

Appendix 1: Active Blended Learning.

This document offers an indication of the guidance that will be provided for staff. It builds upon the information that was made available following the cessation of face-to-face teaching in March.

A note on synchronous and asynchronous provision

Online delivery involves synchronous or live and asynchronous types of activities and resources. Getting the right balance will help your students by building a set of resources which then they can interact with at any point in combination with live meetings, where they can discuss and share understanding. Over-use of either one of these will lead to dissatisfaction for the students because they are either struggling to attend all of the live events or feeling separated from the cohort and yourself. The temptation is to deliver lectures as live events via video conferencing. However, there are various issues related to this that could make it difficult for all students. It is important to consider what the impact might be if students are unable to attend your synchronous session for one reason or another and how this can be mitigated against and the student not left disadvantaged. There is also the issue of what is being referred to as 'video conferencing fatigue' where staff are running so many of these online events that they are finding it exhausting. Please consider carefully how best to use your time and where the technology will support the students most effectively.

'Keep it Simple' becomes 'Plan and Test':

In the previous TLA recommendations at the start of the lockdown we wanted to keep the process simple and as flexible for you and your students. We now want you to start to plan and outline the learning over the period of the module and design in tasks and resource is that the students need to engage with. If there are new processes which you are unfamiliar with, we will be running training and producing guides that will help you test out your designs.

Individual v Group Activities:

In the previous recommendations we asked you to move away from group activities. Now is the time to start designing them back into your delivery and engage with training and guidance materials to help you understand how to maximise group activities online. Distance learning delivery does not need to be an isolating experience; in fact, key to its success is getting students to engage with one another and feel confident to share their viewpoints online. This is not always easy to facilitate and needs to be developed slowly, over time with easy and fun ice breaker activities to get the students over the first initial hurdle of using the technology and socialising online. It can then move into a second stage where they begin to discuss more of the topics within the course. If you introduce complex subject-related tasks without first enabling the students to feel comfortable with each other then they will be reluctant to share their views.

Size of Your Class:

With small groups (<40 students) online activities are easier to organise. For instance, it may be possible to contact all students ensure they have the appropriate

technology and deliver lectures live (with recordings). However, for the inexperienced online tutor, running online events via webinars or in online discussions can be daunting. The TLA will be targeting programmes with large cohorts in order to offer them a greater level of support in the designing and implementation of online activities and materials.

'Do the best you can' becomes 'Plan with us and we can all improve':

We appreciate that many of the activities may have included physical objects or access to equipment that is not available online. In these cases, we would like you to be inventive with the 'thinking through', to sourcing possible alternative resources available on the internet, or that you could create yourself. We are talking to teaching staff across the institution to try and identify good practice; we can offer you support and guidance to help you and your students.

How do I get my students to engage?

This section will discuss in detail the recommendations with a particular focus on the issues arising from the staff survey. This is also informed by the most recent student surveys.

There is a great deal of research around this question which focuses on a number of good practises to enable students to acclimatise to the environment and feel comfortable enough to participate. Students need to see that this is purposeful, so the initial tasks need to be followed-up so student knows they are being monitored and their input is of use to them. To adapt and adopt these practises is not a small task for someone who has never delivered online before, but the general principles are as follows:

- Online socialisation - students need to learn that they can communicate effectively with other students online. They need to feel that this is a protected space.
- Small group size - it is common, on distance learning courses, that students are placed in seminar groups and work within these smaller groupings to use discussion boards and other social tools. This enables greater levels of confidence to share, discuss and raise questions.
- Repetition and consistency - Students need to build confidence over time; you need to provide a number of social group tasks over time, in a similar format, to encourage interaction
- Scaffolding learning - The social learning activities have to build up progressively, in terms of complexity and the way the students are being asked to collaborate. Initial task may only ask for a single posting to a discussion board, the next will require reading and replying to another student. Only after time should the students have to carry out a complex learning activity.
- Careful monitoring and encouragement - You can use Canvas to target encouraging emails to help engagement. The
- Considered communications – Encouraging students to install the Canvas Student mobile app will ensure that they will receive regular updates

regarding their course their mobile device. This been shown to work a particularly well with respect to Announcements

Clear Guidance

Students need clear instruction when attempting to transition from face-to-face to online learning. You have to be absolutely clear with the students because you are not in the room to rectify any mistakes or misinterpretations that the students might be having about a particular in-class activity. There are also none of the motivational cues from yourself or other students to encourage engagement. We recommend that any online activity be surrounded by contextual and instructional information on a Canvas page.

What is this Guidance?

