UNIVERSITY OF PORTSMOUTH

DEVELOPING A BLENDED AND CONNECED APPROACH – RISING TO THE CHALLENGES

Education 4.0: Our Next Phase to Curriculum and Assessment Design International Virtual Series, 10 August 2020

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NO.1
IN THE UK FOR BOOSTING GRADUATE SALARIES
THE ECONOMIST 2017

5★
UNIVERSITY
QS TOP UNIVERSITIES 2021

TOP 30 STUDENT SATISFACTION
NATIONAL STUDENT SURVEY 2020

97.5%
OF GRADUATES WORKING OR IN FURTHER STUDY
DLHE 2017

GOLD
RATED FOR TEACHING EXCELLENCE

TEF Gold Teaching Excellence Framework

NO.21
UNIVERSITY IN THE UK
GUARDIAN UNIVERSITY GUIDE 2020

elearning tools

Teaching remotely:

Training:

Tips for remote teaching

Lectures

Seminars

Tutorials

AcDev & TEL Training sessions: Past and upcoming

LinkedIn Learning

Distribution of lecture materials

Assessment, submission & feedback

Collaborative and group discussion

Module related communications

Assessment, Marking and Feedback

Summative Assessment

Alternatives to face-to-face summative assessment

Formative Assessment

Alternatives to face-to-face formative assessment

Assessment Submission

Digital and non-digital artefacts using Moodle, Turnitin and EdWord

Marking and Feedback

Moodle, Turnitin and EdWord

Need support?

Elearn

email: elearn@port.ac.uk

tel: 02392 847777

Faculty-based online course developers

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For the latest news on technology, training and resources, follow the TEL team on:

- Tel Tales blog
- #telportsmouth on Instagram
- @TelPortsmouth on Twitter
- Digital Learning Portsmouth on YouTube

Further Resources

Here is a selection of useful resources that we have come across by academics and support staff.

Click on the icons below to Watch, Listen, Read and Attend...

Watch and Listen

Here you will find useful videos and podcasts shared by academics and support staff.

Read

Here you will find useful articles shared by academics and support staff.

Attend

Here you will find useful workshops and courses shared by academics and support staff.

Covid-19 Planning Workstreams

As we prepare for the next academic year, the COVID-19 Planning and Delivery Group chaired by Chris Chang will provide oversight for 6 workstreams focused on key areas of activity, led by the following colleagues. Please click on the links below and read the group's terms of reference for more details.

