**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:** | Business | **Module Leader:** |  |
| **Faculty of:** | Business | **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 timetable of deadlines and synchronous sessions * Module delivery outline. * Screen recording of module area * Weekly prompts (set up on time release possibly) to encourage engagement and to keep students on track. * Summarised discussion on discussion boards – pull students back on track if required.   **Describe the mapping process that been performed to confirm that the learning objectives are aligned to online/hybrid delivery:**   * Mapped using a mixture of ABC learning design process and constructive alignment (accessible through Digital Practice website). * Mapped on V model diagnostic tool to ensure all asynchronous and synchronous content and assessment is mapped to the learning outcomes.   **Describe the mechanisms you have established to ensure all students are aware of their expectations around engagement with content and participation with online discussions:**   * Introduction video welcoming students to the module for them to watch prior to the first session where expectations and engagement set. * Posted announcement linking to video, which is also located on Welcome menu. * Created a screen recording explaining the module menu and an infographic showing students what to expect during the duration of the module outlining clear deadlines and timetable of synchronous sessions. * Outlined in module handbook * Drew attention to and set out again in first session.   **Detail the arrangements that have been made to inform students on the technology required to successfully engage with the module:**   * Announcement/email to students with links to test configurations and pointing to IT knowledge base articles and where to go for help. * Outlined in module handbook |

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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:**   * Mixed approach – content scaffolded between the online asynchronous and synchronous sessions. Whilst permitted these sessions can take place in a face to face session, but designed in such a way that the session can easily move to be delivered using Blackboard collaborate and delivered virtually. * Students provided with asynchronous content online to engage with prior to synchronous sessions. Students also expected to engage with asynchronous discussion forums with small groups of students. * Synchronous sessions used to pull content together.   **Describe the opportunities students will have for in-module discussion and collaboration, and how will students be able to evidence their understanding:**   * Students will be set weekly activities and separated into smaller groups using Blackboard groups. * All group members will be encouraged to post and then reply to at least two of their group members posts. * The module academics will summarise and provoke discussion on a weekly basis or as required to encourage engagement. * Group assignment – to aid collaboration using Microsoft suite of tools * Synchronous session – use of breakout groups, shared whiteboard facilities to collaborate and feedback to their peers.   **Detail the software applications and digital education resources that will be required to deliver the module’s content and support engagement:**   * Minerva * Microsoft Office suite including Microsoft Teams, Sway, Stream * Flipgrid * Mediasite * LinkedIn Learning * Box of Broadcasts * Times Higher Education * Financial Times subscription * Padlet * E-books and resources.   **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:**  Not applicable |

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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:**   * Exams have been removed and turned into a group assessed multimodal assignment. This maps to the learning objectives of the module by developing the student’s digital skills and working collaboratively with the others; whilst showcasing knowledge of the subject and along the students as producers/creators’ theme.   **Detail the additional opportunities for formative tasks and/or assessments developed to support student engagement and maintain motivation throughout the module:**   * Students can take small knowledge checks at the end of each asynchronous activity. * Live polls are interspersed throughout the synchronous sessions to allow for educator to gage understanding and provoke discussion.   **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:**   * Post feedback to Microsoft Team – Feedback channel * Exit survey to gage understanding at the end of every synchronous session – allows next synchronous session or asynchronous follow on activities to focus on areas which students require more support on. * Microsoft Form set up in the module which students can complete at any point and a notification is emailed to the module leader to address any concerns students do not wish to post publicly. * Email/Microsoft Teams chat message with Module leader * End of module feedback provided by institutional module evaluation service |

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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:**   * Flipgrid welcome and introduction videos from module teaching staff and students * Microsoft Teams – instant chat, channels and ability to video call, share files, collaborate etc.   **Describe the mechanisms to ensure students are able to utilise the technology that is required to engage with the module:**   * Awareness of Digital Literacy Framework and associated LinkedIn Learning courses * Embed specific LinkedIn courses if any software applicable to the module. * Provide test spaces/configuration settings for users to test audio/video connection prior to live sessions. * Clear feedback mechanisms for any problems encountered accessing content. * Provide step-by-step instructions and link to Minerva support guides or IT knowledgebase articles.   **Describe how all delivered content is aligned to the University’s Inclusive Learning and Teaching Principles:**   * Promotion of Blackboard Ally to students * Resources available in advance to allow for flexibility and students to prepare * Use of Blackboard Ally and Microsoft Accessibility checker to ensure maximum accessibility possible. * Ensuring all videos have either captions or transcripts available. |