



# E-Learning

---

Guidelines for Good Practice in  
Designing a Blended Module in  
Blackboard

---

Authors: Aine Galvin, Geraldine O'Neill

Email: [aine.galvin@ucd.ie](mailto:aine.galvin@ucd.ie) [geraldine.m.oneill@ucd.ie](mailto:geraldine.m.oneill@ucd.ie)

Date: 10<sup>th</sup> May 2013

	Page no
<b>Introduction:</b> What is blended learning? Some reading These guidelines.	3-5
<b>Overarching Teaching &amp; Learning Principles for the Blended-Learning Environment.</b>	6
<b>Set Up and Design of your Blended Module:</b>	7
i. Planning your Blended Module Design	7-15
ii. Customising Your Blackboard Modules for UCD consistency	16-18
iii. Organizing and Sequencing your Teaching, Learning Activities	19-22
iv. Encouraging Student Collaboration & Peer Learning	23
v. Assessing on-line	24-25
vi. Supporting Students during the process .	26
<b>Appendices &amp; References</b> References and Bibliography Appendix 1: Template for Preplanning your Module Appendix 2: Example of Rubric for Staff or Student Self assessment in On-line group Discussion Appendix 3: Template for Designing and Presenting an E-tivity	27-30 31-32 33 34

## Introduction

### What is Blended Learning?

*'Blended learning is a flexible term, used to describe any and all varieties of teaching where there is integration of both face-to-face and online delivery methods. Although in existence for over ten years, Chew (2010, p. 2), citing earlier work, found that "researchers and practitioners consider that blended learning is currently embryonic in its development". Debate about the meaning of the term is still ongoing'. (Partridge, Ponting, & McCay, 2011, p2).*

One overview of on-line learning, highlights that blended learning is usually in the proportion of 30-79% on-line to be described as either 'Blended' or Hybrid' learning (See Allen & Seaman, 2010, in Table 1) .

*Table 1: An Overview of On-Line Learning Environment. (Allen & Seaman, 2010)*

% on-line	Type of Course (Module)	Typical Description
0%	Traditional	Course with <i>no online technology</i> used – content is delivered in writing/orally
1-29%	Web Facilitated	Course that uses <i>web-based technology to facilitate F2F course</i> . May use VLE or web pages to post curriculum & assignments
30-79%	Blended/Hybrid	Course that <i>blends online &amp; F2F delivery</i> . Substantial proportion of content is delivered online, <i>typically uses online discussion &amp; typically has a reduced number of F2F sessions</i> .
80+%	Online	A course where <i>most/all of the content is delivered online</i> . Typically no F2F meetings.

In addition one definition notes the value in blended learning of 'trading-off' time with

the face-to-face component: “Blended courses integrate online with face-face instruction in a planned, pedagogically valuable manner, and do not just combine but trade-off face-to-face time with online activity, or vice versa”. (Vignare 2007).

Osguthorpe and Graham (2003) identified six goals when designing blended environments: pedagogical richness, access to knowledge, social interaction, personal agency, cost effectiveness, and ease of revision (p. 231).

## Some useful reading

The literature on blended learning is growing. In 2012, Halverson *et al* did a comprehensive review of the most cited literature on blended learning. They noted that most impactful book on blended learning was *The Handbook of Blended Learning: Global Perspectives, Local Designs* (Bonk & Graham, 2006), while the most impactful article was Garrison and Kanuka’s article on the transformative power of blended learning (2004).

In our own review of the teaching and learning design literature, we found that

- a) Partridge, Ponting and McCay, (2011) gave a readable overview of the different blended design models and frameworks.
- b) Gilly Salmon’s (2007) book gave more detail on setting up and implementing e-tivities.
- c) Littlejohn and Pegler’s (2007) book is a very useful resource around making your design transparent and forms the basis for our own design in the ‘*UCD Blended Learning Initiative Project*’.
- d) Diana Laurillard’s (2012) recent book on ‘*Teaching as Design Science: Building Pedagogical Patterns for Learning and Technology*’ sets out how you can design the on-line environment for Learning for Acquisition; Inquiry; Discussion; Practice and Collaboration.

## The Guidelines

We hope these blended guidelines will assist you in the design of your module’s online and face-to-face learning opportunities. They are based on the experiences of UCD staff,

the work performed as part of the UCD Teaching & Learning '*UCD Blended Learning Initiative Project*' and the relevant e-learning literature. Although they are targeted at the blended learning environment (i.e. the blend of face-to-face and on-line learning, often called a hybrid approach), the guidelines are also good starting point for the development of fully on-line or distance-learning modules. The guidelines are presented in association with a new default structure for Blackboard™ (see Step ii).

Good blended module design should be based on good teaching and learning design principles. Table 2 draws together the key design principles associated with blended module design.

## Overarching Teaching & Learning Principles for the Blended-Learning Environment.

*Table 2: Blended Module Design Principles and Practices*

In the design of the learning environment, it is recommended that you should:

Consider the needs of your student group and the context of their learning, e.g. the level, students' previous experience<sup>1,2</sup>

Consider the key learning tasks for your students and based on these write your learning outcomes<sup>2,3</sup>

Align your module's learning outcomes, assessment approaches and teaching and learning activities<sup>1,2</sup>

Emphasize active student learning, in particular students' peer learning, self-monitoring and autonomous learning<sup>1,2,3,4,5</sup>.

Develop an efficiency with staff and students' time over the blended learning experience<sup>3,5,6,9</sup>

### **In addition, Key Design Practices in Blackboard**

Plan a coherent and efficient sequence of your face-to-face, out-of-class and on-line activities and resources (often referred to as 'wrap-around').<sup>2,6,7,9</sup>

To help reduce information overload<sup>8</sup>, create a thematic structure to the module by grouping the learning materials by topic, concept, activity and/or time-scale, i.e. weeks 1-3; weeks 4-6.

Within these groupings, position all of the related learning materials close to each other in Blackboard.<sup>2,3</sup>

Where appropriate, consider the opportunities for students to collaborate and monitor their progress within Blackboard, e.g. group discussion, formative MCQs<sup>5,6,7</sup>

Write as a narrative to the students, setting out your expectations of what they have to do, why they are doing it and how it links with their learning and assessment<sup>6</sup>.

When setting activities/tasks for student to complete, communicate in Blackboard the expected amount of time they will spend on this task, i.e. time-on-task.<sup>5,6,8</sup>

Ensure that your learning materials are in an accessible format to meet diverse students' needs<sup>1,5,6</sup> see

<http://www.ucd.ie/teaching/documents/AccessibleBlackboard.pdf>

### **References**

1. Biggs, J., Tang, C (2011) *Teaching for Quality Learning: What the student does* (4<sup>th</sup> Ed) . SRHE: Berkshire.
2. Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.
3. Meyers, N.E, McNulty, D.D. (2009). How to use (five) curriculum design principles to align authentic learning environments, assessment, students' approaches to thinking and learning outcomes. *Assessment & Evaluation in Higher Education*. 34 (5), 565-577.
4. UCD (2012) *UCD Strategic Plan to 2014: Forming Global Minds*.  
<http://www.ucd.ie/vpacademic/educationstrategy/strategy2009-14/> , accessed 28<sup>th</sup> September, 2012.
5. Chickering, A.W., Gamson, Z.F. (1991). Applying the Seven Principles for Good Practice in Undergraduate Education. *New Directions for Teaching and Learning*. 47, Fall, San Francisco: Jossey-Bass Inc. see also <https://www.msu.edu/user/coddejos/seven.htm>
6. Littlejohn, A., Pegler, C. (2007) Documenting e-learning blends, In, *Preparing for Blended E-Learning*. 70-93. New York: Routledge.
7. Collis B., Moonen J. (2001), *Flexible Learning in a Digital World*, Kogan Page, London.
8. Mayer, R.E, Moreno, R (2003). Nine Ways to Reduce Cognitive Load in Multimedia Learning *Educational Psychologist*,

38(1), 43–52.

