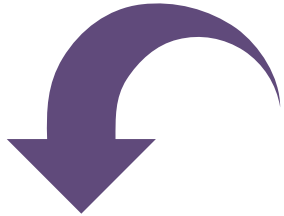


Consistent student experiences: Top-down and Bottom-up approaches



Steve Bentley and Dr Sue Folley

University of Huddersfield

Huddersfield terminology



Welcome

Welcome to the University of Huddersfield. Completing this induction will provide you with essential information and activities to give you a good start to your year.

You are not expected to do and remember everything, but the first unit [Getting Started](#) will be really helpful to guide you through the initial induction process.

Please use the Content button in the resource navigation bar to explore the materials.

Announcements

There are no announcements to display. [Create an announcement.](#)

Calendar

Monday 31 October 2022

Module

Search Topics

Overview

Bookmarks

Module Schedule

Table of Contents 120

[Getting Started:](#) 16
[Please complete this section before your term starts](#)

IT Essentials 9

School induction and next steps 4

Study Essentials : 64
Complete in your first few weeks of term

Units and sub-units

Often referred to as folders and subfolders



T&L Strategy



Student Experience



Historical Context



Difficult to measure quality

Consistency in how tutors use Brightspace and where items are located:

Initially the layout on Brightspace between the content from Dr.----- and Dr.----- made it difficult to keep track of the new content uploaded.

I have noticed that different tutors use it differently on different modules which does make it frustrating to navigate sometimes

Simplified module structure:

some important stuff I found hard to find on Brightspace. (was hidden in 3 different folders etc).

each of our modules comes with two separate pages on Brightspace (sometimes three), one for content and one for submitting assignments (and sometimes one each for in-person/online students). I wish this was simplified.

Didn't tell us where all the resources for the presentation were on Brightspace so many groups had to do it blindly before -
---- told one group where they were on Brightspace (in a completely unrelated section to the assignment completely)

What does our VLE Standard Look Like?

Consistencies (locked down):

The screenshot shows a VLE interface with a navigation bar at the top containing 'Content', 'Communication', 'Key Items', 'Tools', 'Feedback', 'Module Admin', and 'Ally Module Report'. Below the navigation bar is a sidebar menu with 'Module Handbook', 'Module Specification', and 'Reading List'. A main content area displays 'VLE Default Standards / Strategy' with a welcome message. A bottom section contains 'Announcements' and 'Staff profiles'.

Callouts:

- Automated links to module spec etc**: Points to the 'Module Specification' link in the sidebar.
- Standard module menu**: Points to the 'Module Handbook' link in the sidebar.

Standard module homepage

Consistencies (not locked down but please don't change):

A large green arrow labeled 'Default root units' points to a vertical list of content items:

- Table of Contents
- Information
- Assessment
- Lecture Capture
- Learning Resources

Other Minimum Requirements

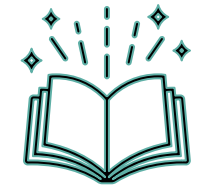
Staff Profiles

- All teaching staff to upload a profile picture
- Contact information to be present
- Correct roles identified in the module to ensure this is accurate info



Content

- All Learning Resources to be put in the LR unit and clearly labelled
- The LR unit be organised into a consistent, logical and intuitive structure with meaningful labels of sub-units
- All assessment submission points and guides, criteria etc in the Assessment unit
- The link in the lecture capture unit leaving as it is



Communication

- Welcome message on the module homepage populated by the Overview content item
- Announcements used to convey key information and End dates added



So What do Tutors have control of?:



Module Banner and overview



Learning Resources – structure



All teaching and learning materials

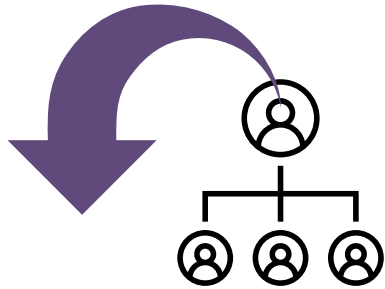


Interactive tools used within the module

Meeting the Standards

How do we measure it
and enforce it?:

Top Down Approach



Reports to Senior Managers/HoDs/LTAs

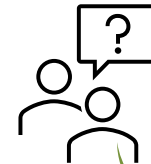
How do we encourage
staff to comply? :

Bottom up approach

Link to standards on
every module navbar

Communication




Training Courses



Module rubric

Custom widget

Module Rubric

Item	Poor Practice	Minimum Standard	Good Practice	Notes/Info
Module Homepage				
Module Overview 	Empty.	A welcome message to the students.	A welcome message that is personalised to the module with a video note welcome from the module leader and reminders/links to things like where to start, where the Reading List is, where to find support etc.	Students often complain that they can't find content and tools so highlighting these in the overview is very useful.
Announcements 	No announcements or old out-of-date announcements.	One announcement that offers a welcome or useful starting info.	Regular announcements introducing new topics and reminding students of tasks and key dates. All announcements have an end-date so do not clutter up the home page once expired.	
Staff Profiles 	No staff listed or far too many/ missing contact info and photos.	One module leader with full contact details and photo.	Key staff with full contact info, photos and role.	Please note that staff photos need to be a recognisable photo of the member of staff.

