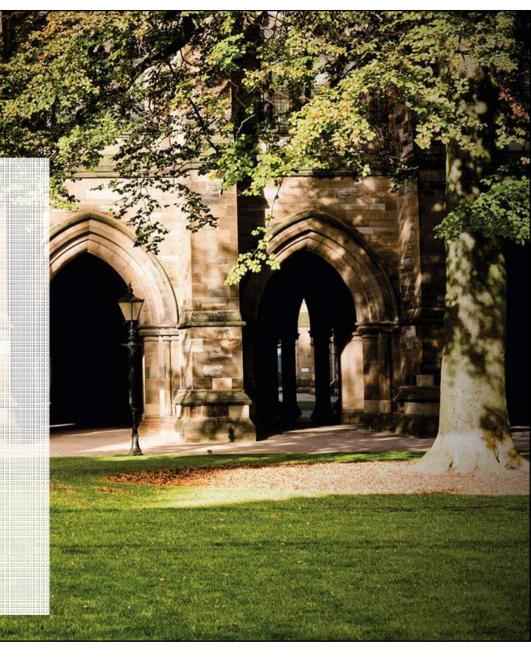




History of programme

- Existed as on campus/online programme
- 2014/15: Dr Jamieson and myself
- Part of the initial bid from MVLS to BOLD in 2014
- First year: 2015/16: PGCert
- Second year: 2016/17: PGCert and PGDip





Overview of programme

- PG Certificate (Y1)
- Learning in HP Semester 1
- Teaching in HP Semester 2
- Assessment in HP Semester 3
- PG Diploma (Y2)
 - Choose 2 of 3 courses each semester *
- PG Masters (*with research) (Y3)
 - Dissertation



- 5: Critical appraisal
- ▶ 6: Study week
- 7: Assessment of transferable skills / professionalism
- Intended Learning Outcomes

Assessment of transferable skills / professionalism (1 hr 10 mins) 29.7MB HTML document

- Reflection point forum 7 2 unread posts
- End of week 7 quiz

Interviews

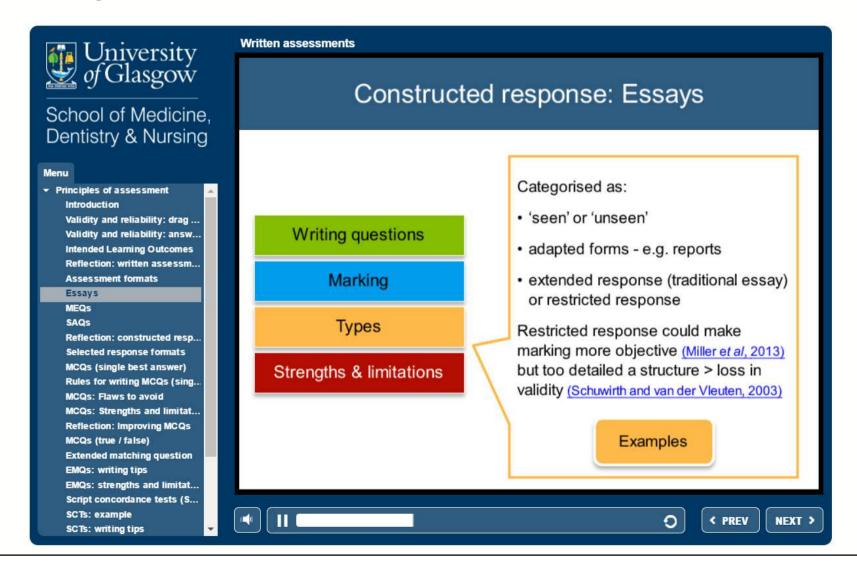
- Professor Jill Morrison (2'10") 17.3MB video/mp4
- Professor Jeremy Bagg (1'40") 9.5MB video/mp4
- Or Ann Marie Rice (1'40") 15.9MB video/mp4

Example peer assessment forms

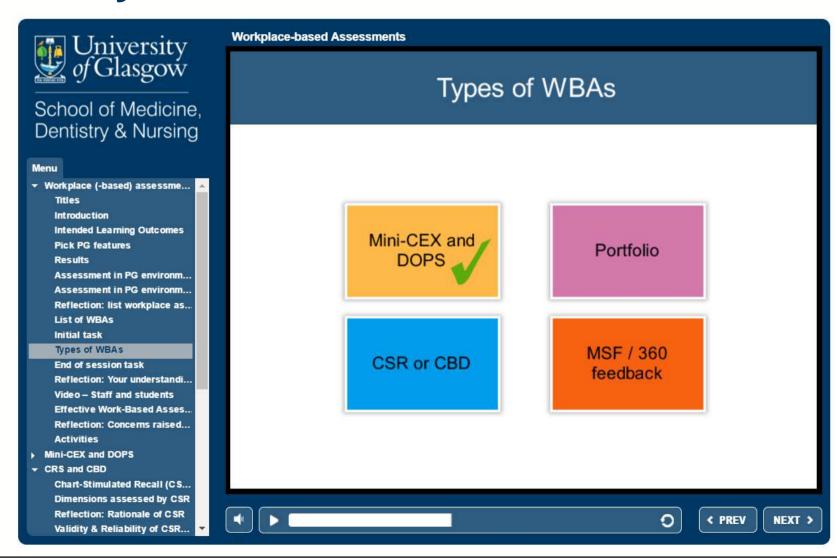
- Peer ratings form 370.9KB PDF document
- Peer nomination form 167.1KB Image (PNG)
- P-Mex evaluation 209.8KB PDF document
- 8: Standard setting
- 9: Formative assessment and feedback