9. Sharma, P, Hannafin, M.J. (2007) Scaffolding in Technology-Enhanced Learning Environments *Interactive Learning Environments*, 15, 1, 27 – 46

10. UCD T&L, (2013) *Advice on Customisation of UCD Modules in Blackboard*  
<http://www.ucd.ie/t4cms/stepstostructurebb.pdf>

## Set-up and Design of Your Bb Module.

### i) Planning Your Module Design.

Before you go into Blackboard™ (Bb), plan your module's teaching, learning and assessment activities to allow for an engaging and active learning experience. In the design of the learning environment, it is recommended that you should (Table 2):

Consider the needs of your student group and the context of their learning,  
e.g. the level, students' previous experience

Consider the key learning tasks for your students and based on these write  
your learning outcomes

Align your module's learning outcomes, assessment approaches and teaching  
and learning activities

Emphasise active student learning, in particular students' peer learning, self-  
monitoring and autonomous learning

Develop an efficiency with staff and students' time over the blended learning  
experience

Careful planning of the blended environment is key. Listen to the informative video presented by Australian Learning and Teaching Council (ALTC) (2013b) titled '*Planning your on-line class.*' This resource considers what you should put on line,

*'It examines the importance of considering pedagogy before technology; constructively aligning assessment with learning outcomes; and the integration of digital literacy skills. It also offers some useful strategies for deciding which components are better suited to an online learning environment.'*

<http://online.cofa.unsw.edu.au/learning-to-teach-online/ltoepisodes?view=video&video=219>

The ALTC also highlight some of the key considerations developed by UNSW when planning, in particular, for the Blended Learning Environment (see Table 3)

Table 3 : Strategies for Planning Blended Learning

## ***Blended learning classes***

- ***Be careful not to double up on work for both teacher and students.*** Divide learning activities or content best suited to either online or face-to-face environments carefully, otherwise you may create a duplicate of the class in both online and face-to-face formats
- ***Don't get carried away with the numerous opportunities that technology offers.*** Ensure that the online component remains relevant to learning and not distracting 'gimmicks' - students will see through this very quickly. Establish what it is you want students to learn, and whether an online component is likely to enhance or improve this experience. It is useful to view similar case studies or to speak to colleagues about their experiences, or refer to other relevant Learning to Teach Online episodes and case studies that deal with choosing technology, designing assessment, using online resources etc.
- ***Establish what activities would benefit from or would be better suited to technology.*** Move these to the online context and then enrich the key activities that benefit from a face-to-face environment. (Refer to the "Establish which components are better suited to the online environment" section later in this document for some useful strategies)
- ***Start slowly.*** Introduce one online component to your blended class or program; assess and evaluate its merits at the end of the semester; adjust accordingly what you have learnt; and then gradually add more online components or more depth to the existing component if it is required
- ***Clearly explain to students and other teaching staff why you are introducing an online component.*** Outline what you hope to achieve, and what the benefits might be for them. Students will usually be more willing to try new methods of learning when they can see the point, and it will help to engender an environment of cooperation and communication between students and their teacher

SEE UNSW, COFA.ON-LINE. (2013) *LEARNING TO TEACH ONLINE*

[http://online.cofa.unsw.edu.au/sites/default/files/episode-pdf/Planning\\_class\\_LTTO.pdf](http://online.cofa.unsw.edu.au/sites/default/files/episode-pdf/Planning_class_LTTO.pdf)

As for all module design processes, consider the need of your student group and the context of their learning. Based on this decide what are the key task/learning that you



hope your students should achieve in this module. It is then that you should consider what technologies are most suitable to supporting this. Table 3.1 sets out some current technologies (i.e. May 2013) and their accessibility in relation to cost. This table is by no means full list of available options.

**Table 3.1 Types of Learning and Conventional and Digital Learning Technologies**

Example 1; Laurillard, D (2012)			Specific technologies: * denotes free/modest price or UCD available
Learning Through	Conventional Technology	Digital Technology	
<b>Acquisition</b>	Reading books, papers, listening to teacher presentations face to face, lectures; watching demonstrations, master classes.	Reading multimedia, websites, digital documents and resources; listening to podcasts, webcasts (screencasts), watching animations, videos.	<b>Screencasts:</b> <b>*POWERPOINT with audio ARTICULATE and ADOBE PRESENTER (PC authoring only). Cost approx.€150-300</b> <b>CAMTASIA and ADOBE CAPTIVATE</b> <b>-Podcast: *AUDACITY (see references)</b> <b>-*YOU-TUBE</b> <b>-* DIGITAL LEARNING REPOSITORIES `(see references)</b> <b>*LECTURE CAPTURE : ECHO 360</b> <b>* CLICKERS (in class)</b> <b>* HAND-HELD HD CAMERA (approx. €70-80 euro)</b>
<b>Inquiry</b>	Using text-based study guides; analysing the ideas and information in a range of materials and resources; using conventional methods to collect and analyse data; comparing text, searching and evaluating information and ideas.	Using on-line advice and guidance; analysing the ideas and information in a range of digital resources; using digital tools to collect and analyse data; comparing digital texts, using digital tools for searching and evaluating information and ideas.	<b>*SPSS</b> <b>*EXCEL</b> <b>* ArcGIS</b> <b>Mind Genius (Mind mapping software for Education) `(see references)</b>  <b>Follows such process as brainstorming (could be in-class in groups), information gathering (on-line or other) and then critical group discussion (or presentation of results), i.e.*ON-LINE DISCUSSION or submission of assignment/overview.</b>  <b>UCD Library Databases and related software</b>
<b>Practice</b>	Practicing exercises; doing practice projects, labs, field trips, face to face role play activities	Using models, simulations, micro-worlds, virtual labs and field trips, on-line role play activity,	<b>*SECOND LIFE</b> <b>*Allocated roles in WIKIS, GROUP DISCUSSIONS</b>
<b>Production</b>	Producing articulations using statements, essays, reports, accounts, designs, performance, artifacts, animations, models, videos	Producing and storing digital documents, representations of designs, performances, artifacts, animations, models, photos, videos, blog, e-portfolios.	<b>*Uploading assignments, i.e. essays, designs, assignments, photos...</b>  <b>*Production of concept maps, (see references)</b>  <b>* Production of posters, submitted on-line (see references)</b>
<b>Discussion</b>	Tutorials, seminars, e-mail discussions groups, class discussions,	On-line tutorials, seminars, email discussions, discussion groups.. web-	<b>Asynchronous discussions: *Bb DISCUSSION GROUPS</b> <b>Synchronous discussion:</b> <b>*BB VIRTUAL CLASSROOM.</b>

		conferencing tools, synchronous and asynchronous.	
<b>Collaboration</b>	Small group projects, discussion others inputs, building joint output	Small group project. Using on-line forums, wikis, chat rooms for discussing others outputs, building a joint digital output,	<b>*Bb WIKIS SPARKPLUS: On-line peer and self assessment *BLACKBOARD COLLABORATE (or alternative)</b>

Write your learning outcomes and ensure that the learning and assessment tasks align with these outcomes. Consider also the sequence and inter-relationship of the assessment tasks.

Littlejohn and Pegler (2007) describe that there are four types of blend to consider for both staff and students:

- *The space blend*: virtual and/or physical
- *The time blend*: for example synchronous versus asynchronous
- *The media blend*: the types of tools and resources
- *The activity blend*: the organisation of the different activities and resources.

In addition to the consideration of the time blend, the efficiency of the blended module from both your and the students' time is very important. In your initial module design consider the balance in students' time between: what they are required to study (*autonomous student learning*); tasks they are prescribed to do themselves in Bb or out-of-class (*specified student learning tasks, including assessment activities*); and what is addressed in the face-to-face or on-line monitored *contact hours* (lectures/labs/tutorials/on-line group discussions). Collectively they should add to the equivalent of approx. 110 student effort hours for a 5 ECT credit module (Figure 2).

Consider the added value of the on-line environment for student-activity and how this may 'supplement' or 'replace' some in-class face-to-face.

*'The supplemental model retains the basic structure of the traditional course and a) supplements lectures and textbooks with technology-based, out-of-class activities, or b) also changes what goes on in the class by creating an active*

*learning environment within a large lecture hall setting’.*

*[http://www.thencat.org/PCR/model\\_supp.htm](http://www.thencat.org/PCR/model_supp.htm) (NCAT, 2013)*

*‘The replacement model reduces the number of in-class meetings and a) replaces some in-class time with out-of-class, online, interactive learning activities, or b) also makes significant changes in remaining in-class meetings’.*

*[http://www.thencat.org/PCR/model\\_replace.htm](http://www.thencat.org/PCR/model_replace.htm) (NCAT, 2013)*

Calculate the expected student-effort hours of any on-line tasks for the students (i.e. later you will need to communicate this to students).

