THE UNIVERSITY OF THE WEST INDIES
St Augustine

MyeLearning

LECTURERS’ START-UP GUIDE

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INTRODUCTION

MyeLearning, our campus’ learning management system, provides you with a number of resources to help you manage your course effectively and to provide your students with greater access to teaching and learning. The system is not difficult to use, but it will be helpful to know what is involved in getting your courses up on myeLearning, and ensuring that they proceed smoothly as you use all the resources the system makes available to you. This handbook provides you with a basic introduction to the main procedures for you and your students to sign on to myeLearning, and to help you access all the resources available for even more effective teaching and learning. It also provides hints and tips to help you get the most out of the system. However, this booklet is NOT meant to be a guide to coping with the pedagogical and/or technical challenges of using myeLearning for teaching and learning. For that, you will have training and help from the Units specially dedicated to providing you with such support. You will be provided with further details later on in this Guide.

The Guide will be updated as you indicate a need for different types of information, and/or as our system evolves.

We hope you find it helpful.
ABOUT MYELEARNING

MyeLearning is an online learning environment specifically tailored for The University of the West Indies, St. Augustine campus. It is our customized version of Moodle¹, and is intended to meet our teaching and learning needs by providing a virtual space where we can:

- Interact, from anywhere in the world, with students and tutors in our courses;
- upload and share course materials;
- provide students with a range of different learning experiences by giving them access to all the resources available through the system; and
- manage our courses.

At the same time, as part of the University’s Course Management system myeLearning provides some measure of control over who can access our course sites, and what permissions they have.

WHY USE MYELEARNING?

When you begin to use myeLearning, you’ll have to learn new skills and concepts. You may need to adapt your course for an online mode and even take on a new set of management and communication tasks. So - why choose myeLearning in the first place? We suggest you do so because myeLearning supports our intention, on this campus, to improve teaching and learning. For some time now, we have been putting more and more of our courses online, or designing them with a larger online component (that is, we’re providing more blended courses). Even our traditional, face-to-face courses are often supplemented with online resources.

To help you to understand more fully why you might want to choose myeLearning, consider all that the system makes possible:

¹ Moodle (abbreviation for Modular Object-Oriented Dynamic Learning Environment, is a free and open-source e-learning software platform, also known as a Course Management System, Learning management System, or Virtual Learning Environment (en.wikipedia.org/wiki/Moodle)
A RANGE OF ONLINE RESOURCES AND ACTIVITIES

Providing critical course information (syllabus, schedule, etc) – Instead of photocopying and distributing the basic information students need to have about your course, simply post it (i.e. make it available) on myeLearning, and you can ensure that they have access to it as needed. Your students will, generally, appreciate having such critical information available as needed. Having such information readily available can also foster in students a sense of autonomy and increased ownership of work (and also makes it clear that excuses about their not having known about scheduled assignments and readings simply won’t be adequate!).

Providing course material – You can make selected course material (always, subject to copyright restrictions) available to your students. Your notes, course readings, or that exceptional PowerPoint presentation you created for class can all be made available to them whenever they log on. Additionally, you can enrich your content through the use of multimedia (podcasts, videos, and even simulations). MyeLearning is very flexible and also allows you to make links to other sites (e.g. YouTube).

Making announcements – Let us suppose that you will be absent from one session, and you want to let your students know this, and what they should be doing on that day; or perhaps, you have managed to get an exciting international expert in your field to talk to your students while s/he is visiting the campus, and you want to be sure they are aware of this opportunity. Again, getting in touch with all of them as a class is easy, if your course has been made available to them on myeLearning. You simply send them a message via the internal messaging system in myeLearning, or you can have a virtual bulletin board, available through the News Forum in myeLearning.

Facilitating course communication – In addition to the News Forum, general discussion forums in myeLearning provide a space for students and lecturers to communicate, either one-on-one or in a group. Lecturers also have the option to set up a Tutors’ Forum, where you and your tutors can discuss issues as they arise – the equivalent of a staff meeting in your office.

Exam preparation – As the end of the semester approaches, students often feel more confident if they have been given the opportunity to informally assess their performance and if they have the opportunity to access revision materials that will help them prepare for their examinations. On myeLearning, you can post past examination questions that deal with issues you want them to review, or develop self-quizzes that will allow them to test their own knowledge. Even better, you can go beyond pure exam preparation and use myeLearning for both formative and summative assessment. Finally, you can use the Turnitin feature within myeLearning that allows you to check for potential plagiarism in written assignments.

Permitting multiple representations – Of course, when you use myeLearning, you can make provision for your students’ multiple intelligences and different learning styles because the same concept can be presented in many different ways: through the use of diagrams, text descriptions,
moving images, audio recordings and so on. The more representations, the more likely it is that the student will understand and remember the content. And again, they can have access to all of this whenever they log on to myeLearning.

