

SEMESTER 2 COURSE CHECKLIST

You can use this checklist as a prompt to make sure your course is set-up effectively for Responsive Blended Learning in semester 2. There's no expectation that you cover all the points. Some will be more relevant to your teaching than others. If you'd like to explore whether a point might be relevant to your course, please feel free to get in touch with the RBL team at LTAcademy@hw.ac.uk. In the appendix you will find links to further guidance on implementing each section.

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 provides 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 structure makes clear when resources will be made available (if you are releasing sections of the course in a staged way).
- Students are guided 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.

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.

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 Turnitin or Blackboard Assignment guidance, as appropriate.
- Guidance is provided on promoting academic integrity 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 sessions and asynchronous activities are linked and the purpose of each is clear.
- Activities directly contribute to the achievement of the course learning outcomes.

6. Is the navigation on your VLE course consistent with RBL guidelines?

- The course is hosted on the VLE (Vision).
- The course left-hand navigation has been set up according to the RBL template.
- Course sections and resources are named and numbered so that they can be easily navigated.
- Sub-folders are avoided where possible, and clearly numbered where they are required.
- Any sections, folders or content which are no longer in use have been removed from the VLE.
- The course includes the **standard list of 'University resources' as provided in the RBL course** (This download requires HW login) 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 IMPLEMENTATION

For each section we have provided a list of further resources to support you to think through the topics in that section. This includes links to specific sections of the Introducing Responsive Blended Learning module (iRBL module) as well as to standalone resources. Any links to the iRBL module require HW login. Other resources will automatically open/download when clicked.

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

- **Section 3.3 of the iRBL module.**
- **Updating your course site on the VLE (Vision).**
- **Section 4.5 of the iRBL module explains** how to use the **'University resources'** document.

If you are unsure how to update your course site on the VLE or need support doing so, please contact LTES@hw.ac.uk where one of the learning technologists will be able to assist you.

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

- **Section 3.4 of the iRBL module** discusses course design and structure.

The LTA can offer course design sprints for course teams. Email LTAcademy@hw.ac.uk to book a 1.5 hour slot for your course team or to arrange for further support in developing your course design and structure.

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

- Introduction to RBL <https://indd.adobe.com/view/5b181b05-35a2-4733-b80f-032489494b74>
- **Section 3.5 of iRBL module** explains how to add your avatars on the VLE and Collaborate Ultra.
- **Section 4.3 of iRBL module** provides examples of induction activities.
- **Section 4.5 of iRBL module** covers online behaviour and netiquette.
- RBL guide **'Managing your virtual classroom'**.
- **'Netiquette' guide** will be useful to share with students.
- **Section 4.6 of iRBL module** covers setting up your induction.
- **Section 4.7 of iRBL module** covers preparing your students to learn in RBL mode and includes further suggestions on induction activities and community building.
- **Section 6.5 of the iRBL module** explores how to use a discussion board to build community.
- **Section 6.6 of the iRBL module** covers facilitating and managing discussion online.
- **LTES training centre guidance on creating video.**

4. Are assessments co-ordinated and clearly communicated?

- **Meeting the challenge of take home exams.**
- **Adapting your assessments.**
- **Guide to exam alternatives.**
- **Take home exams student perspective.**
- **Making your exam work as a take home exam.**
- **Section 5.3 of the iRBL module** covers writing learning outcomes.
- **Section 5.4 of the iRBL module** provides examples of a range of different assessment methods.
- **Section 5.6 of the iRBL module** covers the VLE tools for assessment.
- **LTES training centre guidance on using the VLE tools for assessment.**
- **Section 5.8 of the iRBL module** discusses good academic practice, academic integrity and plagiarism.
- **Section 5.9 of the iRBL module** discusses marking and feedback.
- **Watt Works guides on assessment and feedback**
(A collection of guides covering a broad range of assessment and feedback themes.)

The LTA can offer assessment support and guidance for course teams. Email LTAcademy@hw.ac.uk to arrange a conversation.

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

- **Section 6.2 of the iRBL module** covers how to find, create and use media.
- **Section 7.2 of the iRBL module** looks at how to make the most of live contact time.
- **Section 7.10 of the iRBL module** looks at making use of on-campus time and space.
- **'RBL top tips for teaching in physically distanced contexts'**.
- **'Practice based activities: Labs, studios and fieldwork' guide.**
- **'Practice based activities: Guidance and case studies' guide.**

6. Is the navigation on your VLE course consistent with RBL guidelines?

- **Section 3.3 of the iRBL module** covers setting up your course site using the VLE template.
- **Updating your course site on the VLE (Vision).**

If you are unsure how to update your course site on the VLE or need support doing so please contact LTES@hw.ac.uk where one of the learning technologists will be able to assist you.

7. Is the course designed to be accessible?

- Disability services (within the **Wellbeing team**).
 - **Guidance on the Captioning of Recorded Teaching Resources.**
 - **LTES training centre guidance on using Stream.**
 - **LTES training centre guidance on captioning.**
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FURTHER RESOURCES

A full list of [Supporting Student Learning Online resources](#) is on the [SSLO page](#) of the LTA website.

A full list of [Responsive Blended Learning resources](#) is on the [RBL hub](#) on the LTA website.

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.

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

NOTES



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