*Figure 1: Student Effort Hours in Blended Learning (same hours, different weightings)*

No on-line	Blended	Blended
Class Contact (Face to face)	Class Contact (Face to face)	Class Contact (face to face & monitored on-line)
Specified Learning Activities (out of class)	Specified Learning Activities (on-line or out of class)	Specified Learning Activities (on-line or out of class)
Autonomous Stud. Learning	Autonomous Stud. Learning	Autonomous Stud. Learning

As Bb allows students to engage with the materials before, during and after class, consider the best sequence for when and how students might do this, i.e. develop a plan to ‘wrap’ (Figure 2) the blend of content, activities and resources (Fink, 2003, 2004; Littlejohn & Pegler, 2007)

*Figure 2: Blended Learning: The wrap around.*

## Blended Learning<sup>1</sup>

ON-LINE

Wrapping around the Off-Line (face-to-face F2F) Resources



Wrapping around the On-Line Resources

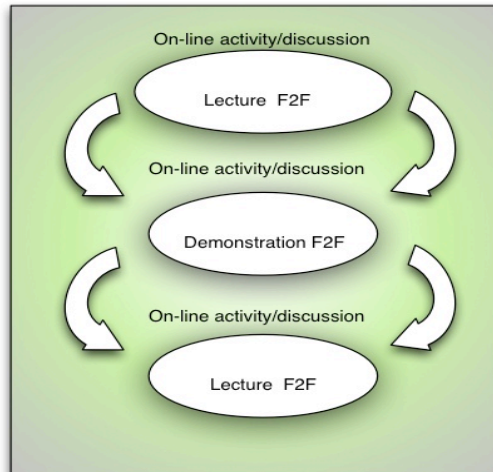


image by geraldine.m.oneill@ucd.ie

1. Littlejohn A.H. and Pegler, C. (2007) Planning for blended learning, Routledge, London

There have been different models used on how to document e-learning blends. In common in the majority of these frameworks are that 'people' engage in 'activities' with 'resources'. Littlejohn and Pegler (2007) suggest some frameworks. The first of these is a *lesson plan* approach to documentation and includes documentation on: time; mode; staff role; student role; resources and feedback and assessment. Appendix 1 gives an example of this approach to documentation. The *lesson plan* has been useful to document often. Another framework is the *learning design sequence map*. This approach visually highlights the sequence of the learning and teaching perspectives, which can be either linear or iterative non-sequential tasks (Littlejohn and Pegler, 2007). One very commonly used approach is that developed by *Oliver et al* (2002) and used by the Australia Universities Teaching Committee (AUTC). It visually sets out the learning activities (sometimes described as learning 'tasks'), the learning 'resources' and the learning 'supports.' AUTC (2013, p1) describe these as:

**Representing learning activities:** The learning activities are represented by a series of rectangles, arranged vertically. These activities represent the learner's "journey". Each rectangle has a description of what the learners are required to do or produce. Activities that are assessable are distinguished with an asterisk (\*).



**Representing learning resources:** Learning resources are represented by triangles to the left of the activity sequence. An arrow from a resource (triangle) to an activity (square) indicates that resources are available to the student when doing the activity. An arrow from an activity (square) to a resource (triangle) indicates that a resource is produced during the activity and becomes a resource for others to use later.



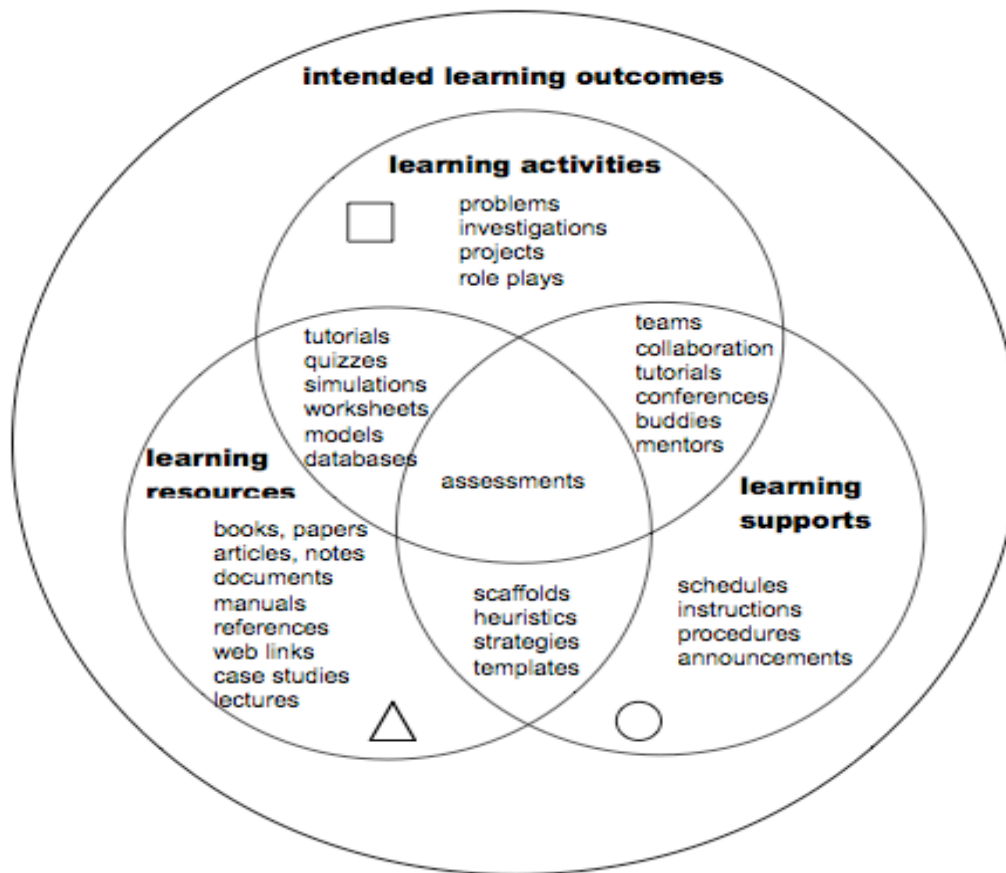
**Representing learning supports:** The learning supports are represented by circles to the right of the activity sequence. An arrow from a “circle” to a “square” indicates that support strategies are being used to assist the students in their learning.



These can be overlapping categories and they appear to be differently interpreted in the literature, for example the lecture can be seen as ‘a resource’ (as in Figure 3) or as an ‘activity’ that the student needs to attend and engage in.