Academic and Student Services

Lead: Stephen Wiggins

Learning and Teaching

Lead: Harriet Dunbar-Morris

Research and Innovation

Lead: Sarah Duckering

More details to be added when available

Space and Student Accommodation

Lead: Fiona Bell

Staff

Lead: Alison Thorne-Henderson

More details to be added when available
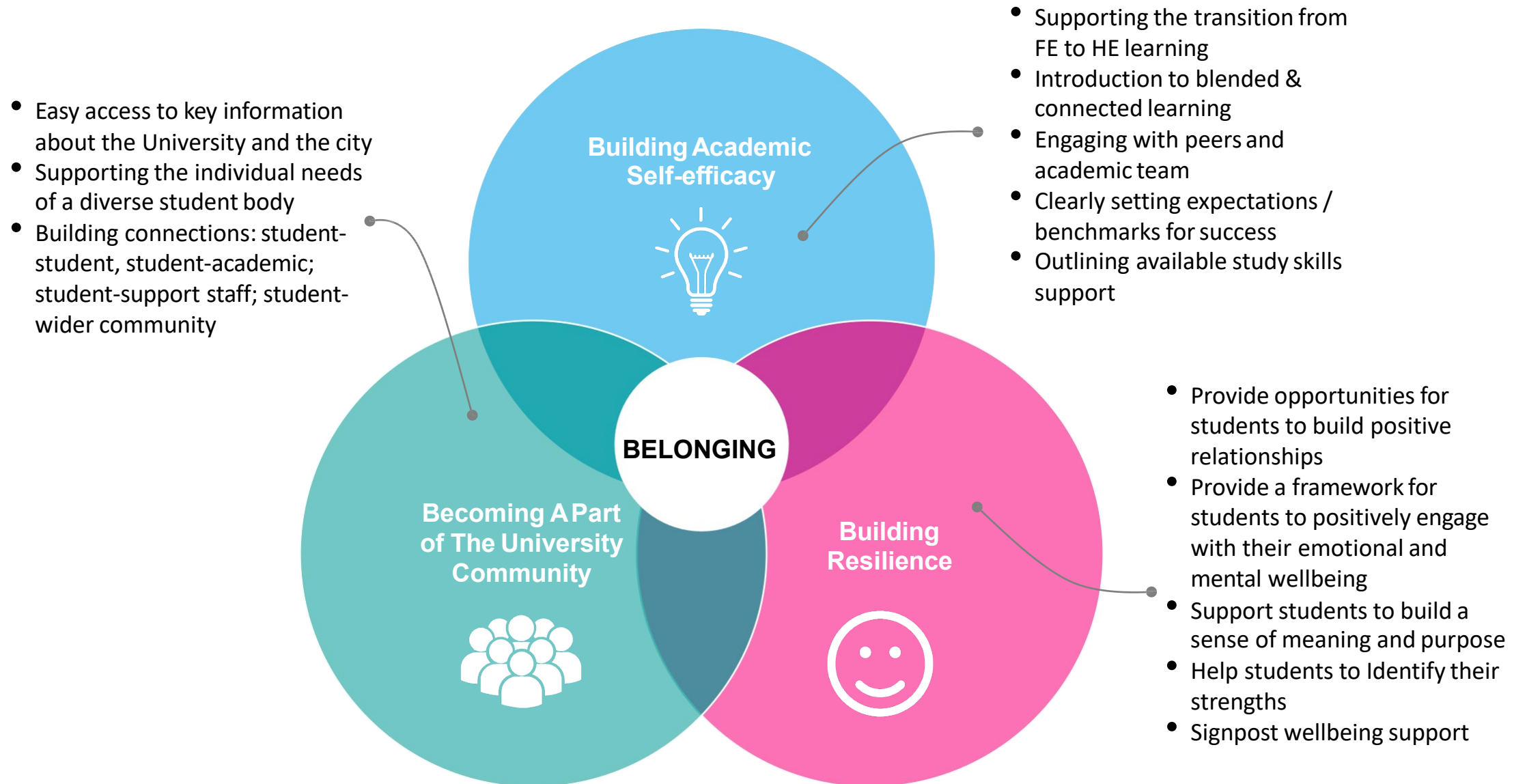

Student Welfare Service

Lead: Lucy Sharp

More details to be added when available

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LEARNING AND TEACHING WORKSTREAM

- Induction and Transition
- Student Experience
- Staff Development
- Champions Network

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INDUCTION/TRANSITION ACTIVITIES FOR BELONGING

Building Academic Self-efficacy

Becoming A Part of The University Community

Building Resilience

BELONGING

- Easy access to key information about the University and the city
- Supporting the individual needs of a diverse student body
- Building connections: student-student, student-academic; student-support staff; student-wider community

- Supporting the transition from FE to HE learning
- Introduction to blended & connected learning
- Engaging with peers and academic team
- Clearly setting expectations / benchmarks for success
- Outlining available study skills support

- Provide opportunities for students to build positive relationships
- Provide a framework for students to positively engage with their emotional and mental wellbeing
- Support students to build a sense of meaning and purpose
- Help students to Identify their strengths
- Signpost wellbeing support

Learning and Teaching

Learning and Teaching Workstream Q&A sessions

- Key takeaways live Q&A 10 July 2020 – student experience in a blended learning environment
- Key takeaways live Q&A 29 June 2020 – pedagogy, teaching methods, and support and development

Guiding principles and training support

Principles of Blended Learning

Pedagogy-Led, Flexible and Responsive

Delivery is focused around blended learning to require student engagement, collaboration and reciprocity. It is underpinned by coherent weekly patterns of activity that are based on practical and realistic expectations of engagement.

