



## Supporting learning online

**Before we start, please introduce yourself in the chat.**

**We would also appreciate if you could provide an answer the question below:**

**In preparation for next semester, what do you hope to accomplish before you leave for the summer break?**



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A photograph of construction workers on a large steel framework, likely a bridge or a large building. The workers are wearing safety gear, including helmets and high-visibility vests. The structure is a complex grid of steel beams.

Supporting learning online

# Preparing for a new era of online teaching

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Elaine Dalloway



Carolin Radtke

## Welcome

Today we will outline and introduce some of the support we are putting in place to help you to move your teaching online.

Please tell us about specific support you need- through the chat panel, or in the Q & A.

Remote teaching: <https://www.uhi.ac.uk/en/educational-development-unit/online-teaching/>

Brightspace guidance portal: <https://showcase.uhi.ac.uk/brightspace-support-portal/>



# Support for Learning Online

The Educational Development Unit will coordinate two levels of support:

- **Level 1 self-directed support**

- EDU will contact each Programme Leader to check the status of the required modifications and will signpost the Brightspace Support Module and any other relevant guidance resources. Should additional support be required, EDU will provide Level 2 focused support.

- **Level 2 focused support**

- EDU will facilitate a scoping meeting with the teaching team to identify requirements and agree the scope of the support that will be put in place.
- Where necessary, EDU will work with the team, in workshops/drop-in sessions and individually to identify any content development requirements that cannot be undertaken by the teaching team.



# Level 1 self-directed support

## Supporting Learning Online

Visual TOC 



Welcome, start here

3 of 3 Topics Completed

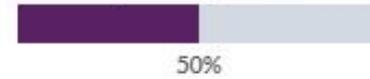


Overview



Pedagogy

5 of 10 Topics Completed



Overview

Continue



Creating and sourcing content

1 of 9 Topics Completed



Overview

Continue



The Brightspace learning environment...

12 of 12 Topics Completed



Overview



Further resources and Help





[Pixabay](#) / [Licence](#)

The aim of this resource is to provide a central hub where you can access advice and guidance on supporting learning online.

Please support your colleagues, particularly those who are new to online teaching, by engaging in the discussion forums to ask questions, suggest solutions and share your experience.

Let us know if you are looking for something that has not yet been included. Your feedback will help us to enhance this resource as we continue to develop it over the summer.

## Page

Netiquette

LTES values

Professional development opportunities





Pixabay / Licence

## Learning design

ABC design using approved technologies

Motivating students using ARCS

Writing learning objectives with Bloom's revised taxonomy

Writing quiz questions for online

## Teaching online

The Best Tip for Teaching Online

A week in my world as an online educator

Desktop VC, virtual classrooms and virtual collaboration

## Pedagogy

Signature pedagogy

Office hours

Social engagement

Desktop VC, Virtual classrooms and virtual collaboration

The Community of inquiry

Flipping the Classroom

Social construction/student generated content

Pedagogical benefits of using video in education



# Creating and sourcing content ▾

 Print



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 Download

Expand All | Collapse All

88.89 % 8 of 9 topics complete

Developing learning objects in Forge ▾

 Web Page

✓

Developing accessible learning resources ▾

 Web Page

✓

Copyright Aware

 Link

Updated ✓

BBC resource

Video and screencasts ▾

Create a screencast video with PowerPoint ▾

 Web Page

✓

Creating a screencast video with MediaLecture ▾

 Web Page

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Video production basics ▾

 Web Page

✓

Principles of shooting video

 Link

Updated ✓

Images ▾

Finding and using images

 Link

✓

Open educational resources (OER) ▾

Open educational practice

 Link

Updated ✓



# The Brightspace learning environment



Brightspace moose





Before you start... ▼

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Roadmap to teaching in Brightspace  
- Thinking about your content,  
activities and assignments      Updated ✓  
Web Page

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Roadmap to teaching in Brightspace  
- Building your module / unit /  
course      ✓  
Web Page

Guides ▼

Upload / Create ▼ Existing Activities ▼

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Getting started      ✓  
Web Page

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Content - Overview and content  
folders / subfolders      ✓  
Web Page

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Content - Adding content to your  
content folders and subfolders      ✓  
Web Page

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Brightspace tools for activities and  
assessments      ✓  
Web Page

---

Planning assessments in  
Brightspace      ✓  
Web Page

---

Keeping your students engaged      ✓  
Web Page

---

Communicating with students via  
Brightspace      ✓  
Web Page

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A couple of things to do before you  
start teaching in Brightspace      ✓  
Web Page

Moose from the [D2L EMEA page](#)



# Before you start

Before you start in Brightspace, have a look at your semester / module / unit / course overview and the materials students will need access to as well as the activities and / or assessments students will normally complete in face-to-face or blended classes.