API Top-Down Report (on screen)

```
<div id="overview-175537">
```

Create an
HTML table

Get a list of
modules and
loop through

Add a row to
the table for
each module

Give each cell a
unique ID

Run a bunch of
API calls against
each module

Populate the
corresponding
cell(s) when the
result arrives

Enable
"datatables"
library to allow
downloading



Criteria Setting



Flagged Versions

Exported to Excel

Flagged using conditional
formatting based on the
criteria we decided on

Only sent to
Management/LTAs not
directly to staff

Number of Content Units	Number of Content Topics	Content Level	Root Content Items	Av Content Topics per Unit
26	71	4	5	2.7
31	141	4	6	4.6
24	61	4	4	2.5
66	192	5	18	2.9
32	213	4	4	6.7
42	175	4	9	4.2
20	55	5	4	2.8
23	47	3	5	2.0
16	59	4	6	3.7
13	34	3	9	2.6
29	136	4	4	4.7
46	124	5	14	2.7
30	137	5	4	4.6
21	70	5	5	3.3
43	124	5	4	2.9
33	61	3	17	1.9
26	109	4	5	4.2
17	12	4	4	0.7
21	68	5	5	3.2
32	59	5	19	1.8

Domo Top-down Report

Then Domo...

ContentUnit	ContentTopic	DeletedContentTopics	ContentRequiredAuto	ContentRequiredManual	ContentNotRequired	ContentDept	VisibleRootUnit
10	4	0	4	0	0	3	4
6	1	0	1	0	0	2	6
13	13	118	13	0	0	4	7
41	38	18	38	0	0	4	7
34	25	3	25	0	0	4	7
21	14	60	14	0	0	3	8
18	5	1	5	0	0	3	16
6	1	0	1	0	0	2	6
12	36	8	36	0	0	4	4
5	6	5	6	0	0	2	5
6	2	7	2	0	0	2	6
10	13	30	13	0	0	3	6
23	37	102	37	0	0	3	6
5	3	4	3	0	0	2	5
8	19	13	19	0	0	3	6
6	1	0	1	0	0	2	6
20	88	3	88	0	0	3	6
6	3	2	3	0	0	2	6
10	41	2	41	0	0	3	5
12	9	12	9	0	0	2	12
36	70	26	70	0	0	5	7
12	11	120	11	0	0	5	7
67	136	29	136	0	0	5	8
37	45	12	45	0	0	4	7
6	1	0	1	0	0	2	6

