



**Transitioning to Hybrid Education with
Student Centred Active Learning Approach**



UNIVERSITY OF LEEDS

The resources in this document are intended to support you in your transition to teaching a hybrid delivery of student education. The approach utilised in this document will ensure that all UG and PGT students will receive the University's commitment to a:

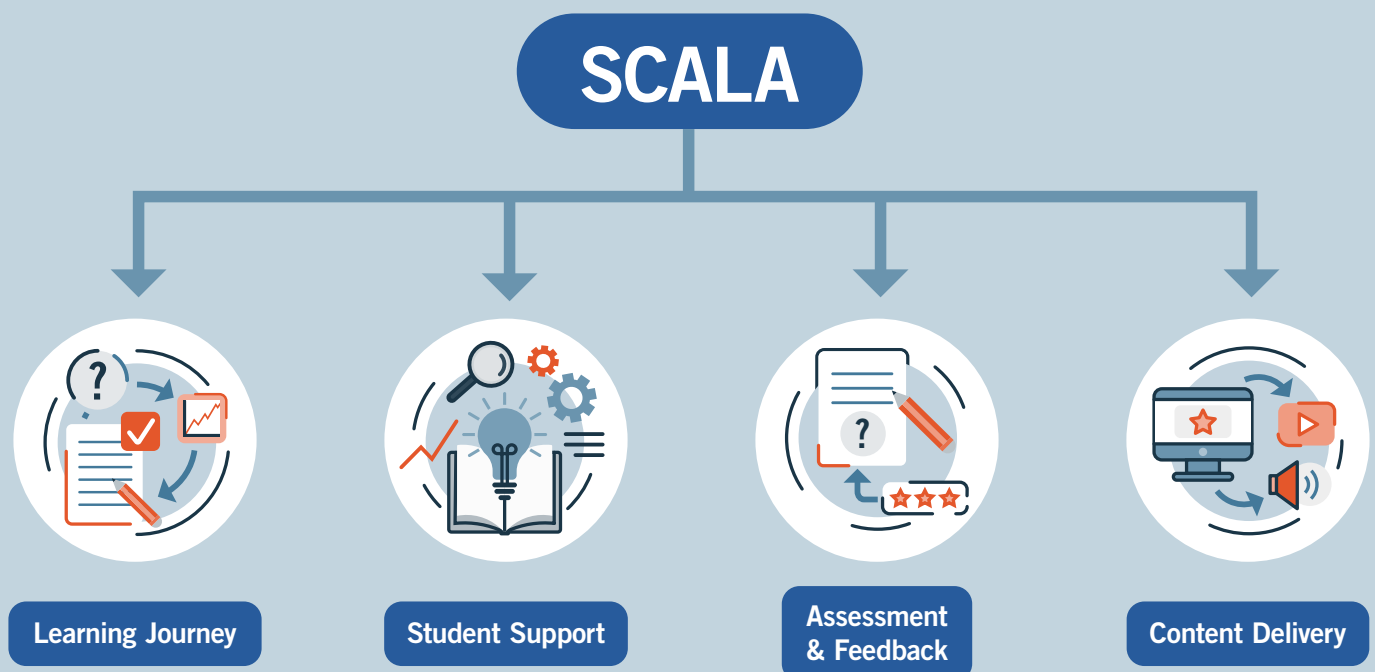
“Student-centred active learning approach to deliver high-quality research-based education in a hybrid mode, as part of a supportive, enriching and community-focused experience.”

This approach to student education can be described as:

- **Student-centred:** Supportive, inclusive, flexible, accessible and community building curricula.
- **Active learning:** Cognitively involved students, who are engaged with diverse content and media, and have opportunities to collaborate & participate.

This document provides tangible recommendations to ensure:

- all students are clear of their **learning journey** throughout their course
- **content delivery** is taught using engaging activities, diverse media and supportive technology
- **assessment and feedback** mechanisms remain agile, flexible and inclusive
- appropriate mechanisms are in place for **student support**



Contents

Learning Journey	4
Content Delivery	6
Media Design Principles	8
Online Engagement Principles	10
Delivery Model A	11
Delivery Model B	12
Assessment and Feedback	13
Task/activity Principles	15
Student Support	17



Learning Journey

Learning Journey

The aim of developing a Learning Journey is to provide students with a clear understanding of the pathway through the module, and how it fits within the broader programme. If you integrate some or all of these recommendations, students will have a clear understanding of the next steps in their learning and how they can effectively engage with the module.

