**Draft Minimum Module Online Presence**

**Introduction**

* The purpose of specifying a minimum module online presence is to ensure a level of *consistency across modules, programmes and schools*, therefore providing equity and meeting expectations.
* Schools may adopt their own enhanced module online presence requirements but these should build on the requirements set out below as a baseline.
* The revised minimum module online presence builds on the existing requirement for every module to present certain basic information to students, reflecting increased student expectations and the new focus on ‘efficiency and effectiveness’ with regard to the use of learning technologies. *It is a key part of the new institutional E-learning Strategy and Implementation Plan.*
* Irrespective of the type of module, every UG or PG module currently being delivered should comply with the minimum online presence.
* The responsibility for monitoring compliance with the minimum presence, and taking remedial action where the requirements are not met, will lie with the individual schools, supported as appropriate by central staff including the E-learning Officers in the Teaching Centre.
* The minimum presence applies to online support for campus-based modules. Modules delivered in whole or in part via distance learning have different requirements which will be covered in a separate document.

**New Learn module requirements from 2011/12 Semester 2**

Every module has a ‘Module Card’ block in the left hand column. The items in this block are in part populated automatically by LUSI but some require manual intervention, as indicated below:

|  |
| --- |
| **Learn Module Card** |
| **Item** | **Generated automatically** | **Requires manual input** | **Notes** |
| Staff Contact Details | ✓LUSI tells Learn which tutors are associated with module; Learn links automatically to staff profiles on Learn | ✓Only very basic information is generated automatically and should be supplemented manually. | STAFF ACTION: All academic staff with modules on Learn should complete their Learn profile, including their contact details and (ideally) their photo and availability. This profile is then available across all modules taught by the tutor. |
| Aims and Objectives | ✓ |  |  |
| Learning Outcomes | ✓ |  |  |
| Module Description | ✓ |  |  |
| Assessment Method | ✓ |  |  |
| Feedback Method | ✓ |  | Where possible, several methods of providing feedback should be employed both for comments generic to the assignment and specific to the individual script. Online and paper-based methods are available. |
| Full Module Specification | ✓ |  |  |
| Reading List | Links to the new Library Reading List system. |  | MODULE LEADER ACTION: Every UG or PG module currently being delivered should have a reading list hosted on the new Library Reading List system. Guidance on creating reading lists using this system is available at <http://learn.lboro.ac.uk/course/view.php?id=3749>  |
| Exam Papers | Links to Online Past Exam Papers system. |  | MODULE LEADER ACTION: Request that papers be made available. |

In addition to the Module Card, the following items are now required as a minimum and require tutor intervention:

* **General Announcements** – there is an area at the top of the module page which should include a General Announcements noticeboard. This should be the primary mechanism for making announcements to students collectively. *NB – students are not able to reply to announcements. If you wish to have students reply to your posts, you will need to add another forum(s).*
* **Calendar** – populated with key dates *as and when they are known*. (Where activities in Learn have dates associated, these are added automatically.)
* **Main content area** – may be structured at the tutor’s discretion on a week by week or topic by topic basis. However, no content ‘block’ should be left visible but empty. EITHER the block should be hidden OR a ‘label’ should be inserted.
* **Assessment details** – explicit assessment details linked to schedule including coursework, activities on Learn, QMP, showing deadlines for coursework and tests.
* **Other module resources**, either hosted in the module files area on Learn, or in the form of links to external web resources. These resources may include lecture Powerpoint presentations, lecture notes, spreadsheets, audio clips, video clips, ReVIEW presentations, Camtasia recordings, glossary of key terms, etc. *It is expected that every module will include at least some additional resources of this kind.*

**Further requirements**

* Use of Learn and other associated systems is subject to the University Acceptable Use Policy (AUP). All staff should familiarise themselves with this document.

It is the responsibility of all academic staff posting content on Learn to ensure that resources do not infringe copyright and to seek advice from support staff if in any doubt.

**Beyond the minimum online presence**

* Learn has many more powerful features beyond the limited range covered by the minimum module requirements. Staff are strongly encouraged to make use of the support available, from the E-learning Team and others, in identifying further opportunities to enhance both ‘efficiency and effectiveness’.
* In particular, Learn includes:
	+ Various collaborative functions including forums, chat and wikis which foster interaction and which may encourage students to keep returning to the module page.
	+ Tools such as Groups, Choice, Assignments and Feedback which can help you to manage your module more efficiently.
	+ The Quiz tool which provides a quick means to build in formative assessment.
	+ The Lesson tool which provides a way of creating a structured set of pathways through material; helpful if you have a lot of content.
* Support is using these and other features of Learn is available in the Learn Staffroom module at <http://learn.lboro.ac.uk/course/view.php?id=3507> . Every member of staff who is a Tutor or Additional Tutor on a module is automatically enrolled in the Staffroom.
* Module tutors are encouraged to log into each of their modules on Learn regularly during the Semester. Specifically, it may be helpful to check the Participants list for each modules to identify students who have not accessed the module at all (or only rarely). Failure to access Learn by an individual student, when most students are accessing the module regularly, may be an indicator of a wider problem with engagement.
* Where discussion forums are used, module tutors are encouraged to check them regularly to ensure that communication between students remains appropriate at all times.

