**CELT Staff development sessions (descriptions)**

**Sessions which explore the use of technology to implement and enhance assessment and feedback**

Blackboard Grade Centre

This 90 minute hands on session covers the main features of the Blackboard Grade Centre. Participants will work with columns that have been generated by the more commonly used assessment tools and columns that have been created manually to enable electronic feedback and grades to be administered. Participants will learn how the Weighted Total column can be used to provide indicative grades and how to deal with unwanted columns that may have been copied into the Blackboard shell from previous years.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Blackboard Tests and Surveys

Online tests and surveys can enable both formative and summative assessment opportunities that can be ‘machine marked’ with instant feedback being delivered to students. They can also provide an online platform for administering traditionally paper-based and blended assessment modes. This session will provide an overview of how tests and surveys can be used in Blackboard.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Electronic Feedback in Turnitin

This one-hour show and tell session will consider the different modes of providing feedback using TurnItIn’s feedback Studio. Participants will learn how to work with the various tools that are available within TurnItIn and consider the appropriateness of each approach, a blend of approaches, and the other options that are available to colleagues at DMU. This session does not include the use of rubrics and grading forms (electronic marking grids).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Introduction to Turnitin

This one-hour show and tell session will firstly cover the creation of a Turnitin submission link in Blackboard and the settings that need to be considered when creating submission links. The session will show the student submission process and how to work with the Originality report and the electronic feedback tools that are available in Turnitin’s Feedback Studio.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Rubrics and Grading forms in Turnitin

This one-hour show and tell session will demonstrate how to create and work with Rubrics and Grading Forms using Turnitin's Feedback Studio. It will cover the teaching and learning considerations when deployed such tools and the main difference between a Rubric and a Grading Form will be highlighted. Participants will learn how to integrate Turnitins other electronic feedback tools into the Rubric or Grading Form in order to provide structured feedback using a variety of modes.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Blackboard Grades Journey

This session demonstrates the process by which a Blackboard module can be setup to export a final grades spreadsheet, which may assist academic staff in completing the Marks Entry Template which is then sent to module administrators for entry into the central data system (called SAP).

**Sessions which explore the use of technology to implement and enhance collaboration and co-creation**

Blackboard Collaborate introduction

This session will provide an opportunity for staff new to Collaborate Ultra to practice setting up and using the Collaborate Ultra virtual classroom. This session will give staff the skills and understanding necessary to deliver their first Collaborate teaching session.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Blackboard Collaborate Ultra interactive

This session will provide an opportunity for staff who have some experience of using Blackboard Collaborate Ultra to consider how to develop engaging and interactive sessions. This session will offer a range of possible options for developing interactive sessions and provide participants with an opportunity to consider and discuss alternatives.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Discussion boards and forums

The session will explore the different management approaches when using a Discussion Board (forum) with students to help foster a collaborative/collegiate approach to learning online. Participants will learn about online behaviour styles, the benefits and otherwise of various management approaches and how to set up a Discussion Board using the Blackboard and Campus Pack Discussion Board tools.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DMU Commons - introduction

The DMU Commons is a blogging platform and web space that is available to all staff and students at DMU. Commons users can setup, develop and maintain their own blog or web space which they can use for any purpose relating to their work - be that scholarly, research, areas of interest, projects, personal profiles/portfolios, special interest groups, and many others. See <http://our.dmu.ac.uk>

This session will include: An introduction to the DMU Commons; Examples of its use (current Commons sites); The procedure for registering/activating a DMU Commons account; Hands on activity exploring how to configure a Commons site, add content, and create a navigation structure.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DMU Replay - supporting student recordings

This one hour show and tell session will cover three scenarios in which students might use the DMU Replay service for recording and sharing multimedia artefacts. The session will cover students submitting multimedia artefacts for assessment, recording practice presentations for formative feedback, and recording video blog or vlog posts to support reflective activities.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interactive Whiteboards

This sixty-minute show and tell session will explore four scenarios in which the installed interactive whiteboard might provide opportunities to perform live electronic annotation and provide a platform for student interaction.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Social media/Digital Footprint

