# Support and up-skilling to enact the principles for course (re)design in your teaching

## The University of Glasgow Principles

#### Students should:

1. be active and not passive learners (i.e. they need to do something, not just consume).
2. have the opportunity to engage / learn with peers.
3. construct understanding by building on and expanding existing knowledge, where possible.
4. be given the chance to contribute to their learning through elements of co-design.
5. be guided towards becoming independent / self-directed learners.
6. benefit from ongoing feedback on their learning as they participate.
7. be supported in creating relationships in class, that they can build on through private study and other self-directed learning and social activities.

#### In designing for these principles, try to:

* keep all tools and processes as simple and robust as possible.
* rethink how assessment of learning outcomes will work in this remote and blended environment.
* prioritise engagement in learning over delivery of content.
* take into account careful consideration of the difference in learning environment when there are no physical cues such as the layout of a teaching space and where the home environment often blurs with the work environment in very visible ways for students and staff.
* embrace the principles of Universal Design for Learning (UDL) to be proactively inclusive of the diverse range of students we work with.
* consider flexibility in terms of how and when students are able to engage, especially if they are in different time zones.
* recognise the intensity of on-screen presence for students and for staff.
* reflect changes in terms of learning experience, within the notional learning hours for the course.

# Translating the principles into practice

## Sources of information, up-skilling and support

Each of the seven principles is illustrated below with examples of how it might be applied in practice. Where specific tools or techniques may be useful in achieving these aims, these have been suggested, along with links to live Zoom up-skilling sessions or information pages where you can learn more about how to implement them.

Information pages and the calendar of up-skilling sessions will be added to as new resources become available and in response to demand for specific topics. For the most up-to-date up-skilling session dates, see [www.gla.ac.uk/myglasgow/anywhere/blendedteaching/](http://www.gla.ac.uk/myglasgow/anywhere/blendedteaching/). (For reference, the version number and publication date of this downloadable copy are indicated in the document footer.)

These suggestions are illustrative, not exhaustive, and we recognise that you may already be using alternatives to these tools.

As the summer progresses, we will make concrete examples from redesigned University of Glasgow courses available in the form of short case studies. These will be made available via the learning and teaching section on Glasgow Anywhere - www.gla.ac.uk/anywhere.

We are keen to collect, curate and highlight examples of good practice on an ongoing basis. For more information, or to suggest your course becomes one of these examples, contact the Good Practice Adviser: [scott.ramsay.2@glasgow.ac.uk](mailto:scott.ramsay.2@glasgow.ac.uk).