**Course Management/Administration** – MyeLearning also provides a number of facilities for you to manage your course effectively. In one space, you can check attendance; organize your class into groups to carry out different tasks; and provide a means for your students to share information, and for you to receive their assignments online and monitor whether they are responding in a timely manner. You can pace your course by timing the release of materials, information and activities (for example, you may choose to hide content until you think your students are ready for it). You can also monitor how actively students are participating in class activities, and how they are using your resources. Finally, you can use myeLearning to keep a continuous record of their grades and progress.

**INCREASED FLEXIBILITY OF ACCESS**

It gets better, though. Without myeLearning, you and your students are generally constrained by course schedules, available classrooms, etc. With myeLearning, however, you have a facility that allows them – and you - access to materials at any time and in any place that provides a computer with internet access.
As you set out to add myeLearning to your toolbox of resources for attaining and maintaining the highest standard of teaching and learning, remember: you are not alone! To start with, you will have support from your faculty administration, and those of your colleagues who are already experienced with the system. However, you will also have support in your efforts to incorporate myeLearning resources into your course activities from three main units on campus – Student Administration Services (SAS), Campus Information Technology Services (CITS) and the Campus Centre for Excellence in Teaching and Learning (CETL).

**Your Faculty Office /Office of the Dean** – Your Faculty Office/Office of the Dean processes course offerings for each semester. The Faculty Office then submits the courses which are to be offered by the Faculty to Banner Student Administration Services (SAS). Those courses are then activated in Banner SAS, and CITS creates/activates course shells on myeLearning for the corresponding courses. The Faculty Office also processes the List of Examiners for courses offered. The approved lists of Examiners are submitted to the Examinations section of the Registry, and the First Examiners who are identified on the lists of examiners can have access to the corresponding course shells on the myeLearning platform.

**SAS** – The Student Administration Services (SAS) is responsible for creating courses in the Banner course file for each semester and academic year. SAS receives notice that your course has been approved, and will then enter the course on Banner as part of its catalogue of approved courses. **However, please note that the course will not be made available for CITS to create a course shell until your Faculty office has submitted information to SAS about which courses are being offered in a specific semester.** At that point, when SAS puts information about the course online, CITS is able to generate a course shell to which you will be given access as soon as your request to be assigned to that course is made.
CITS – The Campus Information Technology Services (CITS) provide the technical support for persons using myeLearning.

The CITS Team will:-

• create courses electronically from Banner by semester. (Remember, though: your course must first be recognized and validated in Banner before a course shell is created.) CITS creates course shells from Banner for each semester at specific periods, namely: 8 weeks before the start of the semester, then twice per week until the end of the semester. For example, Semester II courses usually start being processed from the beginning of December, then continue until the end of the Semester in May. Creation of the courses in Banner is an automated process as such manual course creation and manual enrolment of students in courses have been discontinued. This means that once a course has been created in Banner, the course will also be created in myeLearning. There is therefore no need to request CITS to create courses in myeLearning.

• create Lecturer accounts in myeLearning for new staff;

• reset myeLearning passwords for existing users;

• assign teaching staff to courses on request;

• provide online instructions to lecturers about copying or importing course content;

• investigate technical problems

Please note that any assistance from Campus IT Services should be requested through the Service Desk: servicedesk@sta.uwi.edu

Note: New course shells are created in myeLearning for each semester. Therefore, course shells from previous semesters cannot be reused in the current academic term. Course content created previously can be reused by copying it into the new course shell.

Lecturers who do not yet have access to myeLearning should send an email to CITS ServiceDesk at servicedesk@sta.uwi.edu to request their myeLearning account credentials.

CETL – The campus’ Centre for Excellence in Teaching and Learning (CETL) is the unit dedicated to helping you ensure that the material you put online will be of the highest quality – something, in fact, that you can feel comfortable knowing is out there in the public domain (and with your name on it!). To this end, CETL holds various training courses and workshops on designing online courses for myeLearning. An annual schedule of CETL workshops is available at http://sta.uwi.edu/cetl/WorkshopsandEvents.asp
The Centre also has a quality assurance role, and your course design will have to be approved by the CETL. http://sta.uwi.edu/cetl/resources/CourseProgrammeApproval.asp

THE PLANNING PROCESS

When you decide to put your course online, there are certain issues you need to address as you start planning. You can use the CETL checklist (see Appendix A) to guide your planning process. While the list may seem somewhat intimidating at first glance, the different components of the guide are important, because they will enable you to conceptualise what you need to do, and why, before you start. In this way, you can be sure that the choices you make are defensible and logical. Once you plan carefully at the outset, it is less likely that you will need to do extensive revising later in order to ensure that your course meets required standards.

