SEMESTER 2 SUPPORT

There is a wealth of resources available across the University to help you prepare your course, teaching and assessment for Semester 2. This pack provides an overview of the key developments you may wish to consider and helps you navigate your way through the support resources.

- RBL Semester 2 checklist
- Index to Responsive Blended Learning resources
- Resources for you to adapt and share with your students

- Course design resources
- Assessment resources

TOP TIPS FOR SEMESTER 2

1. Start with your global course team

Feedback from Semester 1 highlighted that working in a global course team (or campus-specific team if your course isn't offered globally) has been greatly appreciated by many colleagues. It means that you can share ideas, issues and experiences and work collaboratively to support students. In particular, course teams have found it useful to:

- Team teach online live sessions e.g. with one person leading the verbal discussion and another dealing with the text chat.

- Share teaching commitments, such as lecture and tutorial delivery, across the whole team.

- Share any marking across the whole team rather than by campus.

If you are not currently working in a course team context, consider how you can gain the benefits of collaborative teaching. You may wish to create a support group around your course or share ideas and insight with colleagues in your programme. Sharing practice and challenges is a useful way to get support and also to save time and effort as you learn from each other.

You may find it useful to discuss with your course team what content will be found, delivered or created for your course.

2. Work through the RBL semester 2 checklist

This provides you with a list to help check if your course is designed in a way that will clearly guide students through their studies. It provides a useful reminder of key points of Responsive Blended Learning and how to set up and use your course site and key online tools.

Going through the checklist (in your course team or with a colleague) will help identify any issues, gaps or questions which need to be addressed and will provide support to address them.

3. Talk to colleagues and get support.

As well as the wealth of resources, there are colleagues around the University here to support you as you implement RBL. School-based RBL groups can provide specific support on how RBL is implemented within your school. These groups also facilitate sharing of practice across the School, so you can explore together what has worked in Semester 1. The Learning and Teaching Academy can help with pedagogic and practical learning and teaching queries. They can advise on what others in the sector are doing and what works well in blended learning. The LTES team can help with queries about using learning technology. (You will find a full list of contacts is at the end of this guide).

4. Focus on spending time with your students, rather than making content

Colleagues in Semester 1 have found making content is time consuming and reflected that, in some contexts, that content is repeated during live sessions. As you plan for Semester 2, map out the content that is best created in advance and what you will be delivering 'live' and recording for follow-up student use.

- If you are creating content that you will reuse in multiple courses or in future years then it may be an effective use of time to record this as a standalone resource. Similarly, if you would like students to engage with material in advance of a live discussion session or tutorial, then you may wish pre-record material.

- In some cases, you may wish to deliver material live and then use that recording to share with students. That can be an effective use of time, when pre-viewing is not essential for a session.

- Reusing content made by others can be an efficient means of providing students with input prior to a live session. It may not say exactly what you want but this provides an opportunity for critical analysis and discussion in the live session or in the wraparound questions and discussion you ask students to engage in.

SUPPORT CONTACTS

LEARNING AND TEACHING ACADEMY

For pedagogic support contact the LTA
You can contact any of the LTA at **LTAcademy@hw.ac.uk** or directly via Teams.

Some LTA staff have a remit for schools across all campuses:

SoSS: Alex Buckley and Rob Daley
MACS: Rosemarie McIlwhan
EPS: Anne Tierney and Rob Daley
EGIS: Alex Buckley and Rosemarie McIlwhan
TexD: Anne Tierney

And some LTA staff have a remit for all schools on specific campuses:

Dubai campus: James Wilson
Malaysia campus: Alia Nazor

Web: **www.ltacademy@hw.ac.uk**

Web (RBL resources): **www.lta.hw.ac.uk/responsive-blended-learning**

Email: **LTAcademy@hw.ac.uk**

Responsive Blended Learning Module:
https://vision.hw.ac.uk/webapps/blackboard/content/listContentEditable.jsp?content_id=_3460959_1&course_id=_104799_1
(Note you will have to **self-enrol** to gain access)

RBL mailing list: To keep up-to-date on developments in Responsive Blended Learning and hear about new resources as they become available, email us at **LTAcademy@hw.ac.uk** with the heading 'subscribe to the RBL mailing list'.

LEARNING AND TEACHING ENHANCEMENT SERVICE

For support on how to use learning technology available at Heriot-Watt e.g. Office 365, Vision, Collaborate Ultra contact LTES.

Web: **https://www.hw.ac.uk/uk/services/is/learning-teaching/learning-and-teaching-enhancement-services.htm**

Web (LTES training centre): **https://heriotwatt.sharepoint.com/sites/is-ltestrainingcentre**

Email: **LTES@hw.ac.uk** (note this is for learning technology queries only; all other queries should be directed to the **IT Helpdesk**)

IT HELPDESK

For general support with technology or IT contact ISHelpdesk

Web: **https://www.hw.ac.uk/uk/services/is/it-essentials/it-helpdesk.htm**

Email: **ISHelp@hw.ac.uk**

RBL GROUPS WITHIN EACH SCHOOL
Download the details of the RBL groups contacts within each school.

NOTES

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CONTACT US
E: LTAcademy@hw.ac.uk

FOLLOW US
@LTA_HWU

www.lta.hw.ac.uk