**Module Delivery Template for Student Centred Active Learning**

***Guidance Note:***

*The module delivery template is designed to support module and programme leaders in developing and documenting the delivery of their modules and programmes in line with the University’s Student Education Principles around Student Centred Active Learning for the academic session 2020/21. It is not a requirement for every module to complete this template, but it is recommended that teams utilise this framework to produce a clear and detailed summary of how the module will be delivered and form an important communication channel to enrolled students through the Information Area in the Module’s Minerva page when it becomes available.*

**This template is designed to facilitate the module’s development and provide a framework for module and programme teams to use in delivering their content in a student-centred active learning approach for the academic session 2020/21.** To support the completion of this template and the development of modules, the university will continue to provide, update and produce a range of professional development opportunities and guidance resources to support colleagues in transitioning their modules and programmes to hybrid delivery. This package of support will provide colleagues with a number of opportunities to engage with, utilise and become informed on appropriate and relevant pedagogical approaches that are aligned to student-centred active learning:

These include:

1. [**Guidance resources that provide tangible recommendations**](https://digitalpractice.leeds.ac.uk/teaching-and-learning/transitioning-to-hybrid-delivery/) to ensure all students are clear of their learning journey throughout the course; that content is delivered through engaging and diverse media; assessment and feedback mechanisms remain agile, flexible and inclusive; and appropriate mechanisms are in place for student support.
2. [**Adapt Your Teaching for Online Delivery**](https://minerva.leeds.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content_id=_7241843_1&course_id=_513984_1&mode=reset) course on Minerva is an exciting opportunity for staff to explore new ways of designing and delivering learning materials for hybrid delivery and connecting with students;
3. [**Redesigning your module for hybrid learning using ABC Method**](https://sway.office.com/cmZWWFb4ewbc0sPh?ref=Link) is an online tool delivered through ODPL to support staff in effectively redesigning their module for hybrid student-centred active learning as part of a team-based approach.

**Intended Utility of the Module Delivery Template**

Module leaders should use this form to document the approach to delivering their module in hybrid mode and use it as a framework to help populate the Information Area of the module’s Minerva page. This will provide students with a single location to obtain a detailed summary of how the module is going to be delivered.

Programme Leaders may wish to utilise this tool to obtain a holistic and detailed view of their programme’s delivery ensuring gaps and areas of overlap are identified.

**Module Delivery Template**

Student-Centred Active Learning Approach has been organised across four areas for transitioning to hybrid education: **Learning Journey, Content Delivery, Assessment and Feedback, and Student Support.** These four areas provide a framework for considering how an individual module will deliver its learning objectives and provide considered assessment and feedback mechanisms. In addition, it provides opportunities for student support to be considered along with how students will be provided with information around expectations on engagement and their learning journey for the duration of the module.

The four areas described above have been aligned to the Minerva module layout to support transition into specific module areas (the latest Minerva Module Template is available [here](http://www.leeds.ac.uk/vle/staff/build/template/#/page/5d317bf86153a40e746eb974)). A detailed summary of this template should be shared with the relevant programme leader and used as a basis for updating both the Module’s Information Area in Minerva and the module and programme level handbooks, where appropriate.

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| **School of:** |  | **Module Leader:** |  |
| **Faculty of:** |  | **Module Team Members:** |  |
| **Module Title and Code:** |  | **Programmes where this module is taught:** |  |

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| **Learning Journey** |
| **Describe what approaches the module will take to ensure all students are clear on their learning pathway through the module and how this will be reaffirmed throughout its delivery:*** Clear weekly timetable of activities in module handbook & posted on Minerva
* The first lecture will introduce teaching methods, module team and technology that will be used in the module.
* Weekly Minerva announcement outlining the following week’s activities.

**Describe the mapping process that been performed to confirm that the learning objectives are aligned to online/hybrid delivery:*** Weekly activities mapped out in planning document that has been provided in the Minerva course: Adapt your teaching for online delivery.

