



Building a learning episode

A learning episode is a coherent sequence of learning elements that guide a student to exploring a particular theme. For example, a learning episode might cover 'behaviour management' and include elements such as readings, PiP, synchronous discussions etc. Learning elements should link, making visible links to the learning outcomes for the student and offering opportunities for formative assessment throughout. There are videos to support each aspect of this content on the Faculty learning design Padlet which can be found at: <https://padlet.com/sarahwright/foelearningdesign>

Step one: The language of learning episodes

Consistency in language is important to ensure clarity.

Learning episode: A coherent sequence of learning elements around a particular theme in a module. Episodes can be as short as a few days of content through to a couple of weeks worth.

Learning element: Elements are the activities, sessions and tasks that make up a learning episode. For instance, a set reading, a formative task, a PiP session.

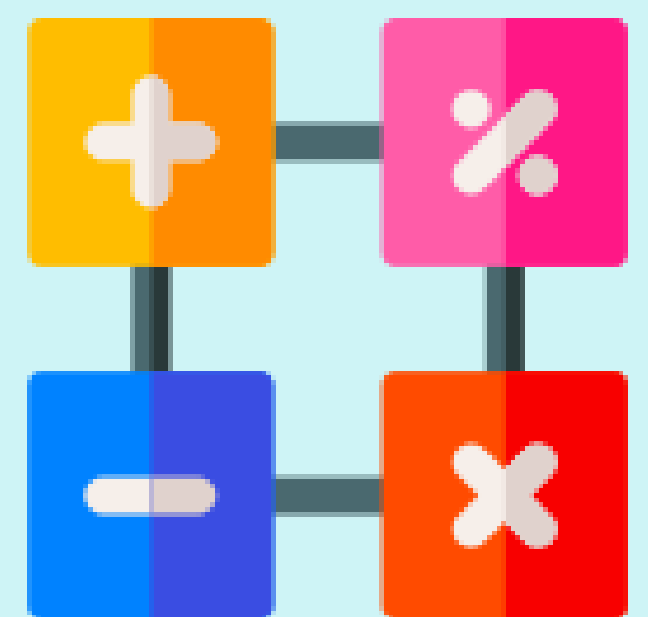
PiP: Present in person refers to a session or activity where students are physically present, for example on campus or on a field trip. Please do not refer to these sessions as 'face to face'

Face to face: The rapid growth in our use of technology now means that 'face to face' can include online sessions. For example, a tutorial in Microsoft Teams.

Step two: Get your 'ducks in a row'

Building a learning episode in Learning Edge is quicker when you have all of the materials you want to include prepared. As a starting point you should have:

- A 'cover icon' – an image that represents the theme of the episode.
- A visual overview of everything that is included in the learning episode including any deadlines or suggested completion times (you can see one later on in this document)
- Your materials – recorded lectures, tools to engage students, your **sectioned** reading list etc.



An example cover icon image for a math session. Flaticon.com is a good place to look for these. See the video on the Padlet.

Step three: The 'anatomy' of your learning episode

A learning episode should show a progression of thinking through a particular theme. It is **not** a repository of reading. Your LE should have 3 distinct sections:

Flipped learning

Readings, videos and resources that students independently access prior to or alongside PiP sessions.

PiP

PiP sessions should be accompanied by a 'PiP prompt' a short video explaining the key thinking points from the PiP session for students unable to attend in person. A short, synchronous opportunity for questions or discussion should be offered.