# UCD TEACHING AND LEARNING/RESOURCES

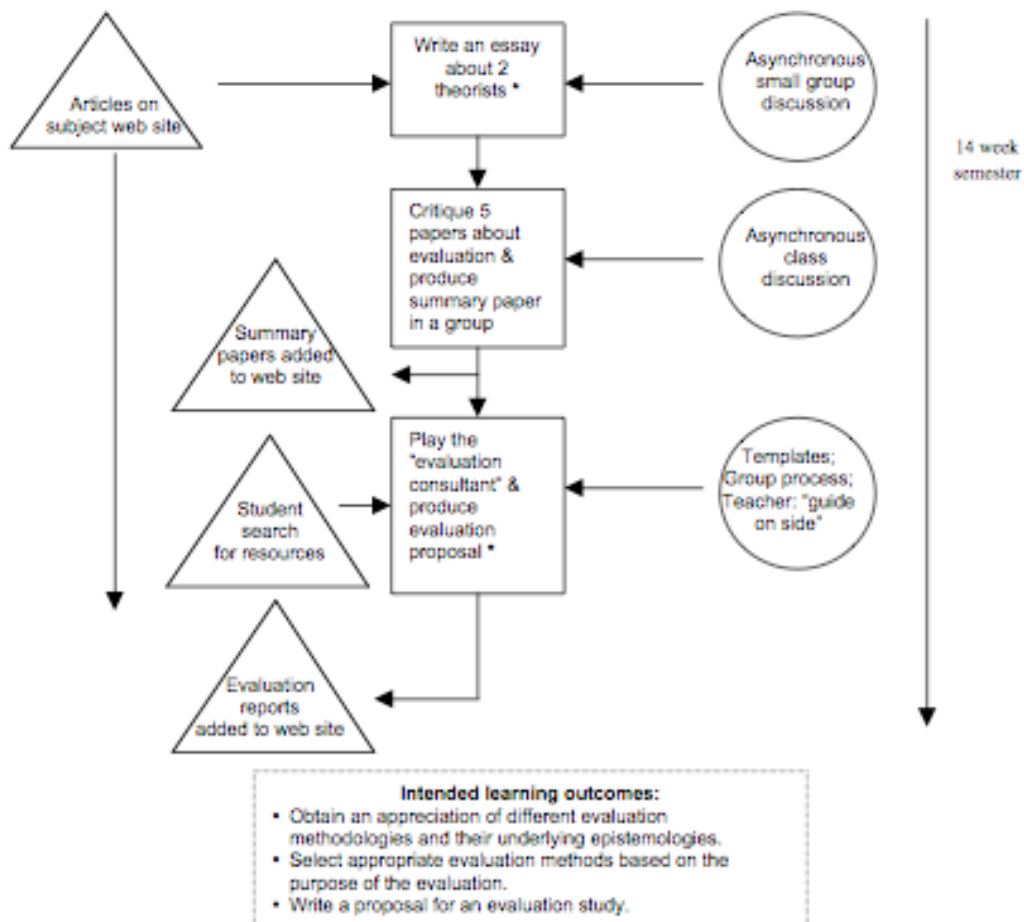
Figure 3: AUTCs image of Oliver et al (2002) learning design sequence map. (AUTC, 2013)



Using the square, triangle and circle, the map is laid out in sequence, based on the types of learning situation, such as that represented in Figure 4 and 5 below.

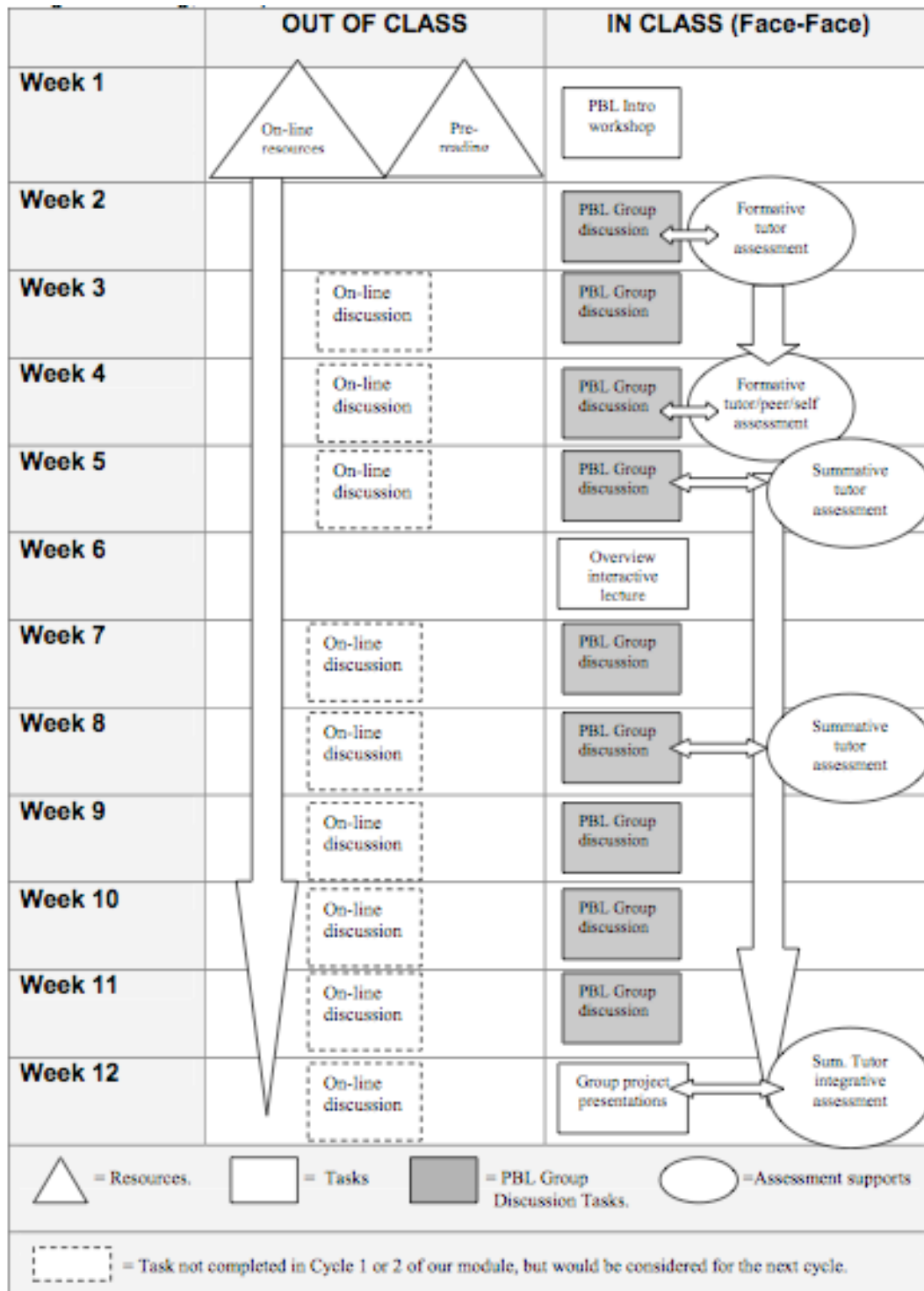
# UCD TEACHING AND LEARNING/RESOURCES

Figure 4 : AUTC's example of a 'learning design sequence map' employed in a fictitious Educational Technology subject about Evaluation methods (AUTC, 2013)



# UCD TEACHING AND LEARNING/RESOURCES

Figure 5: 'Learning design sequence map' used for a Problem Based learning module using a blend of activities (O'Neill & Hung, 2010).





*Learning design sequence maps* help outline the complexities of the sequencing of the learning activities (Littlejohn and Pegler, 2007).

## ii) Customising Your Blackboard Modules for UCD consistency

In line with the key design practices mentioned earlier and to give some level of consistency of navigation for students across all their modules, the University has now approved (i) a new module structure in Blackboard and (ii) associated content guidelines. New Bb modules, from summer 2013, will default to the new structure and content should then be organised to align with the guidelines in Table 1 below. Existing modules should be updated to comply with both the new structure (Figure 6) and with the associated content guidelines (Table 4). For more detailed instructions see <http://www.ucd.ie/t4cms/stepstostructurebb.pdf> . These guidelines are intended to be helpful to you by way of: developing consistency across your modules; improving your blackboard usage skills and introducing you to some key design practices in Bb. For more information on good practices in e-learning, see <http://www.ucd.ie/teaching/resources/e-learning/>)

It is estimated that this will take approximately 30 minutes to do. There are different versions of Blackboard in existing modules and buttons may be labelled differently dependent on when they were created, i.e. 'content' or 'course documents' folders. These change will give your current modules a similar look to the modules in the new default, however, note that as older versions do not all have the same functionalities it will not look exactly the same.

