Education Foundations for the Future

Our guiding principles

1. An inclusive learning experience that builds learning communities and facilitates equitable, accessible, active, and engaging student-centred learning for on-campus and online learners.

2. A blended approach where Moodle and Teams provide a hub for flexible learning and module communication between on-campus and online learners and teachers.

On Campus
In person synchronous classes

All Students
Blended learning via Moodle and Teams

• Structured content
• Timely study guidance
• Communication and interaction (Teams chat)
• Learning activities

Online
Online synchronous classes

Flexible, integrated, and delivered in accordance with student needs

We will achieve this through:

1. Contact time dedicated to active learning – including facilitated students study hours and activities
2. Diverse teaching and learning methods – including flipped classrooms, videos, podcasts, narrated slideshows, recorded lectures to diversify/supplement large lectures.
3. Staged and scaffolded learning activities to support development and consolidation of knowledge, skills and understanding through application and experiences.

4. Formative feedback opportunities – including staff-led and peer feedback from learning activities, opportunities for self-assessment, and a clear sense of how to apply feedback to future work
5. Supporting student participation with regular contact points
6. Building learning communities, so students have regular opportunities for interaction with peers, module and course leaders, personal tutors, and support services, clearly signposting sources of help and advice, office hours, and so on
Assessment Principles

1. Online: wherever possible assessment should be accessible and submitted online. Mode of study should not disadvantage any students in assessment.

2. Focused, proportionate, distributed: wherever possible distribute assessments across the course, with focussed assessments tailored to meet learning outcomes ensuring task/effort required and rewards offered are proportionate.

3. Integrated: weekly learning materials and activities should provide scaffolding towards both formative and summative assessment.

4. Robust and secure: assessment will be accessible but also robust and secure in form of assessment and in assessment platforms in line with sector practice and as appropriate to the learning outcomes.

All assessments (including flexible, online, open book exams, continuous assessment, and online exams and tests) have been agreed via the ‘rapid validation’ process for 2021-22 in line with our Assessment and Feedback Strategy.

Learning resources

1. Moodle pages created (and peer reviewed) showing more consistent and ambitious use of templates and plug-ins to facilitate the VLE as pedagogical tool rather than repository, with clear signposting and scaffolding that provides a common and user/friendly interface and experience that creates community.

2. Reading lists prepared and available through Talis Aspire for all modules to facilitate library purchase but also assist student preparation and budgeting.

3. Utilising the technology enhanced learning tool (TEL) kit, including Panopto, Kahoot, mentimeter and other engagement tools, ice-breakers, social-learning tools, and break out rooms.

4. Assess accessibility of resources using Ally software (pilot in progress 2020-21).

Building on 2020-21 for 2021-22

1. Growing confidence with hi-flex teaching, expanding IT equipment and quality in all teaching rooms, but especially the set-up of rooms for simultaneous in-person and online teaching.

2. Enhancing the production value of videos and podcasts.

3. Continuing the successful programme of collective CPD and TEL training opportunities for staff, including staff fora and community to promote teaching innovation and collaboration.

4. Providing training for students in blended modes of learning.

5. Consolidating the blended, flexible approach, including enhancement of on-campus activities.

Timeline: plug-in requests and prioritisation (May); library reading lists in Talis (2 July), moodle peer-review (30 August -3 September 2021).

[Created by the Directors of Undergraduate Education, and the SVP Education and VP Quality and Standards, based on a model designed by the Teaching and Learning Team at Surrey University]