# Unit 1: Learning design for digital education

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## Activity 1: Who are your students?

At the start of this section 1.2 [Identifying your students’ needs](https://minerva.leeds.ac.uk/webapps/blackboard/execute/displayLearningUnit?course_id=_513984_1&content_id=_7246502_1) you thought broadly about your students’ needs in three categories:

1. What is the educational context?
2. What are your students’ pastoral and support needs?
3. What are your student’s capabilities for online learning?

In this activity you are encouraged to reflect on your students and their needs more closely, and use this analysis to create a set of considerations to inform your online teaching practice.

You can use the table below, and the prompts listed to record your initial ideas about who your students are.

|  |  |
| --- | --- |
| **Considerations** | **Your reflection** |
| What is the educational context?* Who are the students for whom you’re designing or planning (year, level etc.)?
* Where are the students in their overall course of study?
* What study have they previously completed?
* How does your teaching relate to other programme requirements such as professional placements, study-abroad elements and core modules?
* What should your students have learned once they have completed your teaching programme?
 |  |
| What are your students’ pastoral and support needs? * What do you currently know about your students’ specific learning and/or accessibility needs?
* How might the move from a physical educational space to an online context impact your students’ physical, mental or emotional health?
* What environmental factors might have an impact on the pastoral or support needs of your students? For example, do your students have caring responsibilities or home situations which may not be conducive to studying?
* How adept are they with time

management, personal planning,autonomy?* What emotional factors or external stressors might impact their ability to succeed?
 |  |
| Are your students prepared and technically set-up for online learning?* Do all your students have access to a stable and reliable internet connection?
* Are they able to access an electronic device to complete their learning or access resources?
* Are there certain websites or resources which require licenses or which are banned in countries where your students are based?
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# Activity 2: Planning your session

In section 1.4 [What steps to take to adapt your teaching](https://minerva.leeds.ac.uk/webapps/blackboard/execute/displayLearningUnit?course_id=_513984_1&content_id=_7247134_1) you should start to think about the practical considerations which will influence how you move your teaching online. You should consider three issues:

1. Institutional or faculty requirements for teaching online.
2. The learning priorities for you and your students.
3. How much time you and your students have.

Use these prompts and your learning from [Unit 1: Learning design for digital education](https://minerva.leeds.ac.uk/webapps/blackboard/content/listContent.jsp?course_id=_513984_1&content_id=_7246454_1&mode=reset) to complete a short practical profile for your module or teaching sessions. You should be honest about factors like your priorities and the time you can commit to online interaction and delivery. Use the template below to compile your module plan.

|  |
| --- |
| **Your module plan** |
| Module or seminar series title:  |  |
| When will it be taught? e.g. April –June 2020 |  |
| How often does the session run?  |  |
| Cohort size |  |
| Level and study programme detail  |  |
| **Pre-requisite qualifications or skills** |
|  |
| **Module summary or brief description**What is the core learning? |
|  |
| **Module delivery**How will this module be delivered? Which software is mandated by the University? Is it fully online or blended? |
|  |
| **Study time**How much time in total per week should students spend completing the activities listed? |
| Accessing materials uploaded to Minerva including worksheets, presentations and lecture recordings  |  |
| Participating in webinars/synchronous discussion  |  |
| Contributing to discussion forums/asynchronous chats |  |
| Participating in individual tutorial sessions |  |
| Independent study  |  |
| **Teaching time** How much time in total per week will you spend completing the following tasks?You may need to approximate the time required to complete each task. For reference, you can revisit your initial time estimate and record the actual amount of time each task required. This can help inform your planning in the future. |
| Creating and uploading materials to Minerva including worksheets, presentations and lecture recordings  |  |
| Participating in webinars/synchronous discussion  |  |
| Moderating and responding to discussion forums/asynchronous chats |  |
| Holding individual tutorial sessions of office hours |  |
| Module/teaching administration e.g. attendance monitoring, resourcing etc.  |  |
| **Assessment information** What time-frame is in place for the following activities? |
| How long do students have to complete assessment 1?  |  |
| How long do you need to mark assessment 1?  |  |
| Feedback on assessment 1 will be returned by what date?  |  |
| How long do students have to complete assessment 2?  |  |
| How long do you need to mark assessment 2?  |  |
| Feedback on assessment 2 will be returned by what date?  |  |