**Other centrally supported systems**

The University promotes and supports centrally a range of other learning technologies which may be seen as spokes with Learn at the hub. Several of these systems have been identified as ‘essential’ in promoting efficiency and effectiveness:

* *Turnitin*, for originality checking of submitted coursework;
* *Grademark* (a sub-tool of Turnitin), for online marking;
* *QuestionMark Perception*, for online assessment;
* *OMR* (Optical Mark Recognition), for automated paper-based assessment;
* *WebPA,* for online peer assessment;
* *Co-Tutor / Attendant*, for recording attendance and tutor interactions with students;
* *ReVIEW*, for automated lecture capture;
* *Blackboard Collaborate* (formerly Elluminate), for web conferencing;
* *Turning Point*, for integrating electronic voting with wireless handsets into Powerpoint presentations;
* *Camtasia*, for creating narrated screen recordings.
* *GoogleApps*, for collaborative working.

For all of these tools, Loughborough case studies exist demonstrating how they improve efficiency and effectiveness; the e-learning blog at <http://blog.lboro.ac.uk/elearning> is a valuable source of information in this respect. Schools are encouraged to promote these learning technologies where pedagogically and / or administratively appropriate within their local policies.

In addition, there are many external Web 2.0 services not covered by any service level agreement with the University but which present valuable opportunities for improving efficiency and effectiveness. Broadly, the institutional position on the use of such services is that staff may exploit them where pedagogically appropriate subject to certain key conditions:

* Use by staff or students of external Web 2.0 services is subject to the AUP.
* You should consult your E-learning Officer in the first instance detailing the Web 2.0 service and how you intend to use it.
* The Learn module page should remain the hub of the module’s content and interaction.
* External services must not be used in any way to deliver or support formal assessment.
* You must not require students to have or set up accounts on any external services.

Further guidance and case studies are available on the University’s Web 2.0 guidelines blog.

**Minimum presence on Learn**

1. Purpose of a minimum presence on Learn is to ensure that all students have access to certain material, therefore providing equity and meeting expectations.

2. The minimum presence should;

• not be so onerous that it is not complied with

• be able to be done by a third party, not necessarily an academic, e.g. clerical assistance.

3. Attempts should be made for the minimum presence to be available from the pilot

4. Could there be a template for lecturers to follow?

Following discussions with the OLDOs and others involved in the redevelopment of Learn, it was proposed that the minimum presence should be:

1. **Module details** – semester the module runs in, credits and any pre-requisites

2. **Module introduction / description** – overview of module aims, content and structure.

3. **Module schedule** – week by week or topic by topic outline, with dates, location and perhaps brief description

4. **Contact details** – of all academics associated with module

5. **Assessment details** – explicit assessment details linked to schedule including coursework, activities on Moodle, QMP, showing deadlines for coursework and tests.

6. Links to:

• Module specification page

• Reading list – outlining all resources required for module

• Past exam papers – must be made explicit whether an exam paper is available or not

**Summary of differences between existing and proposed minimum module online presence**

The proposed new version of the minimum module online presence to be considered at Learning and Teaching Committee on 29th September 2011 incorporates the following changes from the existing document:

* It is now described as a minimum online presence, rather than a minimum presence on Learn, in order to cover the other centrally supported tools / systems.
* In addition to setting out requirements, it also lists recommendations, with regard to both Learn and the use of other tools.
* It specifically states that schools may develop local versions, as long as this is used as the baseline.
* It makes it clear which features of the module page are generated automatically and which require ‘manual’ intervention.
* There should be a reading list and this should be hosted on the new Library Reading List system.
* It is explicitly tied in with the new E-learning Strategy and the ‘efficiency and effectiveness’ agenda.
* The need for a basic level of consistency in the use of Learn across modules / programmes / schools to meet student expectations is clearly stated.
* It is expected that every module should include at least some resources which are not automatically populated.
* No module page ‘blocks’ should be left empty; there should at least be a label or they should be hidden / removed.
* It is expected that key dates will be added to the calendar in every module.
* The need to comply with both the AUP and copyright legislation is emphasised.