# UCD TEACHING AND LEARNING/RESOURCES

Figure 6: Applying the New Blackboard Structure (\*to download more detailed instructions go to <http://www.ucd.ie/t4cms/stepstostructurebb.pdf>)

Figure 1: Applying the New Blackboard Structure (\*to download more detailed instructions go to <http://www.ucd.ie/teaching/resources/e-learning/> )

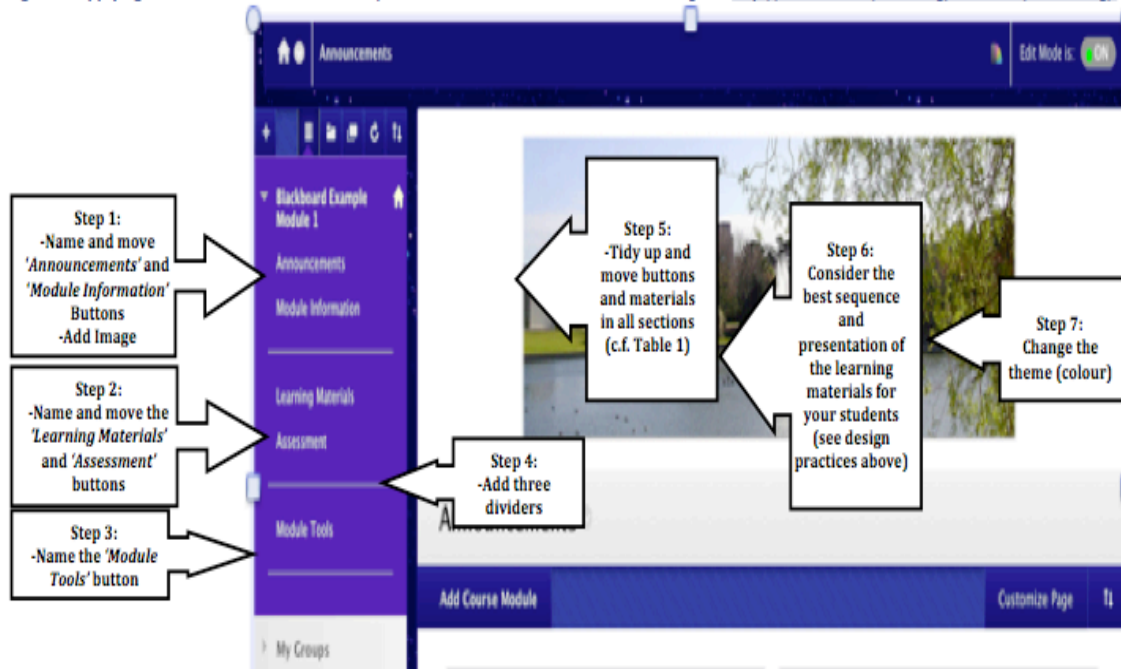


Table 4: Content Organisation Guidelines

General Function of 'Section'	Button's Name	Suggested Button's Content
<b>SECTION 1</b> <i>Announcements &amp; Overview of the module (Static information)</i>	<b>ANNOUNCEMENTS</b>  <b>MODULE INFORMATION</b> <hr/>	<b>'Announcements' Button:</b> Welcome to module; New announcements; Tasks to do; Alerts; What's new....
		<b>STATIC INFORMATION</b> <b>'Module Information' Button:</b> Module Descriptor: Add direct link to current module descriptor, by adding in a web-link. To do this: Go to 'Build Content', click web-link, name it, copy in url below but replace the 'MODULECODE' with your real module code, e.g. <a href="https://sisweb.ucd.ie/usis/w_sm_web_inf_simple_viewer.show_module?p_code=MODULECODE">https://sisweb.ucd.ie/usis/w_sm_web_inf_simple_viewer.show_module?p_code=MODULECODE</a> Module handbook; Timetable; Links to Library: -Catalogue <a href="http://library.ucd.ie">http://library.ucd.ie</a> -Supporting your learning <a href="http://www.ucd.ie/library/supporting_you/support_learning/">http://www.ucd.ie/library/supporting_you/support_learning/</a> School/programme polices; Overview of assessment details (type, weighting, timing); Reading-list for module; Contacts for staff & tutors/teaching assistants; Visual overview of module's concepts (if available).
<b>SECTION 2</b> <i>Teaching, Learning and Assessment Section (Dynamic information) Add additional button for commonly-used teaching methods in this section (i.e. labs, tutorials, discussions, blogs, wiki)</i>	<b>LEARNING MATERIALS</b>  <b>ASSESSMENT</b> <hr/>	<b>DYNAMIC INFORMATION</b> <b>'Learning Materials' Button:</b> Examples include, Activities; Notes; Images; Resources; Power-point; Case-studies; Videos; Discussion Groups; Blogs; Podcasts; Screencasts; Web-links; Link to articles... (Note: Hyper-link to the articles' or e-books' pdf, see <a href="http://www.ucd.ie/t4cms/Guide76.pdf">http://www.ucd.ie/t4cms/Guide76.pdf</a> for instructions. For more on copyright see <a href="http://www.ucd.ie/t4cms/UCDTLE0051.pdf">http://www.ucd.ie/t4cms/UCDTLE0051.pdf</a> ) As in design practices above, in this button the module's content is grouped by either topics, concepts, activities and/or timescale. Set tasks/activities/assessments for students to do in these groupings. Position the learning materials close to each other, etc..
		<b>'Assessment' Button:</b> Synthesis of all assessment tasks for this module; 'My Grades' function ( <i>if used</i> ); Past papers ( <i>if used</i> ); Individual Safe-Assign and/or Assignment Submission Function ( <i>if used</i> ); Additional assessment information, such as assessment criteria, assessment rubrics; plagiarism policy; UCD assessment submission cover-page template (or link); UCD policy on late submission link; School referencing style ( <i>if used</i> ).
<b>SECTION 3</b> <i>Add your own buttons as needed for module</i>	<b>MODULE TOOLS</b> <hr/>	<b>'Module Tools' Button:</b> You may have more specifically title this 'communication' or 'e-mail', if this is the only functionality for this button then you may wish to retain this title. NB: Within this button, hide any Tool Links that you do <u>not</u> want the students to either see, do, or that you are not using, e.g. students e-mail to each other. Add other module specific tool buttons, i.e. 'Student Queries', 'Help', 'Programme Information'

For any further queries, regarding:

-**Technical advice on Blackboard:** Please contact [Brendan.dixon@ucd.ie](mailto:Brendan.dixon@ucd.ie) (716-2008) in IT services.

-**Good practices in modules design, material positioning and teaching/learning activities:**

Please contact UCD Teaching & Learning at [teachingandlearning@ucd.ie](mailto:teachingandlearning@ucd.ie) (716-2034).

-**Formatting a photo:** Please contact [Vincent.hoban@ucd.ie](mailto:Vincent.hoban@ucd.ie) at Media Services (716-7091).

-**Making on-line material accessible for all students:** Please contact [Julie.tonge@ucd.ie](mailto:Julie.tonge@ucd.ie) (716-7179).

### iii) Organizing and Sequencing your Teaching, Learning Activities

In order to reduce information overload on-line, first organize your module's content into themes/concepts/units/activities as is appropriate to your subject (as in Appendix 1: Pre-planning Template). In the 'Learning Materials' button build folders under these themes. Avoid too many folders. For example, see Figure 7.

*Figure 7: Example of Folder Organises by Themes and Time*



#### **Theme: 'Curriculum Alignment' (Weeks 1-2)**

This theme/concept will be addressed in weeks 1-2 and this folder contains the related materials, class notes, activities and related assessments.



#### **Theme: 'Curriculum Sequencing' (Weeks 3-5)**

This theme/concept will be addressed in weeks 3-5 and this folder contains the related materials, class notes, activities and related assessments.



#### **Theme: 'Curriculum Assessment' (Weeks 6-8)**

This theme/concept will be addressed in weeks 6-8 and this folder contains the related materials, class notes, activities and related assessments.

It is good practice, as in Figure 7 above, to write a short note addressed to the students that highlights what is in each folder.

In order to scaffold student learning, it can be beneficial to progressively release folders. It is also possible to turn off folders so one student group can't see another group for some aspects of the module.