Inclusive and Supportive

Learning and teaching delivery is inclusive and participatory. It reflects the diversity of student strengths and needs, and actively supports student mental health and wellbeing.

Staff and Student Partnership-centred

Staff-student partnerships are central. Learning and teaching is negotiated, co-constructed, and supported by reciprocal dialogue between staff and students.

Aspirational

Our world-leading education challenges and inspires all students to develop a passion for their discipline and future careers, along with the characteristics outlined in the Hallmarks of a Portsmouth Graduate. We value our staff and their skills to innovate and inspire students in a blended learning context.

Guiding principles

The guiding principles for the Learning and Teaching Workstream include details of the co-ordinating group, terms of reference and the Champions Network.

Training to support academic staff

A variety of support, training resources and events are available to help colleagues prepare for our blended learning approach in the new academic year:

- Blended Learning Support Website
- The AcDev and TEL teams in DCQE offer support and training and have scheduled a programme of webinar activities.
- Resources and recordings from the TEL Tales: Blended Learning Festival in July 2020 also available.
- Moodle course to help with the module template and curriculum design approach
- Face to face teaching FAQs
- Elearning tools
- New Content Capture Policy
- Personal Tutoring and Development Framework
- LinkedIn Learning
- One-to-one support

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View resources and recordings from the TEL Tales Blended Learning Festival   Find out more...

Preparing for teaching in a blended lear...   Home   Principles of Blended Learning   UoP Module Template Tool   Panopto – Content Capture ⌄   Inclusive & Supportive ⌄   Learning Well   Glossary of terminology

Preparing for teaching in a blended learning context

Now, more than ever, we need to ensure that the diversity of our student body is catered for and supported in a blended and connected learning environment. Our Principles for Blended Learning acknowledge the need for flexible delivery models, whilst also ensuring accessible presentational styles are consistent.

The Learning and Teaching Work Stream, in consultation with teams from the wider University, have developed the following UoP Module Template Tool to support academic staff in delivering an excellent blended and connected learning experience to students.

Our Principles for Blended Learning

UoP Module Template Tool

Panopto – Content Capture

Inclusive & Supportive

Learning Well

UoP Module Template Tool

The content below explains the process of delivering your Moodle Module(s) using the new UoP Module Template Tool and styling features.

At the bottom of this page you will find a short video on the UoP Module Template Tool

1. Rollover/ Access

Contact your faculty Online Course Developer to request the rollover of your module(s) and access to the UoP Module Template Tool

