# Minimum Module Online Presence 2012/13

## Introduction

- The purpose of specifying a minimum module online presence is to ensure a level of *consistency across modules, programmes and schools*, therefore providing equity and meeting student expectations.

- Schools may adopt their own enhanced module online presence requirements but these should build on the requirements set out below as a baseline.

- The revised minimum module online presence builds on the existing requirement for every module to present certain basic information to students, reflecting increased student expectations and the new focus on 'efficiency and effectiveness' with regard to the use of learning technologies. *It is a key part of the institutional E-learning Strategy and Implementation Plan.*

- Irrespective of the type of module, every UG or PG module currently being delivered should comply with the minimum online presence.

- Regular audits of compliance with the minimum presence will be undertaken by the E-learning Team in the Teaching Centre who will support the schools in taking remedial action as appropriate (eg through staff development activities).

- The minimum presence applies to online support for campus-based modules. Modules delivered in whole or in part via distance learning have additional requirements.

# New Learn module requirements from 2012/13 Semester 1

## Learn roll over

Every summer Learn is 'rolled' over to the next academic year. The rollover process archives the current year's modules and the next year's become available for editing. *As of Summer 2012, all module content\* will be 'hidden' from students but available to tutors for updating and editing.* It is the tutor's responsibility to access their Learn modules prior to start of the module to review and activate the content.

> **Action:** Tutors *must* access Learn to review and activate the online module content prior to the start of the module. If you do not do this, your students will see an empty module page.

\*This does not apply to non-taught modules, eg Department Information modules.

## Module Noticeboard

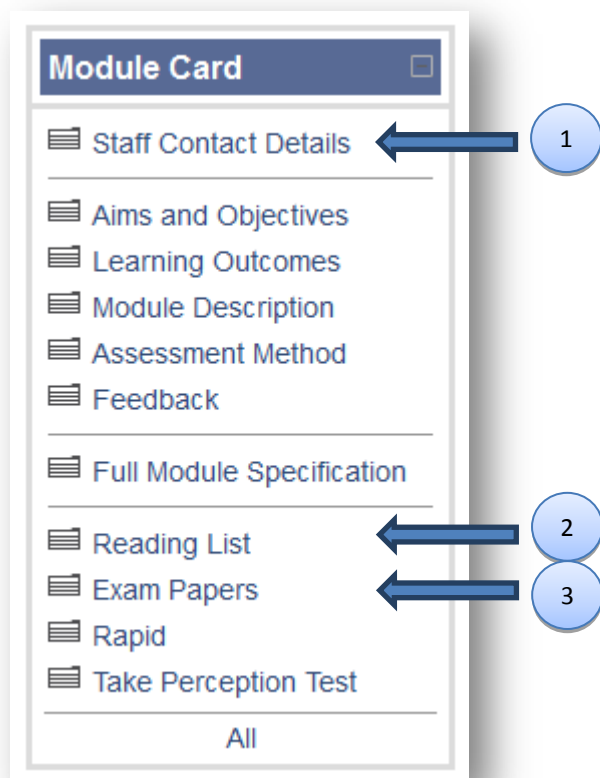**11BSA025 - Introduction to Law**

General Announcements
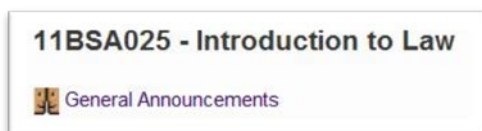
By default, every module includes a *Module Noticeboard* (previously known as 'General Announcements') at the top of the module page. You should use this as the primary mechanism for making announcements to students collectively. *Students are not able to reply to posts made on the Module Noticeboard.*

> **Action:** You should use the Module Noticeboard to make announcements to the module cohort.
>
> **Action:** If you would like your students to be able to communicate via a forum or reply to your posts, you will need to add a forum(s) to your module.

# Module Card

Every module has a 'Module Card' block in the left hand column. Some of the items in this block are in part populated automatically by LUSI (the Student Information System) but you will need to add some material as detailed below.
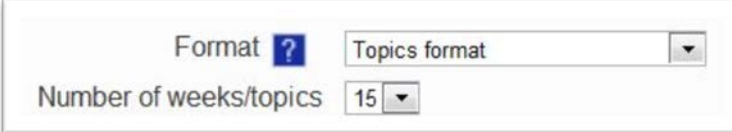


| Item | Action |
|---|---|
| 1 Staff Contact Details | **Action:** You need to complete your Learn profile, including your contact details. To do this, once logged in, click on your name to display your profile page. Then click the Edit Profile tab to make changes. This profile is then available across all modules taught by the tutor. |
| 2 Reading List | **Action:** You should ensure that there is a reading list hosted on the new Library Reading List system – *not* uploaded to Learn itself. Guidance on creating reading lists using this system is available at http://learn.lboro.ac.uk/course/view.php?id=3749 |
| 3 Exam Papers | **Action:** By default, the exam papers for the last three years are available via this link. If this is not appropriate, you need to request that papers be removed / added via learn@lboro.ac.uk . |

# Main content area

You may choose to structure this on a week by week or topic by topic basis (and you can do this yourself via 'Settings').