Domo Report - Flagged

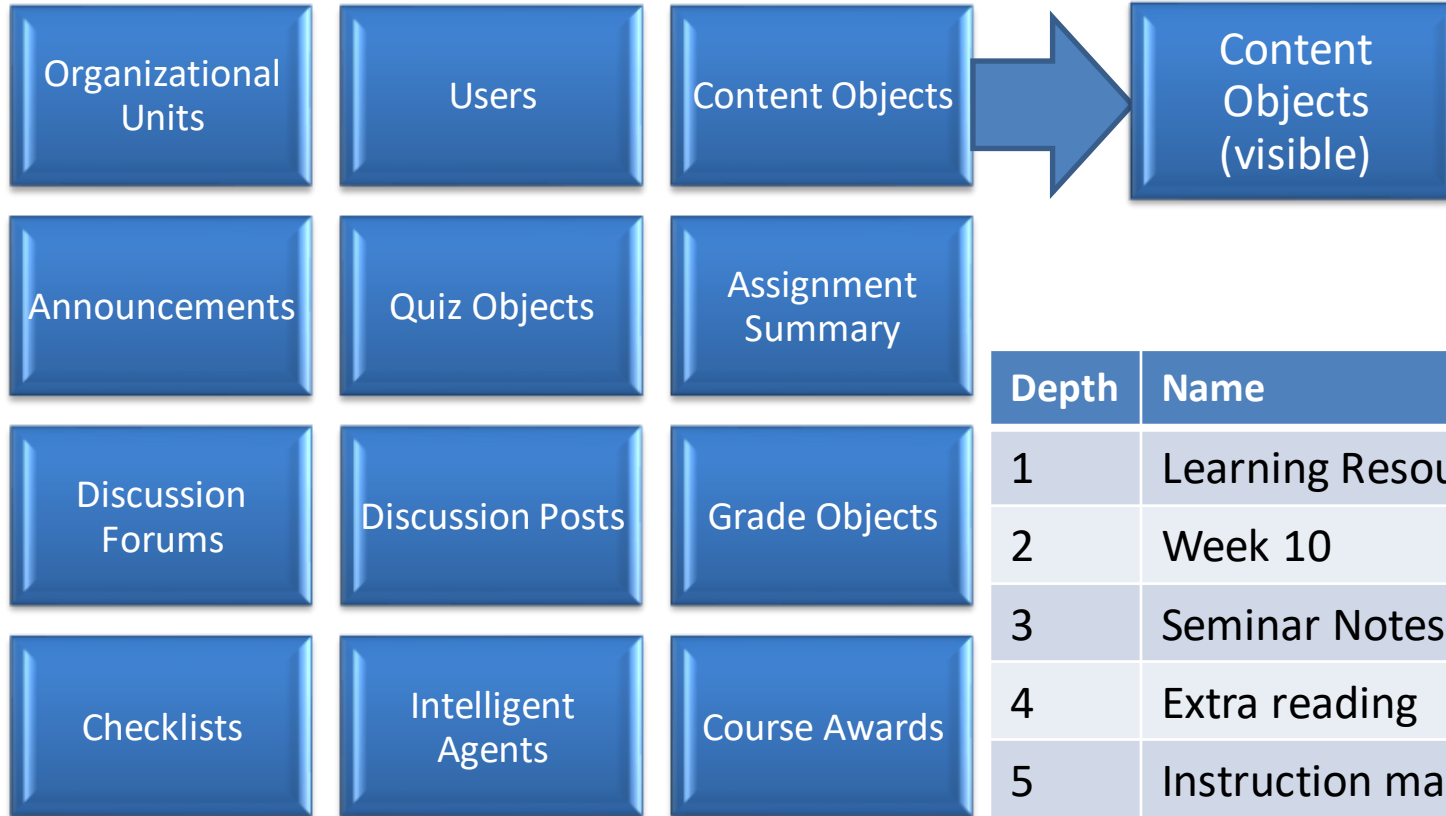
Cut out having to format individually

Made self-service to Managers

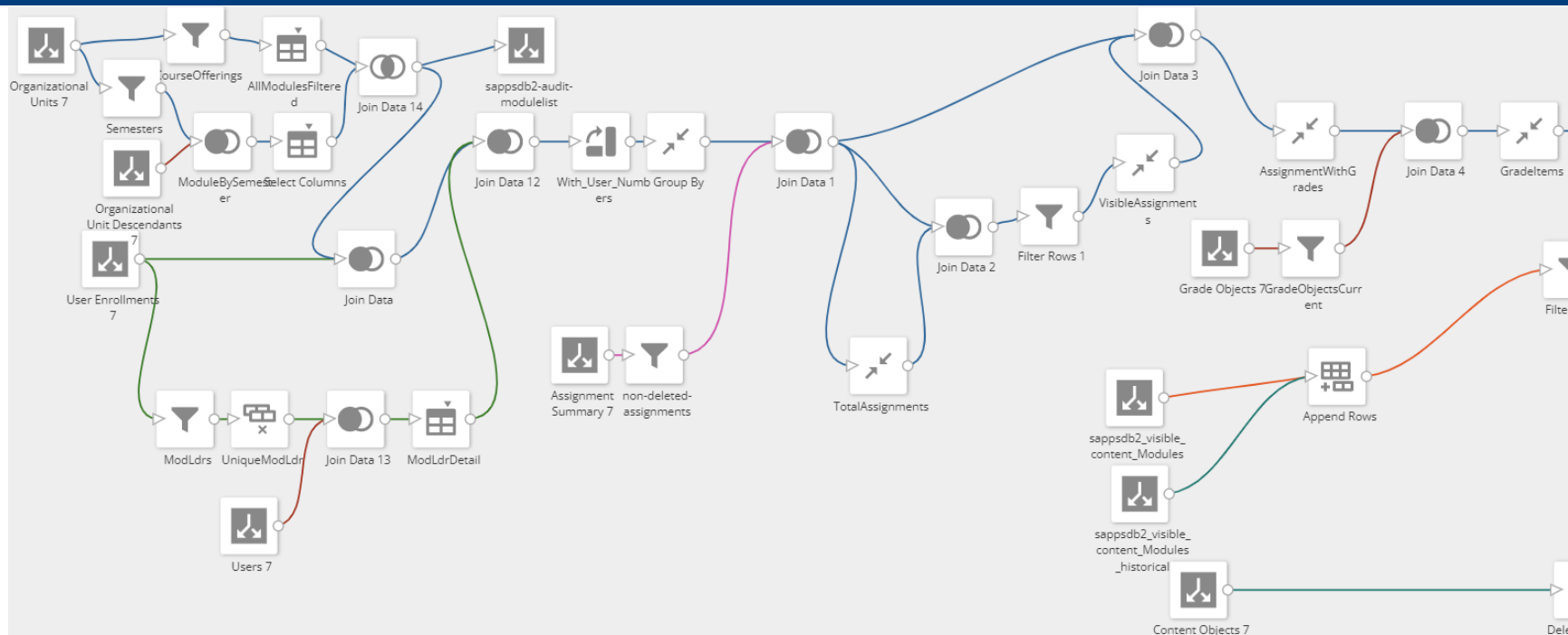


Content Units	Content Topics	Content Required Auto	Content Required Manual	Content Not Required	Content Depth	Visible Root Units	Information Root Unit
9	21	21	0	0	2	9	0
33	213	211	0	2	3	3	0
26	244	202	0	42	4	3	0
26	201	136	0	65	4	4	0
26	136	136	0	0	4	1	1
5	3	3	0	0	2	0	0
48	59	59	0	0	4	4	0
18	93	93	0	0	3	4	0
25	47	47	0	0	5	0	0
6	14	14	0	0	3	0	0
18	72	72	0	0	3	4	0
38	168	167	0	1	5	6	1
17	37	37	0	0	3	2	1
77	122	122	0	0	5	7	0
2	2	2	0	0	2	2	0
5	1	1	0	0	2	4	1

