Learning Edge Baseline and Baseline+ (April 2018)

Categories	Baseline	Baseline+ (Indicative)	Baseline++ (Indicative)
Administration and Orientation	Programme and/or Module handbook (depending on area) (PDF format for mobile and operating system accessibility – see also Resources below) Link to timetables Staff contact details including photograph, availability, and contact information	Tutors talking head video introductions[1]	Use of Groups tool to manage student access and activity
Structure and Navigation	Provide separate Programme and Module course areas (where appropriate) and use course templates for consistency[2] - Review Page items presented in a logical structure and sequence (usually chronological) Links checked to ensure still live. Broken links updated or removed	Ensure clear and descriptive labelling of items, folders and files, provide concise contextual guidance and use images with ALT text, to enhance accessibility and visual appeal.	Students guided through course by timed/adaptive release of content
Communication	Announcements tool for urgent information updates e.g. room changes, cancellations (one way)	Discussion fora provided for Q&A (2-way). Purpose of fora and how to engage is provided	Twitter feed displayed on VLE home page owned and managed by Faculty or Department. Provides local, non-urgent information
Resources	Preparatory materials available up to 1 week before session. Presentation slides, notes, hand-outs available via the VLE within 1 week of session.	Allow students to revisit lectures using lecture capture streamed via the VLE[5] Compress files to minimise file size to aid students viewing on mobile devices. Teaching content in presentation software, e.g. PowerPoint enhanced by multimedia/ narration/	Bespoke content that requires specialist skills e.g. simulations, games, videos[6], interactive resources Videos, links, images and texts display well on mobile devices including smartphones

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[1] For example, could be self-produced by webcam or commissioned from Learning Services Media Production team

[2] Programme teams wishing to 'opt out' and use an alternative structure (e.g. a meta-site combining a programme space with multiple modules) must secure approval from their Faculty Associate Dean (Teaching and Learning)

[5] The use of Lecture capture software is strongly encouraged, though not compulsory http://eshare.edgehill.ac.uk/10231/1/Making_the_most_of_Lecture_Capture_at_Edge_Hill.pdf

[6] Role of LS Media Production – providers of video content that academics cannot be expected to build for themselves

| | | quiz functionality e.g. via PowerPoint / iSpring plugin. Renders on any device (and mobile accessible)

Use webcam or personal screen/desktop capture software to produce audio/video e.g. to highlight key concepts to students in any given topic

Embed links to external online resources | Activities specifically designed to harness mobile device features (e.g. camera, apps) to aid 'anytime, anyplace learning' |
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| | PDF format used unless documents need to be accessed for editing.

Support learners with additional requirements by making alternative resources i.e. transcripts for videos (if used) and use of colour, contrast, font and text size in content[3]

Links to electronic reading lists (in Talis Aspire) provided for all modules

Faculty or Departmental library resources available via a tab in VLE[4] | | |
| Assessment and Feedback | Outline and dates for each assessment provided along with instructions, marking criteria, coversheets

Provide assignment submission drop boxes (where appropriate).

Students provided with clear instructions on how to submit electronic documents (Blackboard Assignment, Turnitin) and opportunity to rehearse use.

Links to guides and where to go for help in the event of a problem submitting work.

Student work marked in digital format (where appropriate) - either online or offline.

Student mark, return of work and feedback released via the use of the My Grades feature in the VLE. | Use Turnitin / Bb Safe Assign formatively, to support students to develop their academic writing skills.

Use Blackboard / Turnitin (GradeMark) rubrics to help students understand assessment expectations and grading criteria, and provide instructors with a framework for objective grading.

Use Blackboard tests / quizzes for formative assessment. | Create alternative digital assessments – for example using Panopto, Collaborate, Discussions, Blogs, Wikis, Blackboard tests/quizzes |
| Student Participation and Engagement | Monitor student activity in courses using the Performance Dashboard and/or Course Reports tools | Students share and/or build resources using online tools such as blogs, wikis | Use the Retention Centre to track student engagement and identify those at risk. |

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[3] Producing accessible materials for print and online: https://blogs.edgehill.ac.uk/learningedge/inclusive-digital-practice/
[4] Managed by Learning Services

		Student end of module evaluations use Online Surveys (formerly BOS) to collect and collate feedback	Blackboard Collaborate used to deliver webinars or support to students
			Staff to enable Blackboard Collaborate to be used by students (Presenter or Moderator role) for peer support and collaboration.
			Use multimedia content to deliver a flipped or blended learning approach – for example using BOB, Lynda, Collaborate, Panopto, PowerPoint
			Use of an anonymous discussion forum in the VLE to obtain snapshots of student opinion.
Personal/Professional Development	Sign post to UniSkills toolkits[7] and Lynda.com video tutorials[8]	Students use tools e.g. Journals, blogs and wikis for reflection on learning or practice	Use Blackboard badges to reward students on their achievements, and mark key academic and/or extra-curricular learning milestones that have been met

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[7] Go to the UniSkills webpage for details on workshops and toolkits (ehu.ac.uk/uniskills) https://www.edgehill.ac.uk/ls/uni-skills/

[8] Log into Lynda.com http://eshare.edgehill.ac.uk/12006/ Adding Lynda.com resources to Blackboard http://eshare.edgehill.ac.uk/12075/1/LTD5042.pdf