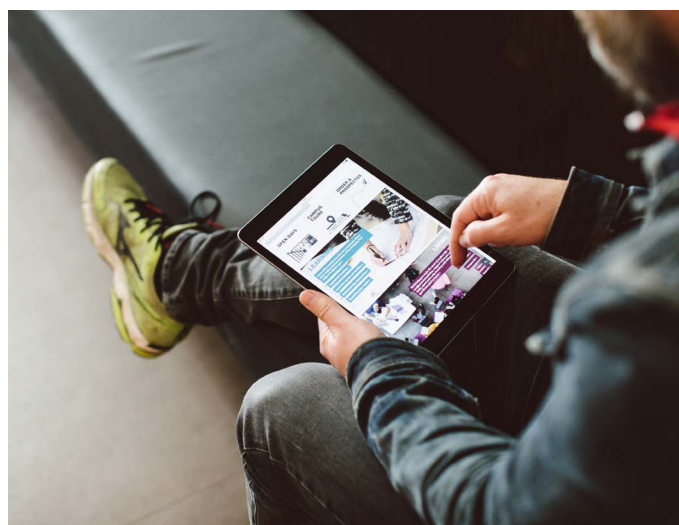


DIFFERENCES THAT MAKE THE DIFFERENCE: LEARNING TECHNOLOGY

Oxford Centre for Staff and Learning Development

1. Create policies and goals for technology enhanced learning in your faculty, school, programme, and module.
 - a. Evaluate the success of these policies each academic year using staff and student feedback.
 - b. Assess what needs to be changed, adapted, and kept to achieve the best results.
2. Decide at the programme level what Moodle courses look like:
 - a. what course format should every module use,
 - b. where the Course Handbook and Module Handbook are located,
 - c. where activities and assessments information are located, and
 - d. the order of materials in each section.
3. At the beginning of each term, remember your key targets.
 - a. Never roll over Turnitin Assignments, Evaluations, or Announcements.
 - b. Module Evaluations:
 - i. The official module evaluation is released centrally, so you do not need to create your own.
 - ii. Formative evaluations (like mid-term evaluations) can be created using **Google Forms** or other polling software and given out to students with a simple link.
 - c. Reading List:
 - i. Your reading list should be aligned with your learning outcomes. Explore more about constructive alignment and 'What a Reading List is for' using this handy resource **Guide in RADAR**.
 - ii. Ideally, you should update your reading list each term (with the aid of an Academic Liaison Librarian: **subject help**) to include the most up to date resources and any changes you have made to the module.
 - iii. Find out more on the Digital Capabilities (Booklet): **Staff Guides Talis Aspire and Online Reading Lists**.
4. Your Moodle Virtual Learning Environment is more than just a convenient online folder for your lecture slides, make use of it to encourage students to engage with their course materials more thoroughly.



5. Think critically about what you want students to see when they go to their Moodle course and how they will navigate it.
 - a. Do you need labels to direct them to different course materials and to separate Assigned Readings from Activities or Further Readings?
 - b. Are there images/videos that will help provoke further discussion/inspire students along their way?
 - c. Have you thought about embedding the videos you have shown in class? (Note: All Youtube Videos can be embedded directly onto Moodle.)
6. Assess your activities and resources, are there ways to make better use of your existing tools (such as Google) or new digital tools?
 - a. Determine: Are all of your readings and lectures accessible? Do you use only Microsoft Office Suite or Pages documents? Have you included links to the same materials on Google Docs or PDFs so that all students have access?
 - b. Consider: Are there ways to make your activities more interactive? Do you have materials that can be converted from hard copy to digital?
 - c. Explore: Google Docs can be used to encourage collaborative note-taking and groupwork. Another activity Moodle offers is H5P (HTML5 Packages): These include more activity types, such as drag-n-drop and interactive videos. Find out more on the Digital Capabilities (Booklet): **Interactive Content**.
7. Set achievable goals, don't try to incorporate all of the new cool tools you've seen all at once.
8. Look for ways that digital tools can improve your teaching and increase student engagement with their learning, but have added value.
 - a. Mind-mapping and Flow Charts: Use **Coggle**
 - b. Project Management: Use **Trello**
 - c. For note-taking and collaboration: Use **Notion**
 - d. Sync your notes and tasks to your Google Account: Use **Keep**
9. Confront your limitations. Don't have time to explore what everyone else is doing? Perhaps join a new mailing list (**JISC Learning Design**), follow a new blog (**JISC Student Experience**), or set aside time to attend one of the **Brookes Technology Experimentation Group** sessions.
10. When in doubt, ask for help and take advantage of all of your training opportunities:
 - a. Book a Session (<https://www.brookes.ac.uk/it/training/courses-a-z/>) With ITS:
 - i. Google Apps Training (Making Good Use of Google Apps can help you organise your course materials, contact students, and collate marks collaboratively with your teaching team.)
 - ii. AV Training (Set aside a time for AV so that you know exactly how to use the equipment in each teaching room.)
11. Book a Session (<https://moodle.brookes.ac.uk/course/view.php?id=32512>) With Digital Services:
 - i. Moodle (Virtual Learning Environment)
 - ii. Turnitin's Feedback Studio (text-matching/originality report software and online marking and feedback)

- iii. Adobe Connect (Virtual classroom)
- iv. Camtasia (screencasting software)
- v. RADAR (digital repository for research, teaching and learning materials, and training documents)

For Further Information:

- Digital Services:
<https://telsupport.brookes.ac.uk/training/>
- TEL support at Brookes: Ask More Questions
<https://telsupport.brookes.ac.uk/>
- Digital Capabilities (Booklet): Explore and Join us at Expert Pool
<https://moodle.brookes.ac.uk/course/view.php?id=36508>
- Get Faculty Support:
<https://www.brookes.ac.uk/virtual-gateway-for-staff/faculty-digital-media-and-e-learning-developers/>
- JISC Designing learning and assessment in a digital age:
<https://www.jisc.ac.uk/full-guide/designing-learning-and-assessment-in-a-digital-age>
- Digital Capabilities Project and Definitions:
<https://www.brookes.ac.uk/virtual-gateway-for-staff/brookesdc/>
- Support from Academic Liaison Librarians on reading lists/resources
<https://www.brookes.ac.uk/library/subject-help/>