Learning and Teaching Support Handbook

Chapter 22 - Exeter Learning Environment: Code of good practice

1.   All modules, at undergraduate and postgraduate taught levels, are expected to have content available to students on Exeter Learning Environment (ELE). It is very likely that students will turn to ELE as their primary source of information about any module. An ELE site therefore becomes critical in the duration of a module, and also important as a vehicle for publicising modules. It is recognised, however, that different modules will require different levels of commitment to virtual learning. In this context, this document seeks to establish a basic standard of practice across faculties, by listing **minimum requirements** as well as some **recommended enhancements**. They are not designed to limit best practice and we encourage you to go beyond the minimum requirements. It is hoped that an increasing number of modules – especially core and group-taught modules – will embrace a number of the enhancements. It should also be noted that the potential of the ELE beyond the extent of these lists is considerable, and that support will be available from Education Enhancement to develop sites in innovative ways.

2.   **Minimum requirements**
a.   Module description or statement of key information. Ensuring access to:
   i.   Learning outcomes.
   ii. Syllabus plan.
   iii. Intended study time.
b.   The name of the module convenor and other educators, including postgraduate teaching assistants, with their roles.
c.   Welcome from module convenor.
d.   Information regarding 'office hours' and contact details.
e.   Summary of key assessment details:
   i.   Assessment brief.
   ii. Deadline and submission information.
   iii. Word limit.
   iv. Marking criteria.
   v.   Model answers where appropriate.
f.   A clearly sign-posted structure:
   i.   By weeks, topic/theme or unit with a core linear structure.
g.   A variety of activities and materials including:
   i.   Resources to support acquisition.
   ii. Activities to support individual active learning.
   iii. Activities to support participation in the learning community.
h.   Library reading lists:

      i. Link to appropriate academic representation sections of the Students' Guild/ Falmouth and Exeter Students' Union webpages.

i. All of the above and any additional content to be accessible and inclusive.

3. Recommended enhancements

a. An activity that asks students to introduce themselves to peers (ice-breaker).

b. Opportunity for students to 'self-assess' prior knowledge or consider their interests/ motivations.

c. Use of forums for module announcements and discussion.

d. Activities to support collaborative group work.

e. Formative and summative assessment:

      i. Online submission of coursework (via eBart, ELE or Turnitin).

f. Exam rubrics and sample exam papers

g. Link to ACCELERATE (if used) for student in module and end of module feedback:

      i. Use of relevant social media to support social learning and interaction.

*Further details on enhancement available and access to support is available on the TEL SharePoint site.

- While Faculties should aim to have support staff in each department trained to assist with basic ELE tasks, sole responsibility for any site lies with the module convenor.

- In order to encourage good practice in this area, it is recommended that each department should devote time in at least one departmental meeting annually to showcasing the most effective and innovative sites managed by colleagues.

- All staff have access to all content on ELE. There are some exceptions to this for high value courses (e.g. MBA & MPA) and courses which have medically sensitive content. For all other courses a request to close access must be made to the Associate Pro-Vice-Chancellor, Education (APVC-E) in writing, outlining the reasons that access should be removed. A decision based on this information will then be made.