Mobile Learning Design, mPedagogy & Augmented Reality for mLearning

Pre Conference Workshop (2 Days)
Institute of Learning Innovation, University of Leicester
Professor Gráinne Conole
Dr Mark Childs
Terese Bird
30th Sept & 1st Oct 2013

Day One – Mobile Learning Design
Leader: Professor Gráinne Conole

Objectives
This is an intensive design workshop to prepare courses for online and mobile environments. It is suggested that participants have a course in mind, for which to design and storyboard the teaching and learning, in this workshop. By the end of this module, participants will be able to:

- conceptualise the learning design process from different perspectives
- apply a range of learning design resources, tools and methods to a learning intervention
- critique a range of pedagogical approaches and the role played by different technologies, especially mobile, in supporting these
- review and debate the theoretical underpinnings of learning design
- develop an innovative storyboard, learning activities and a structure for implementation.

The day’s activities are part of the 7Cs of learning design framework which consists of seven components:

- **Conceptualise** – which initiates the design process and consists of imagine, design and prepare.
- **Capture** – which covers the ways in which search engines, OER repositories and social bookmarking can be used to find and collate relevant resources and activities.
- **Communicate** – which covers how to moderate asynchronous and synchronous forums
- **Collaborate** – which considers how tools like wikis, voicethread, pirate pad can be used to foster collaboration and how to work in virtual teams.
- **Combine** – analyse your activity profile and bring artefacts together into a storyboard of your course
- **Consolidate** – implement the course and develop an evaluation rubric

Course Description
The participants will engage with a range of learning design conceptual tools and a social networking site for sharing and discussing learning and teaching ideas. They will work in groups and will periodically share back their discussions with the rest of the participants. They will benefit from having a laptop by which to join in activities. Artefacts produced will be captured and made available online.
# Main Activities

**Introduction to the 7Cs’ Learning Design framework** ([http://e4innovation.com/?p=628](http://e4innovation.com/?p=628))

<table>
<thead>
<tr>
<th>Mapping to the 7Cs</th>
<th>E-tivity title &amp; link</th>
<th>E-tivity purpose</th>
<th>E-tivity description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Overview</strong></td>
<td>Overview of 7Cs of Learning Design (9:30-9:45)</td>
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<tr>
<td><strong>Conceptualise</strong></td>
<td>1. How to ruin a course <a href="http://tinyurl.com/m3x32se">http://tinyurl.com/m3x32se</a> (9:45-10:15)</td>
<td>To identify undesirable course features to be avoided</td>
<td>With your group or team, list as many ways as you can think of to ruin a course for learners.</td>
</tr>
<tr>
<td></td>
<td>2. Course Features Consider your course features <a href="http://goo.gl/CRpc5">http://goo.gl/CRpc5</a> (10:15-11:15)</td>
<td>To consider the features you want to include in your module/course, which will affect not only the look and feel of the course, but also the nature of the learners’ experience.</td>
<td>Think about the module/course you are going to design. Work with your team members, and place the cards into three categories: A) Key features in my course B) Minor features in my course C) Features not included in my course Explain and share your course features with other groups. [Using the course features cards]</td>
</tr>
<tr>
<td><strong>Tea/Coffee Break</strong></td>
<td>(11:15 - 11:30am)</td>
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<td><strong>Capture</strong></td>
<td>3. Resource Audit Do a resource audit <a href="http://goo.gl/C31yv">http://goo.gl/C31yv</a> (11:30-12:00)</td>
<td>To decide how you will source the content for your module/course, including the possibility of incorporating OERs produced elsewhere</td>
<td>Working with your team members, open the Learning Design Resource Audit template. Brainstorm your ideas for gathering or creating content for your course. [Using the print out or the word document]</td>
</tr>
<tr>
<td><strong>Combine</strong></td>
<td>4. Course Map Consider your course map <a href="http://goo.gl/Z5eu7">http://goo.gl/Z5eu7</a> (12:00 – 12:30)</td>
<td>To start mapping out your module/course, including your plans for student support, assessment, communication and collaboration</td>
<td>Working with your team members, fill in the four boxes in the Course Map template: • Guidance and support • Content and learner experience • Reflection and demonstration • Communication and collaboration Share and discuss your course map with other groups. [Using the print out or the word document]</td>
</tr>
<tr>
<td><strong>Lunch</strong></td>
<td>(12:30-13:30)</td>
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<tr>
<td><strong>Combine</strong></td>
<td>5. Activity Profile Analyse your activity profile <a href="http://goo.gl/WMizu">http://goo.gl/WMizu</a> (13:30-14:00)</td>
<td>To consider the balance of activity types that will be included in your module/course.</td>
<td>Working with your team members, fill in the Activity Profile, indicating the amount of each activity type either in hours or as percentages of the whole course. Explain and share your Activity Profile with other groups. [Using the online tool in Cloudworks]</td>
</tr>
</tbody>
</table>
Combine