ACQUIRING A COURSE SHELL

The first step in putting your approved course on myeLearning is to obtain a course shell. The course shell is what will develop into your online course (i.e. a completed shell), and so you cannot begin to develop your course or implement your course design until you have a shell. For you to acquire a shell, the following procedures must be followed:

1. You must have a University approved course. All courses, regardless of their delivery mode, go through this quality assurance mechanism. If you have conceptualized your course as having a blended format, you should ensure that the proposal you submit to CETL for approval makes clear that this will be the case, and includes clear evidence, through a completed course design template (see Appendix B), of provision for both online and face-to-face activities.

2. If your course is being converted to a blended format, then it must also go through a CETL approval process. The CETL again requires you to complete the course design
template that describes how your course will be adapted to an online format. You will need to ensure that the proposed changes meet certain pedagogical standards. The CETL will advise you on whether, and how, you need to tweak your course to ensure that it is up to standard.

3. Once your course has been approved, after having passed through the various UWI channels, and has been sent to the SAS unit to be loaded into Banner, the myeLearning Team creates course shells. If you want to gain access to your shell, go to the Service Catalogue, click on the link Request to assign persons to roles and ask to be assigned a role as teacher.

LOGGING ON

You now have your course shell, so you need to log onto myeLearning by doing the following:

Access the myeLearning site either directly, by going to http://myelearning.sta.uwi.edu/, or indirectly through the STA web (http://sta.uwi.edu/).
You will find the myeLearning link under ‘Faculty and Staff’ in the main left hand panel, and Online Learning Systems (see snapshot, Fig. 2).

![myeLearning link](image)

**Fig. 2**

1. Log on by providing your user name and password. Staff accounts are usually **firstname.lastname** (format standardized in 2010) and the password would have been supplied by the myelearning team. The good news is that all of this is clearly documented on the first (log on) screen. The system knows whether you are student or staff from your log in details.

**ASSIGNING DIFFERENT ROLES**

The role you assign to people, or that you are assigned in a course, identifies each person’s status in that course, and describes what she/he has permission to do in the course, within identified contexts. **Permission** is the go-ahead for a person performing a certain role to access and manage different resources and activities on myeLearning. Previous versions of myeLearning allowed you to use only the roles described below. Today, however, you have a
little more freedom to meet your instructional and class management needs. For example, a
student can now be given permission to moderate one of the discussion forums in your course,
where previously only lecturers, in their roles as teachers or course administrators, had
permission to do so if required. Your etutor, who might have previously been assigned the role
of a non-editing teacher, may now be granted some privileges of a teacher and may be given
limited permission to modify certain activities.

POSSIBLE ROLES ON MYELEARNING

MyeLearning requires different members of your team to assume different roles and perform
different functions, especially the following, which comprise the following roles that were
originally made possible in Moodle:

1. **Administrators** – Usually comprised of CITS staff, administrators have permission to set
   up courses, assign status roles, form groups, and view activity reports and student
   grades. In fact, administrators can do anything that may be needed on a site, for all
   courses.

2. **Teachers** – This is the role assigned to lecturers on myeLearning. Teachers have the
   power to create and modify materials and activities, and also to receive and grade
   student assignments.

3. **Editing teaching assistant** – This role is assigned to persons who can teach the course
   and grade students, and can also update course content.

4. **Non-editing teachers** – Your course tutor may be given the role of a non-editing
   teacher. As such, s/he can teach in the course and grade students, but cannot change
   activities.

5. **Guests** – Guests can act as observers, and can look on, but cannot participate in
   activities or change either the activities or the course resources.

**N.B. Please note that you must have a valid UWI email account to assume any of the roles
described above.**

**HOW MIGHT YOUR OWN ROLE/S CHANGE AS YOU MOVE TO MYELEARNING?**

As you move to myeLearning, you may feel somewhat challenged by having to assume a range
of new roles that were not always necessary when you taught your course completely face to
face. However, part of the process of using myeLearning to best effect is to understand how
your roles might need to change, and assuming new roles as needed. You may, for example,
have to function as a team player more often than you now do, since you may have to work more extensively with instructional designers, technology experts etc. than you did before.

AVAILABLE FUNCTIONS AND TOOLS

You will be able to access formal training from IDU on how to use myeLearning functions and tools to best effect. For now, it’s useful for you to be aware of at least what is available (see the table below) so you can think about which ones to use when designing your course, without worrying too much yet about how to use them.