Clear instruction is made of six parts:

- Purpose - this is a motivational statement which tries to capture the student's interest and indicate to them why it is useful for them to engage in this activity. For instance, because it will help their career, help them pass the assignment or is seen as a critical piece of knowledge within the profession.
- Time - always include an estimate of the amount of time it will take for the student to complete the particular task. This will help them too allocate their own time and manage it but will also give clear expectations of the amount of effort involved in the task.
- Instructions - this is simply a list of the instructions for the students to complete the task; the more concise and clear these instructions are the more likely it is for the student to complete that task-lengthy instructions that are confusing are more likely to result in the student giving up early, and this is also apparent if you provide few or no instructions for the student to complete something.
- Example - to help the student complete some of the more complex tasks you might provide a simple example. This can also prevent students from either misinterpreting and writing too much or too little. Particularly important at the beginning of a course when students are still becoming familiar with this process.
- Resources - constitutes any links to resource is that the students need to engage with in order to complete the task.
- Support - constitutes any links to guides that might help the student with the technology; indicate whether you are taking any questions or clarifications, and through which communication route you want these students to raise these.

Examples

Title: Hopes and fears

Purpose: this task will help me understand any issues that you might be anticipating but also what excites you about the course. It'll also be a chance for you to offload some of those doubts I am sure most of us have.

Time: 10 minutes

Complete by 20/10/2020

Instructions:

1. Watch the video where I explain how the course is going to run
2. Please take the time to think carefully about what it is that you are hoping this course would deliver and then any fears that you might have about the subject and the way that we're going to explore it.
3. Complete the online individual questionnaire.

Resource: Link to Panopto video where I explain how the course is going to run.

Support:

- I will review these and share feedback with you all via a Canvas announcement on 22/10/2020
- [I can't access the Panopto video](#)
- How do I answer the quiz?
- I have a private issue I want to discuss with you? - [Make a booking on see my tutor](#)
- I would like to talk to student

Title: What sort of world do we want to live in and who do we want in it?

Purpose: This task will help you understand the difficulties and the stresses that families of people with LD struggle with on a daily basis. This will enable to provide empathy and to consider suitable reasonable adjustments for your practice.

Time:

- 40 minutes to read additional reading materials
- 60 minutes to watch documentary

Complete by 20/10/2020

Instructions:

- 1.1. Please watch this documentary about Down's Syndrome and the ethics of pregnancy screening, fronted by Sally Phillips from the BBC. This film explores the science and thinking around the proposed new screening test for Down's Syndrome and its possible availability on the NHS. By talking to experts in the Down's Syndrome community, the world's top scientists and including people with Down's Syndrome in the debate, Sally investigates a thorny subject that begs questions relevant to us all: what sort of world do we want to live in and who do we want in it?
- 1.2. Think about those questions as you watch it.
- 1.3. You have been asked by the Local Health Authority to identify key resources to share with colleagues. In your small online group, discuss and 100-word collaborative review on why, or why not, this documentary would help promote changes in practice.

Resource:

<https://login.learningonscreen.ac.uk/wayfless.php?entityID=https%3A%2F%2Fidp.ljmu.ac.uk%2Fshibboleth&target=https%3A%2F%2Flearningonscreen.ac.uk%2Fondemand%2Findex.php%2Fprog%2F0DB47722%3Fbcast%3D122787843>

Support:

- I will review a number of these and share feedback with you all via a Canvas announcement on the 22/10/2020
- [I can't access the video](#)
- [How do I use the group discussion board?](#)

What are the Recommended Technologies?

In the following section we will list particular types of technologies and their expectation for how they can be used.

Canvas

Pages

Canvas Pages offers you an online space where you can knit together links, YouTube clips and surrounding context that will provide students not only with materials to look at but also your instruction about using those materials successfully. We strongly recommend the adoption of using Canvas Pages for each week's worth of materials and activities.

Modules

Modules is an area in which you can lay out your Canvas Pages in an orderly fashion so that students can move through them sequentially, knowing which ones they have completed so far. We strongly recommend using Modules in order to provide the students with a clear sequential order of materials and activities to complete.

Reading Lists

The reading list system within Canvas allows students to see clearly in a single space all of their assigned and recommended readings. Populating this list also helps the Library systems understand the requirements of your modules. It is a University requirement to have a reading list in the University reading list system for each one of your Canvas courses.

Groups

Canvas Groups allows you to allocate students into small groups. These small groups can then be assigned activities to complete as a group. Within the Canvas Groups area students can use a number of collaborative systems in order to complete any tasks. We strongly recommend the use of groups when designing learning activities with cohorts over 30 students. This breaks down larger cohorts and should ensure that students are more likely to work together. It also helps you,

by making it easier to mark students work on a group level. There is further guidance on organising group learning below.

Announcements

Announcements are one of the key systems for communicating critical information to students. At least two announcements should be made each week to outline any tasks and encourage engagement. To take this to the next level you should consider making announcements which contain news items or newly-released research to further excite students and engage them in different ways, with the subject area. An announcement does not have to be purely process driven as in directing students to complete an assignment but can also be used to raise interest and promote thinking in different ways, about the subject.

