Approaching Blended Content - Transcript

**SUMMARY KEYWORDS**

captions, online, activities, engage, session, interactive activities, discussion forums, content, moodle, academic staff, recordings, access, suggest, recommend, support, provide, required, recorded, tasks, materials

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In our first what to expect video, we introduced the idea of blended learning, and the curriculum of both online and in person activities. what that might look like will differ depending on individual circumstances. However, this video will suggest some general practice that aims to support you in accessing these sorts of materials online, and more broadly, how to make them an effective element of your learning journey. Typically, you will access the online elements of your course via one of three ways. Moodle, our virtual learning environment, Microsoft Teams, or Zoom, both communication tools, and Panopto, the chosen platform for hosting video content and recordings, some areas of the university may provide access to different platforms. However, these are the primary tools supported by the University for teaching, learning and assessment. One of the most common online activities you might be expected to engage with, depending on your circumstances will be lectures or seminars. These may be either live or synchronous sessions held online, recordings or captures of an event held in person, or pre recorded content. The availability of recordings, release, access schedule, and use of live streaming will vary on each course. But this will be communicated to you at the start of term. Most courses will use Panopto lecture capture accessed via Moodle for lectures, but they may also be delivered via Microsoft Teams, Zoom, or Google Meet at the lecturers' discretion, and these should all be available using your university CRSid credentials. We recommend where possible that you attend any scheduled live sessions. Whether these are held in person or online. Activities are planned to support one another and you will likely benefit more from a session if you have completed required activities beforehand. And likewise, any subsequent activities will become more accessible with the live session as a foundation. Make sure you contact relevant academic staff if you are unsure about the availability of recordings or how to access them. If you're nervous about appearing in recorded sessions, then speak to the relevant academic member of staff about not appearing on camera. The university's policy on recordings including requirements for seeking your consent and subsequent usage is available in the resources below. When engaging with recorded materials, we recommend watching them as you would live session, listen or watch the content at the intended pace and flow and try to resist repeating sections too often, as you may find further clarification or answers to your questions later. Also, don't be tempted to watch several sessions back to back you will learn more effectively if your sessions are spread out then if you tried to take it all in at once. When taking notes, it's not always necessary to record sessions verbatim and can often lead to overwhelming time spent doing so. Instead, make notes of key points of information and think about the questions prompted by the session. You may then speak to your supervisor or relevant academic staff about how they prefer questions be communicated, as they may have set up discussion forums or Q&As specifically for that purpose. TheUniversity is committed to ensuring a universally inclusive experience wherever possible. Lecturers are encouraged to provide captions and transcripts to recordings but this may not always be possible depending on the content and accuracy. If you would benefit from captions which haven't been provided, contact the relevant member of academic staff in the first instance. If they cannot provide captions, you can find reasonable alternatives, such as the built in captions for Google Chrome, which you can learn more about in the links below. If you're a student who requires captions to access content, please get in touch with the Disability Resource Centre using the contact information below. Beyond live or recorded content, you may be asked to independently engage with a range of interactive activities online via Moodle, or other similar platforms. These may be referred to as asynchronous activities. These may include things such as discussion forums, reading assignments, quizzes, whiteboards, or other collaboration tools. We suggest first prioritising these tasks and identifying which are required to continue successfully and which are recommended extensions or supplements to your core study. This can help to balance time and understand where to allocate breaks so you can achieve a healthier approach to your learning. If you are struggling with which activities are required, and when we suggest first communicating with the academic who has set these tasks and discuss with them. If you would like more subject specific advice about what to prioritise how to engage effectively or further academic support, then speak with your director of studies as they will have a broad overview of the supervision process and relation to your course. Where there are discussion forums or other methods of peer communication, we highly recommend engaging with these as much as possible, as they provide a great opportunity for everyone to discuss course content equally, and in a professional setting. These can also serve as useful revision materials later down the line, and explaining your ideas to others or getting their feedback is a very effective way to gain new perspectives on your subject. Quizzes and other interactive activities that allow you to check your own understanding can be a very effective tool for revising and consolidating knowledge alongside other materials and processes. While we recommend engaging with these fully to measure your own progress, we also suggest this being planned as part of a healthy workload so as not to overwhelm yourself with repeated formative tasks on top of scheduled activities. Blended learning can take many forms and will be designed as part of an effective curriculum to support your learning and development. Below, you will find links to further support and guidance for using these tools and how to make the most of your education. In our next video, we'll be exploring the benefits of creating a routine and structure for your week and how to get started.