

Developing a VLE for Enterprise modules University of Kent

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Welcome!

The University of Kent's e-learning team

- Six learning technologists
- Working alongside academic staff
- Guided by our E-Learning Strategy
- Supporting, promoting, monitoring and researching learning technologies

Introductions

Developing a VLE for Enterprise modules

What is a Virtual Learning Environment (VLE)?



Blackboard



canvas





Blackboard



canvas



A VLE...

- An **online** resource
- For the **dissemination** of teaching materials
- Enabling the **electronic submission** of assignments
- Supporting asynchronous **communication** between the teacher and the student

VLE features

- Uploading and sharing of resources (lecture slides, notes, reading materials)
- Forums and wikis for discussion and collaboration
- Submission points for assignments
- Quizzes for assessment
- Embedding multimedia content
- Interrogation of participation data

The basics

Adding resources

Developing a structure

Good practice

The basics

Adding resources

Developing a structure

Good practice



The basics: Good practice

- Add relevant resources...less is more!
- File naming conventions
- Check hyperlinks
- Develop a clear structure
- Manage student expectations

Developing accessible materials

- The principles of [accessible resources](#)
- Creating accessible [Word documents](#)
- Creating accessible [PowerPoint presentations](#)

Activity

Time: 15 minutes (in groups)

What other important elements should/could we include in our VLE modules?

So...a VLE needs to be:

- Engaging
- Well-structured
- Relevant
- Complimentary, not supplementary

So...a VLE needs to be:

- **Engaging**
- Well-structured
- Relevant
- Complimentary, not supplementary

Discussion forums



Re: Lecture 4: Methods of "counting"

by J.J. Pooley - Tuesday, 14 October 2014, 5:22 PM

Sam,

This question about indistinguishability made me think about the ground state. I understand the exclusion principle (I think) - e.g. no two fermions can have the same quantum number/state. but what if the ground level in a helium atom was the state? are the electrons not said to be in the same state but distinguishable by their spin(up/down)? or is this example explicitly about n, l, m_l, m_s states?

[Show parent](#) | [Edit](#) | [Split](#) | [Delete](#) | [Reply](#)



Re: Lecture 4: Methods of "counting"

by Sam Carr - Friday, 17 October 2014, 6:26 PM

Excellent question -- and sorry for taking so long to respond to it. This week has been a bit crazy.

The obvious answer is that the up and down electrons are actually distinguishable -- as clearly one is up and one is down.

However as is often the case in quantum physics, the truth is rather stranger. The question you should ask then is: which electron is up, and which electron is down? It turns out that you can't tell -- up and down are just like any two other quantum states and the electrons remain indistinguishable.

By having one up and one down (although you can't know which is which), again it would seem to be the case that they are now different and no longer have to obey the Pauli exclusion principle. But again, the truth is stranger.

Operators in Quantum Mechanics

[Edit page](#)

Latest edits: Sunday, 26 April 2015, 2:09 PM (H. Smith); Tuesday, 31 March 2015, 6:53 PM (H. Smith); Tuesday, 31 March 2015, 6:34 PM (H. Smith); [full history](#)

In physical terms, an **operator** represents an observable quantity. It is expressed using a hat above the symbol: $\hat{[]}$.

Operators in Mathematics [Edit section](#)

An operator in a mathematical sense acts on a function to produce another function.

An **example** of this is the differential operator, $\frac{d}{dx}$:

On its own it doesn't mean much but when it acts on a function $f(x) = 5x^2$, for example, it produces a function given by

$$\frac{d}{dx} f(x) = \frac{d}{dx} 5x^2 = 10x = f'(x)$$

where $f'(x)$ is a *new* function characteristic of the operation performed.

We can have multiple operators acting on the same function to produce a function characteristic of multiple operations. However, each operator must act on the function in turn. Let's consider the second-order differential operator, $\frac{d^2}{dx^2}$, acting on our function $f(x)$. We know that to perform this, we must first find the first-order derivative

$$\frac{d^2}{dx^2} f(x) = \frac{d}{dx} \left[\frac{d}{dx} f(x) \right] = \frac{d}{dx} [(10x)]$$

then apply the differential operator again to our new function

$$\frac{d}{dx} f'(x) = \frac{d}{dx} 10x = 10 = f''(x)$$

where $f''(x)$ is another new function as a result of applying the differential operator on $f(x)$ twice in turn.

Surveys



The purpose of this survey is to help us understand how well the online delivery of this unit enabled you to learn. Each one of the 24 statements below asks about your experience in this unit. There are no 'right' or 'wrong' answers; we are interested only in your opinion. Please be assured that your responses will be treated with a high degree of confidentiality, and will not affect your assessment. Your carefully considered responses will help us improve the way this unit is presented online in the future. Thanks very much.

All questions are required and must be answered

Relevance

Responses	Not yet answered	Almost never	Seldom	Sometimes	Often	Almost always
In this online unit...						
1 my learning focuses on issues that interest me.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2 what I learn is important for my professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3 I learn how to improve my professional practice.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Formative quizzes



How can the graph of a function be used to determine if it is one to one?

Select one:

- a. The tangential line test. ✗
- b. The parallel line test.
- c. The vertical line test.
- d. The perpendicular line test.
- e. The horizontal line test.

A horizontal line placed anywhere on the graph must not cross the line of the functions curve more than once. If the line crosses the curve more than once it means that the function has some values of y that can be produced by two or more different values of x and the function is therefore not one to one.

The correct answer is: The horizontal line test.

Activity

Time: 15 minutes (in groups)

How might you apply some of the tools we've just discussed to your own modules?

What would you say are the pros and cons of using such tools?

Break

To recap...

- Added resources
- Developed a clear structure
- Introduced tools to engage students
- **Assessing our students**

Working with assessments

At the University of Kent

- Digital submission of essays, assignments and reports
- Plagiarism detection
- Electronic marking and feedback delivery



Working with quizzes



- Timed release
- Set times for completion
- Multiple question types
- Options for feedback

Working with quizzes

Free alternatives

- <https://www.surveymonkey.com/mp/quiz/>
- <https://www.typeform.com/quizzes/>
- <https://www.quizbean.com/home>

Activity

Time: 15 minutes (in groups)

What sort of assessment strategy would you design for your modules and what VLE tools might you use to deliver it?

Data

- Monitoring attendance and engagement
- Tracking activity in core systems
- Making interventions
- Aggregating and surfacing data to students
- Data-informed strategy

Data

- Monitoring attendance and engagement
- **Tracking activity in core systems**
- **Making interventions**
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Data: Activity tracking

Criteria		Module Guide	Preparing and planning an ...	Ordinance 44:Suspension and...	Working with witnesses	This video will provide ...	Asking Questions	Questions are the most ...	Issues which may arise	Weighing up the evidence	Writing your report	This video is a brief and ...	Report Template	Assessment Quiz- ...	University Ordinances ...	Investigating Officers Guide	Whistleblowing Policy	User Testing Feedback	Self completion	Course complete
First name / Surname	Email address																			
Anne-Marie Baker	A.Baker-2192@kent.ac.uk	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
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In summary

A VLE module needs:

- Useful and meaningful resources
- A clear navigational structure and purpose
- Considerations for accessibility needs
- Tools that can keep students engaged
- Methods of assessment and feedback
- A facility to analyse and interrogate engagement data

After lunch

- Free tools and technologies
- Innovative ways to engage with students
- Q&A session

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