| UofG Principle | Ways in which you might  apply this | Tools or techniques  that would achieve this | Learn more |
| --- | --- | --- | --- |
| *These are illustrative examples, and further technologies may become supported by the University* |
| 1. **Active learning**   ‘Students should be active and not passive learners (i.e. they need to do something, not just consume).’ | * Providing varied pathways through your course to allow for learner choice, rather than necessarily always enforcing a linear, week-by-week release of content | * Multipleinstances of **Moodle Lesson**, creating parallel pathways of activities | * [*How to Moodle* guide to creating conditional and non-linear activities](https://moodle.gla.ac.uk/mod/scorm/view.php?id=1424018) |
| * Release content on the basis of **completion tracking in Moodle** so that students can progress as soon as they are ready, but also only after they have completed pre-requisites in a sensible order |
| * Providing a course map or outline to contextualise a session within the wider programme | * ‘**Moodle Minimum**’ guide | * [*How To Moodle*](https://moodle.gla.ac.uk/course/view.php?id=11911#section-4): ‘Moodle Minimum’ guide * Zoom session: ‘**Importance of Signposting in Remote Teaching**’ – Fri 12 June 2-3pm – [Join](https://uofglasgow.zoom.us/j/94606731195) |
| * Providing early and regular opportunities for students to apply what they have learned, e.g. by contributing to a discussion or considering a particular problem or issue | * Delivering lectures sessions that are **divided into 10-min chunks,** creating gaps for activity | * Zoom session: ‘**Lecture Capture: Chunking and Active Learning Opportunities**’ – Wed 10 June 2-3pm – [Join](https://uofglasgow.zoom.us/j/96263158694) |
| * **Breakout rooms in Zoom**, activated for a short period during a larger lecture | * [*Glasgow Anywhere* guide to using Zoom](https://www.gla.ac.uk/myglasgow/anywhere/onlineteaching/teachusingzoom/) * [*Zoom* guide to using breakout rooms](https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms) |
| * **Microsoft Teams** | * [*Glasgow Anywhere* guide to using Teams](https://www.gla.ac.uk/myglasgow/anywhere/office365/teams/) |
| * Create interactive elements using the **H5P plugin for Moodle** | * Zoom session: ‘**Building Active Learning into your Course Using H5P**’ – Mon 22 June 2-3pm – [Join](https://uofglasgow.zoom.us/j/98639091382) |
| * **Create private Moodle areas visible only to students allocated to a particular Group**; useful for private discussions via a forum, or for collaborating on project work | * [*Moodle Docs* guide to creating Groups](https://docs.moodle.org/35/en/Grouping_users) |
| * Asynchronous discussions via **Moodle Forums** | * Zoom session: ‘**Moodle Forums for Successful Online Engagement**’ – Wed 24 June, 12-1pm – [Join](https://uofglasgow.zoom.us/j/99992851652) * [*Moodle Docs* guide to creating Forums](https://docs.moodle.org/35/en/Forum_activity) |
| * Consider whether there is scope to make your assessments any more meaningful; e.g. setting more realistic tasks for someone working in your subject area, or asking students to demonstrate capabilities beyond retaining knowledge | * **Moodle Quiz** (questions and answers take place within Moodle) | * Zoom session: ‘Using Moodle Quiz for Formative and Summative Assignments’ – Fri 26 June, 12-1pm – [Join](https://uofglasgow.zoom.us/j/99992851652) * [*How to Moodle* guides: see ‘Moodle Activities’ section](https://moodle.gla.ac.uk/mod/page/view.php?id=1424009) |
| * **Moodle Assignment** (students create a file and upload for marking) |
| * **Peer-review via Aropa** or **Moodle Workshop** so that students can learn from A) applying your supplied rubric; B) peer feedback based on that rubric; and C) comparing the level of their work to that of others | * [Aropå guide](http://www.dcs.gla.ac.uk/~hcp/aropa/index.html) * [*Moodle Docs* guide to adding a Workshop activity](https://docs.moodle.org/35/en/Workshop_activity) |
| 1. **Peer engagement**   ‘Students should have the opportunity to engage / learn with peers.’ | * Splitting students into small groups and asking them to work on a project together | * **Group** function in Moodle to set up private areas | * [*Moodle Docs* guide to creating Groups](https://docs.moodle.org/35/en/Grouping_users) |
| * **Breakout rooms in Zoom**, activated for a short period during a larger lecture | * [*Glasgow Anywhere* guide to using Zoom](https://www.gla.ac.uk/myglasgow/anywhere/onlineteaching/teachusingzoom/) * [*Zoom* guide to using breakout rooms](https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms) |