#### *Set explicit tasks.*

Within these folders organise the material to explicitly set tasks that the students should be engaging in at that time (i.e. reading, attending class, doing assessments, other on-line or off-line activities) (see Figure 9 as an example). Even in modules with a high level of lectures and

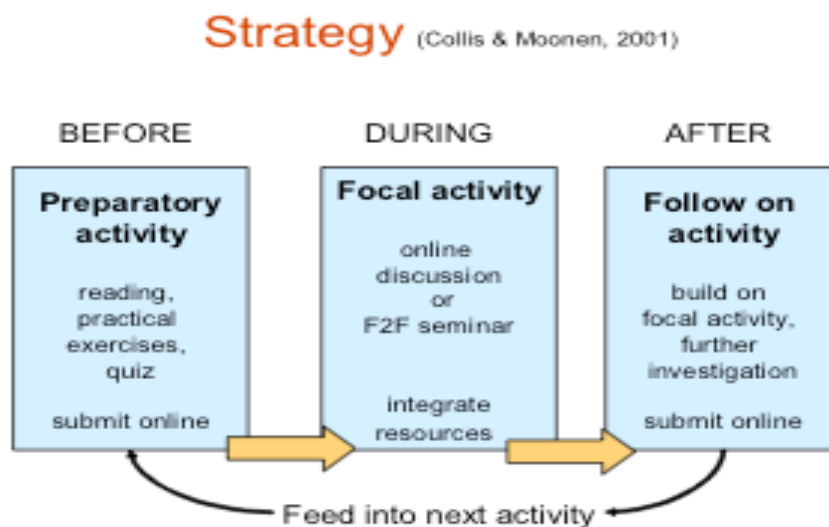
# UCD TEACHING AND LEARNING/RESOURCES

formal examination, there is still an expectation of reading and engaging in a critique of materials. Make this expectation explicit.

*Consider sequencing of the activity.*

Consider what is the most efficient sequence of activities for the blend of on-line and face to face experiences (See Figure 8).

*Figure 8: Planning for Before, During and After On-Line Activity (Collis & Moonen. 2001)*



*Write as a narrative to the students*

Write to the students if you were talking to them, *'you should now be doing/reading...'; 'you might find the following resource useful..'*

Use very clear instructions and rationale for tasks. In the narrative, note the

- 'purpose'** of the activities,
- the **'task'** including estimated time student should be spending on the task, and,
- where applicable, the expectation of students' **'response'** to each other (i.e. in group discussion/blogs/wiki). Salmon (2007) suggests that e-tivities should be laid out by these

three elements. See example of this in Figure 9 and see Appendix 3 for a template to help you present the activity (e-tivity) to the students in the Blackboard environment.

As noted earlier, as you add in items and folders, write a summary sentence on what is in this folder/item (See Figure 7 and 9).

### *Align Resource*

Resources should be linked with the task and the narrative and placed as the students need them. Therefore, the resource-type folders or items , i.e. 'materials', 'resources', 'documents' should be embedded close to the task and they should align with the tasks. The assessment should also be aligned with these resources, See Figure 9. For a video on how to upload content, see UCD IT Services resource on [How To Upload Content](#) <sup>19</sup>

### *Engagement and Inclusive Learning*

Ensure that your learning materials are in an accessible format to meet diverse students' needs (see also <http://www.ucd.ie/teaching/documents/AccessibleBlackboard.pdf>)

NB: Consider how the materials in Blackboard best compliments and/or supplements the face-to-face content. For inclusive student learning approaches resources should be available to students beforehand, however there needs to be an added value to the face-to-face for students to be encouraged to attend and engage with the material. Consider how the lecture is not an exact replica of the slides/materials on-line. You may decide to adjust the style of your lecturing to move away from what students can now receive easily in the on-line space, i.e.

- Lectures with more depth explanation on complex concepts,
- In-class case studies based on pre-reading in Blackboard,
- In-class short discussions in twos,
- Mini-tests based on readings,
- Formative MCQ's using clickers or show of hands.

For more on blended learning case studies for large classes (including examples of the 'flip-class-room') see UCD Teaching and Learning resource on *Case Studies on Blended Learning in Large Classes* (available from [geraldine.m.oneill@ucd.ie](mailto:geraldine.m.oneill@ucd.ie)).

Figure 9: Aligning the sequence and positioning of materials: An Example



### Introductions in small group 'Blogs'

Enabled: Statistics Tracking

*Task:* If you have not done so, Click on above link to Introduce yourself and answer questions put to you by others. (On-line Blog)

*Purpose:*  
The purpose of this task is that you will learn from and about other students in one of the groups in your class. It should take you about 15 -20 minutes to complete this task. This task is not assessed, but will assist in helping you gain familiarity with the on-line environment as you are assessed on the next on-line contribution (Your first assignment, i.e. an on-line Blog on Module Design)

*Expectation of Response:* You are expected to respond to the questions put to you. You need to have completed your introduction (by 30th January) and the responses by 10th February.



### Seminar 2: Module Design Powerpoint

Enabled: Statistics Tracking

Attached Files:  [Session 2,Module Sequencing.ppt](#) (2.188 MB)

These are the power-point slides for Seminar 2 on Module Design. They will assist you in making some connections with the literature to be presented in the next lecture (Lecture 2) and will relate to your assignment on 'module design'.

## iv) Encourage Student Collaboration and Peer Learning

Where possible, use the Blackboard environment as an opportunity for students to collaborate with each other and with staff, i.e. Discussion Boards, Wikis, Blogs. These collaborative activities can be assessed for student participation and/or quality of contribution (see Appendix 2 as example). There are also some useful case studies of students benefitting from low weighted grading for participation in un-monitored discussion (for example, n=500 1<sup>st</sup> year Psychology students, REAP case study: REAP, 2012, see UCD T&L resource on *Case Studies on Blended Learning in Large Classes*. available from [geraldine.m.oneill@ucd.ie](mailto:geraldine.m.oneill@ucd.ie))

*Figure 10: General Overview of the Interactive and Communication Tools in Blackboard.*

### General Overview of Interactive/Communication Tools

There are several communication tools available in Blackboard.

- The **Announcement** tool is the default homepage for your course. This tool allows you to post a message to students they see when they login to your course site, making students aware of changes in the schedule, reminders, etc. Announcements are listed on the homepage for 7 days and can be setup in advance (holidays, guest lecturers, etc.) by selecting specific dates and times.
- The **Discussion Board** is an area the entire class may post a reflection, comment, question, or answers to specific questions you may have posted as part of class readings or required class discussion.
- **Messages** is an internal message delivery system. This tool is useful for instructors with a large student population and those who would prefer not to receive class e-mails in their Missouri e-mail accounts.
- The **Collaboration** tool is for synchronous (real-time) chat. This tool is most often used for "Online Office Hours" or other informal group discussion activities.
- **Group Pages** is an effective tool for facilitating small group projects. Each group may be given their own private Discussion Board, E-mail list, Collaboration tool, and File Exchange. Generally, the group Discussion Board is the most widely-used, and one benefit to using this tool is that it allows you to monitor and/or participate in the groups' conversations.
- **Blogs** may be set up on the course, group, or individual level in Blackboard. They may be used for journaling, sharing of research and creative writing, and collaboration.
- **Wikis** are collaborative web pages. Ideal for group research and writing projects, the history function in wikis allow instructors to see the contributions of each group member in minute detail. They may be deployed at the course, group, or individual level.

Faculty Guide University of Missouri

For more details on explanation of the rationale for your discussion groups, wikis, blogs, see UCD Teaching & Learning's [E-Learning](http://www.ucd.ie/teaching/resources/e-learning) page [http://www.ucd.ie/teaching/resources/e-](http://www.ucd.ie/teaching/resources/e-learning)



[learning/](#). For technical support and videos on how to set these up also see [Blackboard Quick Start Videos](#)

<http://www.ucd.ie/itservices/itsupport/blackboard-elearning/usingblackboard-forstaff/blackboardquickstartvideos/> or contact UCD IT services

## vi) Assessing on-line

The on-line environment allows opportunities for on-line summative assessments (i.e. MCQ, discussion boards, wikis, concept maps, etc), the same methods can also be used for assessment FOR learning opportunities (ungraded or low-graded assessments for feedback purposes) (UCD T&L, 2012a). Some of the range of on-line assessments include:

Written assignments

Essays

Interactives e.g. drag-and-drop, labelling, sequencing

Online quizzes and questions

Collaborative assignment work

Portfolios

Online Exams (open-book; structured; timed)

Practicals

Simulations

Case studies

Participation in online discussions

Publication of student work /presentations

Experiential activities, such as role-play

Debates

Reviews

<http://learnline.cdu.edu.au/t4l/elearning/onlineassessment.html#discussion>

When considering whether to use on-line assessments, the Centre for Study in Higher education (2013) provides a useful resource on some key issues to consider when starting this process. See <http://www.cshe.unimelb.edu.au/assessinglearning/03/online.html>

Blackboard allows students to submit on-line (Figure 11) and if required, through the plagiarism checking software, Safe Assign. When using SAFE ASSIGN function, give students some guidelines on how they should interpret the % plagiarism results, i.e. is a 20% result acceptable? Note the SAFE ASSIGN function does not allow dates and therefore will not populate into the TO DO function in the announcements page.

