Guidance for Online Teaching and Learning Delivery using Moodle
May start Semester, 2019-20
Introduction

This document is intended for academic staff who will be delivering their modules online in the Semester starting 18th May 2020. It outlines principles for designing online learning, along with links to help and support are available to module and course teams.

The document includes the following sections:

1. **Principles** –setting out the Coventry University Group expectations for online design and delivery
2. **Learning design** – guidance on designing your module.
3. **Planning check list** – points to review in your design and delivery
4. **Support resources** – resources to support the design and delivery of your module
   a. **Learning design exemplars** - examples of model learning designs which can be used to stimulate ideas and suggest appropriate tools
   b. **Practical Guidance**
      i. **Moving your teaching online** – guidance on using learning technology tools that are available
      ii. **Moving your assessment online** – guidance on alternative assessment methods
5. **Appendices**
   a. Check list

1- Principles

The design and delivery of your modules should be informed by the following principles:

- Focus on interaction and active learning; engage students through a mix of discussions, collaboration, video and audio clips, and hands-on exercises with text and brief video lectures.
- Content delivery should use asynchronous modes wherever possible to meet the needs of the whole cohort.
- Consider the accessibility needs of your students - learning materials should be kept simple and in common formats, to ensure students with basic IT provision and different learning needs can access them.
- Clear communication with students is essential;
  o Ensure students understand what engagement is expected and how it will be monitored.
  o Moodle should be the primary method of communication.
  o Ensure communication is consistent where different formats, text and online media are used.
  o Establish a clear calendar of points of interaction when synchronous communications are used.
  o Maintain an online presence with your students
- Online teaching and learning, and assessment should be delivered using University supported learning technology systems as much as possible.

- Manage your time - you are not expected to be available to students 24/7. Establish expectations for response times and encourage use of forums for one-to-many communications.
- Ensure the module teaching content is available on Moodle in a timely way.

2- Learning Design

While the subject-related aspects of your teaching remain unchanged, a different mode of delivery requires a different approach to planning. Online teaching requires systematic design, with careful mapping of the intended student learning journey. The learning design needs to be activity-led and emphasise learning as a social process. Interaction is therefore fundamental to the online student experience - this will provide a better learning experience and ensure students feel connected and supported. There are three types of interaction that can be designed into the learning experience:

- Student – staff interaction
- Student – student interaction
- Student – content interaction

The balance between these different forms of interaction will vary, however a good learning experience requires at least one of these to be high at any stage of the of learning journey. You will also want to consider "how" to interact and your approach, language and "tone". Online learning for the student is very different and the online environment lends itself to a more relaxed and supportive approach with the role of the tutor being that of facilitator.

Planning your learning design to ensure interaction requires focusing clearly on the student journey. The three elements to consider in planning your learning design for online learning are:

- **Tasks** - what are the intended activities for the students to engage in, including the module assessment; the tasks can take different amounts of time and the expected time required and over what period should be clearly articulated. Being task focused will mean defining what you might normally require of your students in a more goal oriented way.
- **Resources** – what resources will the students need to undertake those tasks; this will include identifying key points where resources will need to be made available to students for in order to complete the task. Use can also be made of Open Education Resources.
- **Support** – what support will be available to them – staff or peer; this will include providing feedback opportunities and being clear on communication points through the module.

It is advisable to map, or storyboard, the student-learning journey for the complete module as a first stage. Guidance on how to storyboard your learning design is here.

Online learning does require a different approach to face-to-face teaching; the design of a face-to-face module cannot be simply translated across to the online environment. The module descriptor will have set expectations for contact time and independent study. These will not translate directly to the online environment, hence the need to have a clear learning design for the module with points of interaction which can be clearly communicated with students. It is also important to remember that your module is just part of the wider course-based student experience. Course teams need to ensure that they work together to plan and implement a complementary student experience, with a variety of activities and opportunities that the students can engage with effectively.

Maintaining good levels of interaction does not mean having to be online continually, but it does require clear communication of expectations, providing regular feedback opportunities and

providing information in different formats to maximise opportunities for understanding, for example advertising weekly surgery hours.

3- Planning check list

Running through the check-list below will help you focus on the practicalities of transferring delivery of your module to an online environment. This list has been used to create a check list in the appendices to be used as a guide and to monitor progress on your design.