6. Storyboard
Develop your storyboard (http://goo.gl/z1VON) (14:00-15:00)

To develop a storyboard for your module/course in which the learning outcomes are aligned with the assessment events, topics (contents) and e-tivities.

Working with your team members, use the ideas from your Course Map to develop your storyboard:

- Start by indicating the time frame for your module/course
- Use a different colour post-it note to represent the assessment events
- Divide the “content” into a series of discrete topics and write each in a box. (Use one colour of post-it notes)
- Add e-tivities appropriate to each section using a third colour post-it note

[Using a flip chart]

Coffee/Tea Break
15:00-15:15

Consolidate

7. Evaluate
Develop a rubric to evaluate your course (15:15-15:45)

How will the new course be evaluated to leave room for improvement?

Develop a rubric to evaluate the effectiveness of the new course.

Reflection on and evaluation of the day
(15:45-16:15pm)

Day Two, Morning Session – mPedagogy (2.5 hours: 9:30 – 12:00)
Leader: Terese Bird

Objectives
By the end of this module, participants will be able to:

- consider their own positive and negative experiences of learning and the role of technology
- critique the core facets of learning
- provide an overview of different pedagogical approaches and how they can be enabled through new technologies, the affordances or characteristics of social and participatory media and consider the implications for learning and teaching
- explore the use of different pedagogical approaches in different contexts

Course Description
- Overview (20 minutes): An overview of different pedagogical approaches and how technologies can be used to facilitate them.
  - Consider definitions and examples of associative, constructivist, situative, and connectivist pedagogies
  - Choose one or two pedagogies, sketch out a learning experience or lesson plan based on their choice, and join in critique and discussion of successful pedagogical choice especially in implementing mobile technology.
  - Apply a 3D-pedagogy module to the use of different technologies in different learning contexts.
  - Explore the affordances of different technologies.

- Share and examine (60 minutes):
Drawing on participants’ own experiences of learning, draw out the key facets of learning and factors for success, with evidence and examples leading to discussion on how to critique learning core facets.

- Discuss and feed back with constructed examples.
- Create a list of the characteristics of good learning

**Tools for mobile learning (60 minutes):**
- An overview of accessible tools to create learning materials suitable for mobile as well as ready-made apps.
- A task in which participants will engage in situated learning with mobile devices and share back with the group, returning to the good characteristics of learning and specifically of mobile learning.

**Evaluation (10 minutes)**

**Day Two, Afternoon Session – Using Augmented Reality for mlearning (2.5 hours: 14:00 – 16:30)**
Leader: Dr Mark Childs

Learning and teaching with augmented reality draws on more than a decade of experience with games-based learning and virtual worlds. Augmented reality uses the immersive and engaging properties of games and, like virtual worlds, enables visual information to be overlaid with an extra layer of information, both graphic and textual to provide situated learning.

**Objectives:**
- To provide an overview and examples of games, virtual worlds, and augmented realities and how these can be used appropriately in learning and teaching.
- To critically reflect on the advantages and disadvantages of using these technologies.
- To identify the potential and difficulties in using these technologies in participants’ own institutions.

