



University  
of Glasgow

# Welcome to 'Transitions to blended and online learning'

Enhancement Themes/BOLD showcase, 31<sup>st</sup> May 2017

#ETBOLD17

**INSPIRING  
PEOPLE**



Enhancement Themes institutional leads	Enhancement Themes institutional team	BOLD project board	Funders
<p>Josephine Adekola Vicki Dale Caelum Davies Kerr Gardiner Gemma Gratton Eva Kubincova Jo-Anne Murray Kate Powell</p> <p><i>Steering group:</i> Frank Coton John Davies Moirra Fischbacher-Smith Christine Lowther Jill Morrison Don Spaeth</p>	<p>Jason Bohan Denis Fischbacher-Smith Lisa Hau Sarah Honeychurch John Kerr Drew McConnell Kay Munro Scott Ramsay Jennifer Robertson Maxine Swinger</p>	<p>Jack Aitken Susan Ashworth James Conroy Frank Coton John Davies Christine Lowther Sandy Macdonald Jo-Anne Murray Kate Powell Mary Ramsay Duncan Ross Rachel Sandison Don Spaeth Paula Vinaccia Matthew Williamson</p>	<p>QAA Scotland UofG BOLD fund Office of the Vice-Principals</p> <p><b>Organising committee</b></p> <p>Vicki Dale Sarah Honeychurch Camille Huser John Kerr John Maguire Jo-Anne Murray Amanda Sykes</p>

Also special thanks to BOLD project leads and collaborators & colleagues in LEADS, MVLS Digital Education, ITS, Library & MaRIO; and a warm welcome to Enhancement Themes TLG members from other institutions

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	Theodore Koutmeridis		Laura Sharp	

# <http://www.gla.ac.uk/myglasgow/leads/staff/telt/blended/>



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## Learning & Teaching

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### Blended and online learning



- Moodle at the University of Glasgow

Online learning has typically replaced the term 'e-learning', and refers to students learning online (via a networked computer or mobile device), on or off-campus. Our Virtual Learning Environment (VLE) Moodle is the main platform used to support online learning.



University of Glasgow

Online distance learning case study: MSc Sport & Exercise Science & Medicine

Sports and Exercise Science & Medicine

Physiological & Exercise Testing 1: Aerobic Fitness & Physical Activity

Aims:

- Enable students to understand the principles, assumptions, strengths and limitations of commonly used tests of cardiorespiratory fitness and physical activity.
- Enable students with basic or practical experience of performing fitness tests and an appreciation of their particular tests are most appropriate (practical tests).
- Enable students with experience of planning, interpreting and critically evaluating data collected.

Intended Learning Outcomes: By the end of this course students will be able to:

- critically evaluate the principles, assumptions, strengths and limitations of commonly used tests of cardiorespiratory fitness and physical activity. Perform a range of tests.
- design and conduct laboratory fitness and physical activity tests.
- critically analyse and evaluate the data collected in the practical sessions.
- communicate their findings clearly and concisely in a written report.

This course starts on 18 September 2016.

Open all Close all

Course information

Final Assessment - deadline 09/11/17

Block 1 - Aerobic fitness and physical activity - an introduction v16 19 September 2016

Block 2 - Maximal exercise testing v16 3 October 2016

Block 3 - Submaximal cycle ergometer tests v16 17 October 2016

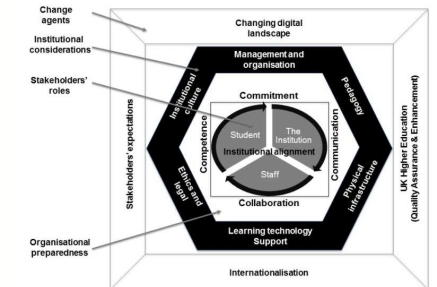
Classical Civilisation blended pre-Honours courses – Grace Beswick



Technology-Enabled Active Learning (TEAL) spaces – Dr Joseph Maguire



Introduction to Legal Studies first year blended course – David Fridman



Haskell Programming 4<sup>th</sup> year Blended course, Incorporating a Massive Open Online Course (MOOC) – Dr Jeremy Singer