MYELEARNING ACTIVITIES AND RESOURCES

MYELEARNING ACTIVITIES

MyeLearning allows you to include a number of activities and resources in your course to enhance your teaching and learning. The following table identifies the activities from which you can select, and gives a brief description of what each activity entails.

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assignments</td>
<td>Assignments allow you to specify a task that requires students to submit an assignment online or off. This activity allows you to grade the assignment.</td>
</tr>
<tr>
<td>Choices</td>
<td>Here you can ask a question and specify a choice of multiple responses. You can also create automatic links to these entries throughout the course.</td>
</tr>
<tr>
<td>Database</td>
<td>This activity allows you and/or your students to build, display and search a bank of record entries about different topics. The entries can take different forms or structures – for example, they can be images, URLs, numbers, files, etc.</td>
</tr>
<tr>
<td>Forums</td>
<td>The Forums activity allows you to structure class discussions about different topics, and can include peer rating of each posting. When participants are subscribed to a forum, they will receive copies of each new posting in their email. You can subscribe everyone in your class if you choose to do so.</td>
</tr>
<tr>
<td>Glossary</td>
<td>This activity allows participants to create and maintain a list of definitions, like a dictionary, about a given topic or field. You can also create automatic links to these entries throughout the course.</td>
</tr>
<tr>
<td>Peer rating</td>
<td>This activity allows students to choose tutorial groups.</td>
</tr>
<tr>
<td>Quick poll</td>
<td>This activity allows you to conduct a quick poll in order to: stimulate thinking about a topic; give your class the opportunity to vote on a course issue; or to gather research consent. You can also use choice to allow students to choose tutorial groups.</td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Hot Potatoes</td>
<td>This activity allows you to administer quizzes, crossword puzzles, cloze paragraphs and matching and jumbled sentences using myeLearning. Quizzes are created on your computer and then uploaded to the myeLearning course. You will also be able to get reports on how individual questions were answered, and some statistical trends in the scores.</td>
</tr>
<tr>
<td>Journals</td>
<td>The Journals activity promotes reflective thinking about different issues. You can propose a topic and ask students to reflect on the topic and edit and refine their answers over time. <em>Unlike what happens with the discussion forum, each student’s journal response is private, and can only be seen by the student and yourself.</em></td>
</tr>
<tr>
<td>Activity</td>
<td>Description</td>
</tr>
<tr>
<td>-----------</td>
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</tr>
<tr>
<td>Lesson</td>
<td>A lesson allows you to deliver content and then assess student learning on one activity. It consists of a number of content pages that end with a question, together with a number of possible answers. Depending on the student’s choice of answer, s/he either progresses to the next page or is taken back to a previous one.</td>
</tr>
<tr>
<td>Quizzes</td>
<td>This activity allows you to design and set quiz tests, consisting of multiple choice, true-false and short answer questions. You can keep the questions in a data-base and re-use them within courses, and even between courses. You can choose whether to give feedback or show correct answers. The activity allows grading.</td>
</tr>
<tr>
<td>Surveys</td>
<td>You can use the Surveys activity to gather data from your students that will help you to learn about your class and their response to your own teaching.</td>
</tr>
<tr>
<td>Wiki</td>
<td>The Wiki activity allows collective authoring of documents. This can be done speedily, and documents can be modified by all persons who have been given access. Thus a Wiki allows students enrolled in your course to work together on web pages, adding, expanding and/or changing the content. Old versions are never deleted, and you can restore them if you choose.</td>
</tr>
<tr>
<td>Workshop</td>
<td>This is a peer assessment activity with a number of options. It allows students to assess each other’s projects, or exemplar projects, in a number of ways. It also coordinates the collection and distribution of these assessments.</td>
</tr>
</tbody>
</table>
### MYELEARNING RESOURCES

In addition to the Activities offered on myeLearning, the system also allows you access to a range of resources that you can use to enhance your course:

<table>
<thead>
<tr>
<th>RESOURCE</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>Labels</td>
<td>Labels help you to organize the content on your course or homepage. You can use labels as headers, sub-headers or place holders.</td>
</tr>
<tr>
<td>Link to a file or website</td>
<td>As its name suggests – you can use this resource to create a link from your course to a file on your computer or to a website.</td>
</tr>
<tr>
<td>Text page</td>
<td>The Compose a Text Page resource allows you to add simple, plain-text content to your course. You can use this resource to provide students with a lecture or other notes.</td>
</tr>
<tr>
<td>Web page</td>
<td>This resource allows you to format your text using the options available on the HTML editor, including editing your font type, color or size. It also allows you to insert images and formulas.</td>
</tr>
<tr>
<td>Display a Directory</td>
<td>This resource allows students to view content that you have placed in a folder. It provides students with access to multiple files (e.g. past papers).</td>
</tr>
<tr>
<td>An IMS Content package</td>
<td>IMS is a body which helps to define technical standards for various things, including e-learning material. The IMS Content Packaging specification makes it possible to store chunks of material in a standard format which can be re-used in different systems, without having to convert the material into new formats.</td>
</tr>
</tbody>
</table>
ACCESSING OTHER TOOLS AND RESOURCES

It is critical to remember that the ‘link’ function also allows you to access resources (including other tools like Skype) which are not directly available within myeLearning.

