The list below is a menu of proposed HLS staff training and development sessions in the use of technology for teaching, learning and assessment. Each session entry includes: information about the content of the session; links to pertinent online help guides and case studies (where applicable); which Universal Design for Learning (UDL) principles the technology or approach facilitated by the technology aligns with.

**1. Enhancing Learning through Technology and Universal Design for Learning**

This session explores technology facilitated approaches that support inclusive practice, and which map on to the core principles of Universal Design for Learning (UDL). The point of departure for the session is an online resource which maps technology facilitated practice at DMU on to UDL.

See: <http://celt.our.dmu.ac.uk/elt-and-udl/>

The session includes a workshop component in which participants will be exploring and discussing where in their own teaching they might be able to introduce technology facilitated practice to support inclusive learning.

**UDL principles:** Representation, Engagement, Action/Expression

Duration: 90mins

**2. Scenario-based learning via technology**

Scenario-based approaches to learning can be an effective means of providing inclusive, multi-modal learning content - supporting active learning, self-directed learning and the development of deep learning by confronting students with real-world situations and problems. Scenario-based learning (SBL) incorporates approaches such as; problem-based learning, gamification, discovery learning and collaborative learning. This session explores the pedagogy of scenario-based learning, offers examples of some approaches that have been used by staff at DMU, and demonstrates how such scenarios might be created and implemented.

For example: <http://aural-initiative.com/scenarios/EmergencyRoom/EmergencyRoom.html>

Case study: <http://celt.our.dmu.ac.uk/effective-practice/elt-case-studies/developing-high-street/>

The session includes a workshop component in which participants will be asked to reflect on the potential for introducing scenario-based approaches into their own teaching.

**UDL principles:** Representation, Engagement, Action/Expression

Duration: 90mins

**3. Working with Learning Modules in Blackboard**

A Learning Module is a content organisation tool in Blackboard. It can be used to gather multiple types of online content together into a single navigable resource. This hands-on session will go through the process of creating a Learning Module resource. A Learning Module allows content to be represented in a cohesive, organised and structured format which is an effective approach in terms of UDL.

Online information: Create a learning module - <http://celt.our.dmu.ac.uk/support-using-technology/dmu-core-elt/blackboard/blackboard-how-do-i/blackboard-course-management/blackboard-working-with-content/create-a-learning-module/>

**UDL principles:** Representation, Engagement

Duration: 50mins

**4. Enhanced DMU Replay - working with multiple media sources**

*Participants must have attended a DMU Replay overview session prior to attending this session.*

This session offers a demonstration of how DMU Replay can be extended beyond the basic recording of audio and PowerPoint presentations. During the session participants will explore:

* use of the visualiser
* video cameras
* screen capture
* embedding web links

**Important note: Participants will need to attend a follow up DMU Replay Editing session in order to learn how to edit recordings that have been made with multiple media sources**

**UDL principles:** Representation

Duration: 90mins

**5. DMU Replay – editing**

*Participants must have attended a DMU Replay overview session prior to attending this session.*

This is a hands on session in which participants will work with a piece of pre-made content in order to gain a deeper understanding of the Panopto Editor to refine and augment the recording to enhance the student experience. For example, using the editor in specific ways we can produce smaller pre-sessional materials based on previous recordings in order to provide a multimodal approach which supports the Universal Design for Learning principles. The session will cover:

* Logging in to the Panopto dashboard to locate the recording
* An overview of the editor screen
* Adding, removing and editing events
* How the recorder set up affects the editor
* Removing streams
* Hints and tips with the timeline
* Editing the student view

**UDL principles:** Representation

Duration: 90mins

**6. Video recording classroom/student activities**

*This session is NOT about lecture capture.*

This session explores a specific approach towards the use of video and audio recording in the classroom. DMU replay can be used to capture student activities such as role play, practical demonstrations of skills, presentations and group discussion/interaction. As an example: a case study outlining the use of video and audio recording of Student role-play for formative learning in Nursing at DMU (using DMU replay) can be found at: <http://celt.our.dmu.ac.uk/effective-practice/elt-case-studies/student-role-play-videos-for-formative-learning-in-nursing/> Such audio/visual recording can be an effective mechanism for students to reflect on their practice in an individual/or group (peer reflection) setting.

Online information: Recording classroom activity - [http://celt.our.dmu.ac.uk/support-using-technology/develop-content/recording-classroom-activity/](https://celt.our.dmu.ac.uk/support-using-technology/develop-content/recording-classroom-activity/)

**UDL principles:** Representation, Engagement, Action/Expression

Duration: 50mins

**7. Using digital media in Blackboard**

*This session is NOT about DMU Replay*

This hands-on session will explore how to integrate multimedia (digital images, audio and video) into teaching materials on Blackboard. The session is aimed at participants with little to no experience of using multimedia in their teaching practice. The session will cover: working with digital images; adding audio recordings to Blackboard; adding web-videos such as YouTube; an overview of the Box of Broadcasts resource; and copyright in the use of multimedia. Digital media can offer a variety of modes of representation for teaching and learning content which is a core component of UDL.

Online information: Digital media overview: [http://celt.our.dmu.ac.uk/support-using-technology/develop-content/](https://celt.our.dmu.ac.uk/support-using-technology/develop-content/)

Using digital media in Blackboard: <http://celt.our.dmu.ac.uk/support-using-technology/dmu-core-elt/blackboard/blackboard-how-do-i/blackboard-course-management/blackboard-working-with-content/#bbdigimedia>

**UDL principles:** Representation

Duration: 90mins

**8. Collaborative tools**

This session will offer an overview of collaborative tools available in Blackboard; in particular the use of groups, discussion boards and wikis. Providing spaces in which students can approach their learning from a collaborative perspective offers an alternative means of engagement with learning, and so is relevant to UDL.

