

UCL E-Learning Baseline

What is it and how does it relate to the Chemistry Department Moodle pages?

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<http://tinyurl.com/UCL-ELB>



Outline

- The e-learning baseline and baseline+
- Proposal to standardise Chemistry Department Moodle page layouts.

What is the e-learning baseline?

“Students appreciate, and increasingly expect, consistent and well considered use of online learning.”

- A list of minimum expectations to which all e-learning activities (including Moodle pages) should adhere.
 - **Baseline** for campus-based courses
 - **Baseline+** for online-only courses, which includes some additional requirements

Categories

1. Structure
2. Orientation
3. Communication
4. Assessment
5. Resources
6. Cross-platform Compatibility
7. Accessibility
8. Legal
9. Student Active Participation
10. Quality Assurance



1. Structure

Baseline

1. Present activities and resources in a meaningful, clearly structured and sequenced way.
 - Use headings
 - Provide section overviews
 - Clearly group and label items within a section
 - Use groups and groupings
2. Minimise cognitive load.
3. Include navigation aids.

Baseline+

4. Use a Faculty/Departmental template.
5. Guide students as to which task to complete next.

2. Orientation

Baseline

1. Include the module syllabus and intended learning outcomes.
2. Explain participation requirements.
3. Display staff contact details.
4. Ensure Moodle roles reflect the functions of staff.
5. Ensure students are aware of all services and support available from the department and UCL.

Baseline+

6. Provide an overview of the course.
7. Send students a welcome message before the module starts.
8. Outline the intended learning outcomes for every activity and resource.

3. Communication

Baseline

1. Provide a communication statement.
2. Use the News Forum.
3. Make the purpose of every discussion forum clear.
4. Advise staff and students to upload profile pictures.

Baseline+

5. Include a general Q&A forum.
6. Use learning forum/fora for moderated discussions.
7. Track student participation and send reminders.

4. Assessment

Baseline

1. Provide an assessment outline.
2. Provide tools and information for avoiding plagiarism.
 - See Moodle-based Plagiarism and Academic Writing course: <http://bit.ly/UCLPlagiarism>

Baseline+

3. Provide online assessment submission points.
 - Via Moodle or TurnItIn
 - See <http://bit.ly/UCLMoodleAssessment>

5. Resources

Baseline

1. Use descriptive titles for all items.
2. Provide learning resources.
3. Provide reading list(s), preferably using the UCL online reading list service.
4. Check the resources regularly! Fix or remove broken links.

Baseline+

5. Link to external online resources.
6. Embed videos and other media.
7. Include dynamic content from the wider web.
 - E.g. RSS feeds, Twitter feeds etc.

6. Cross-Platform Compatibility

Baseline

1. Consider file formats.
 - PDFs are compatible with most (all?) devices.
 - Provide Office files if content is to be edited (such as cover sheets).
 - Avoid using niche technologies, such as Flash.

Baseline+

2. Compress files to minimise their size.
 - Easier to download or stream on mobile data.

7. Accessibility

Baseline

1. Provide accessible learning resources by ensuring
 - Graphics have alternative text
 - Navigation is consistent between modules
 - Fonts are large enough to read (min. 10 pt)
 - Coloured text has high contrast with the background
 - Links are descriptive
 - Original PowerPoint slides/Word documents are provided.
2. Ensure links open in the same window so the browser's back button can be used.
3. Adhere to the UK Equality Act, i.e. accessible versions should be provided on request. www.ucl.ac.uk/disability

Baseline+

4. Provide video transcripts or notes where these exist.
5. Check online learning tools for usability and accessibility using www.web2access.org.uk

8. Legal Considerations

Baseline

1. Observe IP and copyright legislation.
 - Use UCL reading lists service.
 - Link to useful websites rather than copying their text.
 - Use open-source or copyright-cleared images.
2. Avoid guest access without a password.
 - Unless your material is copyright-cleared for open access.
3. Communicate data protection issues when students are asked to use external systems.
 - An alternative must be provided if students refuse to register with an external service.
4. Ensure student-generated content is stored on a password-protected system.

- + 5. Students must learn about copyright.

