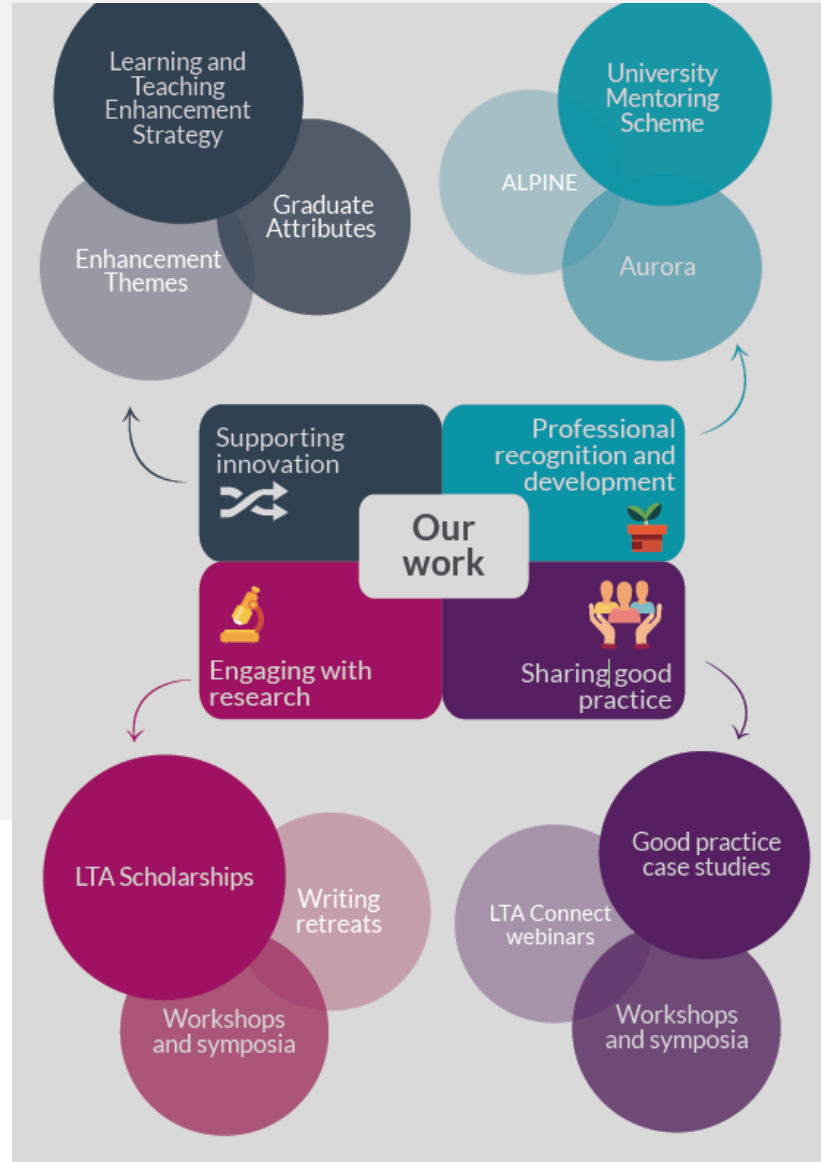
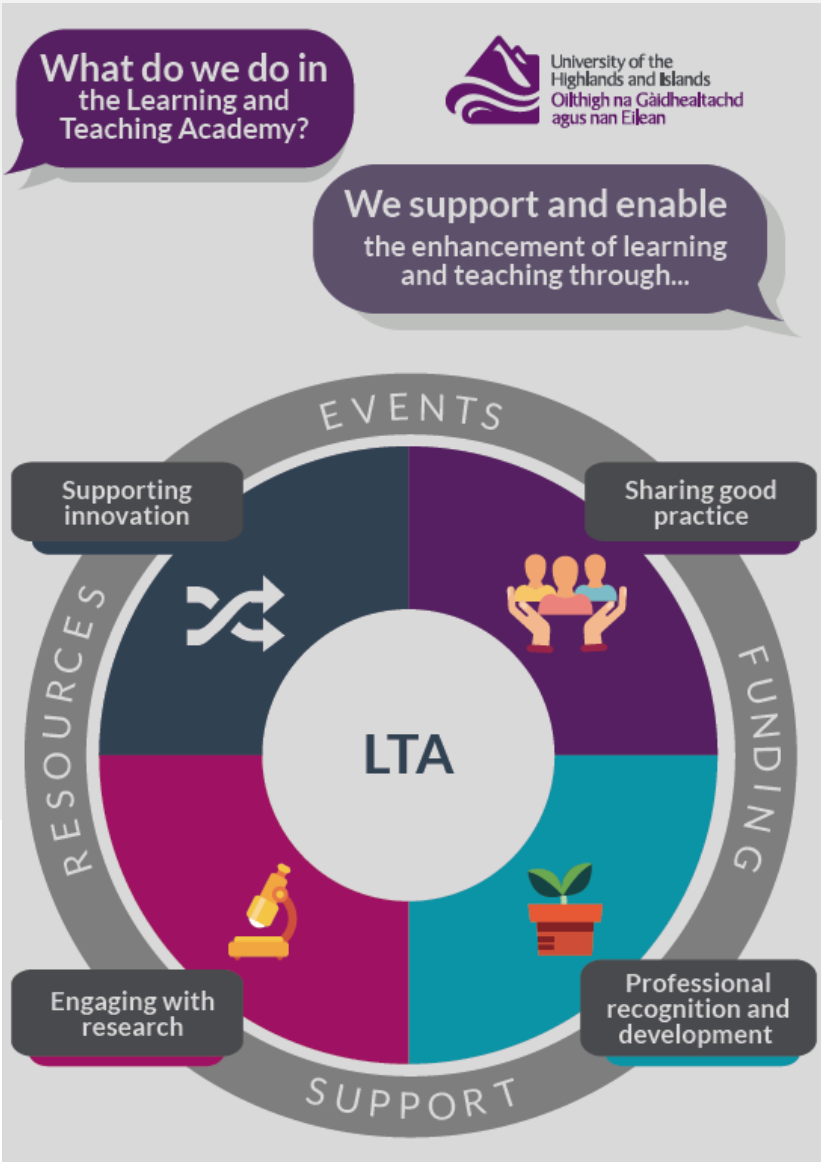