**Course Description**
- **The workshop will begin with a presentation looking at the theoretical constructs underlying the aspects of games, virtual worlds and augmented realities.(30 minutes)**
  - What are the key affordances of using various immersive technologies and what are their drawbacks?
  - Which learners are more, and which less, amenable to using these technologies?
  - What are the institutional conflicts and technological constraints in using immersive technologies?
- **Games-based learning: (30 minutes)**
  - What is a game and what makes them of value pedagogically?
  - Examples of games in learning and teaching, including microworlds, simulation games, role-play games and alternate reality games.
  - Ethical and cultural issues in using games.
  - Participants discuss their experience of using games, their reservations and plans for use.
- **Virtual worlds: (30-minutes)**
  - What is a virtual world?
  - Examples of use of virtual worlds – Disaster management, Oil Rig simulation, SWIFT genetics lab.
  - Pedagogical advantages and affordances.
  - Ethical issues and problems with use, cultural factors, need for training etc.
• Augmented reality: (50 minutes)
  o What is augmented reality and how does it exemplify the differences between immersion and immediacy? What uses have people made of augmented reality in learning and teaching? Examples of the recent use of AR, including:
    o The use of AR in field trips, tagging surrounding buildings with geographical information
    o Collaborative AR in mathematics and engineering
    o AR in the use of alternate reality gaming
    o AR in museums
    o Using AR to create simulations
    o What other apps are there for use in teaching? (e.g. Quercus, QR codes, translation, Google Sky). Those participants with mobile devices will have the opportunity to try out AR. Conference-provided iPads will be available for this aspect of the workshop.
    o Look at Google Glass videos and discuss whether these are examples of AR, and appropriately make use of the technology and speculate on ideas for using this technology in learning and teaching.

• Evaluation (10 minutes)

The Institute of Learning Innovation at University of Leicester is a research centre offering postgraduate study and consultation based on evidence gained through years of research into learning innovation and educational technology. It is launching its new MSc in Learning Innovation by distance learning this October.
Website: http://www.le.ac.uk/beyonddistance
Twitter: @learninginn
Blog: http://beyonddistance.wordpress.com/

Professor Gráinne Conole
Professor of Learning Innovation; Director, Institute of Learning Innovation
Gcc7@le.ac.uk / Twitter @gconole / blog: http://e4innovation.com
Higher Education Academy National Teaching Fellow 2012 (UK)
EDEN (European Distance and E-learning Network) Fellow 2013
ASCILITE Fellow 2012 (Australia)

Gráinne joined the Institute of Learning Innovation as Director on 1st September, 2011. Prior to this, she was Chair of E-Learning at the Institute of Educational Technology, The Open University, since April 2006. Gráinne has research interests in the use, integration and evaluation of Information and Communication Technologies and e-learning and impact on organisational change. Gráinne has research, development and project management experience across the educational and technical domains; funding sources have included HEFCE, ESRC, EU and commercial sponsors.

Recent projects include the EU-funded projects METIS, SPEED, OPAL, Design-Practice, and X-Delia, the JISC-funded learner experience project, the ESRC TLRP Technology-Enhanced Learning project, PI led by Eileen Scanlon and Mike Sharples, as well as an OU Learning Design Project.

Dr Mark Childs
Senior Research Fellow, Coventry University
Mark.childs@coventry.ac.uk / Twitter @markchilds / blog: http://markchilds.org/

Worked on more than 30 educational technology projects since 1997 at the Universities of Wolverhampton and Warwick and, currently, Coventry. Six of these were international European projects. Roles in these projects ranged across PI, project manager and researcher. Chair of the DIVERSE international community and conferences from 2004 to 2008. Also during this period worked in staff development, running workshops of the use of technology in education, both within the institutions, nationally within the UK and internationally in the Netherlands and Oman.
Currently a Senior Research Fellow at Coventry University on externally-funded projects. Also a guest lecturer at Coventry University and Newman University College, external examiner at Bedfordshire University and reviewer for a range of journals. Self-employed educational consultant advising and evaluating a range of educational projects and conducting data analysis and final report writing. This work includes acting as a critical friend for the Joint Information Systems Committee, editing a book on current research projects for the Hewlett Packard Catalyst programme, evaluating the learner experience of intelligent tutoring systems at Ravensbourne College, acting as a critical friend for the evaluation of teaching programmes at the Ismaili Institute and evaluating learning activities at the Field Museum of Natural History in Chicago.

