University of the Highlands and Islands
Oilthigh na Gàidhealtachd agus nan Eilean

Encouraging Student Engagement
in Virtual Learning Environments (VLE)
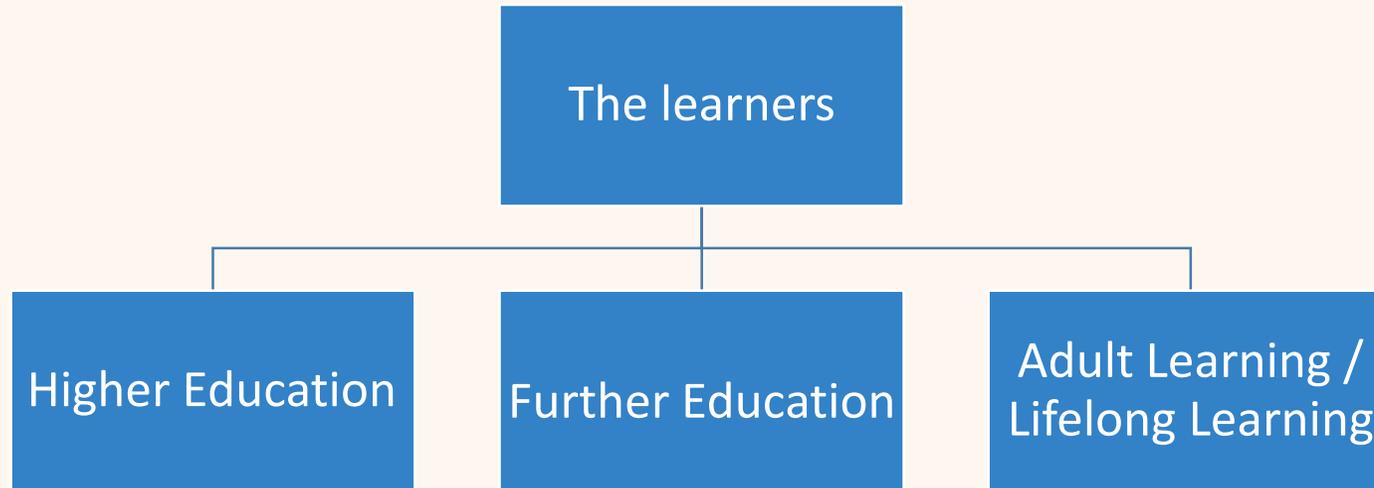
Saro Saravanan

Training & Skills Department

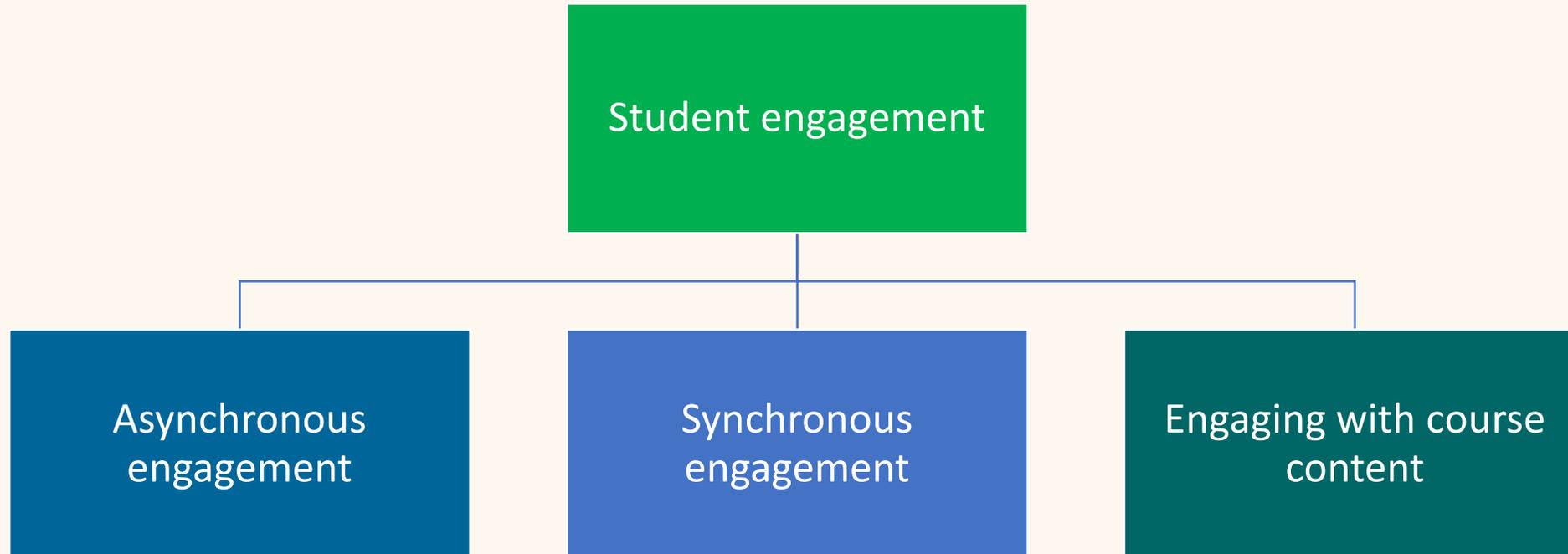NAFC Marine Centre UHI

Shetland Islands

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Teaching and learning

Student Engagement

Factors that affect student engagement in VLE

- Poor course design- too much clutter or too dull.