Moving creative practice online

May 2020



The Learning and Teaching Academy



Aim of the session

To discuss and share good practice and ideas around the delivery of practical creative practice modules:

1. General considerations
2. Curriculum planning
3. Technologies
4. Assignments
5. Communication





How are you feeling about the move to online learning?

1. Great! Raring to go

2. Quietly confident

3. Hmm. Not sure

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1. General considerations

Aspects of the student experience



Curriculum delivery

Content
Practical help
Verbal feedback



Support

Office hours
Email/comms



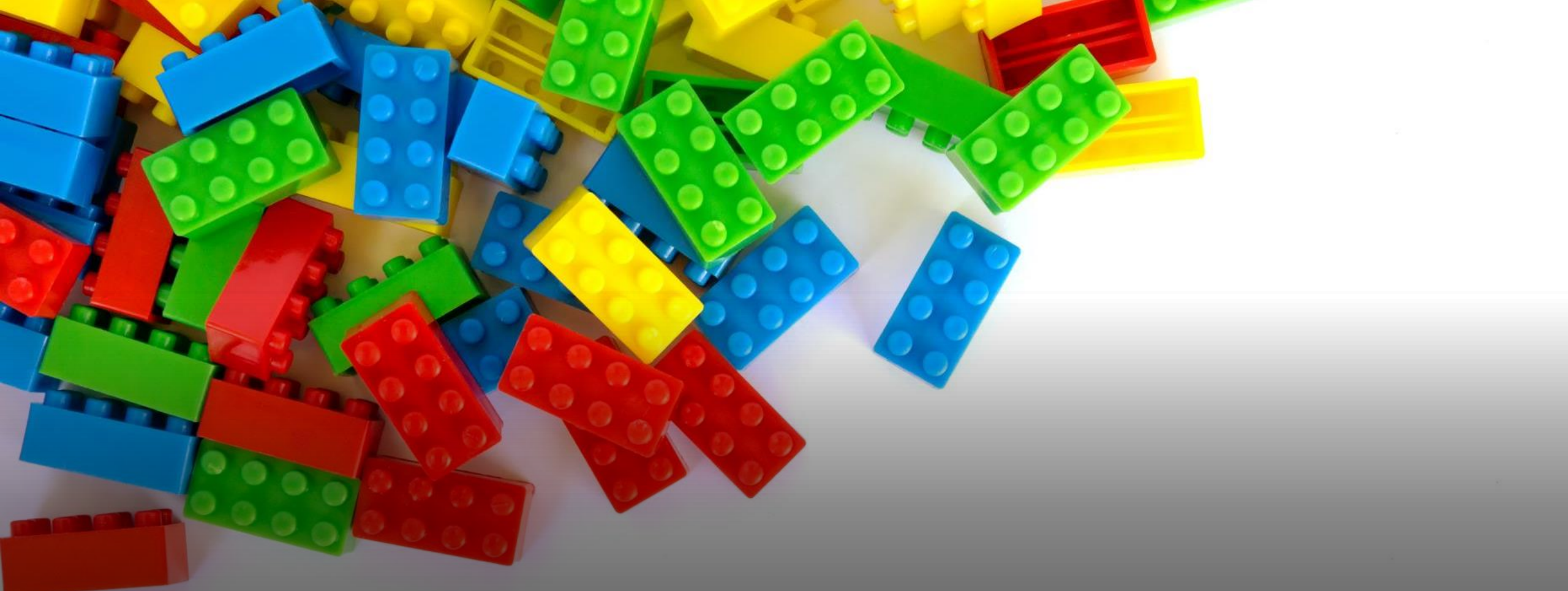
Assessment

Timing
Media
Submission
Feedback



Social

Tutor-student
Student-student



Moving online





General lessons

- Pay attention to details-make the implicit explicit.
- Frequent communication
- Patience and adaptability- for students and teachers!
- Trust your instincts and experience
- **DON'T TRY AND DO EVERYTHING**

The background is a blurred image of a white wall with several colorful paper strips (yellow, green, orange, blue, purple) hanging from the top. The strips are slightly out of focus, creating a bokeh effect. A dark vertical line, possibly a string or a shadow, runs down the center of the image.

2. Curriculum planning

Curriculum: From face to face to online

Map out

what it is you do in your classes/topics/module(s)



Consider

how and when each element might translate to an online setting



Decide

the options that work best for you, and for your students



Select

the technology that you will use

The overall shape of the module

ABC LD Tweet and Shape

Arena Blended Connected (ABC) learning design workshop

Programme

Module

new module / module review

Academics

Workshop date

Module summary
(tweet size description of your module)

@ABC_LD

Learning types activities graph
How do you envisage your module will look on the graph? (in red - at the beginning of the workshop)
Your module activity graph at the end of the workshop (in blue)

Blended graph
How blended your module will be (in red)
What is the blend at the end of the workshop (in blue)

online | face to face

Page 1 / 1

CC BY NC SA ABC Learning Design method by Case, Young and Harvey-Pearce, UCL, (2015). Learning types, Lambart, S. (2012). Resources available from <https://blogs.ucl.ac.uk/abc-ld/>

Production

Conventional method

producing articulations using:

- statements
- essays
- reports
- accounts
- designs
- performances
- artefacts
- animations
- models
- videos
-
-

Digital technology

- producing and storing digital documents
- representations of designs
- performances, artefacts
- animations
- models
- resources
- slideshows
- photos
- videos
- blogs
- e-portfolios.
-
-

Methods to deliver the learning

Visually collaborate with anyone, anywhere.

Sign up for free

ABC Trello Board

Personal

Public



Management/Resources

- Library Resources
- Project plan online
 - Status: Rough Plan
- Workshop process
- Module vision
- Activity types
 - 2
- Trello plug-ins for collaborators to run

QA Checklist

- Design QA Checklist
 - 0/13
- Framework Compliance
 - 0/15
- Five Stage Model Applied
- Briefing for tutors

Module Welcome Section

- Welcome - Core content
 - 0/7

Week 1

- Topic for week
 - Status: Rough Plan
- Welcome to Week
- Insert activity title [+ time estimate]
- Example: introduce yourself [60]
- Example: What is leadership? [60]
 - Status: Rough Plan
- Example: Evaluating your idea [60]
 - Status: Uploaded to DUO
- Outstanding Comment: Yes - for M/Ldr

Week 2

- Topic for week
 - Status: Rough Plan
- Welcome to Week
- Insert activity title [+ time estimate]
- Insert activity title [+ time estimate]
- Insert activity title [+ time estimate]
- Insert activity title [+ time estimate]