Terese Bird
Learning Technologist and SCORE Research Fellow
Tmb10@le.ac.uk / Twitter @tbirdcymru / Handheld Learning blog: http://uolhhl.blogspot.co.uk/

Researching and implementing aspects of technology-enhanced learning across departments of University of Leicester while reporting to the university community and wider sector, and working to effect innovations into policy. Specialist learning technology research on externally-funded project. Particular interest in:

- E-books and e-readers, growing out of her work on the DUCKLING project, in which she designed a method of transforming text-based learning materials to e-reader-ready learning materials for distance learners, and also implemented podcasts, voice boards, and virtual worlds
- mobile learning, growing out of her work on the Places project in which she evaluated the use of iPads and apps in University of Leicester distance learning courses
- social media in learning and research, growing out of her work to launch and teach on the Graduate School Networked Researcher, conducting workshops with postgraduate students about innovations and technologies to facilitate their research and network with others in their field, to equip them as both digital scholars and academics of the future
- open educational resources (OER), growing out of her work on the SPIDER project and iTunes U Reach, both of which examined iTunes U as a channel of OER, especially reaching to international students. Also Manufacturing Pasts, a JISC-funded project in which artifacts of Leicester’s industrial history are digitised and mashed-up as open-access learning resources especially designed for mobile devices.
E-tivity: how to ruin a course

**Purpose**
To identify undesirable course features to be avoided.

**Task**
With your group or team, list as many ways as you can think of to ruin a course for learners. Write your list in your team’s wiki or in some other collaborative space, such as a Google Doc. If you like, you can also add your team’s list to the Cloudworks page on “How to ruin a course” at [http://cloudworks.ac.uk/cloud/view/2597](http://cloudworks.ac.uk/cloud/view/2597). (You will need to open a free account at [http://cloudworks.ac.uk](http://cloudworks.ac.uk) in order to do this.)

**Response/ discussion**
Combine your list with another team’s list, grouping similar points together and noting key points to think about to ensure that you don’t ruin any courses that you are designing.

**Timing**
30 minutes, including response/discussion

**Participation link**
[Trainer/ facilitator to add link to discussion forum/ wiki/ blog etc. as required]

**Additional resources/ references/ tools**
See what other groups have written about how to ruin a course at [http://cloudworks.ac.uk/cloud/view/2597](http://cloudworks.ac.uk/cloud/view/2597) (“Extra Content”)

**About this resource**
This resource is part of the 7Cs of Learning Design toolkit. For details on how to use it, please go to [http://tinyurl.com/lzm9qj](http://tinyurl.com/lzm9qj).
The 7Cs of Learning Design: a toolkit for designing technology-enhanced learning

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Date modified
4 Jan 2012

Description of changes made
Format changes (G. Witthaus)

URL
http://goo.gl/d9Quy
E-tivity: Consider your course features

Purpose
To consider the features you want to include in your module/course, which will determine not only the look and feel of the course, but also the nature of the learners’ experience.

Task
Think about the module/course you are going to design. What would you like the experience to be like for your learners?

Follow the link to the Linoit.com group that you will have received via e-mail. Create an account for yourself (it's free) in Linoit, if you don't already have one.

Work with your team members. Click on the canvas for your group. Now place the sticky notes into three categories (either by dragging them around the canvas, or by writing A, B or C on them):

- A. This won't feature in our course
- B. This will feature but in a minor way
- C. This will be a key feature in our course

You can edit the stickies and add more. But please don't change the colours!

For more help, please check the video “How to Use Linoit”, or the Linoit FAQ.
**Response**

When you have finished, summarise your course features in the wiki for your module/course. Afterwards, have a look at the canvases of other groups to see how theirs compare to yours. Add a comment to the “Comments” section of at least one other group’s wiki page.

Please remember to write a couple of lines in your blog with your reflections.

**Timing**

Approximately 60 minutes, including post e-tivity discussion.

**Participation link**

[Trainer/ facilitator to add link to discussion forum/ wiki/ blog etc. as appropriate]

**Additional resources/ references/ tools [optional]**

[xxx]

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**About this resource**

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Date modified: 4 Jan 2012

Description of changes made: Format changes (G. Witthaus)

URL: [http://goo.gl/dCeDg](http://goo.gl/dCeDg)
The 7Cs of Learning Design: a toolkit for designing technology-enhanced learning

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**E-tivity: Do a resource audit**

<table>
<thead>
<tr>
<th>Content (under the appropriate licences)</th>
<th>Format</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Text &amp; graphics</td>
</tr>
</tbody>
</table>

- **What I find and reuse as is**
- **What I find, tweak and use**
- **What I find, repurpose and use**
- **What I create for this module**

**Purpose**

To decide how you will source the content for your module/course, including the possibility of incorporating OERs produced elsewhere.