| * **Microsoft Teams** | * [*Glasgow Anywhere* guide to using Teams](https://www.gla.ac.uk/myglasgow/anywhere/office365/teams/) |
| * Asking students to post and then to critique each other’s forum posts | * **Moodle Forum** | * Zoom session: ‘**Moodle Forums for Successful Online Engagement**’ – Wed 24 June, 12-1pm – [Join](https://uofglasgow.zoom.us/j/99992851652) * [*Moodle Docs* guide to creating Forums](https://docs.moodle.org/35/en/Forum_activity) |
| * Using elements of gamification: put students into teams and set a task or challenge; either time it, or have the class vote on which team has produced best content / artefact | Very dependent on the type of content you ask your students create, but could ask them to post content to: |  |
| * **Moodle Wiki** | * [*Moodle Docs* guide to adding a Wiki activity](https://docs.moodle.org/38/en/Using_Wiki) |
| * **Moodle Workshop** | * [*Moodle Docs* guide to adding a Workshop activity](https://docs.moodle.org/35/en/Workshop_activity) |
| * **Microsoft Teams** | * [*Glasgow Anywhere* guide to using Teams](https://www.gla.ac.uk/myglasgow/anywhere/office365/teams/) |
| * Contributing to a shared document or wiki | * **Moodle Wiki** | * [*Moodle Docs* guide to adding a Wiki activity](https://docs.moodle.org/38/en/Using_Wiki) |
| * **Microsoft Teams** | * [*Glasgow Anywhere* guide to using Teams](https://www.gla.ac.uk/myglasgow/anywhere/office365/teams/) |
| * *Note:* To make working with peers more inclusive, it is important to introduce the concept of working with peers / groupwork, and why it is considered beneficial. It can be useful to provide an introduction to what behaviour is expected, and to either assign certain roles to each member of the group or to encourage them to do so. | | |
| 1. **Construction of own knowledge**   ‘Students should construct understanding by building on and expanding existing knowledge, where possible.’ | * Explicitly asking students to collate what they think they know about a topic, e.g. in a discussion forum | * **Moodle Forum** | * Zoom session: ‘**Moodle Forums for Successful Online Engagement**’ – Wed 24 June, 12-1pm – [Join](https://uofglasgow.zoom.us/j/99992851652) * [*Moodle Docs* guide to creating Forums](https://docs.moodle.org/35/en/Forum_activity) |
| * Showing your students how your course links to courses they have previously completed. Very often, understanding how prior knowledge / understanding links to what is about to come allows students to put their developing knowledge into context.   You might include activities such as putting students into teams and tasking them to collate knowledge around a specific topic. In this way, stronger students, or students who are familiar with a topic, can help students who have no prior knowledge | * **Channels in Microsoft Teams** | * [*Glasgow Anywhere* guide to using Teams](https://www.gla.ac.uk/myglasgow/anywhere/office365/teams/) |
| 1. **Co-design of curriculum**   ‘Students should be given the chance to contribute to their learning through elements of co-design.’ | * Allowing students to make suggestions for readings (this can be done in the first week of class) | * **Moodle Forum** | * Zoom session: ‘**Moodle Forums for Successful Online Engagement**’ – Wed 24 June, 12-1pm – [Join](https://uofglasgow.zoom.us/j/99992851652) * [*Moodle Docs* guide to creating Forums](https://docs.moodle.org/35/en/Forum_activity) |
| * **Moodle Wiki** | * [*Moodle Docs* guide to adding a Wiki activity](https://docs.moodle.org/38/en/Using_Wiki) |
| * Having students create a quiz or activity. The group with the best one gets full points, while the rest of the class completes the assignment   + e.g. students in a writing class reinforced their learning by creating their own practice mid-semester quiz, and the students who created the best had some of their questions featured on the actual mid-semester exam | * **Aropå**, for anonymous peer-review (can be set up for group or individual submissions) * **Moodle Quiz** | * [Aropå guide](http://www.dcs.gla.ac.uk/~hcp/aropa/index.html) * Zoom session: ‘Using **Moodle Quiz for Formative and Summative Assignments**’ – Fri 26 June 12-1pm – [Join](https://uofglasgow.zoom.us/j/99992851652) |
| 1. **Independence**   ‘Students should be guided towards becoming independent / self-directed learners.’ | * Having clear ILOs and criteria for assessment, and make sure students know what is expected of them | * ‘**Moodle Minimum**’ guide | * [‘Moodle Minimum’ block in *How To Moodle*](https://moodle.gla.ac.uk/course/view.php?id=11911#section-4) |