Discussion Boards

Discussion boards are perhaps one of the more difficult activities to introduce to students who are unfamiliar with online learning. There will be an inbuilt resistance to engage with these as students will lack confidence and feel uncomfortable raising issues or putting forward ideas in front of their fellow students. However, if used well these can be the key tools to helping students share their understanding. We recommend the introduction of discussion board activities but in a scaffold and progressive way that builds confidence rather than erodes it. The activities should be run in conjunction with the Groups system in Canvas that helps reduce anxiety by allocating students smaller groups. The discussion board can begin with simple icebreakers and then start to explore students' experiences and perceptions of the subject area, moving on then to more complex learning activities. Only when the students have gained confidence will they engage in more complex learning. To take this to another level would be to monitor those ice breaker activities to ensure that every single student has engaged and to then design those activities so that students simply don't post one thing but instead reply to other students. Once you have this simple icebreaker process running, it will not take long for the students to adjust to learning as a group, online. The introduction of complex learning tasks without this preliminary work will lead to disengagement.

Quizzes

Formative tasks

Quizzes allow you to create formative tasks that can be marked automatically; these are individual tasks of 1-5 questions to complete as part of the students' active learning on a course. There are a number of different question types and approaches that you can take. TLA will work with other departments to devise useful diagnostic quizzes that you can import into your course to allow you to assess basic understanding of some of the key curriculum and information that students need to know. An example of this is the academic impropriety course available [here](#).

Quizzes to gather information

Quizzes can also be used to gather information from students or allow them to select options; a number of departments have used them as a type of form filling where students can select their supervisor, their dissertation subject or provide information on their placement. This is a very effective way of gathering information from a large

number of students to make it easier for you to manage and organise your course online.

Guidance for exams

The TLA have devised a list of guidance for running online exams which is available [here](#).

Assignments

Rubrics

The Canvas rubric system allows you to create a large number of different types of tools to help students understand and recognise areas for improvement. There is further guidance available [here](#) and [here](#).

Speedgrader

Speedgrader is the recommended tool for marking online. It contains a number of useful functions to allow you to mark efficiently and support your students with feedback, including annotation tools, rubrics and general comments.

Audio feedback

Feedback via audio or video means are built into the Speedgrader tool. This has been shown as a very efficient way to provide feedback; research also shows that students engaged more with audio or video feedback than they do with written feedback. There are a number of reasons for this including being able to hear the intonation of your voice, when advising them on how to improve their work. The TLA recommend the adoption of audio and video feedback at this particular time as it will provide a greater level of immediacy between you and your students.

Turnitin

Turnitin can be used to produce originality reports that can indicate where students are copying or where there is academic misconduct.

Course Journals

The Teaching and Learning Academy have developed a tool which creates a private discussion space for each student in your course, so that individuals can post entries privately and receive feedback. Once a journal is created, all students receive a notification outlining the due date-students can access their Journal space via a browser or mobile device. Course tutors can monitor students via the Grades and Discussions areas and these can be used for both formative or summative assessments. More information is [here](#)

Key Information

The TLA are currently working in collaboration with Academic Registry to create an alternative to Module Guides. This will automatically extract information from various institutional databases and create an online space for each Canvas course to display the key information in an accessible and consistent way, across the whole institution. More information [here](#)

Chat

Canvas Chat is a simple space useful as an online drop in area. It allows you to chat to any other students that are online at the same time as you. More information [here](#).

OneNote

Microsoft OneNote is a sophisticated system for not only creating personal notebooks that could be used by students for creating revision notes-it can also be used by the tutor to create a shared notebook. These shared notebooks allow students to interact with each other in two different ways-the first is shared pages, where they can collaborate; they can also be created so that students have their own individual pages, which can then be monitored by the tutor. More Information [here](#)

Panopto

Panopto is a video recording system which allows you to prepare resources and it's secure an easy to use online environment. this tool has a number of key functions that extend its ability to support students such as embedded quiz questions which can move students from passively watching to online engagement. List of resource is for staff on this technology

Vevox

Vevox is an online voting system which allows you to create quizzes, surveys and spaces for anonymous comments and feedback. this can be used in a number of ways alongside live video conferencing but also embedded inside canvas itself.

MS Teams

Microsoft Teams is rapidly becoming a widely used meeting software that facilitates video conferencing and the construction of shared documents alongside chat areas. this can be used in a variety of ways to allow small and large groups to collaborate affectively online. It also represents a slight change in the way in which people collaborate online. rather than the focus be on verbal discussion this is now backed up by written language developed synchronously as you discuss the topic you can also be sharing your notes and developing them alongside.