What	How
Provide students with clarity on what is going to be delivered and when by developing a clear learning path	<ul style="list-style-type: none"> • Timetable the beginning and close of week with 'live' Collaborate Ultra or Microsoft Teams session, outlining activities • Record 'talking heads' videos for asynchronous delivery using Personal Capture • Use Minerva Announcements to inform students • Update and provide details in the Module handbook • Create a Welcome page on Minerva • Develop infographics or high-level mapping resources to show students the learning journey • Link to and flag the necessary central services such as, Minerva Support, IT Support and Skills@Library • Share consistent messaging that is aligned to School support processes
Link learning objectives to delivery methods and specific teaching sessions	
Provide clear roles and responsibilities of staff	
Provide information on summative and formative assessment	
Set expectations on engagement and partnership	
Emphasise the differing approaches to online learning compared to traditional campus based approaches, to support self-regulated learning and independent learning skills	
Clearly define the technology requirements that students will need to fully engage with the module	
Explain which teaching sessions will be recorded for asynchronous study, consolidation and revision	



Content Delivery

Content Delivery

This page will contain recommendations to help you ensure the delivery of content is appropriately developed and delivered for both asynchronous and synchronous delivery using the digital education resources available. A range of best practice suggestions will be provided that outline opportunities for the sessions to be interactive, scaffolded within the context of the module, and engaging. Specific suggestions on developing video and audio content will also be provided.

What	How
<p>Asynchronous delivery of content via pre-recorded video or audio resources</p>	<ul style="list-style-type: none"> • Desktop capture / Narrated PowerPoint videos / MS stream • Create videos of 10-20 minutes and sequence (Desktop Capture) • Talking heads (Desktop Capture) • Avoid video overload • Link specific videos to individual or groups of tasks and provide clear sequencing and timeframes • Consider alternatives to screen-based delivery (ie, podcasts) • Review and present external videos that have been checked for content and relevance (ie, YouTube, MOOCs, LinkedIn Learning).
<p>Synchronous delivery of content via live stream video teaching sessions</p>	<ul style="list-style-type: none"> • Live BB Collaborate / MS Teams • Explain that sessions are recorded for asynchronous study later and revision • Integrate recorded video into live sessions to create breaks and rest time • Promote engagement with the use of chat rooms, warm calling, polling, emojis and Padlet • Utilise whiteboard function to develop ideas and messages through annotation • Break up long live sessions with Q&A sessions • Best practice tips (microphones muted to start, hands up or type to ask questions, videos on where possible when talking to build social, engage with students personally and let them know they will be asked to contribute. • Using Collaborate open a room for students to pop in and stay on after the sessions for clarification
<p>Asynchronous and Synchronous group-based collaborative activities to allow collaboration and discussion</p>	<ul style="list-style-type: none"> • On-line 'live' sessions with break out rooms, use of shared whiteboards, polls, chat function • Provide clear support material and tasks (ie, discuss and report / solve problem and report) for pre-session work • Set offline tasks to completion and then report back by set time. • Open discussion boards/ Microsoft Teams chat/ OneDrive Docs / Padlet / Wikis / Peerwise

What	How
Provide updated Library reading lists and ensure they are accessible remotely	<ul style="list-style-type: none"> • Check with the library for accessibility ensuring all recommended reading is available online.
Consider cognitive load when designing videos and PowerPoint presentations	<ul style="list-style-type: none"> • Use graphics and narration where possible, rather than narration, graphics and words. • Remove extraneous words, pictures and graphics • Keep relevant wording close to pictures • Provide cues for important material to be highlighted • Use a conversational style when narrating • Utilise whiteboard approach to develop ideas and messages.
Accessibility and Inclusion	<ul style="list-style-type: none"> • Check all Module content for inclusive learning and teaching baseline standards using Blackboard Ally • Use Office 365 whenever possible to create videos with closed captions • Provide transcription for video content using MediaSite.

Media Design Principles

When designing a new PowerPoint presentation, video, animation, workbook, or other multimedia presentation it is best practice to follow a number of evidenced-based principles on instructional design. These principles are based on an individual's ability to take in information that is aligned to their cognitive capacity.

The 12 principles are as follows:

- 1. Coherence** – Exclude extraneous words, pictures and sounds
 - Only include images, text and narration that link to the learning objectives (i.e., don't use unrelated images, logos or supplemental materials)
 - Do not use music in the background to add ambience
 - Use simple visuals that are specifically related to the content
- 2. Signalling** – Provide cues to highlight the organisation of the essential material
 - Draw attention to important and relevant information by using the cursor or highlight arrows and other visual cues
- 3. Redundancy** – Use graphics and spoken narration only, rather than graphics, narration and on-screen text; use narration of words, rather than narration and on-screen text.
 - When narrating a presentation, use either graphics or text, but not both.