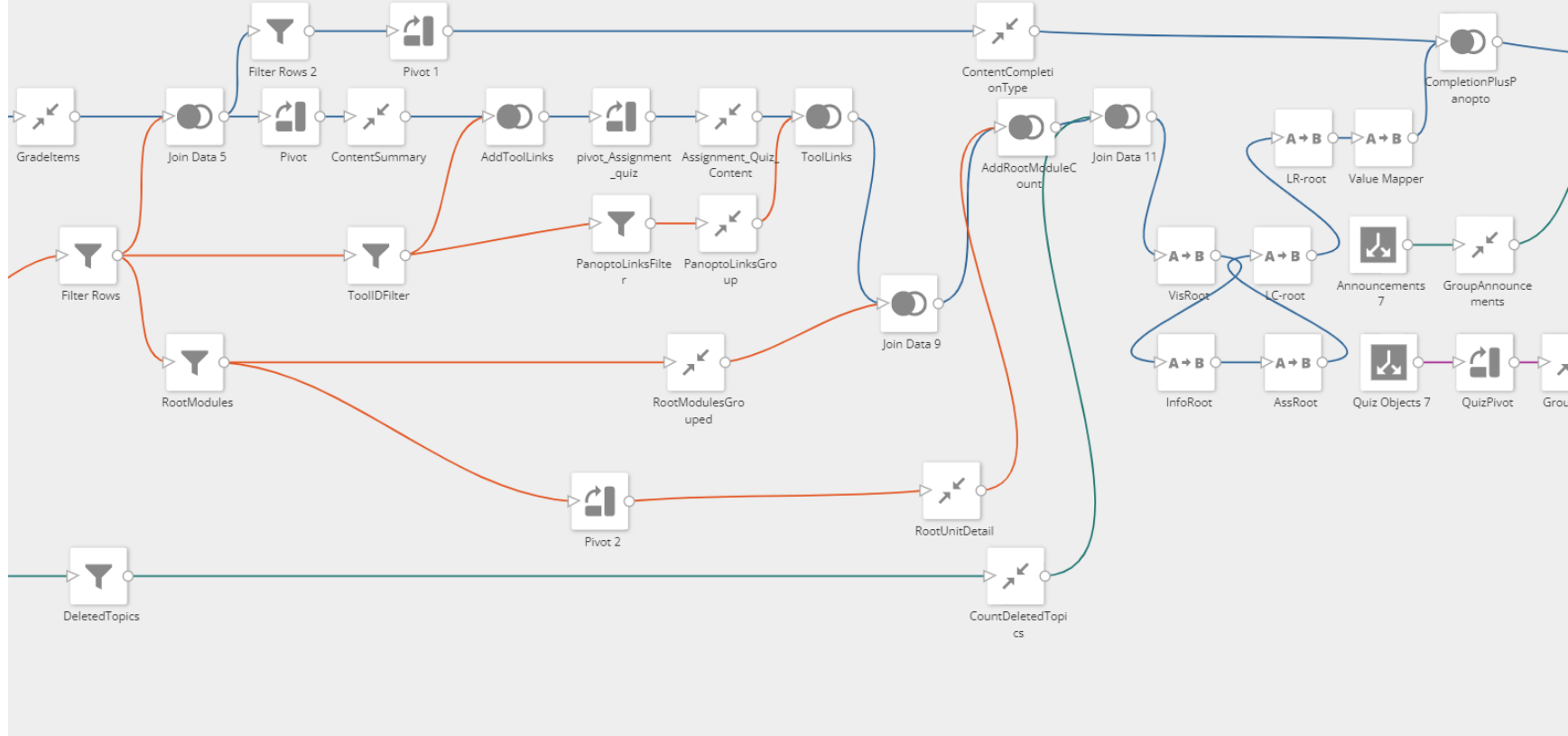
Domo – how we did it



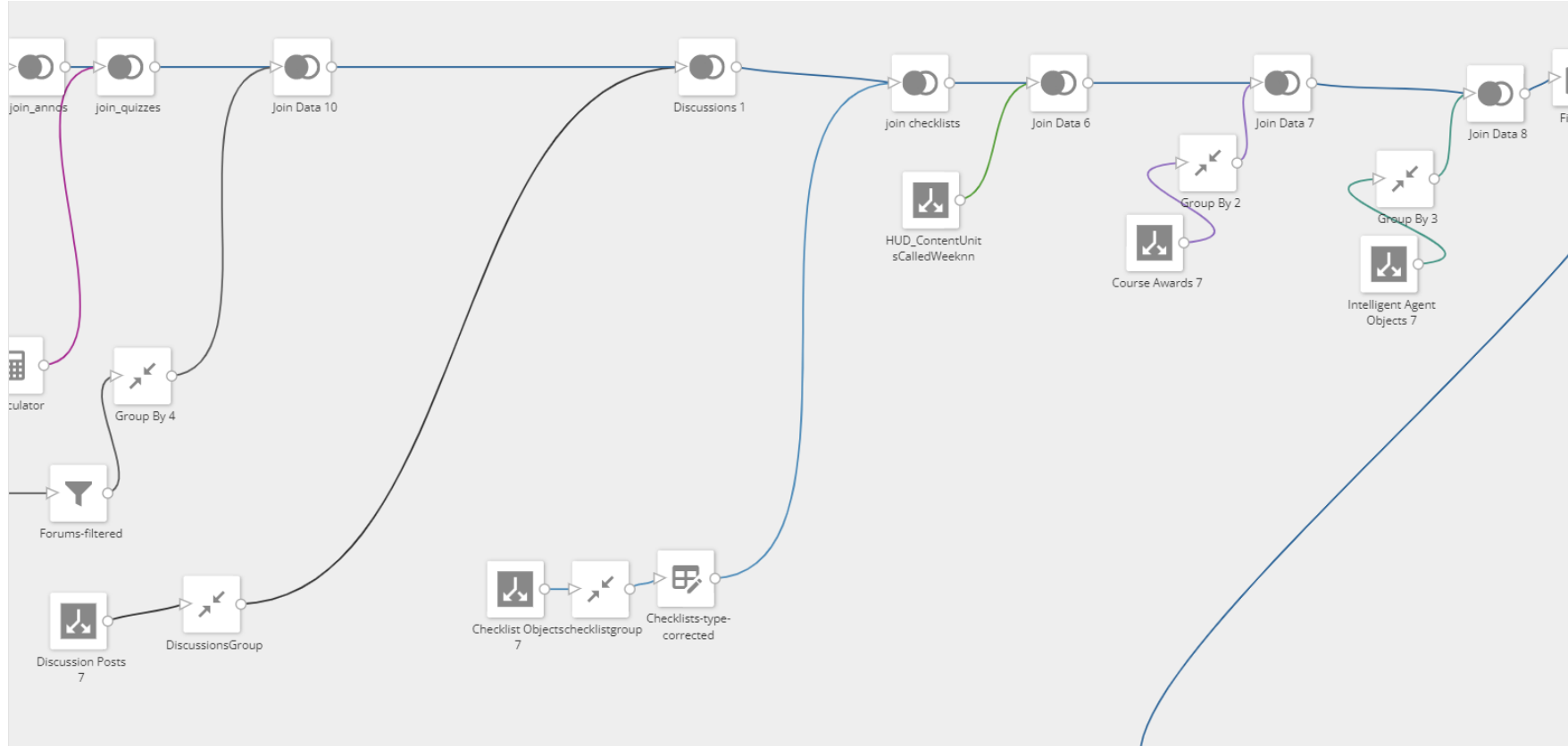
Magic ETL (1)



