Bath Blend Baseline

Checklist

CENTRE FOR
LEARNING
& TEACHING

Learning technologies are key to our delivery of blended learning and teaching and it is vital that all students are able to effectively use the digital environment we create for them.

Collaboration between those who deliver and those who support learning and teaching activity is crucial to ensure that courses are well designed and engaging for all learners. This approach aligns directly to our Curriculum Transformation principles and can act as a guide for meeting Office for Students requirements for quality in education experience, resources, support and student engagement.

Our Bath Blend Baseline promotes good practice in the use of Moodle and other tools, drawing on our CASE model for blended provision, and consists of overarching principles that are further broken down into this general checklist to guide staff when taking a blended teaching approach. The checklist is then further supported by a handbook which will explain ways to achieve each element of the baseline.

Support and guidance is available from the Technology Enhanced Learning (TEL) Team in the Centre for Learning and Teaching (CLT).

CENTRE FOR
LEARNING
&TEACHING

Consistency - clarity and organization

Baseline

- ☐ Design and plan a consistent student experience in Moodle, across the whole course.
- ☐ Use a Moodle template, across the whole course, to organise learning content.
- ☐ Use consistent naming conventions for headings, sections, files etc. Students should be able to make sense of what the material contains from its name.
- ☐ Use due dates for activities and assessments so students can trust the timeline in Moodle is up to date.
- ☐ Update resources regularly, to fix broken links and keep material current.
- ☐ Update course/unit overview information in Moodle, to include staff contact information, links to timetable details, intended learning outcomes, library (reading) lists, links to appropriate support services, assessment details and key dates.
- ☐ Make the purpose of Moodle discussion forums clear, and use consistent names across the course (e.g. Announcements, Q&A forum).

Enhanced

- ☐ Agree shared processes with students e.g. displaying profile pictures in Moodle, time of day for submission deadlines, file formats to work in.
- ☐ Agree shared terminology with students e.g. submission points, formative assessment.
- ☐ Agree shared rules for discussion forum engagement e.g. online etiquette.

Accessibility - compliance and quality assurance

Baseline

- ☐ Use the technology available to ensure digital content meets accessibility requirements (e.g. Microsoft accessibility checkers, Moodle Accessibility+ toolkit).
- ☐ Identify student needs in advance so that they can be embedded in course and content design (e.g. need for lecture slides or video captions).
- ☐ Design and deliver a basic induction to the digital environment (e.g. Moodle, Re:View etc.).
- ☐ Deliver lecture notes and materials in advance of sessions, where appropriate, in an agreed time-frame which is consistent across the course.
- ☐ Direct students to alternative file formats in Moodle (e.g. audio, web).
- ☐ Use the Library Scanning Service, where appropriate, to obtain accessible copies of documents that can be read via a screen reader (e.g. book chapters or journal articles).
- ☐ When providing video, use a tool like Re:View (where automatic captioning is on by default) and provide transcripts for video content delivered online.
- ☐ Use the copyright guidelines advice to make sure third-party material is only made available when it meets the required standards.

Enhanced

- ☐ Provide students with information or training about the digital tools you expect them to use.
- ☐ Collect feedback from students, across the whole course, on the digital environment, content and accessibility of materials to evaluate effectiveness and provide information for improvements.

Scaffolding - structure, design and content

Baseline

- ☐ Deliver learning materials and resources in Moodle in a structured and sequenced way so that a clear instructional narrative is observable. Materials should, where appropriate, include self-study materials, video recordings and interactive content.
- ☐ Design the timing of teaching delivery purposefully when blending between online and in-person.
- ☐ Use a welcome statement in Moodle that helps learners to orientate themselves, outlining how they are expected to learn and engage with the materials.
- ☐ Direct students to academic integrity training, and where appropriate advise students that work will be submitted via originality detection software.
- ☐ Design opportunities for formative assessment and feedforward (e.g. in preparation for summative assessment), using technology to help improve consistency, and legibility, of feedback (e.g. Moodle assignments or quizzes).
- ☐ Design opportunities for self-assessment to aid development of independent learning skills (e.g. self-checks, quizzes).
- ☐ Use submission points for summative assessment, with outlines and criteria, and explain their relevance to the learning outcomes. Detail requirements such as formatting, references, word counts etc.

Enhanced

- ☐ Use Moodle timed or conditional release of content to students, to make the digital environment easier to navigate.
- ☐ Outline how the intended learning outcomes relate to learning activities and resources.
- ☐ Update Library (reading) lists with relevant links to online material.
- ☐ Use model answers for assessment activities, to aid student understanding.
- ☐ Use opportunities for peer assessment/review, where appropriate.

Engagement - communication, collaboration and interaction

Baseline

- ☐ Design and plan a communications strategy, for the whole course, and inform students who to contact, and how, for given purposes (e.g. Q&A forum for course/unit related questions).
- ☐ Use opportunities for students to communicate synchronously (e.g. office hours - in-person or virtual).
- ☐ Use opportunities for students to communicate asynchronously (e.g. email, discussion forums, web boards).
- ☐ Use opportunities for peer communication and collaboration (e.g. discussion forums, chat, share documents, shared activities, online polling).
- ☐ Appropriate use of tools and data within the VLE and other platforms (e.g. Re:View) to best support student engagement.

Enhanced

- ☐ Use groups and groupings in Moodle to organise and monitor group work.
- ☐ Direct students to view originality reports on their submissions, where appropriate, for discussion around academic integrity.
- ☐ Use opportunities for students to share resources and collaborate (e.g. Moodle glossary).
- ☐ Use social media platforms to involve students in discussions with a wider audience.
- ☐ Design and create learning objects to encourage self-paced learning in Moodle (e.g. H5P or Xerte).
- ☐ Direct students to the Moodle calendar and dashboard tools to support their planning.

Legal and Quality Responsibilities:
In all cases please model good accessibility and copyright practices, and ensure that students have a safe online environment in which to work and share ideas.

Adhere to the UK Equality Act, Accessibility Regulations, Copyright legislation, GDPR and the University's Intellectual Property Policy (ordinance 22) legislation. Also, see legal considerations for recording lectures. Further guidelines on media usage and copyright are available.

CC BY SA

UNIVERSITY OF BATH

CREDIT: Adapted, in co-creation with students at the University of Bath, from the e-Learning Baseline by UCL
Licensed under a Creative Commons Attribution-ShareAlike 4.0 International License.