**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 course 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:** | Healthcare | **Module Leader:** |  |
| **Faculty of:** | Medicine and Health | **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:**  Timetable provided to all students. Stored in the cloud (minerva or Onedrive) to ensure any changes are ‘live’ on everyone's versions. Changes notified through the favoured communication method (Email or announcements).  Timetable discussed at the start of each session and as part of the exit ticket e.g. poll ‘Who is clear on what the next steps are?’.  Q&A forum set up on Minerva or Tophat for students to ask specific questions and queries about their learning pathways. This will also act as a wiki or FAQ to avoid repeating information. Module team to check regularly. Once per month live version lasting 1 hour. Students can drop in to ask questions. Answers will be archived an available to all.  Infographic of the pathway. Again, available in the cloud (minerva or onedrive) so all can see any changes to the ‘live’ version.  Module handbook provided. Will contain links to any ‘live’ documents required for the module. Module leader will record a ‘Module Handbook Essentials’ video.  **Describe the mapping process that has been performed to confirm that the learning objectives are aligned to online/hybrid delivery:**  Module team will become familiar with the Minerva module ‘Adapt Your Teaching for Online Delivery’  Available through the Digital Practice website.  Module team will then meet to discuss what methods and media are most appropriate to deliver, meet and assess the learning objectives.  An infographic will be provided in the module handbook so students can see this process and their place along their journey.  **Describe the mechanisms you have established to ensure all students are aware of their expectations around engagement with content and participation with online discussions:**  Discussed in module induction session (live through teams and recorded) and repeated periodically throughout module.  Map and clearly show on ‘Infographic pathway’ where engagement and participation is required. If related to an assessment, make this clear.  Link engagement and participation to professional capabilities/standards, responsibilities and school policy. Provide links and quotes to professional capabilities/standards, responsibilities and school policy.  Live online video tutorials with tutors to support and encourage engagement.  Module team to encourage open dialog with student reps. Agenda item on PMG.  **Detail the arrangements that have been made to inform students on the technology required to successfully engage with the module:**  The induction session will outline ‘What technology is required for this module’ and ‘What help/support is available’.  A ‘Who’s who?’ infographic of who to contact for support and specific examples.  Links and materials from central IT and/or School made readily available in the module handbook.  Module content/assessment/engagement relevant hyperlinks provided in documentation to IT and School support. |

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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:**  Learning Objectives will be delivered through:  **Asynchronous**   * Narrated PowerPoint or Sway slides with embedded polls and interactive quizzes. Utilising Microsoft Stream and Microsoft Forms. * Podcasts and Vlogs featuring practitioners. These will contain embedded polls and interactive quizzes. Utilising Microsoft Stream and Microsoft Forms. * Social Work Practice examples e.g observe or listen to recorded home visits, phone calls, and meetings. * Students will produce a Social Work Theory Webpage or Sway. This will contribute to the larger ‘Social Work Theory Website’ on Sway. * Tophat activities and Formative assessments. * Flip grid to record a mini video interview * Many of the above tasks will lead into the Synchronous sessions below.   **Synchronous**   * BB Collaborate or MS Teams for live stream content. Utilise BB or MST polls or Microsoft Forms. * Simulated Home visit/door knocking using MS teams. Work in pairs * Simulated referral phone calls using Microsoft teams. Work in pairs * MS teams used to interview a service user or carer/simulate home visit. Individual.   **Describe the opportunities students will have for in-module discussion and collaboration, and how will students be able to evidence their understanding:**  Tophat or Minerva discussion boards. Monitored weekly. Monthly live Q&A session. Students will be able to contribute answers and provide peer support. Moderated by module staff.  Break out rooms.  Session ‘Check-in’ and/or ‘What did we learn last session?’.  Exit tickets and exit break out rooms.  Microsoft Whiteboard  **Detail the software applications and digital education resources that will be required to deliver the module’s content and support engagement:**  Tophat  Office 365 account  Flipgrid (now part of office 365)  BB collaborate and Minerva.  **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:**  Microsoft Teams will be used to conduct what would normally be face to face interactions. This will be in the following formats:   1. Student to student. Arranged by student or the module leader. 2. Module team to student/pairs/ Arranged by the module leader. 3. Student to Service user/carers. Arranged by the module leader. 4. Student to Service practitioner. Arranged by the module leader.   N.B these may be observed and/or recorded for student feedback and reflection. This will be made clear to the student beforehand. |

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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:**  Summative assessments added to learning pathway infographic so students can easily identify where, when, and why the summative assessments are taking place.  1:1 tutor and module leader support will now take place through MS teams video call.  Group support will now take place through a live essay support session with moderated live chat. The session will be followed up with tutorial groups. Finally, an anonymous ‘there is no silly questions’ area will be opened up on the Tophat Q&A area.  **Detail the additional opportunities for formative tasks and/or assessments developed to support student engagement and maintain motivation throughout the module:**  Formative assessments will now take two forms:   1. Asynchronous- students will complete polls, quizzes, and tasks and submit them online to a deadline. Examples would be Tophat or Microsoft forms. 2. Synchronous. These will be in the form of individual o/r group tasks during ‘live’ BB collaborate or MS Teams lectures. Examples would me MS form quiz/polls, break out room discussion and presentation, or whiteboard mind map.   Exit ticket data will be collected to create an ‘ideas & extras’ area in Tophat. This will be an area where the module team and students can share ideas, news, and activities that relate to specific requests, queries, or problems from the exit tickets.  **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:**  Exit tickets used to seek module content understanding and student feedback at the end of each session. This will be used to adapt to the next session or contribute to the ‘ideas & extras’ area (see above).  Monthly live Q&A sessions will have a feedback area (archived and available to all). Discussed and acted upon in the staff post-session meeting.  Student reps nominated and will attend virtual PMG.  Each student will have individual and group tutorials with a tutor. |

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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:**  Weekly programme newsletter with subject-specific media, news, and resources. We will also have a regular column with informal extra-curricular activities. Column for student-submitted content. The archive will be added to Minerva module resources.  **Describe the mechanisms to ensure students are able to utilise the technology that is required to engage with the module:**  In addition to IT and School support the module will utilise:  Existing module catalogue of screen recordings, gifs, and infographics.  Use screen capture to quickly create step by step guides.  Add to the existing FAQ area.  **Describe how all delivered content is aligned to the University’s Inclusive Learning and Teaching Principles:**  Content created and delivered in line with the University and School inclusivity guidelines.  Blackboard Ally utilised to audit module content.  Microsoft Accessibility checker tool utilised to assess content created using the Microsoft 365.  Where possible all video content will be made available through Microsoft stream. This will enable students to access the automated transcriptions and subtitles facility. |