**Describe the mechanisms you have established to ensure all students are aware of their expectations around engagement with content and participation with online discussions:*** Recorded welcome message posted on Minerva
* Regularly updated FAQs (1 each for teaching and assessment)
* Weekly online ‘drop-in’ hour for questions
* Follow up contact with students who have not engaged over a 2-week period.

**Detail the arrangements that have been made to inform students on the technology required to successfully engage with the module:*** Specific heading in module handbook.
* Discussion in Introductory lecture
* Updated reading list to reflect learning resources and sources that are available digitally via the Library catalogue.
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| **Content Delivery** |
| **Describe how the learning objectives will be delivered in hybrid mode and whether this will be delivered in a synchronous/asynchronous/or both approach:*** Lectures to be delivered asynchronously – through short recorded excerpts (10-15 mins) with associated readings.
* Seminars/workshops to be delivered synchronously, using Blackboard collaborate (including breakout groups).

**Describe the opportunities students will have for in-module discussion and collaboration, and how will students be able to evidence their understanding:*** Small breakout groups (3-5 students) in seminar/workshops to facilitate discussion.
* Feedback from tutors to small groups and whole class in synchronised classes.
* Formative assessment
	+ Essay planning – individual, with tutor and peer feedback.
	+ Group preparation for seminar work with tutor feedback.

**Detail the software applications and digital education resources that will be required to deliver the module’s content and support engagement:*** Minerva
* Powerpoint slides
* Desktop capture – recorded screencasts
* Blackboard collaborate– weekly synchronous seminars/workshops
* TopHat – in-class polling/quizzing
* Turnitin – submission and assessment of summative assessment.
* Teams (for group work)

**Describe what approaches are in place to ensure teaching activities that rely on face-to-face interaction (i.e, practical work / laboratory / performance / theatre / creative activities) are still delivered:*** Activities can be updated to follow university H&S advice, with the understanding that not all students will want to take part in face-to-face interactions, so there might have to be both face-to-face and digital versions of seminars/workshops.
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| **Assessment and Feedback** |
| **Describe the changes you have made to summative assessments and how these are mapped to the learning objectives of the module:*** Closed book-exam has been changed into an open-book exam with a 4-day deadline to be submitted and marked via Turnitin. Learning objectives remain the same.

**Detail the additional opportunities for formative tasks and/or assessments developed to support student engagement and maintain motivation throughout the module:*** Peer led and tutor feedback on essay plans
* Group activities in workshops will develop student peer support groups.
* Pre-recorded student presentations, peer and tutor feedback.

**Describe how students will be able to provide in-module and end-of-module feedback and how this will be acted upon in a suitable timeframe:*** Anonymous feedback will be gathered after 3 weeks of teaching to assess what changes need to be made. Full details of how this feedback is being acted on will be posted to Minerva via announcement feature the following week.
* End of module feedback through Minerva survey. Full details of how this feedback is being acted on will be posted to Minerva via announcement feature within 2 weeks of closing date.
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| **Student Support** |
| **Detail the approaches to provide students with opportunities to engage in informal discussion and develop a sense of social belonging:*** Tutor to be present 5-10 minutes at beginning/end of synchronised classes
* Tutor to assign students to groups in first week of module - no random assignment. Part of first seminar/workshop to be devoted to ice-breaker activities.
* Social belonging to also be developed within subject area.

**Describe the mechanisms to ensure students are able to utilise the technology that is required to engage with the module:*** Weekly check-ins from tutor.

**Describe how all delivered content is aligned to the University’s Inclusive Learning and Teaching Principles:*** All lectures to be captioned.
* All images to have alt-text.
* Asynchronicity of lectures allows students to learn at their own pace and to revise material.
* All materials to be delivered in editable formats formatted to follow Inclusive L&T Principles (font, background).
* The module’s handbook includes an accessibility statement.
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