a lot from the work undertaken to ensure students could be assessed using online tools in order to progress to the end of the 2019/20 academic year.

Formative Assessment in preparation for summative assessment will remain as important as before:

Once more it will be helpful to consider what you want your students to learn specifically in preparation for summative assessment. This should include, for example, online experiences which enable students to:

- See examples of assessed work and associated grading and feedback (e.g. voice over student work; track changed document and feedback for pieces of work etc.)
- Have a group session about the qualities of a piece/pieces of work, grading it using the learning outcomes and criteria and writing feedback and sharing it with other groups for online discussion
- Produce drafts of their work for peer to peer feedback and review (again about the qualities of a piece with reference to the learning outcomes and criteria)

[Appendix 3: Assessment Literacy - Online Learning and Formative Assessment: Some Practical Ideas](#)

[Appendix 4: Current Provision for Online Assessment](#)

Personal Tutoring

The same provision of scheduled meetings should be an absolute minimum expectation and Blackboard Collaborate and/or Skype should be the principal tools to be used. Sessions should include foci, as before, such as academic and pastoral matters with tutors directing students to online services and resources as presented in student handbooks.

Supporting staff to support students

<https://go.edgehill.ac.uk/display/humanresources/Supporting+students>

Making it all work: Governance, Reporting and Oversight

Implementation, development and monitoring will be led by a University Steering Group for Transition to Online Learning (TOL group):

- Co-chaired by senior staff in LS and CLT reporting to Directorate.
- Representatives will include LTD, Student Services, Associate Deans, Senior SOLSTICE L and T Fellowship leads, AQDU, Student Experience Team.
- The members will report every 2 weeks into a meeting of the Steering Group meeting re faculty activities, challenges and needs. These will be based on the expectation of their ongoing liaison with the Associate Dean with responsibility for TLA and Senior SOLSTICE Fellowship Leads (SSFLs). As such each faculty will have the facility to report every 2 weeks as to such developments and the Steering Group will use this input to drive and monitor actions and needs. TOL will report to the University LTC.
- Faculty L and T Committees, chaired by the Associate Deans, will be expected to receive updates from departments and to communicate needs for support and any actions both to the Steering Group through the SSFLs and the University LTC through the Associate Deans.

The Steering Group will liaise to ensure training and development and consultancy underpinning preparation for deploying the online tools and any contingent responses to be pulled together and coordinated by LTD with specific reference to this baseline toolkit.

ICT requirements

Students

- A computer equipment (microphone, camera) and internet connectivity specification will be needed for students which will enable them to prepare to participate and details of any availability of Laptop loans (This will necessarily be part of pre-entry communications).

Staff

- Similarly, adequate staff access to equipment and internet connectivity will need to be established.
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Appendixes

eShare Collection

[Moving Teaching, Learning and Student Support Online](#)

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Support:

Senior SOLSTICE Fellowship Leads
(SSFLs) and SOLSTICE Fellows by faculty:

Faculty of Education

Sarah Wright (SSFL)

Mark Anderton

Gillian Griffiths

Dawn Hewitson

Faculty of Arts and Sciences

Andrea Wright (SSFL)

Faculty of Health, Social Care & Medicine

Kevin Henshaw (SSFL)

Barry Matthews

Hayley McKenzie

Bronagh Dunning

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Digital Skills and Resources

LSAcademicEngagement@edgehill.ac.uk

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