Magic ETL (2)



MagicETL (3)



MagicETL (4)



Not necessarily an example of best DOMO practice

Not the ideal “My First Domo” project

Lots of lessons learned

MagicETL v2 gives opportunity to simplify

Issues with the Top-down Approach

- Resources to interpret the reports and to take action
- May not go down well with the recipients
- Timing
- Associated training – how do they fix the issues?

A thought

Most people did not
choose a career in
academia because they
wanted to be web
developers

WCAG
Accessibility
User-Experience
User-Friendly Usability Navigation
User-Journeys

A bottom-up approach



Timely - the point of need

Updated in real time – not waiting for data sets

Actionable Guidance - not just a list of issues

A companion to Bb Ally

Course accessibility score

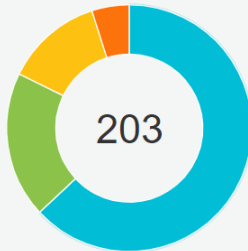


99%

Huddersfield Essentials - Induction - 2022 - 23

Overview

Content



All course content

HTML file	128
Module	39
File description	26
External link	10

View



Fix high scoring content

39

Start



Fix major issues

18

Start

Remaining issues

Severity Issue

Content affected

Bottom Up Approach - Widget

Appears as a widget on the module home page.

Self-service on demand: Can be run at any time

Only visible to module leaders (students do not see this)

Module Healthcheck

An automated, 20-point check up, highlighting opportunities to make Brightspace better for your students.

Healthcheck my module

and work through the content in order. As you finish each Section mark your progress on the checklist and then move onto the next Section.

Good luck with working through the sections, if you need any help or support please contact one of the course tutors - details found in the *Staff Profiles* section on the module home page.

Thanks.

Announcements ▾

Welcome to the Moving your Module Online Course

▾

Hello Sue

Welcome to this module, which we hope you will find useful as you begin planning your curriculum for the next academic year.

We are moving into a new era in teaching and learning when we will be making much more use of online platforms and blended delivery through face to face and virtual interactions with our students. We all take pride in our teaching, and whatever technologies we use, we want to do it well and maintain our reputation for excellence in this area.


As you work your way through this module, you will have chance to reflect on good practice in planning and delivering engaging sessions for your students, encounter tools to help you think about how to restructure your teaching sessions for online environments, and learn how to use some of the technologies designed for blended learning.

Module Healthcheck

An automated, 20-point check up, highlighting opportunities to make Brightspace better for your students.

Healthcheck my module

Staff profiles

Dr Sue Folley	Dr Jane Wormald
Dr Ruth Stoker	Ruth Stoker
	Dr Sue Folley Known as Sue Module Leader
Email: S.Folley@hud.ac.uk	

API Top-Down Report (revisit)

Full Audit 2021 v

AS v F v GO

Enable download

Identifier	Module Name	Module Code	Active	Number of Content Units	Number of Content Topics	ContentLevels	RootContentItems	Av Content Topics per Unit	Overview added	Module Leader Count	Tutors	Students	Grade Items	Assignments	Assignments in Content	Announcements	LC Link	Build Started	Quizzes	Discussion forums	Checklists	External Learning Tools
175537			TRUE	36	95	4	7	2.64	Y	1	7	100	2	3	1	2	Y	Y	4	0	0	2
175548			TRUE	28	111	4	7	3.96	Y	1	4	100	4	4	0	30	Y	Y	4	0	0	2
175570			TRUE						Y				8			6			2			1
1755																						
175514			TDI																			

Use
{OrgUnitId}
for "this"
module

Create a
Jquery
modal and
accordion

<div>
elements
with
unique
names

API calls
against the
current
module

Populate the
corresponding
cell(s) when the
result arrives

Module Healthcheck Widget

A flag icon next to each section indicates where you might need to make some changes to the module.

- 🚩 Indicates something that needs to be manually checked or might be a problem in certain circumstances.
- 🚨 Usually indicates something that is almost certainly a problem.

▸ Staff 🚨

▸ Welcome message 🟢

▸ Announcements 🚩

▸ Root Content Units 🟢

▸ Content Structure 🚩

▸ Content Units 🚩

▸ Content Issues 🚨

▸ Assignments 🚨

Widget Example – Staff Profiles

▾ Staff 

Module Staff

Students rely on the details on Brightspace to know which staff they need to contact. There should normally be only one module leader, and everybody listed as Tutor should be actively involved in delivering the module. Each of these people should upload a photograph to their profile.


Name	Role	Photo	Phone	Office Location	Office Hours
	Module Leader	✓	✓	✗	✓
	Tutor	✓	✓	✓	✓
	Tutor	✓	✓	✓	✓
	Tutor	✓	✗	✗	✗
	Tutor	✓	✓	✓	✓
	Tutor	✓	✗	✓	✓
	Tutor	✗	✗	✗	✗
	Tutor	✓	✗	✗	✗
	Tutor	✓	✗	✓	✓
	Tutor	✓	✗	✗	✗

▾ Announcements

Announcements

Students like to see timely announcements, but find it confusing when old, out of date announcements are still showing.