- Poor course content, induction /instructions given to students.

- Poor accessibility- colour, font, graphics and others.

- Too many graphics and too long video files/broadband speed.

- Activities not connected to achieve the intended learning.

- Learning materials are originally designed for face to face delivery.

- Poor availability of tutorial support.

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Factors that affect student engagement in FE and CPD courses delivered online

- Duration of the course

- Who paid the fees?

- CPD or to meet compliance?

- Responsibility

- Accountability

Approach to learning
- I really want to learn or I just want the certificate?
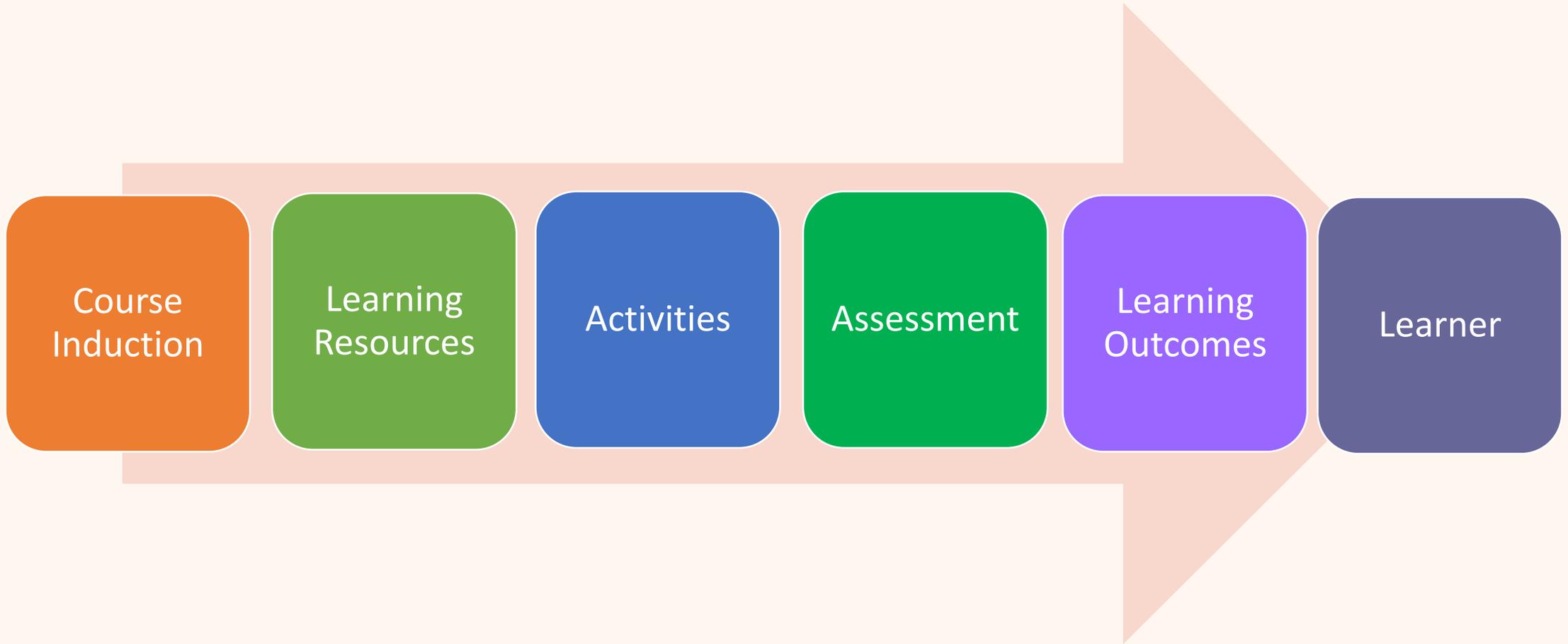- Tell me what to do to complete the assessment?
- Social context
- Motivation

The pedagogical design in VLE

- The pedagogical design should be based on learner's experience.

- <u>Don't focus on the tools in VLE</u>, focus on why, when and how learners will be learning and then choose the tools.

- Activities – is it for active participation or passive participation?

- Activities – is it mandatory or part of assessment?

- Tutors role in a fully delivered online course is more likely for facilitation and guidance.