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# Activity 3: Designing your teaching activity

In this activity, you will apply your learning from section 1.5 [Adapting a learning plan and designing online](https://minerva.leeds.ac.uk/webapps/blackboard/execute/displayLearningUnit?course_id=_513984_1&content_id=_7247326_1) learning and document your learning design for a module or series of teaching sessions. Use your existing module plans, delivery timetables and other resources to complete the following tasks:

1. **Audit and identify any gaps in your existing plans.** For example do you need to review your learning outcomes based on your new online context? Are there new publications or research you’d like to include in your teaching content?
2. **Identify key dates.** Quickly map out any time and resource constraints you foresee each week. As part of this task, you should also reflect on the key dates for assessments and assignment submission, including any time you’ll need to mark and provide feedback to students.
3. **Map out the key activities, topics and learning content students will complete.** You can keep these in note form for now, but make sure that each of your chosen learning topics informs the outcomes and guides student towards achieving them. Place your learning topics in a logical order which reflects the way students will meet their learning outcomes, or the way in which they would approach these tasks in a practical situation. Mapping out your topics clearly and explicitly makes it easier for students to understand the narrative between topics.

You can use the template below to create a high-level learning design for your chosen teaching activity. You should adapt it to suit your needs by amending the number of sessions you might hold each week and indicating what format these sessions take such as a discussion forum or webinar. You can also include information about the size of the cohort at each stage.

An example is provided below to show you how you might use this template.

An example week based on a module delivered on major engineering project management:

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Preparation activity** | **Independent study time** | **Webinar** | **Discussion forum** | **Assessment** |
| * Handouts on the time, cost performance of major engineering projects
* Students watch pre-recorded video interviews with project managers
 | * Students read core journal articles
* Students make notes on case study project
 | * Webinar on the iron triangle and project success
 | * Discussion forum on measuring project success
 | * Quiz on project management measures of success
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|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Week 1** | **Preparation activity** | **Session 1**  | **Session 2** | **Session 3** | **Assessment** |
|  |  |  |  |  |
| **Week 2** | **Preparation activity** | **Session 1**  | **Session 2** | **Session 3** | **Assessment** |
|  |  |  |  |  |
| **Week 3** | **Preparation activity** | **Session 1**  | **Session 2** | **Session 3** | **Assessment** |
|  |  |  |  |  |
| **Week 4** | **Preparation activity** | **Session 1**  | **Session 2** | **Session 3** | **Assessment** |
|  |  |  |  |  |
| **Week 5** | **Preparation activity** | **Session 1**  | **Session 2** | **Session 3** | **Assessment** |
|  |  |  |  |  |
| **Week 6** | **Preparation activity** | **Session 1**  | **Session 2** | **Session 3** | **Assessment** |
|  |  |  |  |  |

# Activity 4: Designing an online learning activity

In this activity you will use your learning from section 1.6 [Designing an online learning activity](https://minerva.leeds.ac.uk/webapps/blackboard/execute/displayLearningUnit?course_id=_513984_1&content_id=_7247371_1) to produce a learning activity plan for one or more of the sessions you plan to teach online. Select a seminar, workshop, lecture or tutorial and use the template to start to design your online learning activity. As you work through the template, you’ll be prompted to reflect on both your learning outcomes and the needs of your students you identified at the start of this unit.

An example below demonstrates how you might use this to plan your own learning activity.