- Reduce the amount / use of text during a narrated presentation.

4. Spatial Contiguity – Place corresponding words and pictures near each other on page and screen, rather than separated

- Position text in close proximity to the graphics/pictures it refers to.
- Provide the text to be read in advance of an animation or graphic being presented.

5. Temporal Contiguity – Present words and pictures simultaneously rather than successively.

- Time the narration so that it plays along with the animation or drawing

6. Modality – Present words as narration rather than as on-screen text.

- During a narrated presentation with images and graphics, only use on-screen text where necessary (ie, listing key steps, providing direction for next steps)

7. Multimedia – Present words and pictures rather than words alone.

- Include images and graphics to present key information
- If you use text, use font size 22-24 where possible to increase accessibility
- Only use images and graphics to enhance and clarify
- Use static images where possible or images that build up in complexity (ie progressive/generative drawing)

8. Segmenting – Present content with the learner able to control delivery, rather than as continuous unit.

- Use speed control and stop functions on videos
- Deliver long sections of information in chunks with suitable breaks

9. Pre-training – Present students with media they are familiar and comfortable using.

- Provide and clarify key terms prior to delivering an integrative task (ie, glossary, FAQ, Fact sheet)
- Provide clarity on usability of the learning tool

10. Personalisation – Present narration in a conversational style rather than formal style.

- Use language contractions
- Use extemporaneous speech over heavily scripted

11. Voice – Use spoken voice in a friendly human tone for multimedia presentations rather than a machine voice.

- Use the voice of someone familiar to the student group, and avoid machine voice.

12. Image – It is not necessary to include an image of the speaker when delivering a presentation.

- Include an image of yourself when you are trying to establish social presence or there are no words or pictures
- Don't include a side box video of the narrator or instructor

Adapted from Mayer. RE, Multimedia Learning, 2009 and [Principles of Multimedia Learning](#).

Online Engagement Principles

Maintaining engagement and supporting motivation are important considerations in all teaching activities, but especially where a significant part of the content is delivered online. These suggestions will help to keep students engaged with the material and support their learning and acquisition of new knowledge in a collaborative setting.

The 12 principles are as follows:

1. Create space for a practice session and define the minimum requirements necessary
2. Establish behaviour norms from the beginning so students and staff know what the expectations of engagement are. Set high standards and get them involved as active partners in the learning
3. Use share screen functionality and use cues to guide students through the task in hand
4. Interact with students in real time using audio and the available chat function, ask for cameras to be on at certain times
5. Use the whiteboard functionality and hand it over to your students with specific tasks
6. Use a chat window to allow students to ask questions and ask a colleague or other student to help moderate these
7. Refer to comments in the chat so students know their views and questions are being seen
8. Use breakout groups where possible with set tasks
9. Keep in mind students will have varying internet connections so build in a time lag between asking questions and receiving answers
10. Call on students through warm calls (ie, letting students know ahead of time that you will be coming to them – either email or 5-10 minutes before the question is set in class)
11. Use polling tools
12. Increase the use of summaries in class. For long live sessions, chunk it into 4 blocks of 10, with a few minutes of summary after each chunk.

