**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.

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

|  |
| --- |
| **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:**Students will be provided with a learning journey handbook which will detail what they will need for each week of study, instructions on how to access the relevant module resources, and a step-by-step schedule of teaching activities coded according to whether they are essential or optional. They will also be given a learning map (essentially a detailed module timetable) which summarises each week’s activities, split according to preparation activities, live teaching sessions, independent study time tasks, Minerva activities (e.g. Discussion Board), and assessment related activities. Each of these will be outlined at the start of the module in an induction session and reaffirmed at the end of each teaching week (in preparation for the following week) via a brief announcement post on Minerva. **Describe the mapping process that has been performed to confirm that the learning objectives are aligned to online/hybrid delivery:**The learning objectives of the module will be mapped to the hybrid delivery model using the ABC method which breaks the learning into types (acquisition, investigation, collaboration, discussion, practice and production). Each activity in the learning journey and map will be cross-referenced against the learning types to ensure that an appropriate balance of activity is undertaken. The activities will be coded (using symbols and colour) to show which of the six learning types they correspond to, and a key on the learning map will ensure that the mapping is transparent to the students. **Describe the mechanisms you have established to ensure all students are aware of their expectations around engagement with content and participation with online discussions:**The learning journey handbook will outline the content that the students are expected to engage with. For each activity an estimated approximate time for completion will be provided to help students plan their study time effectively. Activities that must be completed by or on a certain date and time will be clearly marked on the learning map (this includes preparation activities, live online sessions and assessment deadlines). Activities that are more flexible and can be completed at any time throughout the module will be tagged accordingly. The module discussion board will include an introductory post outlining the ground rules of engagement and the expectations for involvement. A short video will be embedded in the post which will explain the purpose of the discussion board. Clear guidelines will be given regarding the expected length and style of response (e.g. approx.100 words, bulleted list, 250-word blog style post, image with commentary etc.). The module tutors will model expectations regarding the level of participation by actively contributing to the discussion threads.**Detail the arrangements that have been made to inform students on the technology required to successfully engage with the module:**This information will be provided on the module catalogue and in the Module Information section of Minerva and will also be outlined in the induction session. |

|  |
| --- |
| **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:**A hybrid mode of delivery will be used and both synchronous and asynchronous delivery of content will support the students to meet the learning objectives. The 10-week module will be split into two blocks. The first block (weeks 1-5) will follow a routine sequence and the second (weeks 6-10) will follow a similar sequence but with a few adjustments. Weeks 1-5* ***Introduction:*** First students will be required to watch a 15-minute introductory video to the week’s topic, this will be a Desktop Capture or Narrated PowerPoint style presentation.
* ***Additional external content:*** They will then be given links to up to three pieces of external content, most likely short (5-10 minute) videos/radio programmes/podcasts (e.g. YouTube, Box of Broadcasts) that are relevant to the week’s topic. It will be expected that the students will have accessed these in preparation for the live online session.
* ***Key reading:*** They will also be given a key reading (PDF copies will be available in the Learning Resources folder) to complete in preparation for the live online session, which should be analysed using a set of critical analysis prompts available in the Learning Resources on Minerva.
* ***Discussion board:*** A discussion board thread for each weekly topic will be provided and students will be posed a question that relates to the material in the introductory video, external content and key reading. They will be encouraged to post their response and reply to at least two of the responses of others prior to the live online session.
* ***Live online session:*** The live online session will be run using Blackboard Collaborate Ultra and will be scheduled for one hour. The hour will usually be split in the following way 1) 20 minute small group student led discussion of the key reading and related content (using breakout rooms) 2) 5 minute comfort break 3) 30 minute whole group tutor led discussion to bring together ideas from the breakout rooms and to summarise the main take away points 4) 5 minute open Q&A in which students can get live responses from tutors. These sessions will be recorded in Blackboard Collaborate Ultra.
* ***Tutorial:*** Students will be able to book on campus or online tutorials (via MS Teams or Blackboard Collaborate Ultra); these will be offered as 30-minute slots (although some meetings could be shorter – depending on focus of tutorial). The on-campus tutorial slots will be scheduled at times close to the on-campus group seminars (wherever possible) so students only need to make one trip. Tutorials will typically be for providing guidance and feedback in relation to formative and summative assessment tasks. Students will be able to request up to 5 tutorials throughout the course of the module.
* ***Seminar:*** Students will attend a one-hour long group seminar on campus each week. In these sessions there will be a combination of traditional lecture style delivery, guest speaker presentations, demonstrations and group conversations. The purpose will be to extend the introductory material and provide a scaffolded space for making connections between theory, research, practice, professional expertise and personal experiences. These sessions will be recorded using Lecture Capture and uploaded to Minerva via Mediasite (with transcription).
* ***Assessment:*** Students will work on three formative assessment tasks in this block. 1) a wiki post (week 2), 2) a presentation (week 3) and 3) a critical review (week 4). Students will be required to upload these to Minerva. Group level feedback will be posted into the Announcements section of Minerva, and individual feedback will be provided in the 1:1 tutorials.