| * Helping students in setting achievable learning goals, and to closely monitor these goals | * **Mahara**, which allows creation of an portfolio of successive pieces; allows students to track their progress and goals across the year | * Zoom session: ‘**Mahara – Showcasing Student Experience**’ – Mon 15 June 2-3pm – [Join](https://uofglasgow.zoom.us/j/95963611981) |
| * Supporting students in identifying challenges to achievement, e.g. through a learning contract or logbook |
| * Incorporating elements of self-reflection throughout the course |
| * Designing learning activities that help students develop independent learning skills such as time management, problem-solving, information appraisal, critical thinking, etc. to prepare them to be effective lifelong learners | * **Moodle Assignment** (students create a file and upload for marking) | * [*How to Moodle* guides: see ‘Moodle Activities’ section](https://moodle.gla.ac.uk/mod/page/view.php?id=1424009) |
| 1. **Feedback**   ‘Students should benefit from ongoing feedback on their learning as they participate.’ | * Helping students to capitalise on the opportunity for feedback, e.g. you could use feedback proformas that accompany assessment tasks (particularly formative ones), where learners ask for specific feedback and feedforward | * **Peer-review via Aropå or Moodle Workshop** so that students can learn from A) applying your supplied rubric; B) peer feedback based on that rubric; and C) comparing the level of their work to that of others | * [Aropå guide](http://www.dcs.gla.ac.uk/~hcp/aropa/index.html) * [*Moodle Docs* guide to adding a Workshop activity](https://docs.moodle.org/35/en/Workshop_activity) |
| * Incorporating opportunities for students to provide feedback to, and receive feedback from, their peers. Introduce this in low stakes activities to begin with, building up as knowledge and skills develop. |
| 1. **Relationship-building**   ‘Students should be supported in creating relationships in class, that they can build on through private study and other self-directed learning and social activities.’ | * Allocating time to community building / social spaces within a class or course. For example, induction activities at the start of the course could include opportunities for social activities. * Utilising groupwork, which promotes teamworking. Tasks should be designed to be complex enough to require a collaborative effort. For example, the jigsaw classroom approach requires that students research specific elements and share the outcomes of their learning with their group, producing a composite artefact for the purposes of learning and assessment * Facilitating virtual study rooms open during specific hours students can just drop in | * **Channels in Microsoft Teams** * **Zoom**   + *Option 1:* start with a plenary session then activate breakout rooms; can be allocated randomly at the click of a button or by pre-uploaded list, either way, control is only with the meeting host   + *Option 2:* separate Zoom meetings titled by discussion topic; students can pick which one they want to join when the time comes | * [*Glasgow Anywhere* guide to using Teams](https://www.gla.ac.uk/myglasgow/anywhere/office365/teams/) * [*Glasgow Anywhere* guide to using Zoom](https://www.gla.ac.uk/myglasgow/anywhere/onlineteaching/teachusingzoom/) * [*Zoom* guide to using breakout rooms](https://support.zoom.us/hc/en-us/articles/206476093-Getting-Started-with-Breakout-Rooms) |
| * Consider using third-party tools to create ‘social’ spaces as distinct from official learning communities on UofG approved platforms.   + Be aware that third-party tools may have GDPR implications. If you are not managing the process and are therefore not processing student data, the data relationship will be directly between the third party and the student. It will be up to the student to agree to that relationship.   + Consider whether a platform will be accessible to everyone when recommending it, or consider pointing this out to students when suggesting they make their own recommendations. | * As an example, students in some subject areas already use NetflixParty.com or the ‘watch party’ feature on Facebook for synchronous social watching with classmates | **(Disclaimer: these are third-party services unassociated with the University of Glasgow)**   * <https://www.netflixparty.com/> * <https://www.facebook.com/help/1681245065258554> |