Week by week

Mapping out

Face to face	Interaction	Online synchronous	Online asynchronous
Greetings/social chat	Teacher ↔ student Student ↔ student	VC coffee chat	Discussion boards Study pairs/groups
Teacher gives instruction or demonstration (Acquisition)	Teacher → student	Video conference/virtual classroom demo/lecture	Video recording Document/text outlining content Hybrid resource (Forge)
Students undertake practical task (Practice/production)	Student alone Student ↔ student	N/A	N/A
Students share work with each other and teacher	Student → Teacher Student ↔ student	Not recommended	Email Formative assessment E-portfolio Online space
Student(s) receive(s) feedback and encouragement, plus additional instruction and information	Teacher → student(s) Student ↔ student	1-2-1 VC session, Group VC session Self-organised (pairs?)	Video talking head Discussion board Self-organised
Teacher summarises progress and outlines next steps	Teacher → student(s)	1-2-1 VC session, Group VC session	Video recording Document/text outlining content



Activity

- Take 5 minutes to think of one of your practical sessions (e.g. a lesson, topic)
- List the different activities that you would undertake
- Think about how these might happen online
- Type up this list on to the whiteboard (which I'll share in a moment)

Teabreak?





3. Technologies

In general...

- Keep new tech to a minimum at first then introduce slowly
- Introduce via low/no stakes tasks
- Microsoft tools and Brightspace can do most things
- Plan
- Seek advice



Videos



Not just for curriculum delivery



Don't have to be perfect



Focus on audio



Often quicker to create than text



Use existing content (Clickview, ArtProf)



Or existing technology (Medial, PowerPoint)