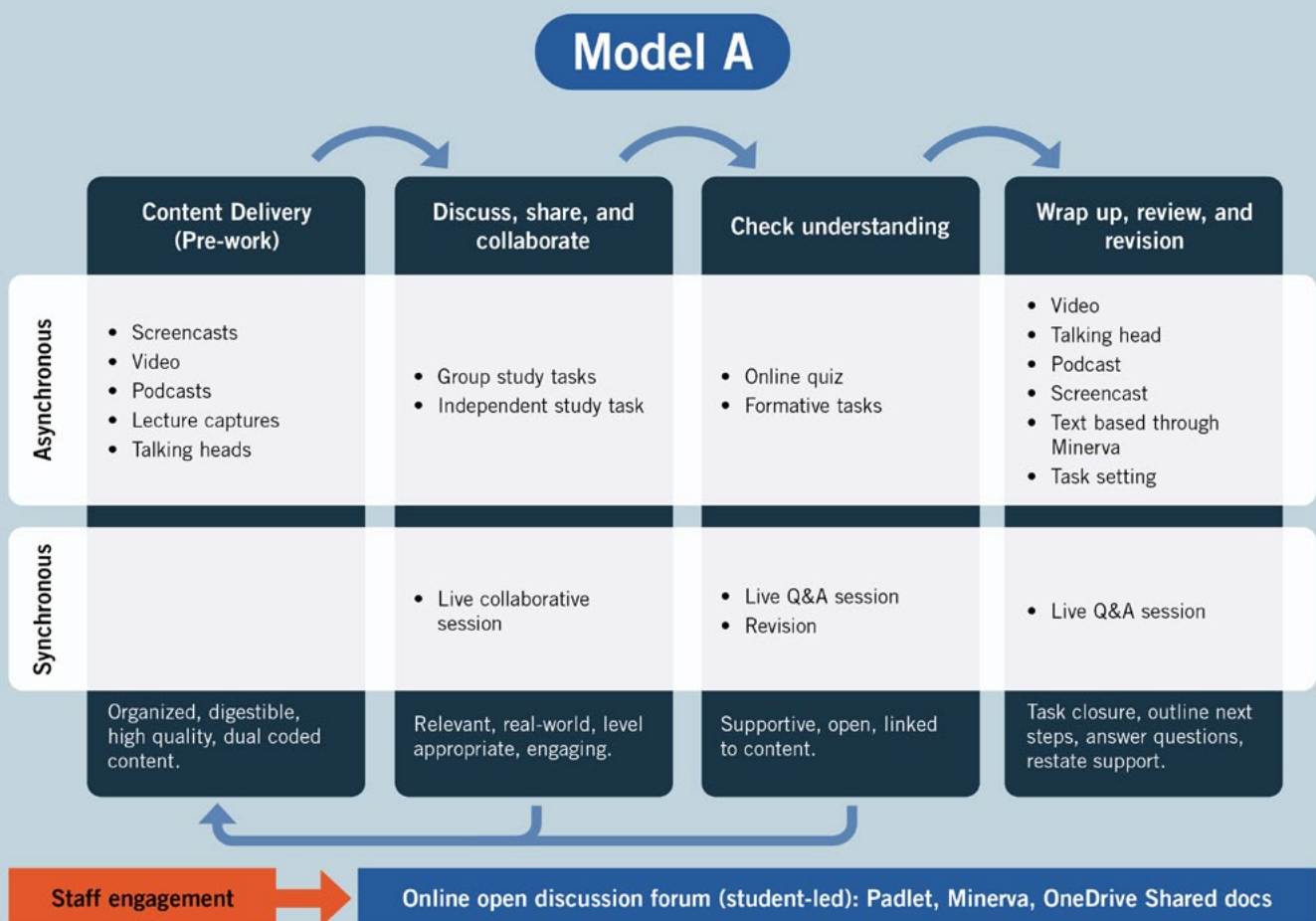
Delivery Model A

Model A outlines an approach to content delivery for a topic within a module that requires students to engage with content prior to a discussion session(s). This model may be used as a week or topic planner depending on the learning objectives that need to be covered.

The delivery of content in the first instance would be asynchronous in this model, with information on expectations made available to ensure the students are clear on the work required.

The following step would involve students and teaching staff having an opportunity to discuss, share and collaborate on the topic in a structured setting.

Opportunities for students to check their understanding are then provided and/or further content delivery and follow up discussions can be scheduled as required to deliver the learning objectives. At the conclusion of the topic a wrap up, summary or revision session can be scheduled that concludes the topic and sets the scene for upcoming activities.