> **Action:** *No content 'block' should be left both visible and empty*. EITHER you should hide the block OR you should insert a 'label'.



Content area format setting

You are encouraged to make use of the 'collaborative' features of Learn, such as Forums and Wikis, in the main content area, but these are optional depending on the learning outcomes of the module.

You are expected to include at least some module resources in the main content area. These resources may include lecture PowerPoint presentations, lecture notes, spreadsheets, audio clips, video clips, ReVIEW (lecture capture) presentations, Camtasia recordings, glossary of key terms, etc. You may link to resources that are hosted on external websites or upload resources to Learn itself.

It is your choice as to whether to make resources available from the start of the semester or whether to use the new scheduling feature in Learn / Moodle 2 that allows you to 'release' resources on certain dates.

*When posting content on Learn, it is the responsibility of all staff to ensure that resources do not infringe copyright. You should note that use of Learn and other associated systems is subject to the University Acceptable Use Policy (AUP) and familiarise yourself with this document.*

> **Action:** You should include at least some resources in the main content area of every module you 'own'.
>
> **Action:** If in doubt about copyright issues, seek advice from support via copyright@lboro.ac.uk .

# Beyond the minimum online presence

- Learn has many more powerful features beyond the limited range covered by the minimum module requirements. Staff are strongly encouraged to make use of the support available, from the E-learning Team and others, in identifying further opportunities to enhance both 'efficiency and effectiveness'.

- In particular, Learn includes:
  - Various collaborative functions including forums, chat and wikis which foster interaction and which may encourage students to keep returning to the module page.
  - Tools such as Groups, Choice, Assignments and Feedback which can help you to manage your module more efficiently.
  - The Quiz tool which provides a quick means to build in formative assessment.
  - The Lesson tool which provides a way of creating a structured set of pathways through material; helpful if you have a lot of content.

- Support is using these and other features of Learn is available in the Learn Staffroom module at http://learn.lboro.ac.uk/course/view.php?id=3507 . Every member of staff who is a Tutor or Additional Tutor on a module is automatically enrolled in the Staffroom.

- Module tutors are encouraged to log into each of their modules on Learn regularly during the Semester. Specifically, it may be helpful to check the Participants list for each modules to identify students who have not accessed the module at all (or only rarely). Failure to access Learn by an individual student, when most students are accessing the module regularly, may be an indicator of a wider problem with engagement.

- Where discussion forums are used, module tutors are encouraged to check them regularly to ensure that communication between students remains appropriate at all times.

# Other centrally supported systems

The University promotes and supports centrally a range of other learning technologies which may be seen as spokes with Learn at the hub. Several of these systems have been identified as 'essential' in promoting efficiency and effectiveness:

- *Turnitin*, for originality checking of submitted coursework;
- *Grademark* (a sub-tool of Turnitin), for online marking;
- *QuestionMark Perception*, for online assessment;
- *OMR* (Optical Mark Recognition), for automated paper-based assessment;
- *WebPA,* for online peer assessment;
- *Co-Tutor / Attendant*, for recording attendance and tutor interactions with students;
- *ReVIEW*, for automated lecture capture;
- *Blackboard Collaborate* (formerly Elluminate), for web conferencing;
- *Turning Point*, for integrating electronic voting with wireless handsets into Powerpoint presentations;
- *Camtasia*, for creating narrated screen recordings.
- *GoogleApps*, for collaborative working.

For all of these tools, Loughborough case studies exist demonstrating how they improve efficiency and effectiveness; the e-learning blog at http://blog.lboro.ac.uk/elearning is a valuable source of information in this respect. Schools are encouraged to promote these learning technologies where pedagogically and / or administratively appropriate within their local policies.

In addition, there are many external Web 2.0 services not covered by any service level agreement with the University but which present valuable opportunities for improving efficiency and effectiveness. Broadly, the institutional position on the use of such services is that staff may exploit them where pedagogically appropriate subject to certain key conditions:

- Use by staff or students of external Web 2.0 services is subject to the AUP.
- You must not require students to have or set up accounts on any external services.
- You should consult your E-learning Officer in the first instance detailing the Web 2.0 service and how you intend to use it.
- The Learn module page should remain the hub of the module's content and interaction.
- External services must not be used in any way to deliver or support formal assessment.

Further guidance is available via learn@lboro.ac.uk .