N.B. Some of these resources may not be accessible, for security reasons, from computers on the UWI network, though they may be accessible from your computer. Be sure that you are using ‘trusted’ tools; otherwise you may be plagued with reliability, security and performance problems.

(You should note that information about how to use these resources and activities is available on myeLearning, if you click on myeLearning 101 for Lecturers. All lecturers are enrolled in myeLearning 101 for Lecturers (see Figure 1, p. 11). You can access this as soon as you login to myeLearning, in the left-hand block, at the top of the page, under ‘Main Menu’.)

SAVING/EDITING/MOVING YOUR COURSE

Once you have logged in, the ‘My Courses’ screen will appear. On this page you will see all the courses that you can access in your various roles. Some of the courses you may own and others on which you may be a student. The rights and permissions you have will vary according to your assigned role.

Once the appropriate roles and privileges have been established, you can begin to edit your course. One of the ways a course can be edited is by moving or importing content from a previous course into a new one. The advantage of this is that you would no longer have to upload and create your course content from scratch. You can simply import the content from a previous course and appropriate it for the more current version of the course. To import course content, you can send a request to servicedesk@sta.uwi.edu or you can more efficiently do so by reading the instructions that are provided in the myeLearning Demonstration/Training course, myelearning101for lecturers.

USING THE TECHNOLOGY TO SUPPORT MORE EFFECTIVE TEACHING AND LEARNING

Some helpful hints

Once you are logged on and understand the basic functionality of myeLearning, then to keep you going you may also need to know more about getting the best out of the system, not only
technically but also pedagogically, in order to support your teaching and learning. Appendix C provides some pedagogical hints and tips.

SUBMITTING YOUR COURSE FOR APPROVAL

When you have finished developing your course, you will need to have it approved by CETL. Before submitting your course for approval, please review your own work using the Standards for the Review of Blended Courses at Appendix D as criteria for making your own assessment.

SEEKING ASSISTANCE

ACCESSING ONLINE SUPPORT

After logging in, you will see your ‘Course Portal’ page which lists all the courses that you have permission to access. You will also note that under the main menu block on the left-hand side there are some links to ‘Help/Support’. It’s important that you familiarize yourself with the system by using these ‘Help’ links:

Fig. 3
THE MYELEARNING SERVICE CATALOGUE

If you need support for your courses, you can use the myeLearning Service Catalogue (the last item under the Help/Support heading) Click on Service Catalogue for assistance with all the following course requests:

- Assigning roles to courses (please note that by asking to be assigned a role as lecturer in a new course, you will gain access to your course so you can begin to develop it.)
- Sharing of courses for more than one class/CRN using a single course shell
- Importing course content from a course conducted in the previous semester or year
- Resetting your myeLearning password
- Obtaining self-service instructions for importing course content from a previous semester or year.

HELP DESK

If you are unable to find the help you need online, you should contact the CITS Service Desk by sending an email to the servicedesk@sta.uwi.edu, using your official UWI email account. It is important that you phrase your question clearly and unambiguously.

You should note, however, that the Help Desk does not normally provide instant answers. The response time is within 1-3 working days. In the meantime you should make any possible arrangements for continuing with your planned programme in case of any technical glitch or difficulty.

GETTING SUPPORT FOR YOUR STUDENTS

Once your course is ready, you will need to ensure that your students are also supported in gaining access to and using myeLearning. Students will need to know the following facts about myeLearning:

1. Students are automatically enrolled in all courses created in myeLearning for which they are registered (even if the course has no content). There is no manual enrolment of students.
2. All students must login to myeLearning to be displayed as a participant in a course.
3. All students must be registered in Banner and must have Financial Clearance, and must not have any Accounts Receivable (AR) Hold to have access to myeLearning. Students are encouraged to check their accounts in MySecureArea for any holds which may prevent access.
In *MySecureArea:*
  - View Holds
  - Check Financial Clearance

4. All students are enrolled in the course *myeLearning 101 for Students.* *This link is available in the main menu to the left of the homepage.*

5. Students must use their official UWI email to request help when they have problems.

6. Students who experience problems in using myeLearning should send an email to the service desk: servicedesk@sta.uwi.edu