Weeks 6-10* ***Introduction:*** as above
* ***Additional external content:*** as above
* ***Key reading:*** as above
* ***Discussion board:*** as above
* ***Live online session:*** These will run as virtual field trips and will typically involve 1) an introductory 10 minute presentation from the field trip host 2) a 5 minute pre-recorded video tour of the field trip setting 3) a 10 minute discussion in breakout groups to generate questions to ask the host 4) 5 minute comfort break 5) 30 minute Q&A session with host facilitated by the module tutors. These sessions will be recorded in Blackboard Collaborate Ultra.
* ***Tutorial:*** as above
* ***Seminar:*** as above
* ***Assessment:*** Students will work on the summative assessment in this block. 1) assignment plan (week 6), 2) assignment draft section (week 10) and 3) full assignment (ongoing until hand in date). Students will be required to upload these to Minerva. Individual feedback will be provided in Grade mark (using a combination of written and audio recorded comments) and in the 1:1 tutorials.

**Describe the opportunities students will have for in-module discussion and collaboration, and how will students be able to evidence their understanding:**The opportunities for in-module discussion and collaboration will include discussion board conversations, group discussions in the live online sessions, and group conversations in the on-campus seminars. Understanding will be evidenced through the discussion board posts and the formative and summative tasks.**Detail the software applications and digital education resources that will be required to deliver the module’s content and support engagement:**Students will need a device that can reliably access Minerva and MS Teams, ideally a PC or laptop. Speakers, a webcam and a microphone will also be a requirement, these could be internal or external to the device. They will need an internet connection that is stable and able to manage Blackboard Collaborate Ultra for live online sessions. They will require an internet browser that is compatible with Blackboard Collaborate Ultra (such as Google Chrome). They will need a media player extension to play external content through an internet browser. **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:**Virtual field trips will take the place of the visits that would have usually happened. |

|  |
| --- |
| **Assessment and Feedback** |
| **Describe the changes you have made to summative assessments and how these are mapped to the learning objectives of the module:**No major changes have been made to the summative assessment.**Detail the additional opportunities for formative tasks and/or assessments developed to support student engagement and maintain motivation throughout the module:**No additional formative tasks have been added, they have however been rescheduled to fit into a 10-week programme and to ensure that they are well distributed throughout the module.**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:**Students will be able to feedback in the usual manner via their student rep and staff student forum. The student rep meets regularly with the programme leader who is also the module leader in this instance. The polling tool will also be used in Blackboard Collaborate Ultra at the end of each live online sessions to check-in with students regarding particular aspects of the module delivery. End-of-module feedback will be collected in Minerva. |

|  |
| --- |
| **Student Support** |
| **Detail the approaches to provide students with opportunities to engage in informal discussion and develop a sense of social belonging:**When attending activities on campus students will be encouraged to arrive early (if possible) and meet with other students on the programme. The programme of social events organised by the School of Education and EDSOC will be publicised at regular intervals during the module. Students will be encouraged to contribute to and read the weekly School of Education Newsletter. An MS Teams chat will be set up to run alongside the module, this will be an informal space where students can interact and share links, pictures, questions, ideas etc. Tutors will be present in the chat and will model informal exchanges to encourage conversation. Virtual coffee breaks will be held in MS Teams at regular intervals throughout the module. Formal notifications will not be added to the chat, these will be circulated via the Announcement section of Minerva. A FAQ area will be provided within Minerva to ensure consistency and transparency and give all students access to the same level of specific guidance.**Describe the mechanisms to ensure students are able to utilise the technology that is required to engage with the module:**Step-by-step instructions for each activity will be provided in the learning journey handbook; a combination of screen shots, brief text and diagrams will guide students through each part. Links to central IT, skills@library and relevant LinkedIn learning training will be also provided where appropriate. Students will be encouraged to talk with their personal tutor or student support officer if they are experiencing difficulties and need additional support.**Describe how all delivered content is aligned to the University’s Inclusive Learning and Teaching Principles:**All Minerva content will be checked using Blackboard Ally to ensure it meets that inclusive learning and teaching baseline standards. External content will be reviewed to ensure that it has closed captioning. The amount of text provided on slides will be limited and images with narration will be used where possible. All images embedded into presentations will be accompanied by a brief written description. The learning map and learning journey handbook will carefully designed to ensure that key information is easily accessible. The reading list will be reviewed to ensure that all materials are easily accessible.  |