

ual:

**Language for Art and Design – Online
Course**

BALEAP | APRIL 2025

TODAY

Outline

How we started

Background

Beliefs

Digital development

Development tools

Demo of 3 self study tasks

Platform overview

Live Moodle site

Data analysis

Focus Group

Findings

Adapting site

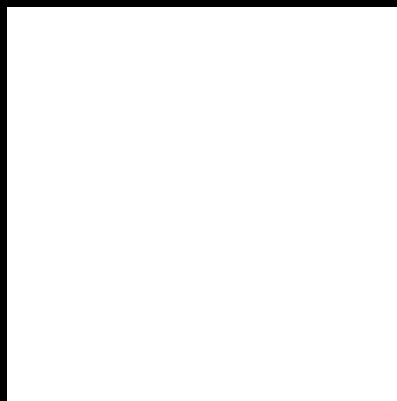
Where we are now

Current development

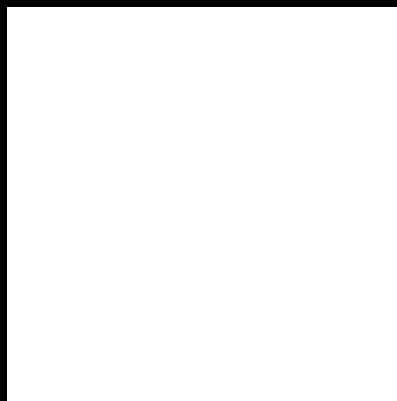
Iterative Process

Future

Questions?



Theoretical Underpinning



What we believe

The VLE has transformative potential but, in practice, it has been used within the main teaching paradigms in higher education, being educator rather than learner-centred. (Flavin, 2024)

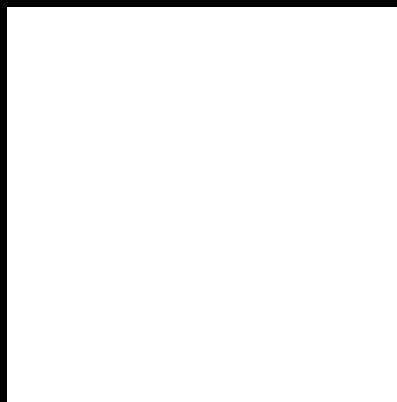
The VLE also accrues data on students, ... analyses how the data can be used. (Flavin, 2024)

If HE institutions want VLEs to function as dynamic libraries and not resource dumping grounds, then student contribution is essential. (Hiscock, 2020)

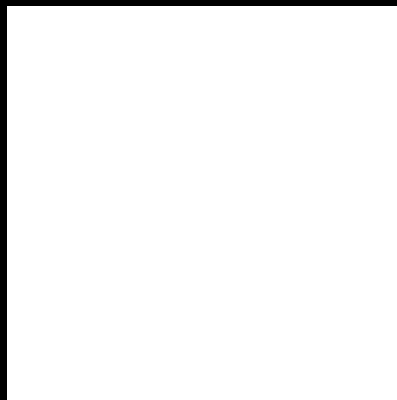
The connections between experience and attainment in higher education, demand longitudinal studies of VLE data that throw light on user activity over time. (Hiscock, 2020)