7. When students are requesting help, they should include the following information:
   - Name
   - Student ID
   - Course Code/s
   - Contact Number
   - Description of problem, or screen shot.
ON-GOING TRAINING

During the academic year, the IDU mounts various workshops which focus on specific aspects of teaching and learning, including teaching with technology. These workshops provide excellent preparation for dealing with the various tools and resources and activities available on myeLearning. Workshop topics include:

- Creating audio podcasts using Audacity
- Creating video podcasts using Camstudio
- An introduction to myeLearning
- An introduction to Web 2.0 tools for Teaching and Learning
- Using myeLearning for Teaching and Learning I
- Using myeLearning for Teaching and Learning II
- Preparing your course for online/blended learning
- Using Turnitin for plagiarism detection
- An Introduction to Emerging Technologies in Education

In addition to these on-going technology training workshops, you can also access training leading to a postgraduate certificate in teaching and learning.

THE CERTIFICATE IN UNIVERSITY TEACHING AND LEARNING (CUTL)

It is a University requirement that all new teaching staff who have not previously received CETL-approved training must undergo a programme of training mounted by the CETL, the Certificate in University Teaching and Learning (CUTL). As the CETL’s website notes:
This programme is designed to meet the need for members of academic staff to be exposed to learning strategies and approaches required to be effective in educating today’s students for tomorrow’s world. The programme aims to target four essential modules: Teaching and Learning, Assessment for Higher Education, Advancing Teaching with Technology, and Reflective Teaching for Learning.

The CUTL programme should help you to develop a range of knowledge and skills you will need for effective instruction, including knowledge of how to use myeLearning to best instructional effect.

You will find more information about the CUTL programme on the CETL’s website, at http://sta.uwi.edu/cetl/teaching/cutl/main.asp
APPENDIX A

CENTRE FOR EXCELLENCE IN TEACHING AND LEARNING
BLENDED LEARNING COURSE PLANNING CHECKLIST

BASIC COURSE DATA:

- Course title and code:
- General subject area of the course:
- Name and position of course designer (content expert):
- Contact details:
  - Faculty / department:
  - Telephone:
  - Email address:
- Type of course (e.g. course/module/short course):
- Academic level: Pre-Univ/first yr/second yr/third yr/graduate:
- Expected number of students in course:
- Course is part of programme or stand alone:
- Course start:
- Course duration:
- Expected hours (weekly) required for the learner to complete this course (based on your credit value for the course). Please differentiate between online / independent learning time and face-to-face time:
DEFINITION OF THE TARGET GROUP

- Who is your target group? What skills, knowledge, experience and attitudes do the students possess that can impact on the teaching / learning situation?

- Are there any special requirements / prerequisites for participation?

- Please describe your students in terms of:
  - computer literacy:
  - learning skills level:
  - culture:
  - and general readiness for eLearning approaches:

- Where and how will students access the materials (e.g. home/on-campus/service point/work/combinations - please explain):

OBJECTIVES AND CONTENT

- Specific issues / problems you wish to address in this course through eLearning:

- What are the course objectives/outcomes?

- Present a rough topic structure (key areas your students will have to be familiar with):

- Which topics or areas are best done face to face and which may be done using technology?
CONTENT AND LEARNING MATERIAL – AVAILABILITY

- Considering your topic structure, which learning material is readily available for the course (e.g. handouts, lecture notes, Power Point presentations, videos)?

- Which material do you still need to develop?

- Where can you get these additional materials? Is additional authoring necessary?

- Does the University/ Institution possess the necessary copyrights for the publication of the selected content?

CONTENT DELIVERY

- How will you deliver the content identified? (e.g. face-to-face, webtext, downloadable reading materials, audio files, video files, video conferencing, handouts, PowerPoint presentations)

- What is your course schedule, i.e. what are your start, end and important dates?

TEACHER/STUDENT INTERACTION

- Are students being supported during the course program?

- Who is tutoring the students? What qualifications do the tutors need to fulfill their tasks?

- Do the tutors need training for online tutoring?

- How frequently will tutors be available?

- In what timeframe are tutors expected to respond to asynchronous requests from participants?
• Which communication tools will the tutor use for course support?

**COURSE COMMUNICATION (TUTOR/STUDENT AND STUDENT/STUDENT)**

• Why do you want your students to communicate?

• Who will communicate (student/tutor, student/student, ...)?

• Which tools will be used for communication within the course (e-mail, chat, discussion forum, phone, face-to-face sessions ...)?

**COURSE COLLABORATION (STUDENT/STUDENT INTERACTION)**

• Are students supposed to do collaborative work during the course?

• What are the expected outcomes of course collaboration?

• How is the collaboration organised/structured?

• How will the results/outcomes be presented?