You should think about and work through the questions below. Download and use this workbook which is loosely based on the [SAMR model](#) by [Dr. Ruben Puentedura](#). In this workbook, you will find information about how to transform your activities and assessments using the tools in Brightspace so they can be completed by students online.



Think about your content and activities:

- Can you use your **content materials** (readings, worksheets, presentations, etc.) as they are or will they need additional explanation or modification when they are delivered online?
- Can you use your **activities** (worksheets, discussions, group work, etc.) as they are or will they need modification when they are delivered online?
- Will you need to build in **more opportunities for students engaging with each other**?
- Will online delivery mean that you need to include **more activities** to create a good balance with the content materials provided?
- How will you **reinforce successes**, i.e. by using the Brightspace Awards tool or the Intelligent Agents tool?



Think about your assessments:

- Which Brightspace tools will you use for assessment?
- Can you build in **formative opportunities for students to use the tools** before they complete the summative assessments? (You will find more information on the difference between formative and summative assessments in the workbook.)

Once you have worked with the workbook, use the arrows above to continue to next page to find out about your next steps in Brightspace.

Moose from the [D2L EMEA page](#)



Once you have mapped out your content, activities and assessments using the workbook from the previous page, you can begin building them up inside Brightspace, the universities Virtual Learning Environment (VLE).

Below is the roadmap with the recommended steps you should take.



If you are **completely new to Brightspace and / or VLEs**, we recommend that you go follow the steps below to get familiar with the Brightspace interface and build your content step by step. Each step will contain a link to a page with further information and detailed guidance.

If you are **already familiar with Brightspace and teaching in the VLE**, we would still recommend that you browse through the steps. You might still find new information which can help you enhance your module / unit / course.

## Brightspace basics

Customise your **profile picture** as well as your **account and notification settings**.

You will find more information on the [Getting started and Brightspace basics](#) page.

## Creating your content folders



# Guides

[Table of Contents](#) > [The Brightspace learning environment](#) > [Guides](#) > Content - Overview and content folders or subfolders

## Content - Overview and content folders or subfolders

When you build your module / unit / course in Brightspace, it is probably easiest to start by adding content. There are several steps involved in building content.

We would recommend that you initially follow the steps below. However, you can also use our [Quick Start Guide to content in Brightspace](#) which is a summary of all the steps and smaller resources below.



### Step 1 - Populate the module overview

The overview page in the Brightspace content area is a great place to provide students with some context or a description of the module / unit / course. You can insert images or videos and can include one attachment.

For more information about the completing the overview, continue to the [Adding an overview page](#) resource.

### Step 2 - Create your content folders and subfolders

Content folders and subfolders can help you organise your content for students so they can find learning materials and activities more quickly.

For more information about creating as well as deleting folders and subfolders, continue to the [Creating content folders and subfolders](#) resource.

### Step 3 - Add descriptions and restrictions to your content folders

Content folder descriptions can provide students with more information about what exactly they will find.

For more information about adding descriptions and restrictions to your content folders, continue to the [content folders and subfolders in Brightspace](#) resource.



Moose from the [D2L EMEA page](#)

## Adding an overview to the content area in Brightspace

About using this resource

Adding an overview

### Adding an Overview in Brightspace

The overview page in the Brightspace content area is a great place to provide students with some context or a description of the module / unit / course. You can insert images or videos and can include one attachment.

Follow the steps below to find out how to populate your Brightspace Overview page.

Go into the module / unit / course you would like to add an overview to.

Navigate to the content area. Once you are in the content area, navigate to the Overview. (Figure 1)

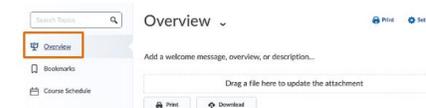


Figure 1: Table of Contents with Overview at the top





# Supporting learning online

## Q & A

**Do you have any questions about the part of the support plan we just outlined?**

**As we are also preparing more support for the beginning of AY 20/21:**

1. What type of format of support would be most useful?
2. What topics would you like more information about?



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