Aims

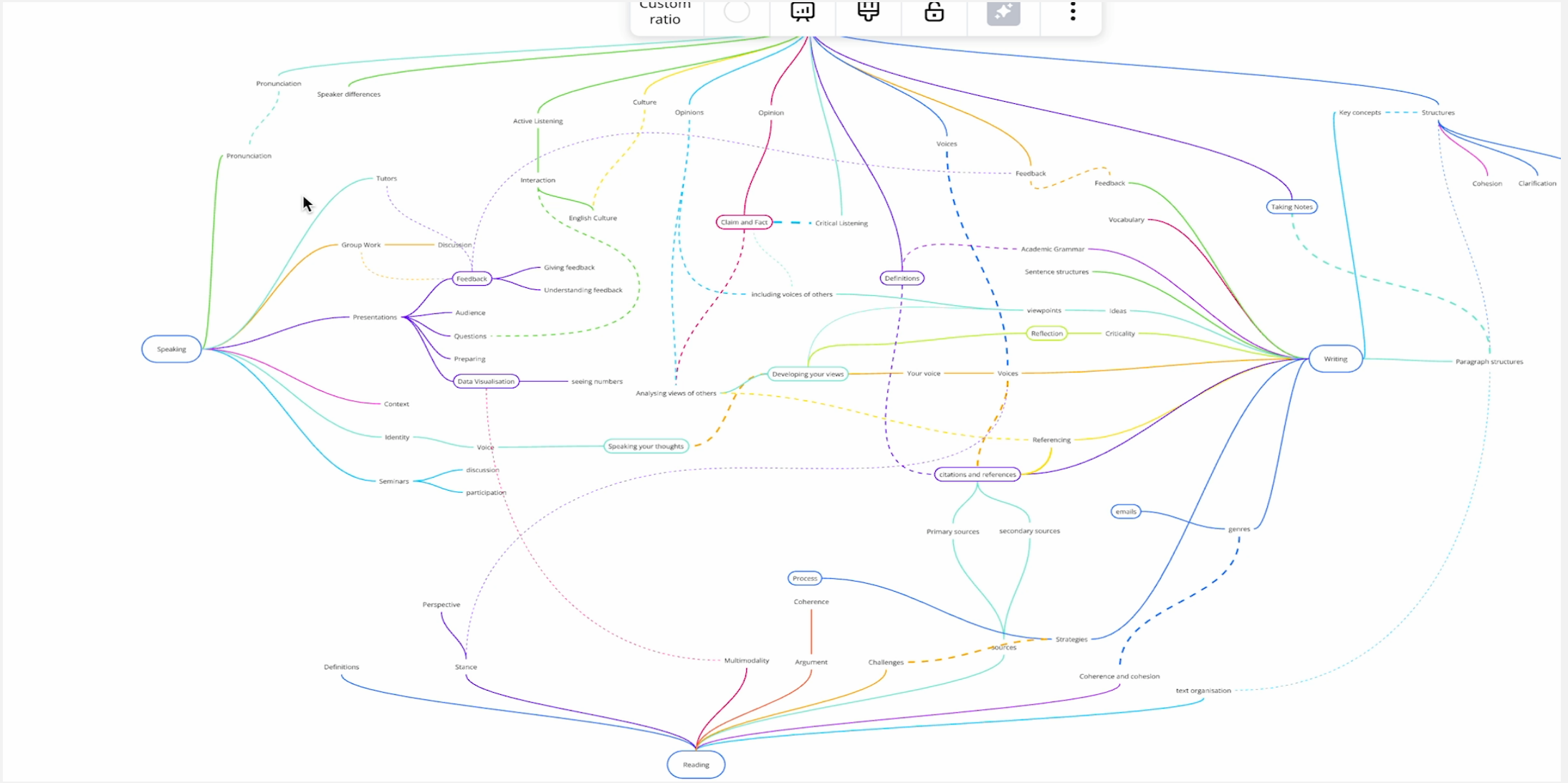
- Meet student needs
 - Listen to student voices
 - Reach more students
- Design modular activities
 - Keep them short
- Prioritize Flexibility
 - Keep revising and developing activities



Digital development



Themes



Digital development Criteria

- **Authoring tools: Articulate (Rise 360 and Storyline) H5P and Moodle quiz**
 - Matching learning objective to activity and to the most suitable tool
 - Responsive to different devices (Moodle data shows over a third of accesses to Moodle are on a smartphone)
- **Activities**
 - Modular and Flexible
 - Bite sized
 - Ability to monitor engagement and implement feedback



Activities



Week 1

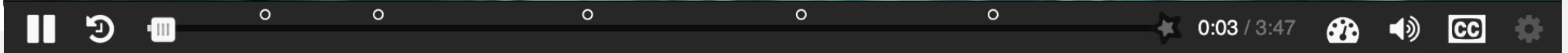
Decision 1

Decision 2

Decision 3



Talking about



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Matching

Grammar and Vocabulary

What academic grammar and vocabulary do I need?



Academic words in use

Drag and drop

View



Academic vocabulary

Type the words

View



Write like a pro

Reordering

View



Key concepts for Art and Design

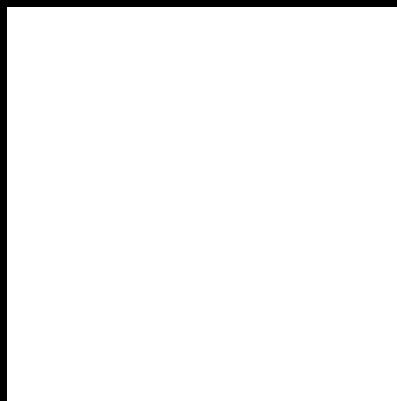
Video

View

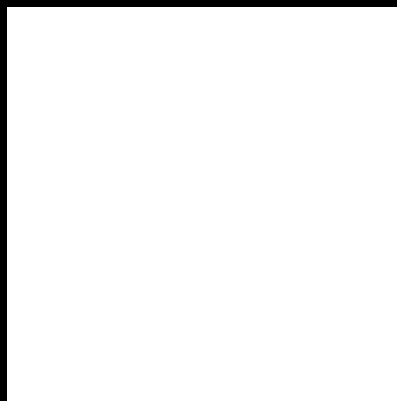


Moodle/Article

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Platform Overview



Learning from Moodle data

- Using data to shape activities - creating a feedback loop
- Allow students to track their own activities
- Reporting on student engagement across the University