Interactivity



Non-linearity









Transition to online learning – The challenges

- Moodle: how to make the most of it
- AV technology: how to film and edit videos (intros & interviews) & sound quality!
- Articulate Storyline: how to make the most of it (interactivity and non-linearity)
- Writing scripts and storyboards time consuming and how to transmit enthusiasm
- Facilitate asynchronous teaching





Transition to online learning – The solutions

Initial advisory meetings with Prof Jo-Anne Murray & Dr Vicki Dale

- Moodle: how to make the most of it
 - Google, E-learning specialists (Dr Linn & Jenny Crow)
- AV technology: how to film and edit videos (intros & interviews) & sound quality!
 - Google, trial & error, advice from multimedia unit, Jenny Crow
- Articulate Storyline: how to make the most of it (interactivity and non-linearity)
 - Google, trial & error, E-learning specialist (Jenny Crow)
- Writing scripts and storyboards time consuming and how to transmit enthusiasm

Dr Slater (BBC experience)

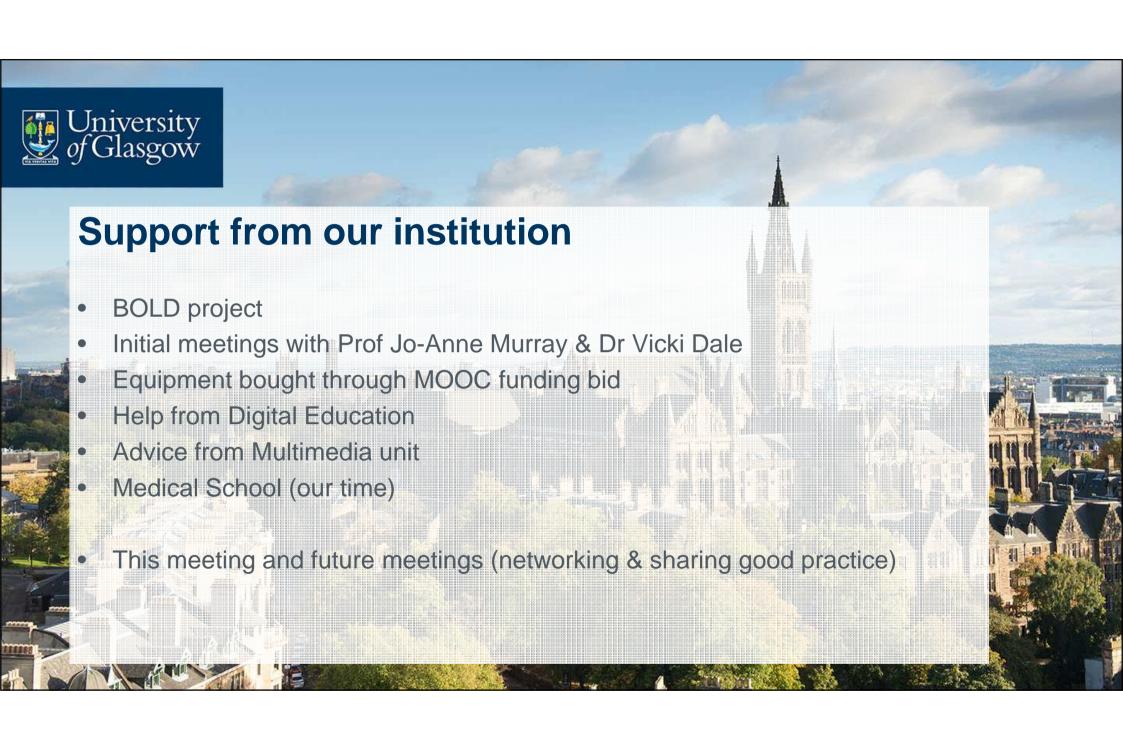
- Facilitate asynchronous teaching
 - Tablet, few BBB sessions, compulsory forum posts... work in progress





Supporting our learners' transition

- Week 0: Induction week developed by Digital Education Unit
 - How to guides, etc
- Direct them to the ones they need for our courses
- Week 0: Welcome forum
 - Encourage posting welcome videos to create digital identities (posted our own)
 - 2 BBB sessions
- Early weeks:
 - Keep close eye on students and make sure they are able to work through all the material (Gizmo, forums, emails)
- Challenge them:
 - Wikis and micro-lessons





Considerations for future development & support

- Staff time
 - development (more than for traditional courses)
 - re-development / updating of courses
 - assessment as numbers of students increase
- Staff training
- to maintain and enhance technical skills
- To increase digital education skills
- Networking events (University-wide and beyond)
- IT support to develop Moodle for online courses (eg: 30 mins delay on forums)