**Task**

1. Working with your team members, open the [Learning Design Resource Audit](#) (opens as a Word Document). The second page of the document contains an example of a semi-completed resource audit.
2. Brainstorm your ideas for gathering or creating content for your course.
3. Once you have filled in your Resource Audit, please upload it to the relevant page in the Wiki for your module/course.

**Response/ discussion**
When you have finished, look at the Resource Audit of other groups to see how theirs compare to yours, and share your feedback via the Comments facility in the Wiki.

**Timing**

Approximately, 30 minutes, including post e-tivity discussion.

**Participation link**

[Trainer/ facilitator to add link to wiki.]

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**Additional resources/ references/ tools**

If you haven’t already done an OER search, spend some time looking for suitable OERs to fill any content gaps. You will find links to OER repositories and excellent advice on searching for OERs from the Commonwealth of Learning and the JISC OER Infokit. You can also search for OERs using Google Advanced Search, and specifying "Free to use share or modify" in the Usage Rights filter.

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**About this resource**

This resource is part of the 7Cs of Learning Design toolkit. For details on how to use it, please go to [link].

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Date modified: 5 Jan 2013

Description of changes made: Formatting (G. Witthaus)

URL: [http://goo.gl/C31yv](http://goo.gl/C31yv)

This 7Cs e-tivity template by the Institute of Learning Innovation at the University of Leicester (2013) is available under a CC-BY licence at [http://goo.gl/BqKX0](http://goo.gl/BqKX0).
<table>
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<tr>
<th>Content (under the appropriate licences)</th>
<th>Format</th>
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</thead>
<tbody>
<tr>
<td>What I find and reuse as is</td>
<td>Text &amp; graphics</td>
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<tr>
<td>What I find, tweak and use</td>
<td></td>
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<tr>
<td>What I find, repurpose and use</td>
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<tr>
<td>What I create for this module</td>
<td></td>
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</tbody>
</table>
Example of a completed Resource Audit

<table>
<thead>
<tr>
<th>What I find and reuse as is</th>
<th>Text &amp; graphics</th>
<th>Audio</th>
<th>Video</th>
<th>Slides (e.g. PowerPoint)</th>
<th>Other (e.g. Adobe Presenter)</th>
</tr>
</thead>
<tbody>
<tr>
<td>OER for section 1.</td>
<td></td>
<td>Podcast for section 3.</td>
<td>iTunesU resources for sections 1 and 7.</td>
<td>Slideshare resource for section 5.</td>
<td>Organisation X's website.</td>
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<tr>
<td>Reflective task from</td>
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<td>source Z.</td>
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<td>Guidelines on assignment</td>
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<td>writing.</td>
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<tr>
<td>What I find, tweak and use</td>
<td>OER for section 3.</td>
<td>New podcast based on X.</td>
<td>Slides adapted from resource Y.</td>
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<td>Assessment rubric from W.</td>
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<tr>
<td>What I find, repurpose and use</td>
<td>OER for section 3.</td>
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<td>Introduction to all</td>
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<td>sections of the module.</td>
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<td>5 e-tivities.</td>
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<td>Summaries.</td>
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<tr>
<td>Assessment rubrics.</td>
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</tr>
<tr>
<td>What I create for this module</td>
<td>Introduction to all sections of the module.</td>
<td>5 to 8-minute summaries of key points per section. Advice and guidance for assessment. Feedback on draft assignments.</td>
<td>A 5-minute talking head to introduce the programme and the academic team.</td>
<td>Support slides for sections 4, 7 and 8.</td>
<td>Detailed presentations for sections 2, 3 and 6.</td>
</tr>
</tbody>
</table>

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E-tivity: Create your course map

Purpose
To start mapping out your module/course, including your plans for guidance and support, content and the learner experience, reflection and demonstration, and communication and collaboration.