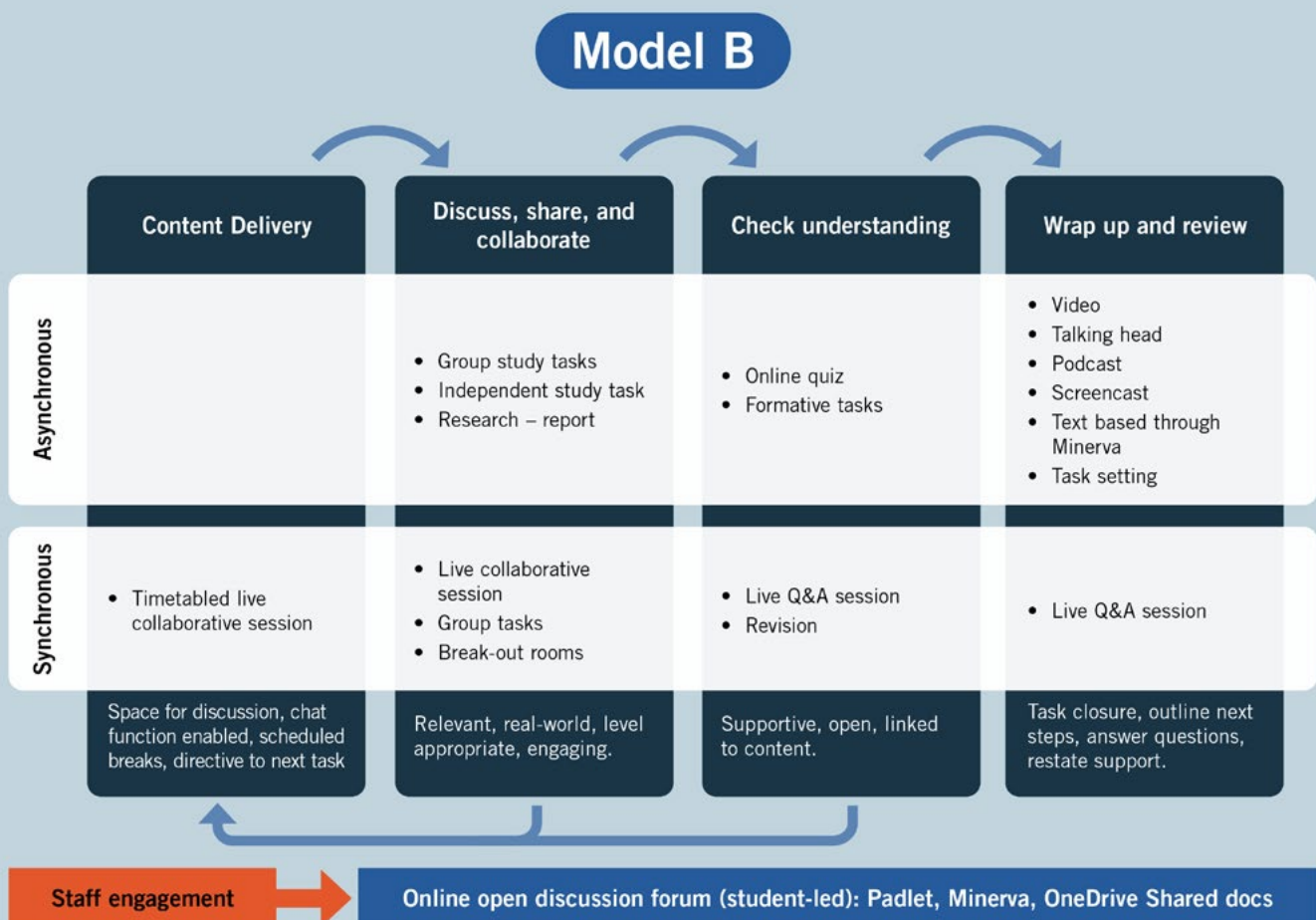


Delivery Model B

Model B is similar in approach to Model A, but does not schedule pre-work for students. Content delivery follows a more traditional approach with a session outlining and detailing the various learning objectives scheduled that is interactive and engaging, and delivered in either real time or asynchronously.

Following on students would be provided with opportunities to discuss, elaborate, share and further their understanding of the content through task-based activities. Opportunities for student- and staff-led discussions are provided for the duration with clear guidance issued on their purpose and roles of specific individuals.

Opportunities for students to check their understanding are then provided and/or further content delivery and follow up discussions can be scheduled as required to deliver the learning objectives. At the conclusion of the topic a wrap up, summary or revision session can be scheduled that concluded the topic and sets the scene for upcoming activities.





Assessment & Feedback

The aim of the Assessment and Feedback recommendations is to ensure the approaches to assessment and feedback are appropriate for the module within the context of hybrid delivery. Recommendations on re-synchronising the learning objectives to the delivery method and assessment approach are provided to support effective engagement and maintain motivation with the module.

Approaches to updating and enhancing feedback mechanisms are also presented that utilise a number of digital education resources available at Leeds.