Completion Tracking

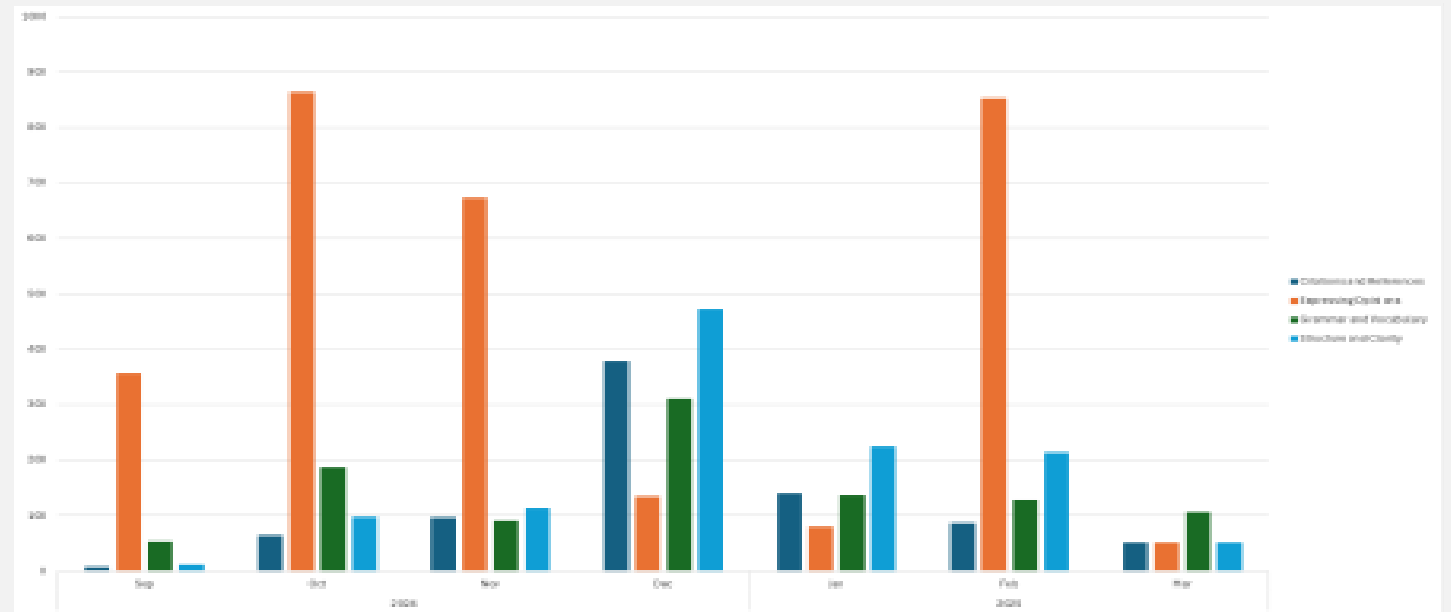
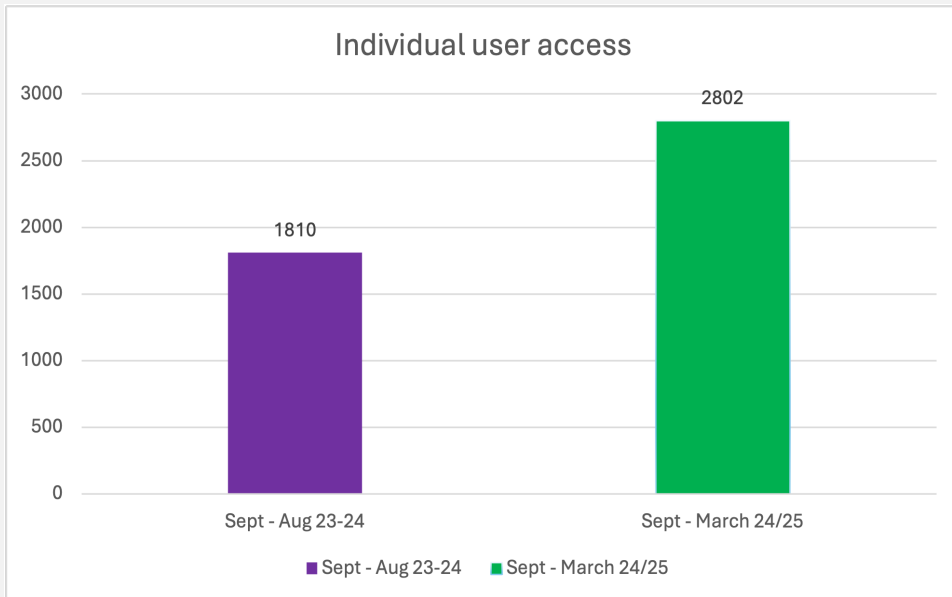
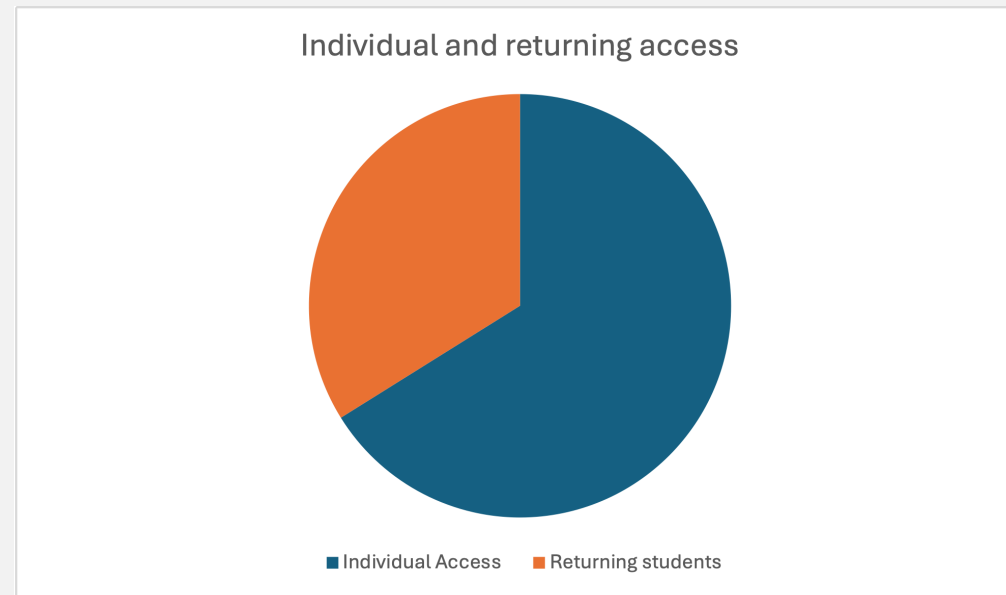
<u>First name / Last name /</u> <input type="checkbox"/> <u>Alternate name</u>	<u>Last in course</u>	<u>Completion Progress</u>	<u>Progress</u>
<input type="checkbox"/> A [REDACTED]	4/04/25		85%
<input type="checkbox"/> M [REDACTED]	17/12/24	<p>verbs for in-text citation Completed </p>	12%

