



Ways to use MyLO within your unit

General guide for designers and instructors

For Blackboard Vista 4.x

When planning and designing the online component of your unit, there are three main models of engagement that you can consider:

- web-supplemented (or web supported) model
- web-dependent (or complementary) model
- web-based/fully online model.

See **Models of teaching & learning online** for an overview of these three models. The first two models are the predominant ones within the University.

Ways a learning management system can support face-to-face teaching

The following is a non-exhaustive list of possibilities to enrich, augment, outreach or otherwise streamline your unit teaching.

- Providing the unit outline online (see base quality assurance guidelines for units with an online component) – improved student access to important unit information such as staff contact details, assessment details, key dates etc.
- Providing administrative information online – notices, announcements, agendas, amendments etc - a speedy class noticeboard.
- Posting of 'frequently asked questions' (administrative and/or academic)
- Providing lecture material such as lecture summaries and related handouts, references/further reading and additional resources.
- Posting links to useful websites and other electronic resources (such as the University's eReserve, or publisher e-packs).
- Using the assignment and grade book tools – for both submission and return of assignments following marking and advising of marks/grades online.
- Providing an online forum for students preparation/follow-up on tutorial/seminar topics or lab sessions, and for general topic-related class discussion.
- Providing an internal email system for private communications (between students, and between staff and students).
- Providing non-assessable quizzes to give students feedback on their progress.
- Providing a glossary of terms/concepts.

One advantage of this model is that electronic teaching and learning can be implemented gradually, allowing both you and the students to 'grow into' this new form of interaction.

Ways a learning management system can complement face-to-face teaching

The following is a non-exhaustive list of possibilities to articulate and integrate your online teaching with face-to-face teaching.

- Change the focus on face-to-face lectures by placing straightforward unit content on the web and /or links to suitable content material (e.g. e-packs, websites). This can free you to have more interaction with students in a lecture - e.g. in discussion, problem solving, applications of theory. You might even reduce the number of lectures across the semester.

Ways to use MyLO within your unit

- Have students prepare and submit assignments and projects electronically (through the Assignment drop box). Assignments/projects can therefore incorporate elements other than just standard text (e.g. multi-media elements, hyperlinks to web sites etc.), and be centred around web-based research. You can mark and return the assignments, with feedback, electronically through the Assignment drop box feature.
- Restructure face-to-face tutorials/seminars/workshops by increasing the web component of discussion:
 - Use **Discussions** to post tutorial/seminar topics, introduce/initiate discussion, and otherwise have students prepare for the face-to-face sessions. The web can be used to follow up on any issues arising from the face-to-face sessions and you can draw together ideas following those sessions.
 - Use **Chat** for real time discussion without the need for students to attend face-to-face.
 - Use the Survey facility to run an online debate/poll.(The quality of student participation in online discussion could be assessable.)
- Have students present their work to the rest of the class through **Discussions** for review and comment.
- Use all the communications tools (e.g. Discussions, Email, Journal, Blog & Chat) to foster and facilitate group collaborative work on projects/assignments (e.g. web-based research activities, joint production of a piece of work).
- Reduce the need for face-to-face exams by shifting part of the assessment to the web. Using the Quizzes facility, you can set a range of assessment tasks (e.g. multiple choice, fill-in-the-correct answer, short answer, extended response). All but the extended response type questions can be marked automatically and results recorded in the course management system. Quizzes can be randomly generated (for security purposes) and released at set times or at a particular point in the student's progress through the unit materials.
- Make available multimedia-based learning materials (either through a CD ROM or directly through your online course). Such materials could be the basis of class discussion through **Discussions**, or for assignment/project work.
- Increase your efficiency in dealing with student queries by using **Discussions** or a Content file (single page) facility to answer common questions (e.g. as in a 'Frequently asked questions' page). This can reduce the hours you formally set aside for individual student consultations outside class time.