9. Student Active Participation

BL

n/a

Baseline+

1. Students should be able to share learning resources.
 - Individually or in collaboration
 - Wikis, glossaries, databases, discussion fora
2. Students should be required to interact with online activities.
 - Online self-assessments
 - Discussion fora
 - Completion of interactive scenarios

10. Quality Assurance

Baseline

1. Students can evaluate the module anonymously.
2. All stakeholders (lecturers, tutors, admin, support...) can contribute to the module/programme evaluation.

Baseline+

3. Students can submit their module evaluations online.
4. The module evaluation covers all aspects relevant to the use of technology for teaching and learning.

ELB Audit of Chemistry Moodle Pages

Year Group	Average ELB Compliance
1	92%
2	88%
3	91%
4	86%
CHEMUGINFO	84%

Please note:

- Baseline+ was not considered for the audit.
- The interpretation of the points on the checklist were the subjective opinion of SEP.

ELB Audit of Chemistry Moodle Pages



Points that were not necessary for **every** Chemistry Moodle page are as follows. These were ticked off as being compliant by default in the audit.

- **2.4 Moodle roles reflect the functions of staff.** The standard Moodle roles (course administrator, tutor, non-editing tutor, student) are probably sufficient for our purposes.
- **2.5 Ensure students are aware of all services and support available from the department and UCL.** This need only be covered on CHEMUGINFO.
- **4.2 Provide tools and information for avoiding plagiarism.** There is a general UCL page for this, the link to which can be placed on CHEMUGINFO.
- **8.4 Ensure student-generated content is stored on a password-protected system.** This is by default on Moodle, assuming no one is using external sites. No one has access to student submissions to Moodle activities without a password and being enrolled on a page.
- **10.1 and 10.2** in quality assurance. We do this as a matter of course through the SEQs (now electronic, 10.3) and peer dialogue.

ELB Audit: Items Flagged



- Only 4% of our Moodle pages had a **clear “communication statement”** in line with 3.1. This was the point that was the **least adhered to** across all pages.
- 52% of pages (lower than average) included the **module syllabus and intended learning outcomes** (2.1).
 - Of the pages that did include a clear syllabus/synopsis, the intended learning outcomes (or objectives) weren't always present.
 - Many of the pages contained a dead link to the syllabus.
- Only 68% of pages clearly **explained the participation requirements** (2.2). Broken links to the syllabus were a common problem.

Other Points Arising (Best Practice)

- Many Moodle pages **contain hidden items that are no longer relevant**. Although the page might look fine to students, it looks confusing to staff members. What's visible and what isn't?



[How NOT to Fail at University - Critical Advice on Collaboration, Collusion, Falsification and Plagiarism. Ignore this as your peril!](#)



[Transition Mentor Allocations 2015/16](#) 164.8KB PDF document



[Meet your Mentor - UCL Support Services - Presentation by Stephen Leach](#) 12.8MB Powerpoint presentation

Here is the Meet Your Mentor presentation, presented by Senior Mentor, Stephen Leach



[Transition Mentor Allocations 2014 - 15](#) 165.6KB PDF document



[Confirmed Transition Programme 2013/14](#)



[Transition Mentor Allocations 2013/14](#) 164.2KB PDF document



[Using software and computers in chemistry \(video\)](#)



[Transitions Programme 2015](#) 280.6KB PDF document

Other Points Arising (Best Practice)

- Many course timetables refer to **last year's Google Docs file** and so are out of date.
- There is a **general inconsistency in terminology**.
 - Module?
 - Section?
 - Course?
 - We need to try to come up with a standard to avoid confusion.

Standardising the Chemistry Moodle Pages

- Based on a survey of DSSCC (staff and students).
- All chemistry-run Moodle pages should be standardised to “reduce cognitive load”.
- Plan to apply changes over the summer after pages have been archived (“Snapshot”).

CHEM_Test_2

Passkey: lawrencium

Blocks

- Will be on the **right** only to increase space.
- Should be kept to a minimum.
 - Staff contact details
 - Name
 - Email
 - Office and office hours
 - Communication expectations
 - Common timetable
 - Library resources
 - Quickmail (if required)

Contact Details

Module Organiser: Dr Stephen Potts
Email: s.potts@ucl.ac.uk
Location: 124b, Christopher Ingold Building
Office Hours: Mon 11–12, Wed 11–12

Communication Expectations

Students are strongly encouraged to **ask questions on the forum(s)** in preference to emailing staff. This way, you might get a quicker response from others.