This session will provide an overview of some key social media tools. Participants will have the opportunity to set up their own profile on a social media platform and to reflect on the way that use of social media could enhance their teaching practice. The session will also explore the meaning and implications of digital footprint. We will examine the different types of data and information we leave behind us online and suggest ways to protect and enhance digital identity in line with our own aims.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Interactive classroom technology

Using technology to interact with students in class can offer both instant formative feedback to the tutor; and help to motivate students to get involved, whilst providing a level playing field where all student voices are heard. This demonstration will cover the pedagogic benefits of engaging with students using different voting technologies in class and a demonstration of TurningPoint.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using Wikis

Wikis afford the opportunity to enhance both teaching and learning, and support a variety of activities from content creation of teaching materials, to supporting collaborative student group work and individual project work (e.g. ePortfolio). Wikis can be tutor-led, student-led or co-produced.

This session will: introduce wikis; provide an opportunity to discuss the practical application of the wiki tool for learning and teaching; examine two different types of wiki tool that are available in the VLE (Blackboard and Campus Pack).

**Sessions which explore the use of technology to create learning resources; such as adding content to Blackboard**

Introduction to Enhancing Learning through Technology (ELT) at DMU

The session will introduce participants to the concept of ELT@DMU and the support provided by the Centre for Enhancing Learning through Technology (CELT) for both staff members and students. Participants will learn about the learning technology ecosystem at DMU, how to obtain support when using technology in the curriculum, and the relevant policies and governance that effect the use of technology in the curriculum.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Introduction to the Blackboard VLE (Virtual Learning Environment)

This session offers an introduction to the use of Blackboard at DMU and is suitable for those new to DMU or those who would like to refresh their knowledge of Blackboard. Participants will learn about the features and tools available in Blackboard and have the opportunity to apply these to their own learning and teaching contexts.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Blackboard - Content creation

This session will cover the development of Blackboard module shells. Participants will have the opportunity to use the features and tools available in Blackboard and will be encouraged to reflect on the use of these within their own learning and teaching practice.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Using Learning Modules to create a study resource in Blackboard

The Blackboard Learning Module is a tool that can be used in any module Content area to create a package of learning resources. Resources can be displayed in a structured manner to focus student engagement with a selected topic or theme and to support a range of pedagogic scenarios, including independent study. Participants will discuss examples and learn how to go about creating their own Learning Modules. They will initiate an outline for a potential Learning Module for their own curriculum. Ideally participants will have prior working knowledge of the range of content types and interactive features in Blackboard.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Blackboard - Using digital media

Digital media affords the opportunity to enhance teaching and learning via a multi-modal approach; offering multiple ways through which to present and communicate knowledge content; and for students to discover, apprehend, synthesise and re-present knowledge. This session is focussed on the use of digital media in the development of learning resources. Participants will explore how to integrate multimedia (digital images, audio and video) into teaching materials on Blackboard. The session is aimed at participants with little to no experience of using digital multimedia in their teaching practice and will cover: working with digital images; adding audio recordings to Blackboard; adding web-videos such as YouTube; an overview of the Box of Broadcasts resource; and copyright in the use of multimedia.

NOTE: This session does not include DMU Replay

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DMU Replay - Overview

This session provides an overview of DMU Replay and the basic skills required to make a recording. This includes: launching the DMU Replay software in a classroom; setting the software to record voice and PowerPoint slides; making recordings available to students.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DMU Replay - Recording at your desk

This session is designed to provide insight into how to use DMU Replay to create multimedia-based content away from the classroom.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DMU Replay – Introduction to Editing

This session will provide an overview of the basic editing tools in Replay. Participants will be able to reflect on how they can edit their recordings to create different types of resources.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**DMU Replay – Enhancing your recordings**

In this session you will explore the value that might be added by editing your DMU Replay recordings to enhance them. Thinking about interactivity in the context of UDL you will practice various techniques for adding to and enhancing your recordings. Colleagues will need to have participated in the Introduction to DMU Replay Editing session prior to attending this session.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