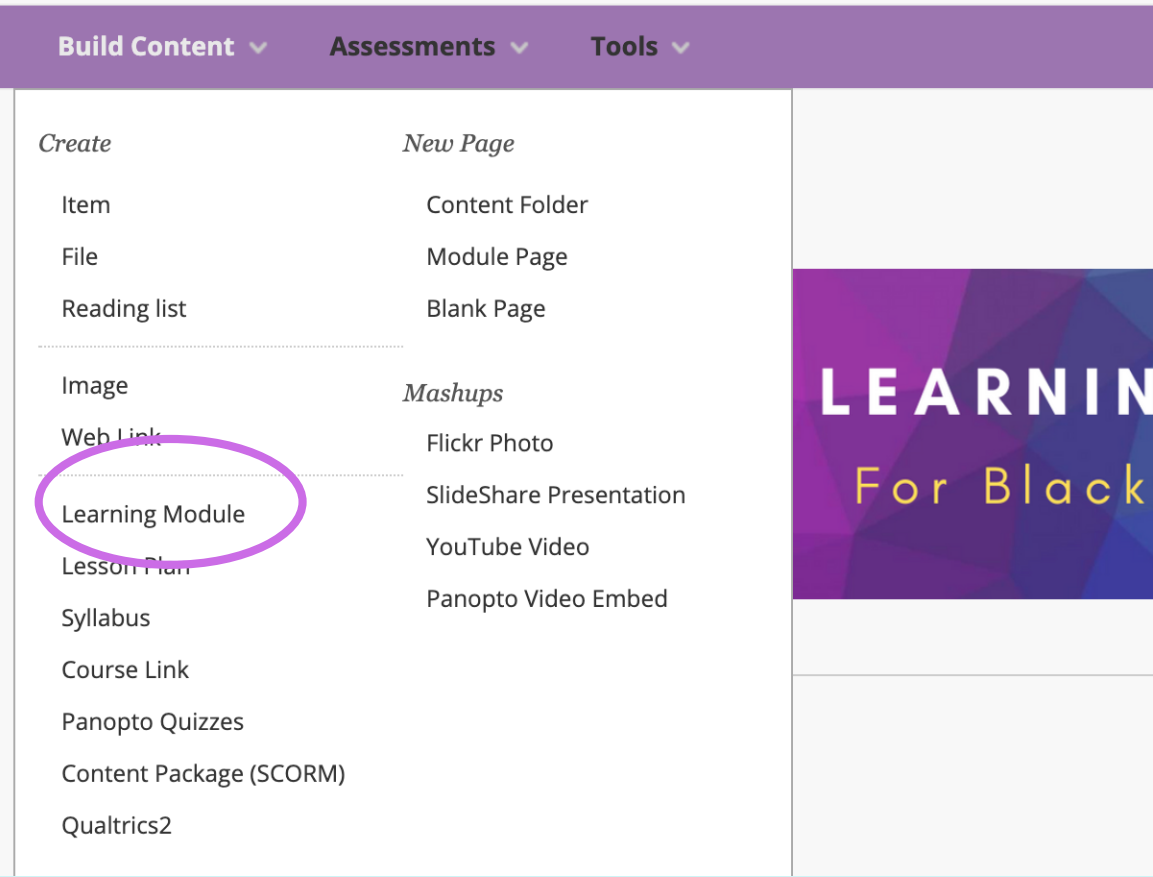
Post PiP

Readings, collaborative tasks and activities to extend, apply or assess learning

Step three: 'Building' your Blackboard area

Your Blackboard area offers prompts as to what should be included in each area of the template. Please follow these prompts.

To build a learning episode:



1. Click 'build' content but rather than starting with a folder, select **learning module** to present your content in the learning episode style.

2. Name your learning module and use the image icon to add an image that represents the content of your learning episode.

LEARNING MODULE INFORMATION

* Name

Colour of Name

Black

Text

Path: p

General Appearance Advanced

Image URL

https://learningedge.edgehill.ac.uk/sessions/79

Browse My Computer Browse Content Collection

You can drag a file from your computer to the **Attach File** area or the repository.