2. UoP Module Template Tool

Familiarise yourself with the UoP Module Format

3. UoP Module Template Format
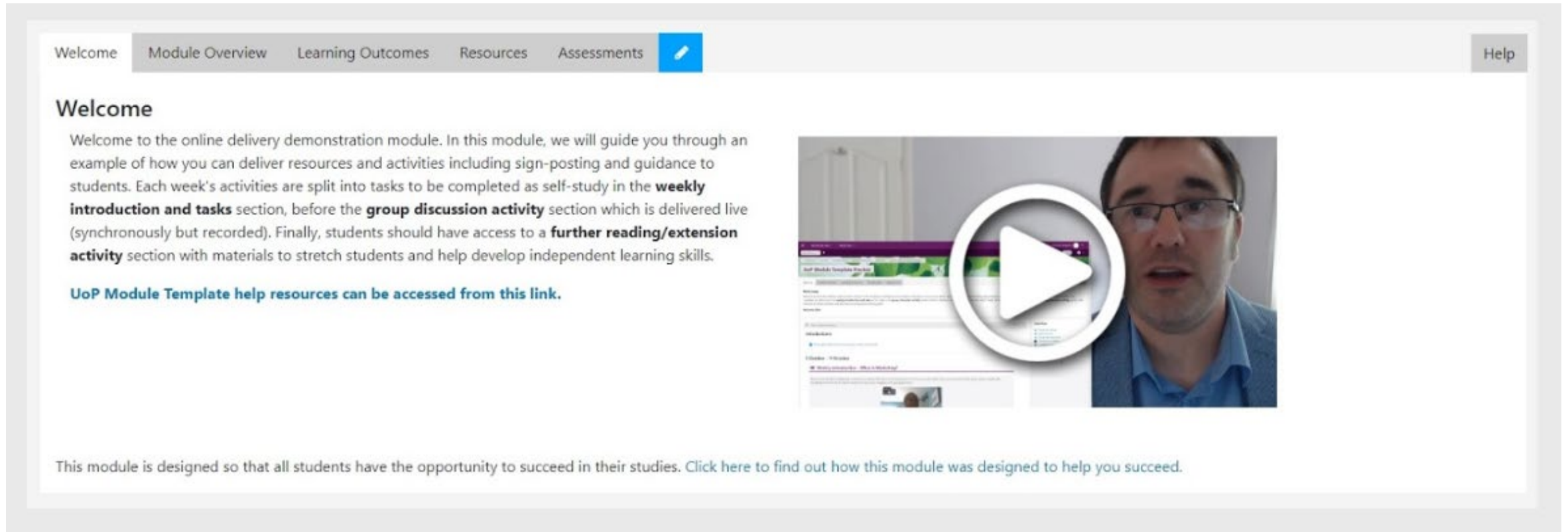
Select and apply the UoP Module Template Format

4. Adapt and Develop Module Content

Populate new and existing learning materials in the new Module site

UoP MODULE TEMPLATE

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UoP MODULE TEMPLATE

The recommended UoP Module Template Format is based on a Flipped Learning Methodology. This simply means that the learning material for the week is introduced first. Students work independently to watch/listen/read appropriate materials on the topic. The second stage is an interactive activity used to deepen understanding through discussion with peers and problem-solving activities. Signposting the sequence and requirements for the week is important to keep students on track.

The UoP Module Template Format creates weekly topic spaces for you to populate:

- Weekly introduction and tasks
- Group discussion activity
- Further reading / extension activity

To help you in this process we have added placeholder guidance text to support you when writing instructional information for students.

A Moodle Tour will also be available to you. This step-by-step guide shows new features and functionality available within the template.

5 October - 11 October

≡ Weekly introduction and tasks

Please replace the text in this section with a description of the weekly introduction and tasks.
The weekly introduction should describe the tasks students should complete as self-study before the group discussion. This could typically include the **recorded lecture distributed via a Moodle book** (this will make it easier to break the content into 5-10 minute chunks per book chapter). **Accompanying slides** and a **knowledge check activity** should also be included in this section. Please record a quick video using the record icon in the editor above (▇) to accompany the task description in this section.

💬 Group discussion activity

Please replace the text in this section with a description of the weekly discussion activity.
Below this introduction, you should include a **link to the live group discussion activity** (eg a Webex link). A link to the **recorded discussion** should be made available after the session for students who could not attend.

📙 Further reading / extension activity

Please replace the text in this section with a description of the further reading or extension activities students could complete.
Below this introduction, you should include links to **any activities or sources of further reading** which will stretch students beyond the taught materials. This section is to encourage students to become independent learners.

UoP MODULE TEMPLATE

5 October - 11 October

☰ Weekly introduction - What is Marketing?

Please watch the What is Marketing recorded lecture below. The videos are broken down into 5-10 minutes short video. Once you have watched the lecture please complete the Knowledge check activity to help me decide what may need recapping in the group discussion.

📗 What Is Marketing

📙 What Is Marketing? Accompanying Slides

📘 Core Reading: Chapter 1 - Marketing, Baines et al

✅ Knowledge check activity

Please ensure you have completed this knowledge check before the group discussion so I know which areas might need to be recapped.

