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# About these cards

These cards have been designed to assist you in your online course creation. They act as help prompts for a number of key online considerations. Helpful guides and Moodle examples that we advise you familiarise yourself with can be found below:

How to Moodle >> <https://moodle.gla.ac.uk/course/view.php?id=11911>

Moodle Minimum >> <https://moodle.gla.ac.uk/course/view.php?id=11911>

Digital Accessibility >> <https://www.gla.ac.uk/myglasgow/digitalaccessibility/>

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# Curriculum Design

* Practice ‘constructive alignment’; start with your ILOs, then identify how your learners will evidence attainment through assessment, before designing learning activities that help them attain their ILOs.
* Ensure that formative assessment opportunities are included, the completion of which will result in feedback that students can use towards summative assessments.
* Use a range of different learning activities (e.g. ABC learning types: acquisition, discussion, practice investigation, production, collaboration).
* Consider contact hours per course; a 10 credit course should include 10 contact hours and 100 notional study hours.
* Allow time for students to complete their assessment as part of the notional study hours.

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# Signposting

* Course content has indicative timings in the title or description, so learners are aware of time commitments per step in advance. This allows learners to adequately plan their studies.
* Course navigation should be easy to follow to avoid confusion.
* Course assessment(s) are clearly signposted with learning activities aligned to formative and summative tasks.
* Clear learner expectations are set out each week (or appropriate time) in terms of expected engagement, and how these meet course ILOs.
* There is a ‘handshake’ between content/weeks/topics – where appropriate
  + to allow learners to see the connections between material and activities.

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# Active Learning Opportunities

* Reinforce key concepts with, e.g., polls/choice activity or short multiple-choice questions with rich feedback.
* Break up longer readings/tasks as appropriate with opportunities for learners to engage in discussion forums, posting findings or thoughts, or taking time to pause, reflect and document their findings.
* Ensure learners have the opportunity to engage in tasks that prepare them to meet the course ILOs.
* Incorporate a mix of synchronous and asynchronous learning activities to balance flexible access with cohort presence e.g. forums, virtual classrooms, breakout rooms.

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# Teacher Presence

* The course contains information about the teaching team at an early stage and how to get in touch.
* There are various forms of educator presence that runs throughout the course, via, e.g. a range of modes, such as: video, forum moderation, podcasts, virtual office hours, text or audio summaries of content, weekly synchronised sessions etc.
* There are details of email communication channels for learners on an individual level for personal, tailored support.
* Virtual Office Hours (or equivalent) are offered on a one-to-one basis as appropriate.

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# Learner Support

* There is clear guidance for learners on who they should contact and for what purpose, e.g,. course leader, programme leader.
* Contact details for the class representative are displayed (if known).
* Virtual office hours, or equivalent, are provided.
* Academic, I.T and professional staff support is clearly linked with expectations of turnaround response times (if applicable).
* There are clear links to Central support services as appropriate (e.g. IT Helpdesk).
* There are clear links to class representative information and MyGlasgow Students etc, as appropriate, to build collegiality.

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# Video Content

* All content follows the Digital Accessibility guidelines for the media type -<https://www.gla.ac.uk/myglasgow/digitalaccessibility/>
* Steps have been taken to ensure that video content promotes active learning with interaction or reflection opportunities built in as appropriate.
* Pre-recorded video segments are short in duration (10 minutes or less).
* Language and tone are conversational.

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# Audio Content

* Audio is an effective way to post reflections, summaries and signposting for learners.
* Staff and learners can record and post audio clips to Moodle forums up to three minutes in duration.
* Podcasts are effective if the video of the speaker(s) is not required. Don't worry about 'uhms'.
* Try to avoid long gaps of silence so the learner knows the podcast has not concluded.

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# Copyright

* Familiarise yourself with the copyright guidance at: <https://sway.office.com/jy4ifca0B0yg5V04>
* Use the ‘Illustration for instruction’ copyright exemption appropriately (acknowledge source, do not compromise sales).
* Use or adapt Open Educational Resources (OERs)e.g., open source texts, YouTube videos.
* Use learning materials licensed for reuse through Creative Commons (<https://ccsearch.creativecommons.org/>).
* Explicitly comply with copyright to model good practice for students

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