Task
Working with your team members, open the Course Map document. You can transfer items from the Course Features e-tivity to start filling in the boxes for:
- Guidance and support (orange)
- Content and learner experience (blue)
- Reflection and demonstration (purple)
- Communication and collaboration (green)

The colour-coding of the Course Features cards will help you. You might also get some ideas by clicking on the "Example" tab (bottom left hand corner of the Excel sheet).

Reflect on the balance of features in your module/course, from the students' point of view, and add or modify anything you think would help to make the learning experience more engaging. For help in deciding whether to use blogs, wikis, discussion forums or other tools, see "What technology can I use for...?" (from the University of Oxford's Phoebe project).

As you are working through the four categories, fill in any notes in the "roles and relationships" columns. You can comment here on what the experience will be like for students, and briefly describe the relationship between teacher, learners and materials.

Please attach your Course Map to the wiki for your module/course.

Response/ discussion
When you have finished, have a look at the Course Maps of other groups to see how theirs compare to yours. Add a comment to the “Comments” section of at least one other group’s wiki page.

Please remember to write a couple of lines in your blog with your reflections.
The 7Cs of Learning Design: a toolkit for designing technology-enhanced learning

Timing

Approximately 30 minutes, including post e-tivity discussion.

Participation link

[Trainer/ facilitator to add link to discussion forum/ wiki/ blog etc. as appropriate]

Additional resources/ references/ tools [optional]

[xxx]

About this resource

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Date modified: 5 Jan 2012

Description of changes made: Added two categories (principles and pedagogies) and changed Course Map template to include these. Changed format of the e-tivity rubric. (G. Witthaus)

URL: http://goo.gl/Z5eu7
### COURSE MAP FOR [COURSE TITLE]

Course/ module summary:

Key words:

<table>
<thead>
<tr>
<th>Guidance and support</th>
<th>Content and experience</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Tools &amp; resources</strong></td>
<td><strong>Responsibilities &amp; relationships</strong></td>
</tr>
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<td>1.</td>
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<td>6.</td>
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<td>7.</td>
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<table>
<thead>
<tr>
<th>Reflection and demonstration</th>
<th>Communication and collaboration</th>
</tr>
</thead>
<tbody>
<tr>
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<td>1.</td>
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COURSE MAP FOR POST-GRADUATE MODULE: ACCESSIBILITY IN ONLINE LEARNING AND TEACHING

Course/module summary: This online postgraduate module has been designed to promote accessibility and improve access for disabled students. The module is structured around a series of activities that ask students to collaboratively read, think, debate and write about the subject with reference to their own, or an adopted, context and practice.

Key words: accessibility; teaching and learning; postgraduate; professional; international; online; collaborative learning; activity based

<table>
<thead>
<tr>
<th>Guidance and support</th>
<th>Content and experience</th>
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<tbody>
<tr>
<td><strong>Tools &amp; resources</strong></td>
<td><strong>Responsibilities &amp; relationships</strong></td>
</tr>
<tr>
<td>1. StudentHome (student support portal)</td>
<td>It is expected that students will already be using graduate level study skills.</td>
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<tr>
<td>2. Programme website</td>
<td>A spirit of mutual encouragement and support is encouraged.</td>
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<td>3. Course website</td>
<td>Tutors use a developmental mentoring approach.</td>
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<td>5. Assignment Guide</td>
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<td>6. University Library website</td>
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<td>7. General forum</td>
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<td>8. Technical self-Help forum</td>
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<td>9. Café forum</td>
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<td>10. Specific guidance and information (i.e. Delicious bookmarks)</td>
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<th>Reflection and demonstration</th>
<th>Communication and collaboration</th>
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<tbody>
<tr>
<td><strong>Tools &amp; resources</strong></td>
<td><strong>Responsibilities &amp; relationships</strong></td>
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<tr>
<td>1. Personal reflective blog</td>
<td>Use of a reflective personal blog is encouraged throughout the module</td>
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<tr>
<td>2. Tutor group wiki</td>
<td>Assessment of the module integrated with the teaching and learning activities so that all assignment work is a learning experience</td>
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<tr>
<td>3. ePortfolio (student optional)</td>
<td>Assignments relate to personal context and practices</td>
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<tr>
<td>4. Tutor group forum (10% of module marks)</td>
<td>Students and tutors use a shared marking criteria</td>
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<td>5. Assignment 1 (1500 word report 15% of module marks)</td>
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<td>6. Assignment 2 (3000 word report 30% of module marks)</td>
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<td>7. Final assignment (6000 word report 45%)</td>
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<tr>
<td>8. Assessment guide</td>
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<tr>
<td>9. Marking criteria for each assignment</td>
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</table>