UoP MODULE TEMPLATE

💬 Group collaboration activity

This week's group collaboration activity will cover the 4Ps and 7Ps which we covered in this week's recorded lecture and the core reading. You will gain a lot more by attending the live group discussion (linked below) but a recording will be made available after the session for those who could not attend.

📄 Discussion: The 4Ps & 7Ps (20 April 13:00)

📄 Discussion recording (available after session)

📖 Further reading / extension activities

The weekly extension activities will give you a deeper understanding of this week's material and may help you with aspects of the end of module assessment.

H5P 4Ps and 7Ps Reflective Exercise

📗 Recorded lecture

📗 Recorded lecture

Content Capture

What is Content Capture?

The University's recently adopted Content Capture policy has a core underlying principle: *all students should have access to learning from all formal teaching sessions regardless of whether they are able to physically attend.* Our new blended and connected approach to teaching makes this core principle even more important.

The policy provides staff with the scope to generate a range of content that meets the core principle. For example, this might mean creating support materials such as enhanced notes for lecture slides or written summaries of sessions. Content capture can also mean the recording of slides on your computer with audio and/or video – for which the University has purchased a new system: **Panopto.**

UoP Content Capture Policy

Content Capture at Portsmouth – Panopto

Panopto is an all-in-one video solution that works seamlessly with Moodle and on any device (Windows, Mac, browser, in-Moodle, mobile app). With a single click you can capture the contents of your computer screen, along with your audio commentary and, if you wish, a video of yourself; your content is then automatically uploaded to the platform and is available online, on-demand.

The platform has a built-in search facility so students can search your content by keyword.

Captions, which can be edited, are applied automatically.

Benefits for teaching

Content capture technology can be used in creative ways, and moves us beyond mere "lecture capture". We can use the technology to flip the classroom, of course, but also for: video feedback; live marking; explaining the rubric; pencasts; video tutorials; micro-lectures; assignment hand-ins; capturing lab or experimental sessions; vlogging...

We encourage staff to explore the options offered by this new technology.

Benefits for learning

The Content Capture policy outlines the important learning benefits that accrue when students have the ability to revisit all or part of a taught event. In particular, it:

1. Allows students to revisit points they did not understand in the session.
2. Provides support for students who are unable or find it difficult to take notes in class.
3. Helps students whose first language is not English.
4. Constitutes a valuable revision resource.
5. Offers an option for students who are unable to attend the session (e.g. due to illness or a caring responsibility).

Support in using Panopto

[Getting started in using Panopto](#)

[Additional features and functionality of Panopto](#)

[How to access, share and analyse recordings](#)

Learning Well

The Learning Well framework has been designed as a whole-institution approach to fostering student wellbeing and inclusion, through embedding key learning with the curriculum, and offers learning and teaching resources to further these aims. Supporting the Principles of Blended Learning, the framework and resources promote teaching and learning which is accessible, inclusive, supportive, partnership-centred and aspirational.

Learning Well is a set of ready-made learning resources and activities which can be incorporated into blended learning courses in order to:

- foster student wellbeing, belonging and learning mindsets
- build mutually supportive and inclusive learning communities
- promote opportunities for dialogue, partnership and co-construction

TEL Tales Blended Learning Festival

13th July 2020 - 17th July 2020

View the Festival Programme

Monday 13th July

DAY 1

Tuesday 14th July

DAY 2

Friday 17th July

DAY 5

Wednesday 15th July

DAY 3

Thursday 16th July

DAY 4

🐦   Join the Discussion: #telmehow | #teltalesfest20   🐦

Please share your feedback with us. We would love to hear how the festival has impacted on your understanding of Active Blended Learning and the use of TEL. Have you been inspired? How have your plans for learning and teaching in September changed or developed?
What was your highlight of the festival?

The most popular events throughout the week included:

- Accessible Content and Inclusive Curriculums
- An Introduction to Active Blended Learning
- Student Reflections on Online Learning
- The Power of Panopto
- Using the Moodle Template

STUDENT ADVISORY PANEL

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Thank you

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