DMU Replay - Equitable alternatives

There may be occasions when recording a staff-led session is not appropriate or practical. This hands on session covers the equitable alternatives to recording staff led activity using the DMU Replay software provided in teaching spaces. The session will demonstrate how the DMU Replay system can ingest and share more traditional video files that may have been recorded using faculty loaned equipment or colleagues own equipment in order to meet the DMU Replay policy requirements. Participants will try this for themselves and also explore the potential to enhance their teaching practise by using one of the suggested approaches or an equitable alternative of their own.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Flipped classrooms

This session offers an overview of flipped classroom practice and identifies various technologies that facilitate the approach. The session includes a workshop component where participants will consider how they might introduce flipped classroom approaches into their own teaching.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Technologies to Enhance UDL

Technologies provide a supporting pillar for enhancing UDL approaches to teaching practice and curriculum design. Used appropriately, they can enrich the flexibility, inclusiveness and accessibility of learning environments. This interactive session explores ideas and authentic case studies of technologies for enhancing UDL, with opportunities to discuss and share practice. There are also some quick tips for accessibility to help ensure technologies do not cause barriers to learning. Ideally participants should be familiar with the DMU core teaching, learning and assessment technologies.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Open Educational Resources (OER)

Open Education Resources are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. Such resources can be used to effectively underpin, support and enhance online teaching and learning materials. This session offers an overview of OER, including the pros and cons of their use. The session will also explore the ways and means of locating OER and how they can be integrated into online teaching and learning materials.

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Scenario-based approaches to teaching and learning**

Scenario-based approaches to learning can be an effective means of providing inclusive, multi-modal learning content – supporting active learning, self-directed learning and the development of deep learning by confronting students with real-world situations and problems. Scenario-based learning (SBL) incorporates approaches such as; problem-based learning, gamification, discovery learning and collaborative learning. This session explores the pedagogy of scenario-based learning, offers examples of some approaches that have been used by staff at DMU, and demonstrates how such scenarios might be created and implemented.

For example: <http://aural-initiative.com/scenarios/EmergencyRoom/EmergencyRoom.html>

Case study: <http://celt.our.dmu.ac.uk/effective-practice/elt-case-studies/developing-high-street/>

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Box of Broadcasts (BoB)

This session explores the Box of Broadcasts (Bob) technology, which is an on demand TV and radio service for education. This academically-focused system allows staff and students to record programmes from over 65 free-to-air channels, and integrate them into their teaching and learning materials.

**Sessions which explore creative approaches towards enhancing teaching, learning and assessment**

Introduction to infographics

Infographics provide a quick and accessible way to communicate information, whether you want to explain research findings, complex processes or abstract concepts. This introductory session will introduce you to the key aspects of designing an effective infographic, give you experience in developing your own infographic on paper and provide you with resources and tips for translating your infographic from paper to digital format using PowerPoint. For more on Infographics see P27 – 36 of the PDF in this link:https://www.vitae.ac.uk/vitae-publications/guides-briefings-and-information/vitae-occasional-papers-2016.pdf/view

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Introduction to Lego serious play

Lego Serious Play is a methodology enabling participants to gain new perspectives, share knowledge and understand complex issues using exercises with Lego bricks. It is underpinned by Social Constructivist learning theory, and embodies the notion of ‘Thinking with the hands.’ This introductory session will introduce you to the main principles of LSP, give you experience in a number of LSP techniques and allow you to consider possible applications of LSP in your own context. For more on Lego Serious Play see <http://writingpad.our.dmu.ac.uk/2017/11/09/adventures-in-legoland/>

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Introduction to Reframing**

Reframing is a hands-on paper-based technique, where a topic is explored stage by stage, on a large sheet of paper.  Reframing is designed to promote both divergent and convergent thinking, fostering new insights and perspectives on an assignment, research area or any other topic.
It is a visual way of re-looking at a topic, enabling new connections to be forged and utilising peer feedback.  For more on Reframing see: <https://writingpad.our.dmu.ac.uk/2016/01/25/reframing-artists-workshops-with-fine-art-students-novdec-2015/>

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_