It is expected that students will already be using graduate level study skills. A spirit of mutual encouragement and support is encouraged. Tutors use a developmental mentoring approach. Students will use a real or adopted professional perspective throughout to frame their discussions and reflections and in their assignments.
E-tivity: Analyse your activity profile

Purpose
To consider the balance of activity types that will be included in your module/course.

Task
Working with your team members, look at the Activity Profile in the two formats that it is available in: the Flash widget and the Excel spreadsheet. Choose which one you want to use. Consider that the Flash widget saves as a static JPEG file, so you can't come back and edit it later.

Read the key so that you understand the terminology being used for the six categories. Feel free to change any of the terms if you want to.
Now decide whether you want to use the tool to analyse the existing balance between activity types in your course, or to determine the ideal balance.

Fill in the spreadsheet or widget, indicating the amount of each activity type either in hours or as percentages of the whole course.

Save your completed Activity Profile and attach it to the relevant Wiki page for your group, with a comment if you wish.

**Response/ discussion**

When you have finished, have a look at the Activity Profiles of other groups to see how theirs compare to yours. Write a comment in the “Comments” section of the wiki page for one other group.

Please remember to also write a couple of lines in your blog with your reflections.

**Timing**

Approximately 60 minutes, including post e-tivity discussion.

**Participation link**

[Trainer/ facilitator to add link to discussion forum/ wiki/ blog etc. as appropriate]

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**Additional resources/ references/ tools [optional]**

[xxx]

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**About this resource**

This resource is part of the 7Cs of Learning Design toolkit. For details on how to use it, please go to [link].

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This 7Cs e-tivity template by the Insitute of Learning Innovation at the University of Leicester (2013) is available under a CC-BY licence at http://goo.gl/BqKX0.
E-tivity: develop your storyboard

Purpose

To develop a storyboard for your module/course in which the learning outcomes are aligned with the assessment events, topics (contents) and e-tivities.

Task

Working with your team members, use the ideas from your Course Map to develop your storyboard, adjusting the Course Map if necessary.

Follow the link to the canvas for your group on Linoit.com provided by the facilitator, or get out a large sheet of flipchart paper and some coloured sticky notes. If you can’t access the Linoit.com link, here is a static picture of the template (opens as a JPEG.) Please feel free to amend the template if you want to organise your ideas on the storyboard in a different way.

1. Start by indicating the time frame for your module/course in days or weeks across the top.
2. Next, use a different colour post-it note to represent the assessment events (e.g. yellow). If assessment only occurs at the end of the module/course, you should just have a single yellow post-it with a description of this, at the end of the storyboard. If assessment events occur during the module/course, please use a separate sticky note for each one. Indicate how each assessment event addresses the course outcomes. (If you want to review your course outcomes, see the Cogen-T outcomes tool produced by the University of Gloucestershire.)
3. Divide the “content” into a series of discrete topics and write each in a box. (Use one colour of post-it notes, e.g. pink).
4. Rewrite and move the post-it notes around until you are satisfied.
5. Add possible learning activities (or e-tivities) appropriate to each section using a third colour post-it note (e.g. green). Stick these post-it notes in the appropriate section of the storyboard. **On each post-it note, at this stage, simply write the purpose of each e- activity.**

When you’re ready, add the storyboard to the relevant wiki page for your Course Team - either by including a URL to your storyboard on Linoit or by attaching a photograph of your paper-based storyboard

**Response/ discussion**

Look at the storyboards produced by other teams on the wiki, and provide constructive feedback.

Please remember to write a couple of lines in your blog with your reflections.

**Timing**

Approximately 120 minutes, including post e-tivity discussion.

**Participation link**

[Trainer/ facilitator to add link to discussion forum/ wiki/ blog etc. as appropriate]

**Additional resources/ references/ tools [optional]**

[xxx]

**About this resource**

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