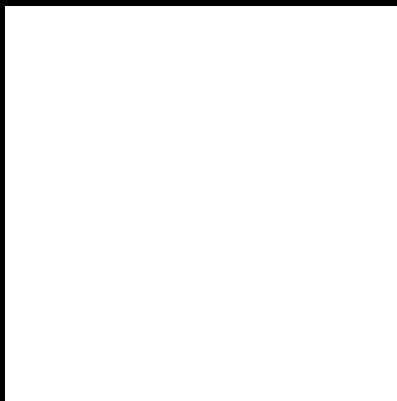
- Students can view their progress
 - Incomplete, and completed activities
- Staff can view student progress with breakdown of activity

blue: not attempted
 amber: attempted, not completed
 red: completed but not passed
 green: completed, passed

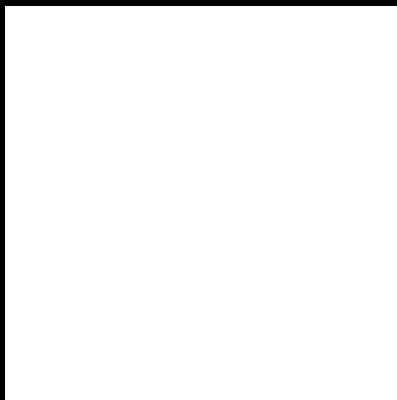
Activity Report

- Overview of activity access
- Identifying activity usage





Student Focus Group

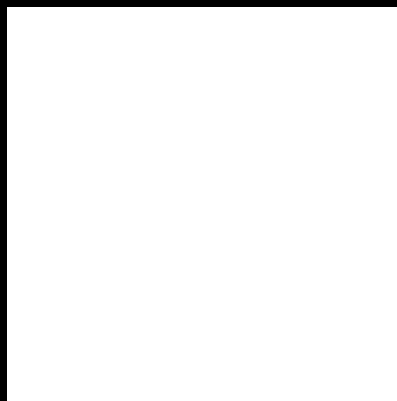


Student Focus Group

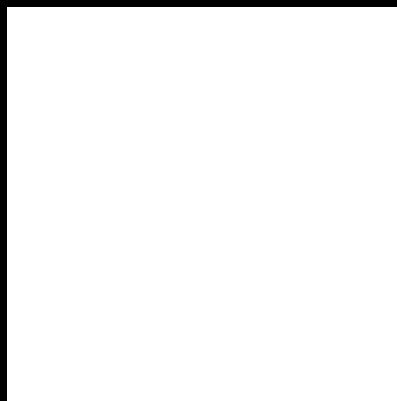
- I'm reading English, but it doesn't feel like English. And I feel like 16 years of studying has led me to this point, but I don't understand the thing in front of me, so it feels overwhelming.
- English is my second language, even if translates into my own language. it just so complicated.
- They give us like intense thoughts, like every day we have black holes
- I find Moodle really helpful, because the language development section has, like, everything in the same place
- I thought it was really, like, nice, how varied it was. But I also I like the fact that the colors link to what the task is.
- It depends on the day, like one cat, some days you were one cat, and some days you were another cat

Focus group continued

- The name sort of suggests it's going to be an English lesson. I think some of us might not think we need it, but a lot of the resources would actually be helpful for me.
- I would imagine it is a time I allot myself to actually dedicate to this. Otherwise, I have other things to do,
- Maybe they will study this in their free time, maybe, like, just five minutes every day. It's much better than they do nothing.
- Students feel that they have too many sections that they don't know, which one they need to know and think of every section. So it sometimes waste their time
- Some section probably have too many things going on, and they don't really have clear structure that people know which one I should look at first.
- What if I don't know, I don't have answers to this question. So in this case, this module can be like, Okay, we have XYZ to offer.



Where we are now



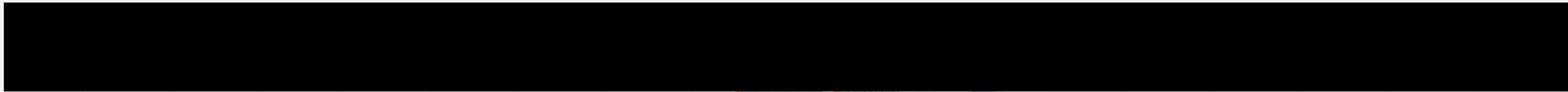
Student Suggestions:

- 👤 Give personalized options, and then we will feel motivated to actually go there.
- 👤 Maybe if there are certain things that I want to improve upon, like, if I get to make those course selections and then I will, as compared to having, like, an overload of choices.
- 👤 So like, someone joining a course early on, who might go through this course would really benefit from knowing the goods and the bads of usage of AI.

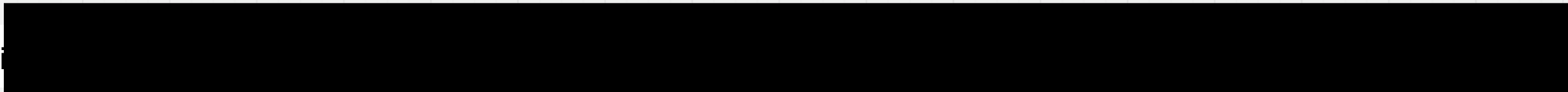
1. Learn Something New

2. Get help with something you are working on

3. Test or practice what you know



The screenshot displays the Xerte interface with a grid of content tiles. The 'Orientation Quiz' tile is highlighted with a blue border and contains a hierarchical diagram. The diagram has a root node 'Orientation Quiz' which branches into five main categories: 'Learn something new', 'Help with something you're working on', 'Practice a...', 'Test or practice what you know', and 'Get help with something you are working on'. Each category further branches into sub-nodes, some of which are color-coded (green, blue, yellow, orange, red). A toolbar is visible above the tiles, featuring icons for 'Custom ratio', chat, and other functions.



Where we are going

What students have asked for

- Section on AI
- Section on personal writing or blogs
- Sections where they can input their own work
- Games - in a separate section
- Badges and Leaderboard (Level Up)

What we need to do

- Check for glitches and functionality
- Check data and student perceptions (focus group) and discuss adapting

To Conclude

Higher education has not been disrupted by technology to date, but the conditions for disruption are increasingly propitious.

(Flavin, 2021)

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Thank you

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