If you do email staff, they will aim to respond within **three working days** of receipt. They should not be expected to answer outside normal working hours (Monday–Friday, 09:00–18:00).

You are reminded to be courteous in your communication with staff and fellow students.

Common Timetable

-  Personal Timetable
-  Module Timetable (CHEM1006)

Library Resources

-  UCL Explore
-  WISE Information Skills
-  Reading List
-  Past Exams

Navigation

- My home
 - Site home
 - ▶ UCLMoodle
 - ▼ Current course
 - ▼ CHEM_Test_2
 - ▶ Participants
 - ▶ Badges

Main Information Area, “Topic Zero”

This should be kept **uncluttered** to reduce cognitive load. The only items that should be included are:

- A picture relevant to the course, perhaps linked to research in light of the connected curriculum.
- Module Title
- Module organiser
- A **brief** welcome message.

[Welcome](#)[Assignment Submissions](#)[Timetable](#)[Physical Chemistry \(SDP\)](#)[Inorganic Chemistry \(CJC\)](#)[Organic Chemistry \(JW\)](#)[Links and Resources](#)

CHEM2017

Trial Page 2

Module Organiser: [Dr Stephen Potts](#)

Welcome to the CHEM2017 page 2! This is a test Moodle page that demonstrates a possible standardised layout to be adopted by the Chemistry department from 2017 onwards.

[Click here to access trial page 1.](#)

The main introduction to the course should go here. Use a relevant picture (from the module organiser's research?), followed by the module code, the module title and the course organiser's name with a hyperlink to their staff page.

Main Information Area, “Topic Zero”

The following activities should be included.

Welcome to the CHEM2017 page 2! This is a test Moodle page that demonstrates a possible standardised layout to be adopted by the Chemistry department from 2017 onwards.

[Click here to access trial page 1.](#)

The main introduction to the course should go here. Use a relevant picture (from the module organiser's research?), followed by the module code, the module title and the course organiser's name with a hyperlink to their staff page.

Course Synopsis

For a course synopsis and assessment details, [click here](#).

Up-to-date Sharepoint link, including assessment info and learning outcomes.

News Forum

General news and announcements. This is a general forum on which only staff may post. The subscription should be "forced" so students have no excuse for missing emails.

General Discussion Forum

This forum should be **the** place for students and staff to interact. The subscription should be set to "auto" so that everyone is subscribed automatically but may opt out should they choose to do so. If that is the case, they run the risk of missing important announcements, so **staff should only make announcements via the main news forum**. This type of forum should be set up with ratings using the Moodle "like" scale. That way, students can "like" a post that is particularly good. You may also consider adopting separate fora of this type for each section of the course.

Student Evaluation Questionnaire

Feedback on your learning experience on the module is extremely valuable and will help us to make improvements in future years. We would be most grateful if you could answer the following questions. There is also an opportunity to provide comments at the end of the questionnaire.

This questionnaire should not take more than five minutes to complete and your answers will remain anonymous.

The questionnaire will be open until 4 pm, Monday 19th December 2016.

Please try not to add other activities here.

Topic 1 = Assignment Topic

The first topic on every page should contain all the **assignment submissions and summative quizzes** for the course (the exception being lab modules where it is more practical to keep pre-lab activities on the page for that practical). The following topics are down to the individual course organisers/lecturers.



Assignment Submissions

A reminder of the assessment details could be included here, but it is best to rely on the link to the course synopsis on SharePoint. Note that the tab has been coloured red so it is hard to miss. What **should** be included here are **all** the assignments where you want students to submit work. That way, there is one place they can find all of the submission activities.

Example Assignment 1

Deadline: 4 pm, Monday 27 March 2017

Type further instructions here. It's a good idea to clearly repeat the deadline here, as demonstrated above. Remember, the agreed departmental deadlines are Mondays at 4 pm.

Example Assignment 2

Deadline: 4 pm, Monday 27 March 2017

Type further instructions here.

Example Assignment 3

This coursework should be submitted to the Beadle Coursework box no later than **4 pm, Monday 9th October 2017**.

Chronological order!

Summary of Standardisation

- Minimal number of blocks on the right.
- Keep page information concise.
- Delete old activities.
- “Topic 1” to contain all deadlines and submission activities.

Comments or suggestions?