Online information: Collaboration tools in Blackboard - <http://celt.our.dmu.ac.uk/support-using-technology/dmu-core-elt/blackboard/blackboard-how-do-i/blackboard-course-management/blackboard-ways-of-collaborating/>

**UDL principles:** Engagement, Action/Expression

Duration: 50mins

**9. Online tests, surveys and quizzes**

This session offers an overview of how tests can be used in Blackboard. Tests and quizzes can be an alternative means by which students can express their learning – it can be particularly effective when used in a formative mode. Offering students varied means of expressing their learning is a core component of UDL.

Online information: Create a test - <http://celt.our.dmu.ac.uk/blackboard/blackboard-how-do-i/blackboard-course-management/blackboard-assessment-tools/create-a-test/>

**UDL principles:** Engagement, Action/Expression

Duration: 50mins

**10. Online assessment and feedback with Turnitin GradeMark**

GradeMark is an online essay marking and annotation tool available through Turnitin. GradeMark allows tutors to leave comments, grade and feedback directly on the student submission. This session offers an overview of GradeMark and the potential pros and cons of its use. *Participants should be familiar with the use of Turnitin before attending this session*

Online information: Case study: <http://celt.our.dmu.ac.uk/effective-practice/elt-case-studies/peer-marking-introduction-to-research-and-ethics/>

Duration: 50mins

**11. Using rubrics and marking grids in Turnitin GradeMark**

Rubrics and marking grids in Turnitin can be used to evaluate student work based on defined criteria and scales, whilst also providing annotated feedback using GradeMark. This session offers an overview of how to make use of rubrics and grading forms in Turnitin.

Online information: Using rubrics: <http://celt.our.dmu.ac.uk/rubrics-in-turnitin/> *Participants should be familiar with the use of Turnitin before attending this session.*

Duration: 50mins

**12. ePortfolios, eJournals and Blogs in Blackboard**

An ePortfolio, eJournal or blog can be an effective way through which students can express their learning – in particular through reflection. The use of electronic portfolios and journals has particular relevance to practice-based and placement type activities where students might be required to keep a reflective log-book; and which may form a component of their assessed work.

Case studies: ePortfolios/eJournals - <http://celt.our.dmu.ac.uk/effective-practice/elt-case-studies/practice-based-ejournals-eportfolios/> Blogs - <http://celt.our.dmu.ac.uk/effective-practice/elt-case-studies/assessed-blogs/> This session offers

* examples of how ePortfolios, eJournals and blogs have been used at DMU
* an overview of the technology that is used to create ePortfolios/eJournals/blogs
* a demo of how students interact with them

**NOTE: DMU Does not currently have a dedicated ePortfolio solution - this session explores how a Wiki can be used as an ePortfolio - as such it has some limitations.**

Online information: Blogs - <http://celt.our.dmu.ac.uk/blogs-in-blackboard/> eJournals - <http://celt.our.dmu.ac.uk/ejournals-in-blackboard/>

**UDL principles:** Engagement, Action/Expression

Duration: 50mins

**13. Virtual classroom**

Blackboard Collaborate is a virtual synchronous classroom (aka. webinar) system that is integrated into Blackboard. It enables tutors and students to interact and collaborate in real-time from remote locations, online. This interactive, online session will offer an overview and demonstration of how to use the Blackboard Collaborate synchronous classroom technology. The session will cover:

* Downloading and Launching the collaborate application
* Creating a Collaborate session in a Blackboard shell
* Working with the Collaborate interface
* Inviting guest users to a collaborate session
* Various teaching and learning scenarios that may benefit from the use of a synchronous classroom approach

Virtual classroom technology can be used to support alternative forms of engagement with learning which can be relevant to UDL.

Online information: Blackboard Collaborate - <http://celt.our.dmu.ac.uk/collaborate/>

**UDL principles:** Engagement, Action/Expression

Duration: 50mins

**14. Classroom response technology**

Using technology to interact with students in class can offer both instant formative feedback to the tutor and can help to motivate students to get involved/become an interactive learner - whilst providing a level playing field where all student voices are heard. DMU has a technology called TurningPoint which facilitates this type of classroom interaction. This hands on session will demonstrate the use of the Turning Point system and explore some of the pedagogic pros and cons of this approach.

Online information: TurningPoint - <http://celt.our.dmu.ac.uk/support-using-technology/using-non-dmu-core-elt/turning-point/>

**UDL principles:** Engagement, Action/Expression

Duration 90mins

**15. Open Educational Resources (OER)**

Open Education Resources are freely accessible, openly licensed documents and media that are useful for teaching, learning, and assessing as well as for research purposes. Such resources can be used to effectively underpin, support and enhance online teaching and learning materials. This session offers an overview of OER, including the pros and cons of their use. The session will also explore the ways and means of locating OER and how they can be integrated into online teaching and learning materials.

**UDL principles:** Representation, Engagement

Duration: 50mins

**16. The flipped classroom**

Flipped classroom is an instructional strategy and a type of blended learning that reverses the traditional learning environment by delivering instructional content, often online, outside of the classroom[…]In a flipped classroom, students watch online lectures, collaborate in online discussions, or carry out research at home and engage in concepts in the classroom with the guidance of a mentor. ([http://en.wikipedia.org/wiki/Flipped\_classroom](https://en.wikipedia.org/wiki/Flipped_classroom)) This session offers an overview of flipped classroom practice and identifies various technologies that facilitate the approach. The session includes a workshop component where participants will consider how they might introduce flipped classroom approaches into their own teaching.

**UDL principles:** Representation, Engagement

Duration: 90mins