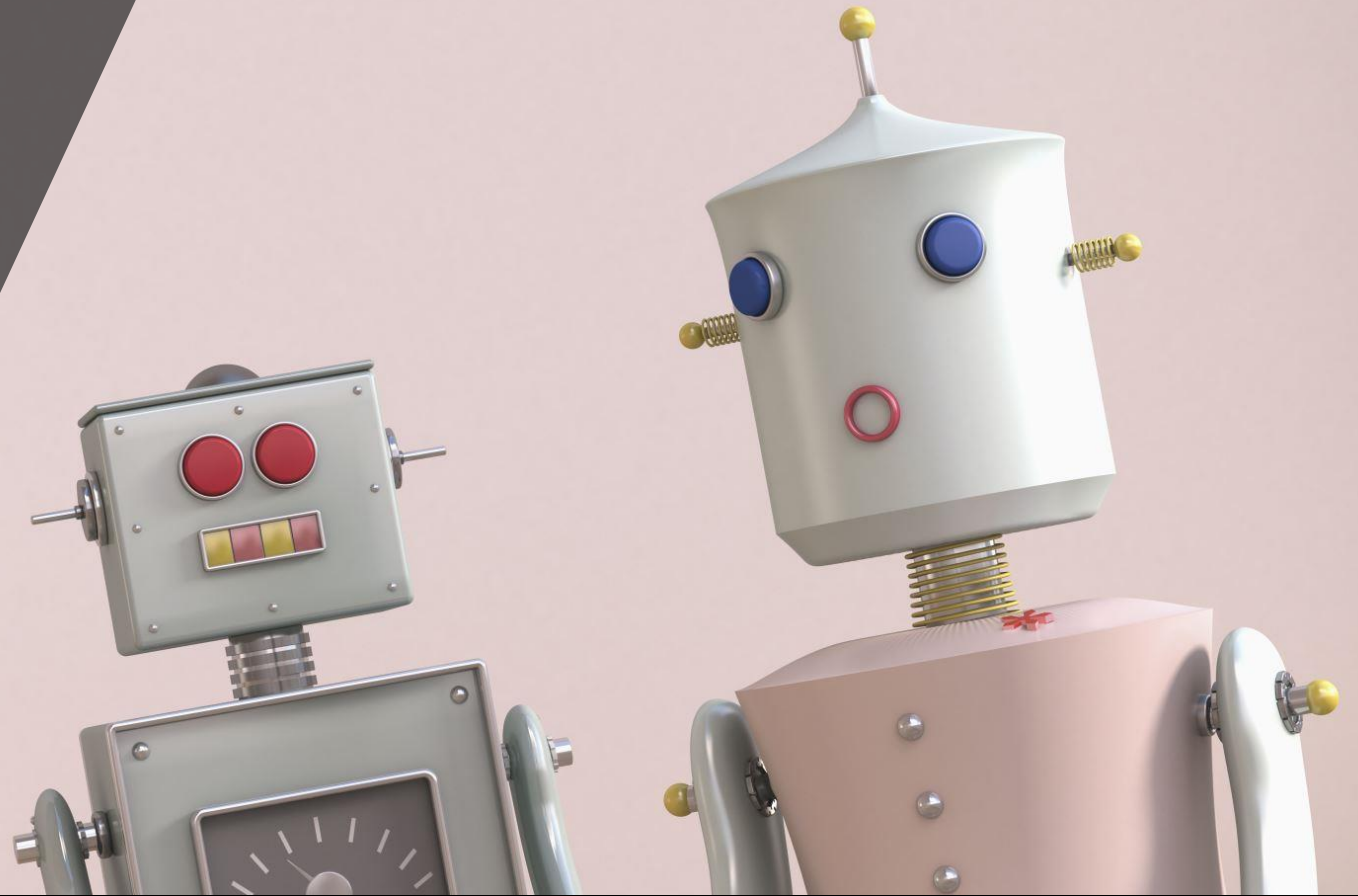
Video conferencing

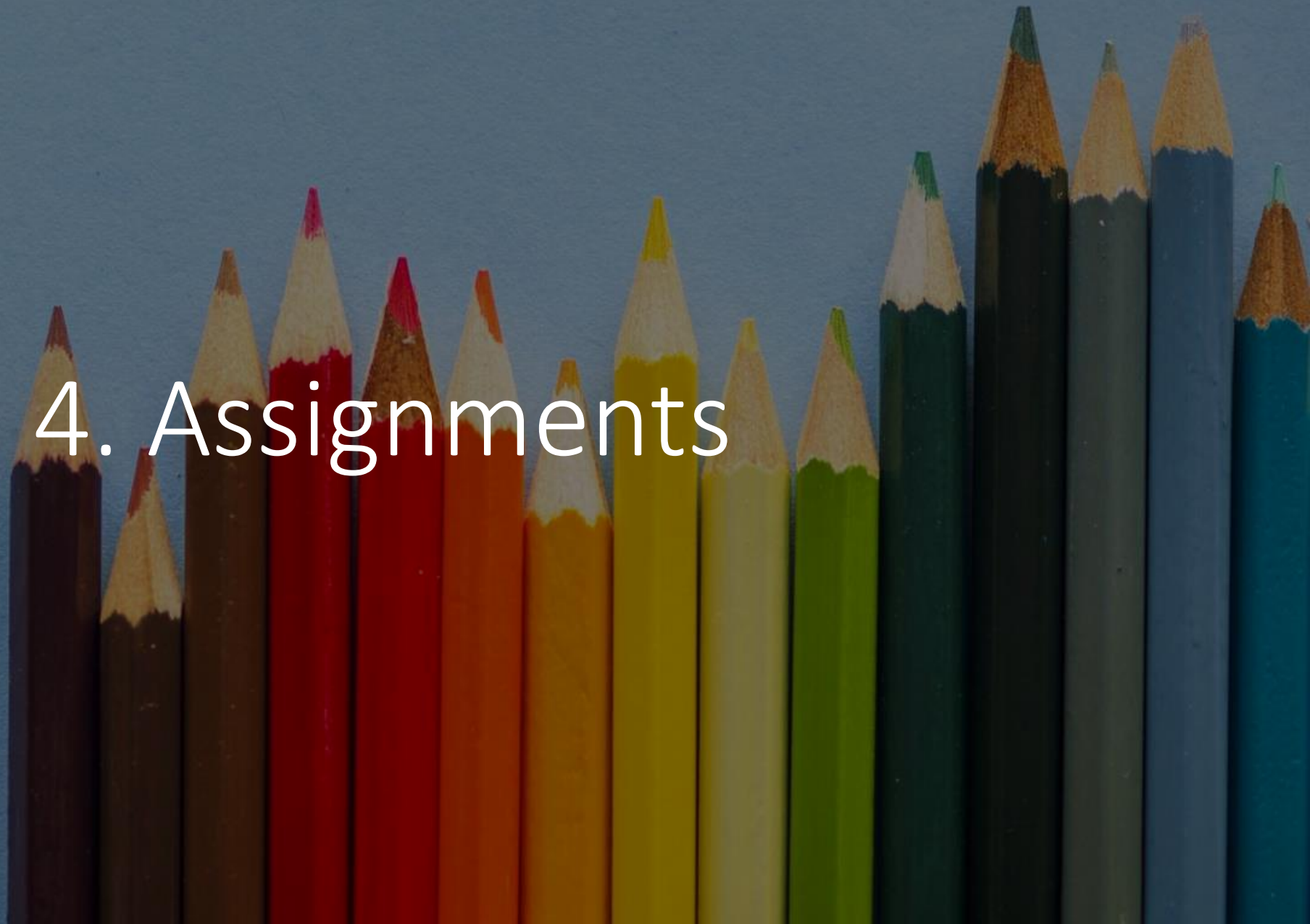
	Bongo	Skype for business	Webex Training (from 2020/21)	Webex
Video	✓	✓	✓	✓
Audio	✓	✓	✓	✓
Chat/IM	✓	✓	✓	✓
Screenshare/presentations	✓	✗	✓	✓
Breakout groups	✗	✗	✓	✗
Whiteboard/annotation	✓	✗	✓	?
Recordings	✓ (14 days)	✗	✓	✓
Polls/quizzes	✓	✗	✓	✗
Notes	Have to schedule individual meetings. Not good with iPads/iOS devices Meeting organiser must be present	Can send link to students via Outlook	Unknown at this time but looks good	May be most familiar to students