Image Description edge hill crest

Title

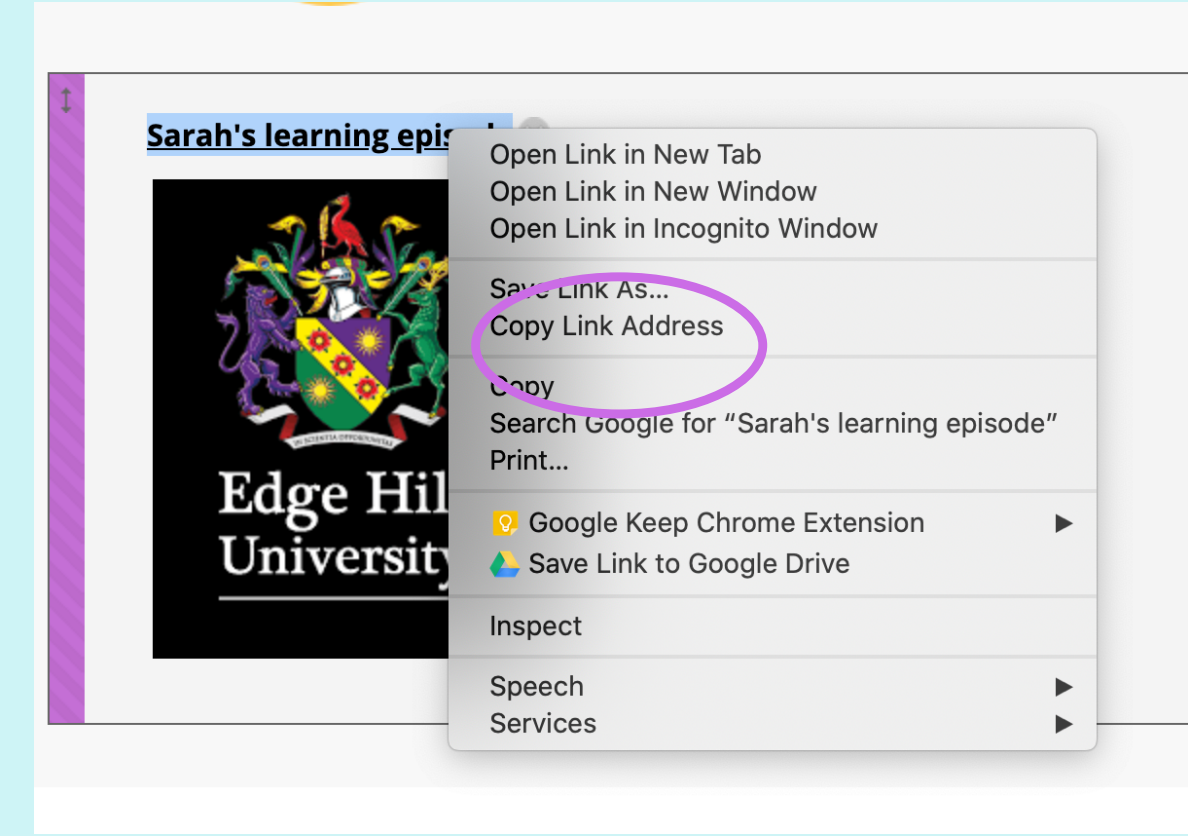


3. When you upload your image, remember to give it a description. This helps to improve the accessibility of your image for example, when a student is using a screen reader.

Next, right click on your learning episode title and select 'copy link address'

Click the drop down arrow next to the title of your episode and click 'edit'