The example uses a two hour seminar session adapted into a learning activity plan which includes independent learning time and directed contact time:

|  |
| --- |
| **Session/Activity title: History skills session on historiography** |
| **Learning outcomes for the activity:** * To critically evaluate how history writing has developed and changed since the earliest examples of historical scholarship.
* To identify the key themes and debates in historiography.
* To analyse patterns in historical thinking.
 |
| **Prior learning/skills completed:** Students will have completed research for a presentation on their assigned historiographical school. They will have read Black, *Studying History* (2000), 66-84 and Tosh, *The Pursuit of History* (2010) ch. 8 for their lecture.  |
| **Learning type** | **Topic/content** | **Resources** | **Feedback** |
| Independent group project work | Students work in small groups assigned based on the previous research they have done on historiographical schools. Together they use Microsoft Office 365 tools to put together a timeline of historiographical thinking. Groups are assigned on Microsoft Teams in the previous week and I assign the task too. Students will share their group output in the discussion forum on Minerva. | Students have access to Microsoft Office 365 and can use Microsoft Teams to collaborate. | Issues will be clarified in the discussion forum and webinar.  |
| Group discussion and peer review | Students post their completed timeline on the discussion forum by a given deadline. They are given prompts to address and should comment on the timelines submitted by their peers.  | Students use the discussion forum in Minerva to share/discuss. | Spend 2 hours moderating comments in the week to provide formative feedback.  |
| Webinar | Weekly webinar used to discuss common themes from the timelines, patterns and analysis of historiographical trends. Each project group summarises what they think are key trends, changes in approaches etc.  | Blackboard Collaborate for webinar. | Use webinar to clarify issues/questions.  |
| **Accessibility needs:*** Make webinar recording available for students to watch at own pace.
* Circulate guidance for making timeline documents accessible e.g. font size etc.
 |
| **Technical needs:** * Announce webinar time on Blackboard Minerva to ensure students can connect
* Announce webinar recording when available
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|  |
| --- |
| **Session/Activity title:** |
| **Learning outcomes for the activity:**  |
| **Prior learning/skills completed:**  |
| **Learning type** | **Topic/content** | **Resources** | **Feedback** |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| **Accessibility needs:** |
| **Technical needs:**  |

# Activity 5: designing your assessments

In this activity you are encouraged to think in more detail about:

* the type of assessments you’ll use to guide students towards achieving the learning outcomes
* the tools you will use to deliver the assessment and provide feedback.

Apply your learning from section 1.8 [Adapting formative and summative assessment methods for online learning](https://minerva.leeds.ac.uk/webapps/blackboard/execute/displayLearningUnit?course_id=_513984_1&content_id=_7247533_1) and section 1.9 [Assessment feedback for online learning](https://minerva.leeds.ac.uk/webapps/blackboard/execute/displayLearningUnit?course_id=_513984_1&content_id=_7248492_1) when completing this activity.

You can use the template below to record your plans for assessment.

| **Assessment title** | **Questions to consider** |
| --- | --- |
| **Summary**  | What will students do? What is the assessment about?  |
| **Deadline**  | What are the timescales for the assessment?* Open date:
* Close date:
 |
| **Purpose**  | What is the purpose of the assessment? Which learning outcomes does the assessment assess?  |
| **Key** **Information**  | What resources does this assessment draw upon? What do students need to have done to complete this assessment?Does it draw on project work, a case study or other learning students have completed?  |
| **Task**  | What is the assessment? What do students need to do, complete or produce for the assessment? What is the format? If appropriate, you can record the assignment questions or coursework titles.  |
| **Presentation**  | How should students present their work? Is there a format they should follow? What guidance on referencing do they need?Do they need any software in particular? |
| **Submission**  | How will students submit their assessment? Where will students complete it? What tools or software do you intend to use? What details do they need to include?  |
| **Marking**  | How will you mark work? Is grading/marking done automatically in a quiz or test on Minerva? Will you use an online tool e.g. Gradescope for managing and marking?  |
| **Feedback**  | How will you provide feedback to students? What is the deadline for providing feedback to students?   |