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

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| **Learning Journey** |
| **1.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:**   * The first lecture will be devoted to introducing students to the teaching methods, module team, groups and technology that will be used in the module. This lecture will be delivered synchronously using either Blackboard collaborate or Microsoft Teams. * At the beginning of each week an action plan will be sent to the students, through a Minerva notification, so students are aware of their learning activities on a weekly basis. * Large cohorts could be split down some synchronous sessions for student to check understanding/get reinforcement about their engagement/’’maintain momentum’   **2.Describe the mapping process that been performed to confirm that the learning objectives are aligned to online/hybrid delivery:**   * Concepts can be introduced through recorded screencasts using desktop capture. This will be chunked into 10-20 minute videos to avoid overload. * Low-level comprehension of the concepts from the screencasts can be facilitated with short MCQ in Minerva. * Higher-level application of concepts in solving complex problems can be facilitated through synchronous, interactive workshops delivered through Blackboard collaborate or Microsoft Teams. TopHat can facilitate real-time feedback from students. The breakout room feature in collaborate and tools allow small groups to understand concepts using peer learning. * Summative tutorials can be graded through Minerva to assess knowledge/understanding. * Summative end of module open-book exam submitted and graded through Gradescope can assess written answers to higher-level complex problem-solving and application of concepts.   **3.Describe the mechanisms you have established to ensure all students are aware of their expectations around engagement with content and participation with online discussions:**   * Clear/consistent Minerva info and structure. The module information tab will outline the module structure/learning journey (e.g. with an infographic) * The introductory lecture will be delivered as a synchronous activity with Blackboard collaborate/Teams to familiarise students with the interactive tools which will be used in the module. * Weekly action plans will be sent out at the beginning of each week to outline the module teaching and learning activities for the week. * For submission of summative assessments, students will be given guidelines how to complete and submit their assessments.   **4.Detail the arrangements that have been made to inform students on the technology required to successfully engage with the module:**   * The introductory lecture will guide and provide practice for the students to engage with the online technology that will be used in the module. * Weekly action plan will outline the technology being used for that week. * A weekly set of office hours will be committed by staff on the module to answer queries that students may have using the technology. |

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| **Content Delivery** |
| **5.Describe how the learning objectives will be delivered in hybrid mode and whether this will be delivered in a synchronous/asynchronous/or both approach:**   * Content will be chunked into 10-20 minute screencasts will be delivered in asynchronously. * Other digital resources/text/workbooks/videos will be used in conjunction with screencasts. * Low-level knowledge/understanding will be achieved through screencasts and follow-up MCQs. * Interactive teaching will also be used to reinforce material and explain complex concepts as necessary. * Higher-level application of concepts will be achieved through workshop problems and peer learning delivered in synchronous interactive workshops.   **6.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 assigned into groups of 5 for peer learning during workshops. * Workshops will be delivered through Blackboard collaborate/Teams and students will spend some of the workshops in breakout rooms in their groups to facilitate peer discussion. * Students will be able to ask questions of staff during workshops and through email answered by staff during weekly office hours. * Students will complete weekly MCQs and workshop questions to evidence understanding on a weekly basis. * Mid-term assessments will provide students the opportunity to evidence understanding for feedback prior to an open-book exam.   **7.Detail the software applications and digital education resources that will be required to deliver the module’s content and support engagement:**   * Powerpoint slides and work documents – notes, questions, assessment guidelines * Desktop capture – recorded screencasts * Blackboard quizzes – weekly formative MCQs and summative mid-term assessments * Blackboard collaborate/Teams – weekly synchronous workshops * TopHat – in-class polling/quizzing <https://www.leeds.ac.uk/vle/staff/assess/tophat/> * Gradescope – submission and assessment of summative open-book exam. <https://digitalpractice.leeds.ac.uk/teaching-and-learning/online-assessment/open-book-exams/gradescope/> * Mobius -can be used for setting a range of interactive online assessment (for both maths based and other <https://www.digitaled.com/products/assessment/features>)   **8.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 – all material can be delivered online. |

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| **Assessment and Feedback** |
| **9.Describe the changes you have made to summative assessments and how these are mapped to the learning objectives of the module:**   * Summative mid-term assessments (2 x 10%) have been changed from written submission and manual marking to Blackboard quizzes tool which are automatically graded. These assessments will assess knowledge/understanding of course material and provide feedback to students on their understanding prior to the open-book exam. * Summative closed-book exam (worth 80 %) has been changed to an open-book exam which will be submitted and marked in Gradescope. All questions in the open-book exam will be application of concepts to solve complex problems rather than assessment of knowledge/understanding.   **10.Detail the additional opportunities for formative tasks and/or assessments developed to support student engagement and maintain motivation throughout the module:**   * Weekly formative MCQs/(other online short assessment) following each week’s screencasts. * Weekly formative feedback from pre-workshop and in-workshop problems. * Group activities in workshops will facilitate students forming peer support groups. * Mid-term assessments provide summative opportunity to demonstrate learning outcomes before final assessment.   **11.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 after 2nd week of teaching will be gathered so changes can be made if necessary to the delivery of the module. * Anonymous feedback after first mid-term assessment will be gathered to be able to make changes to the remaining summative assessments. * Student-Staff-Forum also has a process for students to feedback (either anonymously/or not) |

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| **Student Support** |
| **12.Detail the approaches to provide students with opportunities to engage in informal discussion and develop a sense of social belonging:**   * Students will be assigned into groups in the introductory lecture and will have some time in a breakout room to chat with each other. Icebreaker activities will be used to facilitate discussion. * In the weekly workshops, the same groups will spend part of the workshop in a breakout room discussing workshop questions, but will also have to opportunity to chat informally. * This ensures all students are have to the opportunity to interact with peers on a weekly basis.   **13.Describe the mechanisms to ensure students are able to utilise the technology that is required to engage with the module:**   * The introductory lecture will give the students the opportunity to practice using the technology before the delivery of content * Q/A session, Minerva section with details/info, module discussion area is a place for students to help/communicate with each other.   **14.Describe how all delivered content is aligned to the University’s Inclusive Learning and Teaching Principles:**   * Asynchronous screencasts (and similar) allow students to learn at their own pace. * Learning resources will be provided as editable powerpoint slides and word documents for those who need to change font sizes or colour schemes. * More students will be able to engage with peers in smaller groups than through whole class discussions. * Module includes multiple ways for the students to engage (be engaged) and get regular feedback on their progress (and to interact with their peers to support cohort building and interaction) |