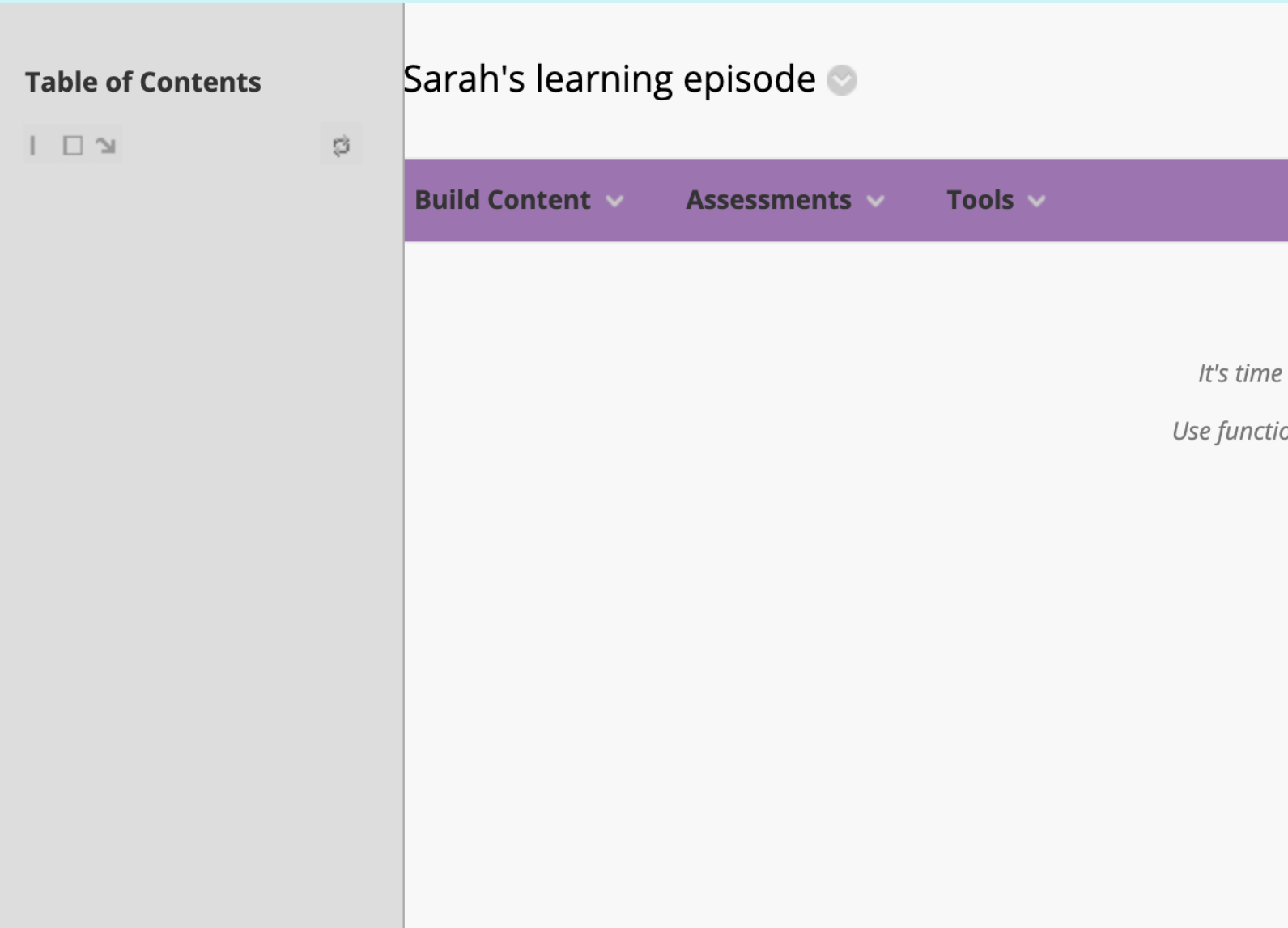
Now, highlight the image you have just added and click the 'link' icon. Paste in the address and submit. This will make your image 'clickable' as well as the title.



Text

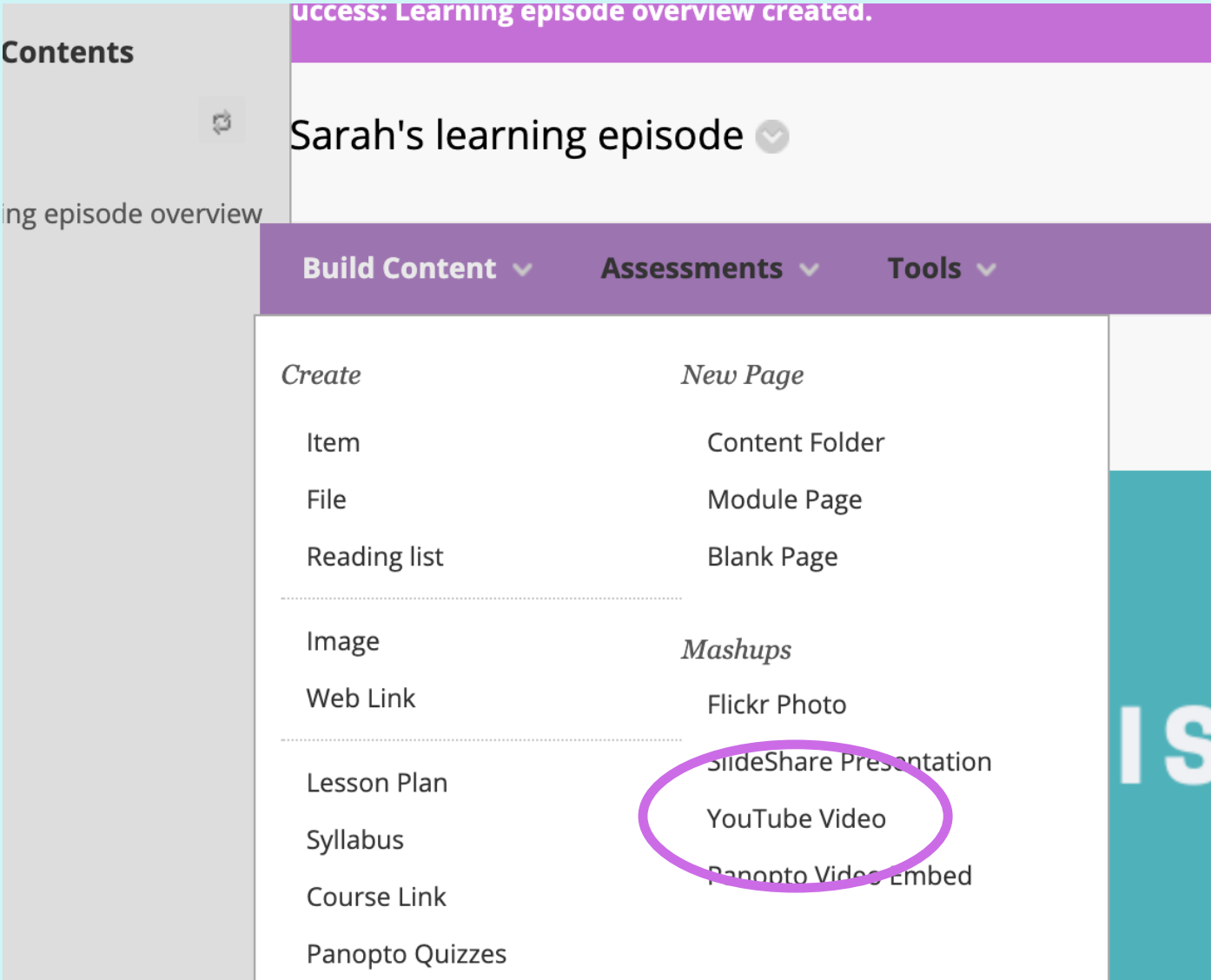
For the toolbar, press ALT+F10 (PC) or ALT+FN+F10 (Mac).