Office365

Office 365 is connected with Microsoft Teams and Canvas. all students have their own accounts and can create various different document types online and on devices which all sync into their own OneDrive accounts. these documents can be shared in a variety of ways to facilitate online collaboration. In canvas it is possible to assign a document 2 a group of students or to all students which the tutors can then also observe and contribute to. This provides a unique way in which you can facilitate online learning.

What are the Recommended Sources of Content?

All distance learning requires content for the learners to interact with. As there is so much content available it goes without saying that you should consider looking at what has already been created before considering developing your own.

Library

Staff need to talk to your subject librarian to get a better understanding of what is available from the library for your subject area and also to get guidance on how to make these available to students.

Bob

Box of Broadcasts is an online system that records all terrestrial TV and radio programmes. Contains over three years' worth of material which is fully accessible to both you and your students. Search for your subject area and see if there are some interesting resources which provide a different perspective on what you are discussing. These can provide an interesting source for debate and spark interest with the students.

YouTube

YouTube also contains a vast range of different viewpoints on subjects and these can be easily embedded into canvas to allow students to widen their experience.

Creative Commons

Creative Commons is a legal licence framework which allows those creating resources to share them affectively and legally with others online. there are number of search engines which allow you to look for resource is that have Creative Commons licence. as long as you follow the guidance of the particular licence for the resource you can embed these into canvas to support your students.

Teaching delivery

This table provides some indication of the preferred uses of technology please read the accompanying information below for further details.

Current delivery	Recommended replacement	Further guidance
Lecture	Panopto – Via Canvas Webinar	Use Canvas pages to surround a link to the recording context and additional resources and suggested activities. Divide the lecture into micro-broadcasts to facilitate engagement Use webinar technology in Canvas to present a lecture in real-time with 'Vevox' and Chat functions to facilitate engagement
Seminar	MS Teams	Use Vevox to illicit student understanding and perceptions. Stage the introduction of more complex learning and ensure students are scaffolded to feel more at home within the new learning space.
Tutorial	MS Teams	Remind students to use 'See my tutor' to book the tutorial. MS Teams to meet online and keep shared documents
Group learning	Canvas	Use a variety of tools built into campus groups to support learning and use distributed group assignments to manage and promote learning

Assignments and feedback

Formative and summative to engage students.

- How do I run exams?

This [document](#) outlines recommendations and guidance for running online exams during the temporary suspension of face-to-face teaching.

- How do I run individual presentations?

Creating video and audio recordings for teaching and learning can provide students with a chance to work in a different format, develop valuable new skills, and is an opportunity for reflection. But if you've never done anything like this before it can feel like a daunting process. Please read [this guide](#) before proceeding.

- How do I run group presentations?

You have two options here you can either pre-record the presentation or the students can do the presentation live, via a video conferencing technology. We would recommend students pre-record their presentation unless there is a particular reason why you want them to perform live. Allowing them to take their time will enable them to prepare and deliver this without the extra stress of ensuring that the live system is working for everyone, at that particular point in time.

- How do I run a group assignment?

A key method of learning for students is through group learning. There are a number of technologies which will help you and your students.

a. Canvas Groups

We strongly suggest the use of Canvas Groups in order for you to organise delivery effectively, but also for the students to be provided with a key location from which they can work together. Students can be encouraged to post reflections on the development of the assessment and these can be captured and collated in the relevant Groups area.

b. Assess the process as well as the product

There is a lot of evidence and good practice that indicates that students need to build up their understanding of how to work as a group, as well as delivering a good product at the end. The more assignment weighting given for the actual process will encourage students to develop the skills help them in the future with learning as a group.

c. Keep regular discussion board notes

One key technology that could support students is the use of group discussion boards that can be created and distributed by you, with further guidance supplied detailing how and what to record inside them. This can encourage students to keep minutes of meetings and allow you to quickly and easily understand where the students are working well or need further support.

d. Office365 collaborations

Office 365 is connected to canvas making it possible for students to create shared collaborative documents to support their group work remotely. is

also possible for staff to create shared Office 365 documents and distribute these to the student groups to complete. this allows the staff member to analyse at any point how the students are engaging with the task.

Students could also use Microsoft Teams in order to create video chat and keep notes. However, there would need to be some work in the integration between Microsoft Teams and canvas to allow the staff to investigate how well these groups are working in teams and feedback any documentation to be marked.

- [How do I run tutorial group?](#)

We will produce a number of guides to help you understand how to organise these systems and there will also be online recorded sessions that demonstrate good practice. We will also produce a number of shared resources, including diagnostic quizzes, which used through Canvas could help you identify issues with your tutor group. We hope to have in place an easy to use system for you to refer students with support for particular academic skills to connect with the Skills@LJMU team.