• To what degree is the collaboration supported?

• Which tools will be used to support collaboration? (e.g. notice board, shared workspaces, chat, e-mail, discussion forum ...)

• Is collaboration among students being evaluated?
STUDENTS’ ASSESSMENT AND EVALUATION

• Where, when (check your course schedule!) and for what reason do you plan to assess your students?

• Provide a brief description of your course assessment

• How are your assessment strategies linked to your course objectives and content?

• How is course quality assured? How will your course be evaluated (e.g. student feedback, peer review, quality audits)?

FINAL CHECK

How will your course:

• ensure student involvement?
• enhance active and open learning?
• promote teacher/student interaction?
• encourage high expectations?
• provide rich, rapid feedback?
• promote active learning?
• facilitate time on task?
• address different learning styles?
APPENDIX B

PLANNING TEMPLATE FOR YOUR ONLINE COURSE

[Insert Course Code & Course Title]

[WELCOME AND INTRODUCTION TO COURSE]

[NEWS FORUM]

[ASSESSMENTS AND RUBRICS]

[COURSE OUTLINE OR DETAILED GUIDE FOR YOUR COURSE]

<table>
<thead>
<tr>
<th>Week</th>
<th>Topics</th>
<th>Learning Objectives - (After experiencing this topic, participants should be able to ….)</th>
<th>Online Activities &amp; Resources (1 hour per week)</th>
<th>Offline Activities (in class/2 hours per week)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Orientation</td>
<td>Identify their learning styles and agree on the expectations of the course, the lecturer and themselves</td>
<td>Activities - Familiarization of myeLearning - Online student survey to determine learning styles</td>
<td>Activities - Round table introductions - Course introduction using online myeLearning course page - Tree of Expectations</td>
</tr>
<tr>
<td>2</td>
<td>Indicate topic</td>
<td>State Learning Outcomes for Topics</td>
<td>Activities [Identify activities to be done online] Resources [Identify resources]</td>
<td>Class Lecture/ Class Activity [ Describe Class Activity]</td>
</tr>
</tbody>
</table>

2 This template can be used as a planning tool for your course. The items in red are essential and should be prepared and placed as indicated in myeLearning. The table provides a framework for you to include your online and offline activities based on your learning objectives. Only three cells are provided here as an example, however, cells can be added as required to coincide with the number of weeks for the course.

3 This should be approximately a paragraph

4 Use this to make your first class announcement

5 Provide a description of your assessments, allocation of grades and rubrics

6 Provide a copy of your Course Outline or a Detailed Course Guide for Students

7 This is one example of the allocation of credit hours in a 3-credit, blended course. 12 hours of online work and 24 hours of face to face contact for a total of 36 hours.
APPENDIX C

PEDAGOGICAL HINTS AND TIPS

SUPPORTING THE LEARNING COMMUNITY

One of the most important duties of a coordinator and lecturer is to facilitate on-going communication among your students, tutors and yourself. This can be accomplished in a number of ways, as, for example:

- At the start of the course, establish contact with your tutors and students either face to face (preferred) or in an appropriate online forum.
- Personalise the course site: post a welcome message and photographs of yourself, and tutors where applicable, on your course site, and introduce students to the teaching team (the tutors and yourself).
- Make sure that all the tutors are logged in to the course site and have established contact with the students in their respective groups.
- Try to log onto the course site on a daily basis, and post a weekly message in order to maintain a presence in your course over the semester.
- Follow up on any problems that students may be experiencing, which are likely to affect their progress in your course or programme.
- Remind tutors that in the online environment, students do not have the benefit of visual and auditory cues of face-to-face communication. Tutors need to take this into consideration when interacting with students, as it can affect the level and nature of their interaction with them.
- Encourage tutors to think carefully about the explicit and implicit messages in the students’ writing, and to respond appropriately.
- Insist that basic rules of netiquette be observed in online communications among tutors and students. To facilitate this, provide a link to netiquette guidelines on your course site.
FACILITATING ONLINE DISCUSSIONS

Participation in online discussions is an important aspect of learning in the online environment. The onus is on the course coordinator and lecturer to provide an environment in which lively discussions and interactions can take place. To do so:

- Include, wherever and whenever possible, a variety of instructionally sound activities, such as lessons, podcasts and wikis, in myeLearning.
- Develop strategies to engage the students in their groups and to promote participation in discussions, and if your course has etutors, encourage them to do the same.
- Provide opportunities for tutors to engage students in discussion on specified topics and in critical examination of course-related issues.
- Inform the Programme Secretary or the Level secretary about students who are inactive for a prolonged period of time. They may be able to provide information on these students’ situation or status in the programme.