Path: p » img



5. Your content should be as accessible and interactive as possible. Some tips:
- Avoid PDFs – instead, include a web link to the original document
 - Consider using tools like EdPuzzle to make videos interactive
 - If you are going to include slides such as a Powerpoint, ensure you are including a voice over or video
 - Embed any videos you use rather than adding links – using the build content option circled in the image

4. You'll now see that you have a 'table of contents' which will automatically update as you begin to add your learning episode content. You should always begin with a **visual** overview of what is in the episode that outlines the learning elements that students will engage with. This graphic does not need to be interactive but provides a simple visual overview using the institutional icons to prepare students for the episodes. You can create in whatever you like but may wish to use Canva or Padlet.



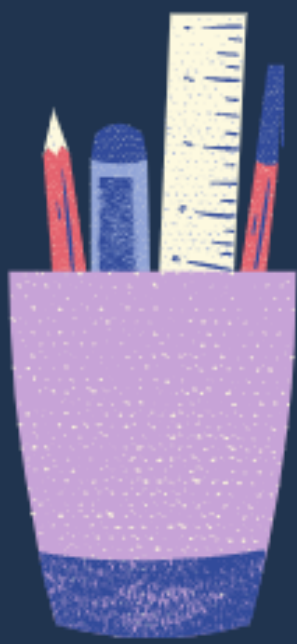
An example learning episode visual

How might this look as an introduction to a learning episode?


An example timeline below shows the sequence of learning elements. This is used as the first image in the learning episode on Blackboard to give students a clear idea of the learning episode and your expectations. Remember, this doesn't need to be interactive – it is purely visual.

Context for this example


A visual from a learning episode for an undergraduate module on Primary English. The visual shows how different learning elements might look in a learning episode. You can play around with when you include learning elements to suit your own teaching style and students.




WRITING IN PRIMARY ENGLISH




Watch the YouTube video of a year 4 writing session. Note down your reflections.
Estimated time: 40 minutes




Read chapter 4 of Medwell et al (2020) Do the themes presented in this change your reflections on the video?
Estimated time: 45 minutes



PiP session – modelled shared write E12 at 2pm on Thursday the 10th
2 hour session



Live Q&A with Sarah on Monday 14th at 4pm – unpicking the shared write model
20 minute session



Group task – film a 3 minute snapshot of you modelling an element of a shared write. Upload to a Flipgrid and peer assess
1 hour task

Adding all of your resources to your reading list (including videos, blogs, links etc.,) makes building episodes more efficient

Adding times to tasks helps students with their organisation.

Using the institutional icons helps students to identify tasks easily

Include a PiP prompt video for students who are not able to attend in person.

Include a short, synchronous opportunity for further discussion and questions