Sharing multimedia content

	Description	Functions	Interaction supported	Notes
Brightspace Groups	Private areas within a module for subsets of your student	Discussions Group assignments Locker for file sharing	Student to student, many-to-many	Auto allocation available
Brightspace assignments	Tasks for students to which they can upload/attach multiple file types	Formative or summative assessments.	Student to teacher, one-to-one	Videos not accepted (but see video assignments)
Video assignments (in Bongo)	Add-on tool in which students and staff can record or upload videos for assignments	Video presentations, question and answer tasks	Student to teacher, one-to-one, many-to-one	Unsure of functionality from 2020/21
E-portfolios	Flexible spaces into which artefacts can be uploaded, shared and curated	Group interaction, peer review, reflection on learning objectives	All	Brightspace (Carolin Radtke) Mahara (Marion Macdonald)

Sharing tech tips





4. Assignments

Assignments



PREPARE
STUDENTS



ULTRA CLEAR
INSTRUCTIONS



FLEXIBILITY MAY
BE REQUIRED



CONSIDER HAND-
IN TIMES/DATES

A bundle of colorful ropes, including red, green, blue, yellow, purple, and black, are tied together in a knot. The ropes are thick and have a slightly textured appearance. The background is a solid, light gray color.

5. Communications

Communications



Offer lots of options



Automate



'Push out' instead of 'receive in'



To whole student body

Benchmarks for the use of technology in learning and teaching

Threshold

To achieve the **Threshold Benchmark** you have to:

- ✓ 1. Complete the relevant elements of the VLE checklist.
- ✓ 2. Embed the LTES value of active and creative use of technology by including two instances of active student engagement.

Developed

To achieve the **Developed Benchmark** you have to fulfil the requirements for the **Threshold Benchmark** and embed **three more LTES values**:

- ✓ 1. Assessment and feedback for learning.
- ✓ 2. Providing a connected learning experience.
- ✓ 3. Supporting the learner as an individual.

Exemplar

To achieve the **Exemplar Benchmark** you have to fulfil the requirements for the **Developed Benchmark** and embed:

- ✓ 1. Learner choice and personalisation.

Evidence that you have embedded **one or more** of the remaining LTES values:

- ✓ 2. Learning for employment.
- ✓ 3. Integrated and sustainable teaching practice.
- ✓ 4. Harnessing open education approaches
- ✓ 5. Engaging our students as researchers

Guidance

- Benchmarks
- Brightspace guidance portal



Quick start guide to teaching online

This resource is designed to introduce staff to teaching online using the Brightspace learning environment, including the most important features of Brightspace to get started.

Teaching online



VLE Checklist

This checklist has been created to support you in the development and maintenance of your unit and module spaces within the learning environment.

VLE checklist



Brightspace Awards tool

This resource offers guidance and best-practice example about how to set up awards and certificates using the Brightspace Awards tool.

Awards tool



Virtual classroom tools in Brightspace: Collaborate staff guidance

This guide illustrates how to set up and run virtual classroom sessions in Brightspace using Blackboard Collaborate Ultra

Collaborate ultra



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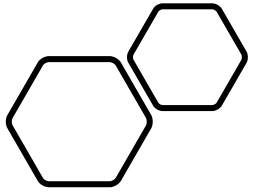
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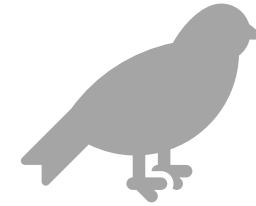
Thank you



Heather.Fotheringham@uhi.ac.uk



www.uhi.ac.uk/Ita



Twitter: @Ita_uhi