The functionality of My Grades can be set up to allow 'provisional grades' to be given to students. For more details on submitting on line and setting up Safe Assign, see IT services video [How to Post Assignments](#). (note in a Mac you need to scroll to the right to access the columns on the right) (UCD IT Services, 2012c)

Set up your Assessment (including examination) details, Assessment criteria documents, and all assessment functionalities in the 'Assessment' button. It is also useful to put here any UCD or School policy links, i.e. links to UCD's late submission policy, the School plagiarism policy, School referencing style.

*Figure 11: Setting up for students submitting in Blackboard.*

### **Assignments**

For those instructors interested in receiving digital assignment submissions from their students, the **Assignment** tool may be of use. Using the drop-down menu to the right of any content area page, you can add a link to a specific graded Assignment. Remember, this tool is specifically designed to facilitate file exchange from the student. If you do not wish to receive files from students, do not use this tool.

## To Create an Assignment

1. Mouse-over the **Create Assessment** button.
2. Click **Assignment**.
3. In the **Name and Color** field, type a name for the Assignment. If you would like, this field also allows you to choose a special color for the assignment. This is optional.
4. In the **Instructions** field, type instructions for the assignment (e.g., "Respond to the following in a 500-word essay...") or for the submission of the assignment (e.g., "Please submit this assignment in the RTF format by 5:00 Friday.>").
5. Under **Assignment Files**, click **Browse My Computer** to attach an external document (such as instructions or an essay prompt you have prepared in Word).
6. In the **Points Possible** field, type a numeric value for the assignment.
7. Under Availability, select the **Make the Assignment Available** check box if you want it to be available immediately. If you want to restrict the assignment's availability, do so using the Limit Availability fields.
8. In the **Due Date** fields, specify a date and time after which submitted assignments will be flagged as **Late** (assignment will still be received, just marked as being late).

Faculty Guide University of Missouri

## vii) Support Students.

Students need support in developing their technical skills and you need to use strategies that integrate digital literacy into the curriculum. UNSW (2013) have developed some advice around supporting students in the area.

*Table 5: Useful strategies for integrating digital literacy into curriculum*

***Incorporate some scaffolding that supports or develops digital literacy into your class.*** Include tasks that provide a foundation in developing necessary skills. This can be done over the duration of the semester, or over a series of classes within a program

***When introducing a new online technology, allocate sufficient time beforehand to fully brief students*** (often in a 'step-by-step' process) on how to set up and use that technology or software

***Provide ongoing support.*** Prepare written instructions (online or hard copy) that reiterate what was introduced in the aforementioned briefing to allow students to revise any steps they may have forgotten. Provide a 'Question and Answer' thread in a discussion board where students can ask questions, and ensure that you respond

*promptly. A "Frequently Asked Questions" document may also be helpful*

***Before teaching your class, ensure you are familiar with, and have experience in the technology or online environment that you are introducing. This allows you to pre-empt and possibly divert any problems, and answer or resolve issues more promptly***

SEE UNSW, COFA.ON-LINE. (2013) *LEARNING TO TEACH ONLINE*

[http://online.cofa.unsw.edu.au/sites/default/files/episode-pdf/Planning\\_class\\_LTTO.pdf](http://online.cofa.unsw.edu.au/sites/default/files/episode-pdf/Planning_class_LTTO.pdf)

Use the functionality of the discussion forums or group e-mails to assist students' queries. Forums can often be titled, for example, 'the On-line café' for enhancing a more student-friendly environment.

## References

Allen, E. & Seaman, J. (2010). *Class Differences: Online Education in the United States*. Babson Survey Research Group

Australian Learning and Teaching Council (2013) *Learning to Teach On-line*  
<http://online.cofa.unsw.edu.au/learning-to-teach-online/ltto-episodes?view=video&video=221>

Australian Learning and Teaching Council (2013b) *Planning your on-line class*.  
<http://online.cofa.unsw.edu.au/learning-to-teach-online/ltto-episodes?view=video&video=219>

AUTC (2013) *Guidelines to construct a Learning Design Sequence*  
<http://www.learningdesigns.uow.edu.au/project/doc/Construct%20an%20LD%20Sequence.pdf>

Baxter, J (2007b). *A Case Study of Online Collaborative Work in a Large First Year Psychology Class*. From the REAP International Online Conference on Assessment Design for Learner Responsibility, 29th-31st May, 2007.  
[http://www.reap.ac.uk/reap/public/Report/SU\\_Psychology\\_CR.pdf](http://www.reap.ac.uk/reap/public/Report/SU_Psychology_CR.pdf)

Biggs, J., Tang, C (2011) *Teaching for Quality Learning: What the student does* (4<sup>th</sup> Ed) . SRHE: Berkshire.

Bonk, C. J., & Graham, C. R. (Eds.). (2006). *The handbook of blended learning: Global perspectives, local designs*. San Francisco, CA: Pfeiffer.

Chickering, A.W., Gamson, Z.F. (1991). Applying the Seven Principles for Good Practice in Undergraduate Education. *New Directions for Teaching and Learning*, 47, Fall, San Francisco: Jossey-Bass Inc. see also <https://www.msu.edu/user/coddejos/seven.htm>

COFA.ON-LINE. (2013) *LEARNING TO TEACH ONLINE*  
[http://online.cofa.unsw.edu.au/sites/default/files/episode-pdf/Planning\\_class\\_LTT0.pdf](http://online.cofa.unsw.edu.au/sites/default/files/episode-pdf/Planning_class_LTT0.pdf)

Collis B., Moonen J. (2001), *Flexible Learning in a Digital World*, Kogan Page, London.

Deslauriers, L, Schelew, E., Wieman-C (2011) Improved Learning in a Large-Enrollment Physics Class, *Science* 332- 862.

E-premier series. (2013) <http://e-ako.blogspot.ie/>  
<http://akoaootearoa.ac.nz/projects/eprimer-series>

Educause Learning Initiative (2012) *7 things you should know about the flip-classroom*;  
<http://net.educause.edu/ir/library/pdf/ELI7081.pdf>

Fink, L. D. (2003). *Creating significant learning experiences: An integrated approach to designing college courses*. San Francisco: Jossey-Bass.

Fink, L.D. (2004), *A Self-Directed Guide to Designing Courses for Significant Learning*,  
[http://trc.virginia.edu/wp-content/uploads/2013/08/Fink\\_Designing\\_Courses\\_2004.pdf](http://trc.virginia.edu/wp-content/uploads/2013/08/Fink_Designing_Courses_2004.pdf)

Garrison, D. R., & Kanuka, H. (2004). *Blended learning: Uncovering its transformative potential in higher education*. *The Internet and Higher Education*, 7, 95–105.  
doi:10.1016/j.iheduc.2004.02.001

Garrison, D. R., & Vaughan, N. D. (2008). *Blended learning in higher education: Framework, principles, and guidelines*. San Francisco, CA: Jossey-Bass

Halverson, L.R. Graham, C.R. Spring, K.J. Drysdale, S.J. (2012). An analysis of high impact scholarship and publication trends in blended learning, *Distance Education*. 33, (3,) 381–413.

Jacques, D. Salmon, G (2007). *Learning in Groups: A Handbook of face-to-face and on-line environments*. 4<sup>th</sup> Edition, London: Routledge

Laurillard, D (2012). *Teaching as Design Science: Building Pedagogical Patterns for Learning and Technology*. London: Routledge.

Littlejohn, A., & Pegler, C. (2007) Documenting e-learning blends, In, *Preparing for Blended E-Learning*. 70-93. New York: Routledge.

Mayer, R.E, Moreno, R (2003). Nine Ways to Reduce Cognitive Load in Multimedia Learning *Educational Psychologist*, 38(1), 43–52.

National Center for Academic Transformation (NCAT) (2013) *Program In Course ReDesign* : PEW Funded. The National Centre for Academic Transformation.  
<http://www.thencat.org/PCR.htm>

O'Neill, G, Murphy, F (2012) *Guide to Taxonomies of Learning*.  
<http://www.ucd.ie/t4cms/UCDTLA0034.pdf>

O'Neill, G., Hung, W. (2010) Making Strong Learning Connections: Students Involvement in Improving the Interconnections of Concepts in a PBL Module, In Barrett, T, Moore, S.. *New Approaches to Problem-Based Learning: Revitalising Your Practice in Higher Education*, New York: Routledge, pp63-74.

