Learning, teaching and assessment

Principles and guidelines for staff
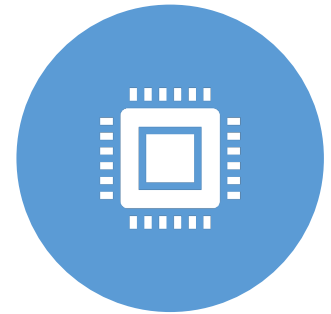
March 2020

Principles

MAINTAINING RIGOUR AND STANDARDS

FLEXIBILITY AND INCLUSION ACROSS ALL PROVISION AND PRACTICE

OUTSTANDING SUPPORT FOR ALL OUR STUDENTS AND STAFF

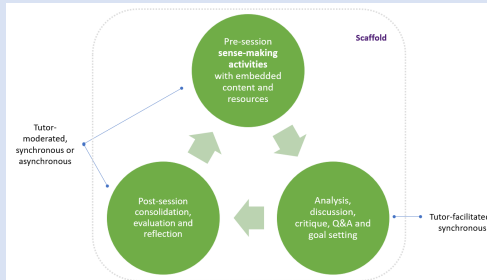DIGITAL TECHNOLOGIES FOR AN EXCELLENT LEARNING, TEACHING AND ASSESSMENT EXPERIENCE

Assessment

Continue	Stop	Start
▪ All forms of assessment that do not require real-time attendance. ▪ Digital submissions via appropriate systems, typically NILE and Turnitin. ▪ Ensure compliance with internal and external (e.g. PSRB) requirements. ▪ Mark to LOs. ▪ **Seek advice** from ILT, Learning Designers, Learning Technologists and ACE.	▪ All synchronous assessments, e.g. traditional exams, presentations and performances, timetabled before 20 April 2020. ▪ Updates on real-time assessments scheduled after that date will follow.	▪ Where needed, replace assessments that require real-time attendance (e.g. exams, presentations, performances) with alternative fit-for-purpose assessments. For example: - *Synchronous open-book exams.* - *Asynchronous assignments, portfolios, reports, models, frameworks, critiques, essays, action plans, project plans, digital artefacts (e.g. video presentations), etc – or appropriate combinations.* ▪ Rewrite assessment briefs, guidance and deadlines as required. ▪ Review associated rubrics and marking criteria.

Learning and Teaching

Continue	Stop	Start
▪ Student-centred teaching, scaffolding, student engagement and time on task. ▪ Alignment between LOs, assessment and teaching practice. ▪ Use current timetabled slots for synchronous sessions. ▪ **Seek advice** from ILT, Learning Designers and Learning Technologists.	▪ Campus-based synchronous teaching, tutorials and supervisions from Monday 23 March (such activities may re-commence on 20 April at the earliest).	▪ Appropriate blends of synchronous (e.g. via Blackboard Collaborate or WebEx) and asynchronous sessions. ▪ Record all synchronous sessions. ▪ Consider short recordings with embedded resources (e.g. through Kaltura) and associated tasks as part of the scaffold, for pre-, in- and post-session use. ▪ Review and experiment with suitable learning technologies. ▪ Reflect on how the new assessment plan, where appropriate, could inform your practice and the student support you provide.

Scaffold

Pre-session **sense-making activities** with embedded content and resources

Analysis, discussion, critique, Q&A and goal setting

Post-session consolidation, evaluation and reflection

Tutor-moderated, synchronous or asynchronous

Tutor-facilitated, synchronous