This module has **6** announcements. **0** of those have an End Date set, so will be visible permanently.

 Having lots of announcements visible can be confusing for students, especially if they are no longer relevant. Use an End Date to schedule the announcement disappearing, or manually delete them when they are no longer relevant.

A document in the Information section of Content may be more appropriate for some longer term announcements.

See the [guide to Adding an Announcement on iPark](#)

Root Content Units

Root Content Units

The University standard requires you to have the following items at the root level of your module's content area.

Information. ✘

Lecture Capture. ✔

Learning Resources. ✔

Assessment. ✘

In addition there may be an area for Module Evaluation.

Your other content should fit into these units in most cases, however there might be occasional exceptions such as details about a field trip or event that justify adding an extra root unit.

This module has **19** Root content units.

🔔 There are 2 standard root units which are either missing or have been renamed. You should reorganise your content to use these names.

See the [guide to Modifying Content Structure on iPark](#)

🔔 You have a lot of root content units, so you need to restructure your content to use subunits in a consistent way. Most of the content in these additional units probably belongs under Learning Resources.

See the [guide to Modifying Content Structure on iPark](#)

Content Structure

Content structure depth


We recommend a structure with around 3 or 4 levels of depth as the best compromise between too many and too few subunits.

We suggest structuring Learning Resources to follow your face to face teaching schedule, using a subunit for all of the material relating to each week or section of the module. For example, **Learning Resources / Week or unit name / Content Topic name** (Please make sure the subunit name is descriptive - 'Week 14' alone makes it difficult for students to find material to revise from.)

Keeping lecture and tutorial/lab material in separate units is only recommended where tutorials/labs don't relate directly to the lectures, but you can use the description of each item to add this kind of information.

Your content structure is **7** subunit levels deep.

Deepest content:

 A structure with 3 or 4 levels is recommended.


See the [guides to Modifying Content Structure and Editing, Moving and Deleting Content on iPark](#)

Content Units

Total Units

Having too many units and subunits means students need to do lots of clicking to find content. Not enough means lots of content in the same places so it's hard to find.

This module has **350** content topics within **109** Units. That's an average of **3.2** topics per unit.

 We recommend structuring Learning Resources to follow your synchronous teaching schedule, using a subunit for all of the material relating to each week or section of the module. (Please make sure the subunit name is descriptive - 'Week 14' alone makes it difficult for students to find material to revise from.)


Keeping lecture and tutorial/lab material in separate units is only recommended where tutorials/labs don't relate directly to the lectures, but you can use the description of each item to add this kind of information.


See the [guide to Modifying Content Structure on iPark](#)

Content Issues

Content Issues

This section checks for a number of specific issues to watch out for around content naming and how documents like the Module Handbook and Module Specification should be shared with students via Brightspace.

 There are content units within this module with just a week number and no description in the title. This makes it difficult for students to locate material they need to revise from.

 All of your content is marked as Required. Marking optional content (such as background reading or extension material) as not required is best practice to remove them from the progress bar which students see.

See the [guide to marking a Content Item Not Required on iPark](#)


Healthcheck: Assignments

Assignments 15


Assignments

Assignment Title	Due Date	Out of 100	Link in content	Linked to grade item
		✓	✗	✓
		✓	✗	✓
	13 November, 2020	✓	✗	✓
		✓	✗	✓
	16 December, 2020	✓	✓	✓
	29 January, 2021	✓	✗	✓
		✓	✗	✓
		✓	✓	✓
	16 October, 2020	✓	✗	✓
	12 February, 2021	✓	✗	
	25 December, 2050	✓	✗	
	25 December, 2050	✓	✗	
	25 December, 2050	✓	✗	✓
		✓	✗	
		✓	✗	

Your module has **15** assignments set up.

 **5** assignments are not linked to a grade item. This may be quite normal, we don't normally recommend linking formative items to grade items. Summative items should be linked to the grade item so that marks go through to the PAT Dashboard and ASIS.

See the [guides to Assignments on iPark](#)

 You should create a link to each assignment in the Assessments area of Content. This is required so that students have information about assignment briefs and the submission points in a consistent location in every module.

See the [guides to Assignments on iPark](#)

You can take a horse to water...

University of
Huddersfield
Inspiring global professionals



Early intervention

Learning Resources

Week 1

Week 2

Week 3

Week 4

Week 5

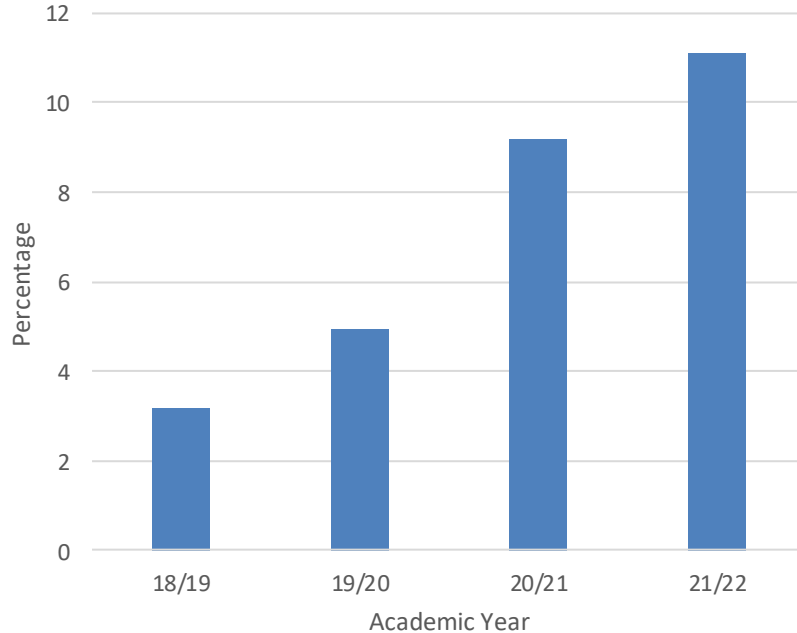
Week 6

22
levels!