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Forward course design

Backward course design

Course Induction → Learning Resources → Activities → Assessment → Learning Outcomes → Learner

My Institution   Community   Support   North Atlantic Fisheries College

🏠 ⊘   Course Home page

E-Learning Fish Welfare 🏠
training (NAAQ36A)

Course Home page

Course Induction

Learning resources

Assessment

Discussion board

Student Support

External links

My Grades

UHI eResources

UHI Student services

Course Home page

Fish Welfare Course Home Page

Course Induction

Learning Resources

External Resources

Assessment

UHI Resources

Student Support
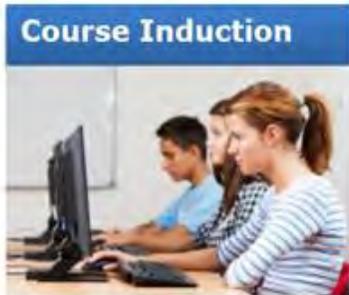
Announcements

Announcements

NAFC Marine Centre
University of the Highlands and Islands

Course Home Page

Introduction

Welcome to the 'Introduction to Fish Farm Containment' course delivered online from NAFC Marine Centre

This course is designed to meet the requirements of the fish farming industry with regard to fish escapes. In particular the course covers practical viewpoint, action to be taken, legislative requirements including training and an understanding of basic moorings design for open water sites, closed aquaculture systems, fish transport and biosecurity. The target audience is all staff involved with aquaculture practice.

Please do the course induction first and read the instructions in the **course induction booklet.** ⊘

👥 **Course Discussion Forum** ⊘

Course Home Page

Course Induction

Learning Resources

External Resources

Assessment

UHI Resources

Student Support

Sidebar:

▼ Introduction to Fish Farm Containment (NAAQ62A) 🏠

Course Home Page
Announcements
Course Induction
Learning Resources
External links
Assessment

Course Discussion Forum
UHI eResources
Communication Tools
Student Support

My Grades

Interaction / Active participation

Tools choice for setting activities

- VLE tools- very limited, either not very interactive or display is very poor

- External software- SCORM compliant, Wimba, Articulate, iSpring and Adobe e-learning

- Activities / Self-assessment with instant feedback or delayed feedback.

- Activities part of assessment or practice towards an assessment

- Office and Acrobat reader – use the accessibility tools, templates.

- Check UHI guidelines on developing accessible materials.

VLE analytics to monitor student engagement

Make the VLE platforms and tools to work for you.

UHI Blackboard

- Notifications dashboard – setting alerts

- Performance dash board & Retention centre.

- Full grade center- last access, grades, feedback

- Sending e-mails & auto texts

UHI Blackboard- Notifications

UHI Blackboard- Full grade centre

UHI Blackboard – Performance Dashboard

UHI Blackboard – Course reports

Course Reports

Run course reports to view information about course usage and activity. You can view summaries of course usage such as which course areas are used most frequently and course access patterns for specific students. More Help

Search Name ▼ Contains ▼ [   ] Go

All User Activity inside Content Areas

This report displays a summary of all user activity inside Content Areas for the course
> Last Run: Friday, March 28, 2014 1:34:36 PM GMT

Course Activity Overview

Course Activity Overview displays overall activity within a single course, sorted by student and date. Data includes the total and average time spent per active student and the total amount and type of activity each student had in the course. Optionally, you can filter the report by one or more groups
> Last Run: Tuesday, May 29, 2018 11:46:23 AM BST

Course Performance

This report displays information showing how a single Blackboard Learn Course performs against a selected set of goals. Performance targets and a range of acceptable performance for the course can be determined when running the report. Data includes averages for the entire course as well as break downs for individual students and goals
> Last Run:

Overall Summary of User Activity

The report displays user activity for all areas of the course, as well as activity dates, times and days of the week
> Last Run: Friday, March 28, 2014 3:19:06 PM GMT

Single Course User Participation Report

Displays detailed statistics on assessment and collaboration tool submissions for all users in this course during a specified timeframe
> Last Run: Thursday, May 31, 2018 8:47:04 AM BST

Moodle

Moodle

Study Progress Bar

Specialised tool- for students to monitor their own learning and for tutors to monitor the students learning and progress

References

- Bell, F. (2009) Connectivism: a network theory for teaching and learning in a connected world [online]. Available from < http://usir.salford.ac.uk/2569/1/ConnectivismEdDev.pdf > [3rd June 2018].

- Conole, et al (2004) Mapping pedagogy and tools for effective learning design [online]. Available from <http://www.michaelhanley.ie/downloads/blog/Mapping-pedagogy.pdf> [May 30th 2018].

- JISC (2017) Effective Practice in a Digital Age [online]. Available from https://repository.jisc.ac.uk/6790/1/effectivepracticedigitalage.pdf [3rd June 2018]

- UHI (2018) Accessibility checklist Blended learning standards [online]. Available from <https://mahara.uhi.ac.uk/view/view.php?id=608 > [30th May 2018].

- Wiggins, G., & McTighe, J. (2005) Understanding by design (2nd ed.) [Online]. Available from http://www.asbmb.org/uploadedFiles/Backward%20design.pdf [21st May 2018]

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