AY21/22 Reviewing your Course Checklist

You can use this checklist as a prompt to make sure your course is set-up effectively for Responsive Blended Learning in AY21/22. There's no expectation that you cover all the points. Some will be more relevant to your teaching than others. If you would like to explore whether a point might be relevant to your course, please feel free to get in touch with the Learning and Teaching Academy at LTAcademy@hw.ac.uk.

We recommend that when check your course site, you also look at how your course looks to students, use student preview mode to do this.

1. Have you included all key course information on the VLE?   ☐

- The course site introduces the course teaching team and provided their contact details and office hours.
- The course site includes copies of the course handbook and a link to the program handbook.
- The course site explains how and when the course team will communicate with students. This may include, for example, a weekly announcement on key activities for the week.
- The course site explains how to study the course, including where to find course resources.
- Course assessments and rubrics are included in the 'assessments' section of the course site.

2. Does the course structure make it clear to students how to study the course? ☐

- The course has a clear structure which enables students to know what they should be doing each week, when and how and any coursework deadlines.
- The Course 'modules' on Canvas and resources are named and numbered so that they can be easily navigated.
- 'Module items' have been added to the modules page and published for all content and activities.
- Students are guided on what to focus on whilst engaging with resources (e.g. videos, podcasts, readings etc). For example, provide key points to think about or specific questions to address.
- It is clear to students how different activities and content link together e.g. asynchronous activities and live sessions.
- It is easy to find additional book lists, reference materials, e-books, websites, apps or other online resources.
- Any content or items which are no longer in use have been removed from the VLE.

3. Have you provided a course induction and ongoing activities to support student engagement?   ☐

- A welcome message on the home page gives an outline of the course for students (this could be video, audio or written).
- There are clearly identified spaces for students to meet independently of scheduled live sessions.

- As part of induction:
  - Time is scheduled for students to meet and get to know the teaching team and each other.
  - Students are provided with guidance on study expectations and how to manage their studies.
  - Students are supported to navigate and use the course site and shown where to find and submit assessments.
  - Guidance on using course-related tools and netiquette is provided.
- Where possible across the course, time is scheduled for informal, unrecorded discussion to facilitate community building and build student confidence in sharing ideas online.
- Students are signposted to additional subject or study support they may need throughout their studies, e.g. Maths Gym, support with Academic English.
- Additional subject-specific support may be needed throughout a programme of study in recognition of learning missed due to Covid-disruption.

4. Are coursework and assessments co-ordinated and clearly communicated? ☐

- The course makes clear how assessments relate to learning outcomes.
- Descriptive criteria or a rubric are included for each assessment.
- Deadlines for coursework and assessments have been co-ordinated across the course and wider programme to ensure that they are reasonably spread out and students are not being over-assessed.
- Assessment submission methods are clear and students are signposted to guidance on how to use these tools. This should include links to Canvas Assignment guidance and Turnitin Similarity Checking Guidance, as appropriate.
- Guidance is provided on promoting academic integrity, avoiding plagiarism and how to use referencing.
- Help is available to students to understand assessment expectations. This may be through providing exemplars or class discussion of marking criteria.
- Students are provided with information about how they will receive feedback and how to engage with that feedback to help them with subsequent assessments.

5. Is the purpose of live sessions and asynchronous activities clear? ☐

- The course is planned so that live session and asynchronous activities are linked and the purpose of each is clear.
- The location of live sessions is clear, including whether these will take place on-campus or online.
- It is clear to students which sessions are for the whole cohort and which are being offered as an online or on-campus option.
- Activities directly contribute to the achievement of the course learning outcomes.

6. Does the course provide signposting to relevant student support? ☐

- Students are informed that there is a direct link to Student Wellbeing from the help menu on Canvas. This is accessible from the left-hand menu on every page.
- You may find it useful to signpost to or include the standard list of '**University resources**' as provided in the iRBL course and any additional services specific to your course.

7. Is the course designed to be accessible? ☐

- Audio and video transcripts and / or captions are provided.
- Alt text has been included for all images and diagrams and colour has not been used as the only way to convey information.

Appendix: Guidance on implementing RBL

Support and guidance are available on the implementation of Responsive Blended Learning.

Learning and Teaching Academy (LTA)

Resources

- All Responsive Blended Learning resources, including the Introducing Responsive Blended Learning module are on the [RBL hub on the LTA website](#).
- [RBL student-facing resources](#) which staff can embed in their courses.
- The [Supporting Student Learning Online Toolkit](#) provides useful resources for teaching online.
- The [LTA resources page](#) includes resources on digital education, assessment and feedback and for those new to teaching which may also be useful more widely.

Support

The LTA offers a range of course team support including:

- Course design sprints for course teams. [Complete this form](#) to book a 1.5 hour slot for your course team or to arrange for further support in developing your course design and structure.
- Assessment design support.

LTES

The [LTES training centre](#) provides guidance on how to use the key learning technologies available at Heriot-Watt University. It includes guidance on:

- [Using Stream for video recording and hosting](#)
- [Providing captions](#)
- [How to schedule, record and share webinars and online tutorials](#)

Canvas Project Team

All courses for AY21-22 onwards will be taught on Canvas.

The [Canvas 24/7 help team](#) provide support with Canvas features and tools. Canvas [Instructor](#) and [Student](#) guides are the first source of guidance in relation to Canvas.

The [Canvas Project Team](#) are supporting the migration from Vision (Blackboard) to Canvas. The Canvas Project Team provides:

- Course team and 1:1 support via the [Canvas work-in sessions](#).
- [Training](#) on the fundamentals of using Canvas and enhancing your practice.
- [Guidance on the use of Canvas at Heriot-Watt](#).

University Policy and Guidance

In addition to the usual learning and teaching policies, there are some which are specifically relevant to teaching in Responsive Blended Learning mode.

- [Covid-19 and AY21/22 policies](#)
- [Use of Approved Channels when Communicating with Students](#)
- [Use of Recording for Teaching and Learning Purposes](#)
- [Guidance on the Captioning of Recorded Teaching Resources](#)

Wellbeing and Disability Services

It is essential to ensure that learning and teaching provided at Heriot-Watt is accessible to all our students. The [Wellbeing team](#) can advise on widening access and student support, and the Disability Service can provide support and advice for students with disabilities.

Notes

HERIOT WATT UNIVERSITY | LEARNING + TEACHING academy

CONTACT US
E: LTAcademy@hw.ac.uk

FOLLOW US
@LTA_HWU

www.lta.hw.ac.uk