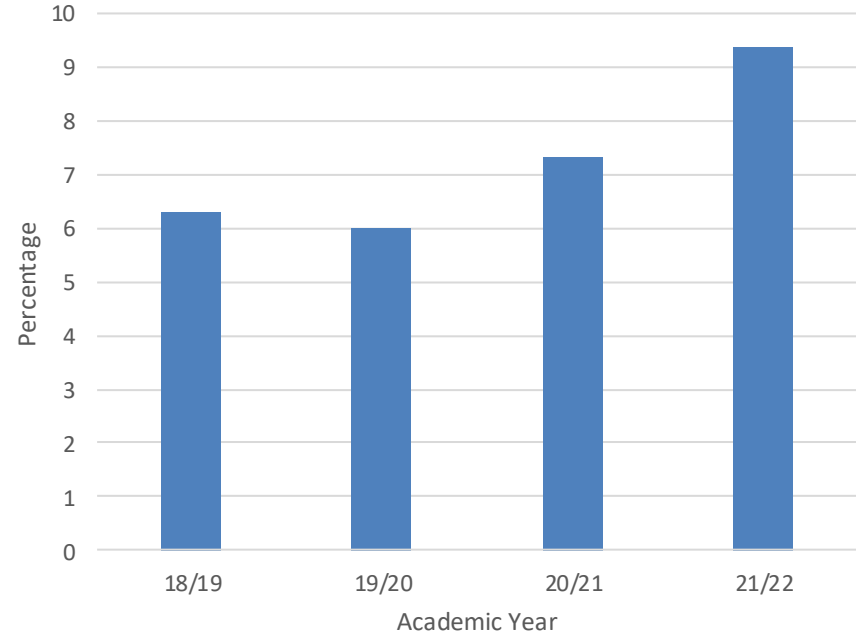


Good Practice improvements

5+ Content items not required

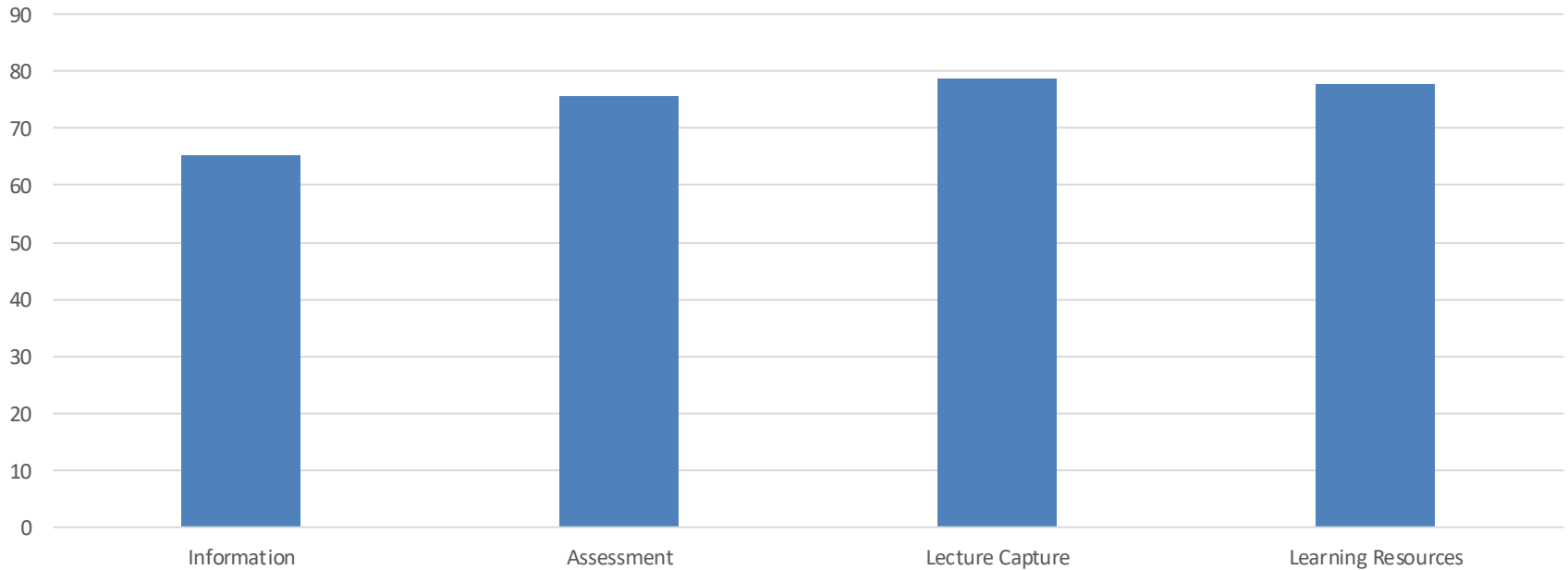


3+ Announcements with end date



22-23 Required Root Units

% of modules with required root units, exact match



Variants on Information

Induction Information for PGRS Info & Module Guide Information-HANDBOOK
Module information & Academic Skills Information (Handbook, Textbook & Dates) Help Information and Guides
General advanced life support information Information (module handbook, data protection policy, info sheet, risk assessment and consent form)