Oliver, R. & Herrington, J. (2001). *Teaching and learning online: A beginner's guide to e-learning and e-teaching in higher education*. Edith Cowan University: Western Australia.

Oliver, R., Harper, B., Hedberg, J., Wills, S. & Agostinho, S. (2002) Formalising the description of learning designs, in *Quality Conversations*, Proceedings of the 25th HERDSA Annual Conference, Perth, Western Australia, 7-10 July 2002: pp 505. Conference Proceeding is posted at Research Online. <http://ro.ecu.edu.au/ecuworks/3904>

Osguthorpe, R. T., & Graham, C. R. (2003). Blended learning environments: Definitions and directions. *Quarterly Review of Distance Education*, 4, 227–234. Retrieved from <http://www.infoagepub.com/index.php?id=89&i=58>

Partridge, H., Ponting, D. McCay, M (2011) *Good practice report: Blended Learning*. Australian Learning and Teaching Council. <http://eprints.qut.edu.au/47566/1/47566.pdf>

Prunuske A, Batzli, J. Howell E. Miller, S. Using Online Lectures to Make Time for Active Learning *Genetics* 2012 192:67-72

Ronchetti, M. (June 2010), Using video lectures to make teaching more interactive", *International Journal of Emerging Technologies in Learning (ijET)*, <http://online-journals.org/ijet/article/view/1156>

Salmon, G (2007) *E-tivities: The key to Active On-line Learning*. Oxon: RoutledgeFalmer.

Sharma, P, Hannafin, M.J. (2007) Scaffolding in Technology-Enhanced Learning Environments *Interactive Learning Environments*, 15, 1, 27 – 46

Twigg, C.A. (2003): Improving Quality and Reducing Cost: Designs for Effective Learning, *Change: The Magazine of Higher Learning*, 35:4, 22-29.  
<http://dx.doi.org/10.1080/00091380309604107>

UCD (2012) *UCD Strategic Plan to 2014: Forming Global Minds*.

<http://www.ucd.ie/vpacademic/educationstrategy/strategy2009-14/> , accessed 28<sup>th</sup> September, 2012.

UCD IT Services (2012a) *Video Resource: Blackboard 9 Introduction*

<http://www.ucd.ie/itservices/itsupport/blackboard-elearning/usingblackboard-forstaff/blackboardquickstartvideos/>

UCD IT Services (2012b) *Video Resource: Blackboard: How to upload content*.

<http://www.ucd.ie/itservices/itsupport/blackboard-elearning/usingblackboard-forstaff/blackboardquickstartvideos/>

UCD IT Services (2012c) *Video Resource: Blackboard: How to post Assignments*

<http://www.ucd.ie/itservices/itsupport/blackboard-elearning/usingblackboard-forstaff/blackboardquickstartvideos/>

UCD IT Services Blackboard Support (2012) *Blackboard Quick Start Videos*

<http://www.ucd.ie/itservices/itsupport/blackboard-elearning/usingblackboard-forstaff/blackboardquickstartvideos/>

UCD IT Services Blackboard Support (2012)

<http://www.ucd.ie/itservices/teachinglearningit/virtuallearning/blackboard/>

UCD Teaching & Learning (2012) *E-Learning* web-page:

<http://www.ucd.ie/teaching/resources/e-learning/>

UCD Teaching & Learning (2012a) *Assessment FOR Learning Resource: Assessment ReDesign Project*. <http://www.ucd.ie/t4cms/UCDTLA0044.pdf>

UCD Teaching and Learning (2012b) *An Introduction to E-Learning Blogs/Discussion Boards/Wikis* <http://www.ucd.ie/teaching/resources/e-learning/>

Vignare, K. (2007). Review of literature blended learning: using ALN to change the classroom – will it work? In A.G. Picciano & C.D. Dziuban (Eds.), *Blended Learning: Research Perspectives* (pp. 37-63). Needham, MA: Sloan Center for Online Education.

Watters, A. (2012) *Top Ed-Tech Trends of 2012: The Flipped Classroom*

<http://hackeducation.com/2012/11/28/top-ed-tech-trends-of-2012-flipped-classroom/>

## Appendix 1

### Template 1: Pre-Planning. Prior to Setting up your Blackboard

Based on your Module's Learning Outcomes, what are the assessment activities in your modules?

Assessment OF Learning	Assessment AS/FOR Learning	
<b>Summative</b>	<b>Formative, with low grade weighting</b> Assignments that receive a low grade primarily for the purpose of feedback, i.e. 5% for participation in on-line group discussion/MCQ,	<b>Formative</b> Feedback activities in-class and on-line and non-graded assignments, (see UCD T&L <sup>4</sup> )
<b>All graded assessment, must be recorded in UCD Module Descriptor</b>		

Consider the Structure and Sequence of the Concepts, Topics, Themes and their Timing<sup>1</sup>

	Key Overarching Topics/Concepts/Themes**	Timing (i.e. week 1, weeks 2-5, etc..)
1		
2		
3		
4		
5		

\*\* These Topics/Concepts/Themes will assist in the structure of your Blackboard Folders

\*\*\* These tasks/activities will form the basis of your narration/instructions to students in Blackboard.

#### Lesson Plan: Planning the Blend of Teaching, learning and assessment activities

(adapted from Littlejohn & Pegler, 2007)

What is the sequence of these activities and where do they best fit (On-line, out-of-class and /or in-class (F2F))?

Be efficient with assessment as students have demands from other parallel modules.



# UCD TEACHING AND LEARNING / RESOURCES

<b>Time</b>	<b>Mode</b> (delete irrelevant)	<b>Student Role</b> (Task to do, e.g. read, do MCQ, meet student group..)	<b>Staff Role</b> (e.g. lecture, monitor on-line discussion, set up groups on-line, ...)	<b>Resources</b> (content and other)	<b>Resources</b> (services /courseware/ technology)	<b>Feedback and Assessment</b>
Week(s) .....	On-line, In-class (F2F), Out-of-class					
Week(s) .....						
Week(s) .....						
Week(s) .....						
Week(s) .....						

## Appendix 2

### Example of Rubric for Staff or Student Self-Assessment in On-line Group Discussion

Based on a rubric in use at University of Ulster. 2006

This rubric is offered as a guide to the way in which one may assess the quality of participation in online discussions.

Level	Participation in Discussion
4	Provides comments and new information in a regular and equitable manner. Interacts with a variety of participants.
3	Provides comments and some new information in a fairly regular manner. Interacts with a few selected participants.
2	Sporadically provides comments and some new information. Interacts with only one or two participants.
1	Provides minimal comments and information to other participants.
Level	Content of Posting
4	Revealed a solid understanding of the topic as evidenced by thoughtful (researched and cited) responses and questions.
3	Revealed an adequate understanding of the topic as evidenced by posts indicating superficial knowledge.
2	Revealed a restricted understanding of the topic limited to information that could be derived from prior posts.
1	Message was unrelated to discussion.
Level	Critical Thinking Evidenced by Posting
4	Offered a critical analysis of an existing posted idea or introduced a different interpretation to an existing idea (based on research).
3	Agreed or disagreed with existing discussion and provided limited justification / explanation (from research).
2	Agreed or disagreed with existing discussion but provided no justification / explanation (from research).
1	Provided no evidence of agreement or disagreement with existing discussion.

## Appendix 3

### Template for Designing and Presenting an E-tivity:

#### Instructions to students:

**Write as a narrative (as if talking to the students) but with clear expectations of what they need to do.**

1.	Title of E-tivity:
2.	Purpose of the e-tivity (why they are doing it, is it assessed, indicate what might indicate success and how achieve)
2	Task: (What they should do and how go about doing it)
4.	Where required, note whether they need to responds to other students and how they should work together
5.	Time and Timing (Length of time expected to complete and any deadlines for completion)

Salmon, G (2007) *E-tivities: The key to Active On-line Learning*. Oxon: RoutledgeFalmer.