What	How
<p>Re-evaluate assessment and feedback portfolio to ensure the approach is proportionate and relevant for the learning objectives</p>	<ul style="list-style-type: none"> • Map learning objectives to specific assessment tasks to ensure they remain appropriate • Link learning objectives to teaching session and relevant assessment approaches • Consider breaking up substantial end of module summative assessments and integrate throughout the module • Consider alternatives to traditional assessment methods, such as peer-assessment e.g. through Peerwise or TopHat • Clarify and reiterate the approach to feedback on assessed work and set expectations on timing and nature of feedback
<p>Provide regular formative assessments throughout the module</p>	<ul style="list-style-type: none"> • Integrate Minerva Test, TopHat, Gradescope , TurnItIn and Polling in both asynchronous and synchronous settings • Set problems and tasks for completion and reporting back on discussion boards, Padlets and Wikis • Utilise and integrate high utility tasks, such as practice testing and distributed practice, over lower utility approaches such as highlighting and re-reading of material.
<p>Maintain student motivation through appropriately placed assessments and tasks</p>	<ul style="list-style-type: none"> • Develop engagement tasks and assessments that are formative and linked to learning objectives and tangible examples for clear relevance to course outcomes. • Challenge and require students to present and share their work in informal and friendly environments using all the module teaching team (i.e. course reps, PGRs who teach, lecturer)

What	How
Provide opportunities for in-module feedback for the duration of the module	<ul style="list-style-type: none"> • Set up discussion boards such as Padlet or Minerva • Clearly present the purpose of the discussion boards (i.e. content specific and when a member of the module team will be interacting or whether they are purely student-led and where to post administrative queries) • Run live sessions when necessary to provide opportunities for students to share comments and suggestions on both content and delivery method. Use this time to clarify any issues regarding assessments and expectations around engagement. • Link in and refer to other Programme and School led activities such as Staff: Student Forums delivered online
Update module evaluation mechanisms to online using Minerva tool	<ul style="list-style-type: none"> • Convert evaluation of module to online approach • Contact SESM to ensure Minerva Evaluation tool is available

Task and activity principles

When planning activities and tasks for students to complete during asynchronous work in their own time, make sure students are cognitively engaged in the activity and not passively going through the material without meaning or context. Using real world examples will provide valuable context that will support relevance with the core content and motivation with the course.

The following recommendations are organised from high to low utility activities and draw on evidence-based approaches such as retrieval practice, interleaving, and space practice:

1. High Utility

Use practice tests with feedback to allow students to review and recycle information (Retrieval practice)

Space out learning tasks over time to allow repeated review (Spaced practice)

2. Medium Utility

Provide opportunities for student to elaborate on what they have learnt or experienced by prompting them to ask 'why' (Elaboration)

Allow students to explain for themselves what they have just learnt (Retrieval practice and Elaboration)

Create space in the learning journey for content to be returned to and integrate with other areas (Interleaving)

3. Low Utility

Re-reading and highlighting are less effective so try to avoid suggesting these approaches for consolidation and revision of content

Simple summarising is also less effective and mind maps would be a better alternative



Student Support

The aim of the Student Support recommendations is to ensure students are supported throughout the duration of the module through existing good practice that is adapted to online delivery. Suggestions to link to other support networks is also provided, along with ensuring a range of communication channels remain open allowing students to remain connected while learning online.

What	How
Establish online community for non-academic contact and to develop a sense of social belonging	<ul style="list-style-type: none"> • Ask students to write short bios about themselves and publish in discussion forums such as Padlet or set up OneDrive shared docs • Discussion boards with short, structured, weekly activities in small groups • Create module and programme online Café's for informal extra-curricula activities • Prompt for entertaining online meet ups (ie, academic pub quizzes with course reps and PGRs who teach)
Provide clear guidance on access to technology and provide tutorials for technology use if unfamiliar	<ul style="list-style-type: none"> • Screencapture step-by-by-step instructions using desktop capture • Draw on existing resources and link to central IT
Ensure all students have access to the technology they will need to engage	<ul style="list-style-type: none"> • Provide opportunities for students to contact relevant colleagues in School • Develop questionnaire for dissemination and completion
Signpost to Mental health and wellbeing resources	<ul style="list-style-type: none"> • Identify LUU, School and Programme initiatives and direct appropriately
Generate FAQ document that is routinely updated	<ul style="list-style-type: none"> • OneDrive Open doc embedded within module area • Use Minerva announcements and weekly messaging to continually update
Ensure all teaching and assessment approaches meet current inclusivity guidelines	<ul style="list-style-type: none"> • Review guidelines and adapt teaching accordingly • Use Blackboard Ally to audit module content
Student: staff forum	<ul style="list-style-type: none"> • Pivot to online delivery
Establish peer-peer and near-peer student groups	<ul style="list-style-type: none"> • Based around Personal tutor groups to facilitate the informal discussion forums and online discussions