FACILITATING UNDERSTANDING OF CONTENT

Course lecturers have a major role to play in ensuring that students are given the necessary guidance and support to understand the course content. Among other things, this involves assessing the strengths and weaknesses of the students in the course and determining ways to meet their needs as learners. The following are some suggestions for helping students to understand what is being taught:

- Ensure that students in all groups receive guidance in the various learning activities.
- Ensure that difficult concepts are explored fully to enable students to gain a good grasp of the subject. Encourage tutors to use authentic or meaningful tasks and examples that your students can relate to.
- Encourage tutors to pose questions and present scenarios that would prompt students to think critically about the ideas and concepts contained in the course.
• Use supplementary materials to assist in the teaching/learning of concepts or topics that are normally challenging for students. If you are providing links to Internet sites, use open source resources as far as possible to avoid any copyright violations.
• Provide links to articles and other materials in the online library where necessary.
• Use exercises that require students to reflect on what they have learnt and to assess their own understanding of the content.
• Provide opportunities for students to critique the work of their peers.

PROVIDING FEEDBACK
Meaningful and timely feedback to students is critical to learning in the online environment. Feedback is considered to be the centerpiece of tutor-student interaction. Learners in the online environment value feedback from their tutors to help identify weaknesses and strengths in their work and to have a better sense of their progress.

• Set dates by which students must be given feedback on their assignments and ensure that these deadlines are observed.
• Ensure that feedback is given on an individual and/or group basis, as needed.
• Ensure that tutors respond to students’ questions as soon as possible, and clarify any difficulties students may have in understanding concepts and topics. If such difficulties are not dealt with in a timely manner, they can affect students’ performance in the course.
• Encourage tutors to provide qualitative feedback on students’ work, which can be written in a separate file and/or can be inserted directly in an assignment using the Track Changes tool in Microsoft Word.
• Ensure that students are given clear guidance on the areas that need to be improved and how this could be accomplished, when they are required or allowed to produce drafts of an assignment before the final submission.
• Advise tutors that any requests for extensions should be communicated to the course or programme coordinator.
FACILITATING ONLINE INTERACTION

- As we’ve already noted, participation in online discussions is an important aspect of learning in the online environment.

- You play a key role in stimulating discussion on specified areas/topics and providing opportunities for critical examination of course-related issues.

- You should encourage participation in the variety of instructional activities in the myeLearning course, such as lessons, podcasts, and wikis. You will need to develop your own strategies to engage the students in your group and to promote participation in discussions.

- Reach out to students who participate very little or not at all in group discussions.

- Monitor student participation in the course and follow up with inactive students via email or through the Programme Secretary or the Level secretary.

- You are the role model – “do as you say.”

- Be explicit in your communication – let students know exactly what to expect and what is expected of them. Make sure rules, norms, and expectations are complete and consistent. Provide written guidelines on expectations (including the ‘netiquette’ expected).

- Use questions to encourage participation.

- Acknowledge participation.

- Provide timely feedback.

- Balance critical with supportive comments – start with a positive statement.

- Recognise and encourage peer mentoring.

- Ensure people keep focused (and refocus the discussion if necessary).

- Debates and discussion can get heated – don’t let them get personal, and make sure a learning lesson is drawn out of even the most heated argument.

- If a particular student is becoming difficult, address the issue offline (e.g. by email).

- Periodically summarise the conversations/discussions.
# APPENDIX D

## STANDARDS FOR THE REVIEW OF BLENDED COURSES

<table>
<thead>
<tr>
<th>ELEMENT</th>
<th>Standard</th>
</tr>
</thead>
</table>
| **Course Description and Introduction** | 1. The course title appears in the first unnumbered block in the course in myeLearning  
2. Your course outline appears in the first unnumbered block  
3. You have posted an announcement to your students which welcomes them to the course and gives basic policy information  
4. You have included a course description in the appropriate place and student assessments are clearly identified  
5. You have uploaded a picture of yourself to your profile and added some biographical information |
| **Chunking and allocation of appropriate content and activities** | 1. Units or topics are clearly identified and included in each block:  
2. There is content e.g. lecture notes, course material, PowerPoint etc as indicated in your planning template within each unit or topic and relevant to objectives  
3. There are activities e.g. discussions, debates, peer reviews, polls, journals which can engage the students  
4. There are readings or links or references to support content  
5. There is opportunity for student-student and student-lecturer engagement |
| **Course appearance, technology and support** | 1. The course is logically-structured, uncluttered and attractive  
2. The tools and media used are functional and relevant  
3. The tools and media promote the achievement of the learning objectives  
4. The tools and media can promote student-student and student-lecturer engagement  
5. There is adequate technical and academic support for the student in the course environment |