
ENHANCED BLACKBOARD PRESENCE

General information

- Design factors such as colour, text size manipulations, audio and video controls, and alt tags reflect universal accessibility considerations.
- The module consistently reflects departmental / Institute teaching and learning policies.
- Announcements or other appropriate mechanisms are used to communicate information to students in a timely manner.

Structure of the Course

- There are plentiful opportunities for interaction online and in face-to-face contexts as appropriate, including student-to-student interaction. This may include use of tools such as discussion boards, blogs or wikis.
- Guidelines explain required levels of online student participation and interaction (i.e. quantity of online interactions) and quality of communications (e.g. what constitutes a “good” answer).
- Where used, the instructor actively participates in online communication activities including providing feedback to students.
- Learners have the opportunity to give anonymous feedback to the instructor on all online aspects of the module. The mechanism for this is explained in the module.
- Links to support materials for any tools used in module are provided. This could include links to Information Services’ frequently asked questions, video guides. These resources should appear in the content area where the tool is deployed.

Module Information

- All online learning activities should have the goals and objectives clearly stated in the description or instructions.
- A module tour is provided (see <http://nexus.aber.ac.uk/xwiki/bin/view/Main/guides+-+Blackboard> for examples).

Content

- Technologies are used creatively in ways that transcend traditional, teacher-centred instruction.
- Content is presented using a variety of mechanisms and enhanced by visual and/or auditory elements, supporting multiple learning modalities: audio, visual, and text-based, including interactive elements as appropriate.
- Course materials use standard file formats, for example Microsoft Office, PDF, MP3, MP4, for ease of access by your students.

- Higher order thinking (e.g., analysis, problem solving, or critical reflection) is expected of learners and explained with examples or models.
- Although not required, differentiated instruction (such as remedial activities or resources for advanced learning activities) is encouraged. The Adaptive Release function in Blackboard can assist with this.
- Where used, video and audio are streamed (for example, using the AU Helix server) and transcripts are provided where available.

Assignments

- Self-and/or peer-assessment are used as appropriate and with sufficient information about marking criteria to enable students to provide useful feedback to each other.
- Links are provided to departmental or Institute assessment policies.
- Information on how to submit assignments is provided, for example, the video clip showing submission via Turnitin.
- Where e-submission is used, e-grades and e-feedback are provided.
- While not required, formative assessment, using tools such as tests, blogs, wikis, discussion boards, is strongly encouraged.

Contacts

- Staff contact information should include multiple forms of communication (for example email, phone number, Twitter details etc).