- **Learning Design**
  - **Completed a learning design storyboard** – plan a clear activity led student journey for your module; have clearly identified what the students will be expected to do each week of the module.
  - **Review your assessments**; consider how assessments will need to be adapted for online delivery. Guidance on alternative forms of assessment
- **Creating content**
  - **Clear organisation**; having planned your learning design, the tasks, resources and support must be clearly presented and communicated. The design and organisation of your module must be systematic and purposeful, so students know when and how they can get support. This requires clear navigation on Moodle and the provision of clear guidance resources.
  - **Choose an appropriate delivery mode**; online learning offers opportunities for both synchronous and asynchronous learning. . Asynchronous learning should provide the core of the design and be supplemented, where appropriate, with synchronous sessions. Guidance on delivering lectures and seminars online are linked below:
    - Delivering lectures online
    - Delivering seminars online
  - **Ensure accessibility**; it is easy to create a range of different resources including video, podcasts and use images to enhance appearance. However, all visual resources should be accessible to all students.
    - Coventry University information for staff teaching disabled students.
    - OER Accessibility Toolkit (University of British Columbia)
  - **Less is more**; focusing on tasks will ensure only required materials are provided. There is a risk when the design is content driven it can push expectations beyond the expected learning hours and have a lack of focus.
- **Engaging students in learning activities**
  - **Maximise interaction opportunities for your students**; create a clear schedule for meaningful interaction with your class. Manage your students' expectations as to when you will be available, this might be weekly updates, hosting question and answer sessions, feedback slots, building in discussion forums as support for tasks, office hour slots for 1-1 online meetings etc. Create peer-peer interaction opportunities
    - Use tools with which your students will be familiar.
    - Encouraging engagement
- **Building community and communications**
  - **Understand your students experience**; for many students this will be a new experience. Tools such as Padlet can be used to gather quick Stop/Start/Continue feedback on how your students are experiencing learning online. Establish clear mechanisms for students to seek help if they are having technical issues.

- ▪ Guidance on supporting your students' mental [well-being](#)
  - o **Develop a sense of belonging**; the design and delivery should provide the setting for all students, regardless of their background or personal characteristics, to reach their full potential. All students should feel part of, and contribute to, the learning community.
  - o **Explain clearly and in different modes**; relying on text-based communications alone is not sufficient. Consider also providing short video or podcast explanations, supported by opportunities for Q&A through forums or 1-1 meetings.
- **Assessment and feedback**
  - o **Assessment details;** these are clearly communicated, ideally using both written briefs and supported by video explanations.
  - o **Feedback**; when designing tasks for students ensure developmental and feedback opportunities are built in. These might occur informally in face-to-face settings but need to be designed into the learning journey for online learning.
    - ▪ Giving feedback to students [[Moodle Guide](#)]
- **Review**
  - o **Get feedback** on your learning design and online teaching; for many this will be the first experience of sustained teaching online. Having peers provide feedback on your design or observe your online teaching can be valuable experience. Colleagues from Academic Development and Curriculum 2025 are available to provide such support (see Contacts below).

4- Support Resources

This section outlines what support is available regarding the design and delivery of your module. It includes links to resources providing examples of learning design approaches, practical guidance on implementing online learning and details of who you can contact to get help with your design.

4.1 - Moving your teaching online

Online teaching will be delivered using core platforms of Moodle or Aula or FutureLearn. In addition to these platforms there are a range of tools available which are supported by a range of resources and from the Learning Enhancement teams, DMLL, Academic Development and Curriculum 2025 [https://cumoodle.coventry.ac.uk/course/view.php?id=77751]. Where alternative tools are used it is important to ensure GDPR is not breached. See [Social media guidelines](#).

4.2 Moving your assessment online

For ideas on moving your assessment online the following links provide potential ideas:

- [Alternatives to face to face assessment](#)
- Assessing online [[Moodle site](#)]

Appendices

Online Delivery Checklist

When creating an online delivery module, ensure you have met the following minimum quality standards:

Learning Design	
	I have completed a learning design storyboard; evidences activity-led learning
	I have reviewed assessments for the module for online delivery
Creating content	
	Clear organisation: there is clear communication of requirements for the students; I have sections on my module site dedicated to the module outline with up-to-date schedules and assessments.
	I have considered appropriate modes of delivery through the module
	Accessibility - I have ensured resources are appropriate for all users and accessible; all resources, quizzes, forums etc have descriptive titles; I provide low tech options such as text documents or powerpoint slides with slide notes for all my module materials; I have captions and transcripts available for video lectures
	The module has an appropriate range of tasks and resources to match the expected learning hours. It is clear to the students how long each task is expected to take.
Engaging students in learning activities	
	I have maximized opportunities for interaction (student – staff; student-student; student content) through the module; there is at least one activity for engagement per topic to keep students on track.
	I am using tools my students are familiar with, and if new tools are used, step-by-step instructions are provided.
Building community and communications	
	I provide information in different format to maximize opportunities for understanding; this is backed up by online Advice and Feedback and forums for students to ask questions and receive answers on a regular basis.
	There are clear protocols to get help with technical and content queries on my module page.
	I have found out about my students' access and barriers, and made provision for these. I have considered the impact on mental health and wellbeing of both students and staff when designing and delivering the module.
	The learning design for the module is inclusive and will encourage all students to feel part of and contribute to the learning community.

	All essential module communication takes place through Moodle forums announcements.
Assessment & Feedback	
	Assessment requirements and submission dates are displayed on my module page and are clearly communicated to students.
	Regular feedback opportunities are designed into the student learning journey.
Review	
	Get feedback – experience of designing online learning will not be common for many staff; there are a wide range of staff across the University Group who can help by offering advice and feedback.