Information

Module Information

Resources & Information
Module Information and Timetable March-April 2022
PEMS timesheet information
Information: Module Schedule
Careers Information
Information 22-23
Course Information
General Information
Information for all APPRENTICES in ALL PROFESSIONS
Key information and help
Delivery Information
Key Module Information
Self-help info
Module information 22/23
Module information 22/23
Health and Safety information
SNAP Assessment Information
Essential Information
PEFL 22/23 Semester 1 Formative Assessment Information
Extra Information
PMP AES Module Information
Assessment Information
Module information
Staff information
Information to share with educator
Module Information and Learning Resources
Welcome message and Information
Assessment information
Unit Information
General Module Information
Information 2022-23
Induction Information (new and refresher)
Performance Information
Visa Information
Information: Delivery pattern (Blocks 5 and 7) with indicative topics
Module introduction and information
Induction Information
Finding legal Information - Lawbore
Key information
Module information and resources
Assessment Brief and Deadline Information
Module Information and welcome
Information about the module
Module General Information
Information (module handbook)
Information & Key Resources
Week 5: Summarising Information In Your Own Words
Interested in A Year Placement? Search - Information & Advice Handbook 2022
Guidance and information
Module Handbook & Contact Info
Information: Module Teaching Structure
Module Information 22/23
Covid RA information
Option Module Information
English and Skills Class with Vickie - Some Useful Info
Using Theoretical Approaches to Inform Assessment - Child Development and Attachment Theory
assignment guidance and information
Information on the Final Year Mentor (FYM) Scheme
Course info 2020-21
Raising concerns in practice (and link lecturer information)
Useful info, student guidance contact details
Module Info & Resources
Information - this includes the module timetable and the introduction to the module

Variations on Learning Resources

Learning Resources Design
Module Information and Learning Resources
Subject Week Learning Resources
Flying Start Learning Resources
Week by Week Learning Resources
Learning Resources - Physics
Learning Resources (TERM 1 (AUDIO) - Weekly resources)
Week 28 Learning Resources

Learning Resources for Theory
Learning Resources - Studio Production
Learning Resources: Lecture & Seminar Slides
Useful resources and provocations on the future of work and people management
Other Development Week Resources
Tuesday 20th September - Learning Resources
Learning Resources 2022-2023
Resources and other bits and bobs
Pharmacology Additional Resources

Module Information and Resources
Learning Resources: includes skills
Information & Key Resources
Additional Resources
Extra resources which you may find useful
Information & Useful Resources
Day 1 Learning Resources
Extra online resources
Quiz Resources
Fieldwork Related Resources 22-23

Learning Resources

Learning Resources (September)
Learning Resources: includes skills and reflective learning
Reading/Resources
2022 Learning Resources
Week 1 Lecture and Ethics Resources
Weekly Content and Learning Resources
Learning Resources 2022/23
Adult nursing specific resources
Learning Resources for Flying Start Week
Learning Resources - videos and films
BAE LEVEL 2 Learning Resources
Useful Additional Links and Learning Resources
Access to ADA Resources and Specialist Facilities
H1B preparation for practice resources
Learning Resources (Dr Javid's and Prof Phillips lectures)

Learning Resources - January 2022 Students
Learning Resources 22-23
Additional Support/Learning Resources
Useful texts/resources
Resources for first year students
Other Learning Resources
Learning Resources 2022/23
Learning resources 22/23
Learning Resources - week by week
Bonus Resources for Fashion History lovers!
Useful resources
McNae's online resources
Learning Resources by Week
Learning Resources: Term 1
Learning Resources: Week 1 and Week 2
Learning Resources: Week 1 - Week 2
Study Group Learning Resources
Additional Support and Learning Resources
Resources & Information

Learning resources
Learning Resources - Taught Seminars
Learning Resources 2021-22
Learning Resources 22/23
22-23: Learning Resources
Dissertation guidelines, lectures, and other learning resources
Learning Resources - Term 1
Learning Resources 2223
Learning Resources - week by week
Useful resources
McNae's online resources
Learning Resources by Week
Learning Resources: Week 1 and Week 2
Learning Resources: Week 1 - Week 2
Study Group Learning Resources
Additional Support and Learning Resources
Resources & Information

Learning Resources Term 1
Term 1 - Academic Skills Learning Resources
Paediatric Resources
Directed Study Resources
Access to Arts & Humanities Resources and Specialist Facilities
Contemporary Art and Illustration Learning Resources
Learning Resources (materials and slides)
Research resources
Library Resources
Module sessions and learning resources
Learning Resources: Term 1
Learning Resources: Week 1 and Week 2
Extra resources
Induction Resources
Course Resources
Learning Resources & Templates

Student Voice on Impact

I liked that Brightspace is well-organised and everything can be easily found.

I really like the layout and how each topic is given each week is written out on Brightspace.

Brightspace was well organised and made it easy to see what work was required each week.

I liked how all the asynchronous material was easy to find

It was well set out on Brightspace and easy to navigate.

The content... is very organised and it is clear which lectures are for which week.

I liked that Brightspace is well-organised and everything can be easily found.

While it looks like a lot of information on Brightspace it is accessible and overall the module is successful due to the care and consideration provided by Dr -----

Conclusions and Future Plans

Consistency in modules is difficult to achieve

A mixture of approaches is needed to attempt compliance of minimum standards

It is all context specific

You can only measure certain things automatically – not teaching quality or quality resources

Next step for us – breaking the module handbook up and having the info in various areas of the Brightspace module – consistency providing that info across modules...

Thanks – Any Questions?



Steve Bentley

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Dr Sue Folley

s.folley@hud.ac.uk