

Faculty of  
Environment  
and Technology

Learning  
Innovation Unit

# About the FET Blackboard Module Template 2018/19

March 2018

**UWE  
Bristol**

University  
of the  
West of  
England

# Why a template?

'FET wishes to continue to develop good practice in teaching and learning, and ensuring minimum standards in using Blackboard is a cornerstone for this. The Faculty aims to improve the standard of Blackboard use over time.'

*(FET Guidance on Module Sites in Blackboard, Learning and Teaching Student Experience Committee, September 2011)*

- Students value **consistency in layout and terminology** used in Blackboard so it is important that information is **easy to navigate, well organised** and **clearly labelled**.
- It does not seek to impose standard teaching patterns and staff are still **free to adapt and extend** their module sites.

In September 2011, FET's Learning Teaching and Student Experience Executive (LTSEE) agreed a set of minimum standards that should be met in all FET Blackboard module sites.

The FET template is intended to help staff reach the agreed standards. For details on the template, see the Learning Innovation Unit's website: <http://fetliu.net/>.

# Changes for 2018/19

The FET Blackboard Module Template remains the same for 2018/19 with the exception of some additional content under:

- **Assignments** [this now includes a paragraph on the academic advice and support available for students]
- **Learner Support** [the information from the Library has been updated]

The FET Blackboard module template is reviewed every year, usually in January, and any changes are approved by the Faculty's Learning and Teaching Student Experience Executive. The process starts early in the year because the template has to be ready for the new module runs which are created about six months before the modules start.

# Module Menu

<b>FET Module Template 2018</b>
Announcements
Module Introduction
Module Handbook
Module Schedule
Learning Materials
Reading List
Assignments
Contacts
Resit Materials
Study Skills
Learner Support
Communications Policy
Module Enhancement

Announcements is the default 'entry page'. There are no new menu items for 2018/19.

Included in most of these areas in the template is some brief guidance to help staff use the template effectively. By default, this guidance is 'unavailable' to students. The content in black is guidance on what to include; instructions on how to use Blackboard are in red.

## Announcements

*New Announcements appear directly below the repositionable bar. Reorder by dragging announcements to new positions. Move priority announcements above the repositionable bar to pin them to the top of the list and prevent new announcements from superseding them. The order shown here is the order presented to students. Students do not see the bar and cannot reorder announcements.*

Create Announcement



*New announcements appear below this line* -----

Use Announcements regularly to ensure students are kept informed throughout the module. When creating an announcement select the 'Send an email for this announcement' box to make sure students receive a copy of the announcement by email.

In addition to text, announcements can include images and hyperlinks to external web pages and to specific areas of your module. To link to a specific area of your module site, when creating a new announcement use the Course Link function to link directly to Items and Content Areas.

# Module Introduction

Build Content 

Assessments 

Tools 

Partner Content 





## Introduction

Availability: Item is not available.

## Introduction & Context

Write a brief summary of the subject area, its focus and context. Are there any special skills which the module introduces or develops? Is it a pre-requisite on a specific programme and if so why/how does it relate to that programme?

## Learning Outcomes

These could be taken directly from the module specification. It is important the students understand what they should be able to do after passing the module.

## Use of Blackboard

How will Blackboard be used? How is the module in Blackboard organised? Are all learning materials uploaded or only key documents? Do you use Announcements to communicate with students? Are any other learning tools used, such as discussion groups, blogs etc?

### Module Leaders:

- To add another Item like this to the current page click 'Build Content' then 'Item'.
- To make this content viewable to students select 'Yes' next to 'Permit Users to View this Content' in the Options section.
- The [Blackboard Support Staff Guidance pages](#) (and [Blackboard video tutorials](#)) provide advice on [Getting Started in Blackboard](#), using the [Content Editor](#), plus [Editing the Items in a Content Area](#) and much more.

This page is intended to provide a meaningful introduction and overview of the module. It includes the intended learning outcomes and information on how Blackboard will be used. Some of this information may be copied from the Module Handbook.



## Example Module Handbook

Availability: Item is not available.

Attached Files: [Module\\_Handbook.pdf](#) (213.972 KB)

**[The Module Handbook guidance has been updated for 2017/18 - minor change to the assessment hand-in dates information.]**

The Module Handbook provides students with essential information about the module and should be included as a File attached to an Item (as the example Module Handbook has been here).

The importance of the Module Handbook should be explained to students and they should be advised to read it carefully.

Module Leaders should tell students about the external examiners for the programme/field in the attached Module Handbook file and/or on this Module Handbook page in Blackboard. Suggested wording and a link to the list of external examiners is as follows:

External examiners are appointed to this module to provide the university with impartial and independent advice, as well as informative comment on the institution's standards and on student achievement in relation to those standards. The external examiner appointed to this field can be found at [http://www2.uwe.ac.uk/services/Marketing/about-us/cas/Extnl\\_Exam\\_Allocation\\_to\\_Mods.pdf](http://www2.uwe.ac.uk/services/Marketing/about-us/cas/Extnl_Exam_Allocation_to_Mods.pdf)

### Module Leaders:

- To add another Item like this to the current page click 'Build Content' then 'Item'.
- To attach a File (e.g. the Module Handbook) to an Item (create a new Item first or use an existing Item) click 'Browse My Computer' or 'Browse Content Collection' in the Attachments section and include a description of the file's purpose in the Content Information section.
- To make this content viewable to students select 'Yes' next to 'Permit Users to View this Content' in the Options section.
- The [Blackboard Support Staff Guidance pages](#) (and [Blackboard video tutorials](#)) provide advice on [Getting Started in Blackboard](#), using the [Content Editor](#), plus [Editing the Items in a Content Area](#) and much more.

The Module Handbook provides students with essential information about the module and should be included in Blackboard as a File attached to an 'Item', as it has been in this example. Students should be advised to read the Handbook carefully.

# Module Schedule

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## Module Schedule

Availability: Item is not available.

## Syllabus Content

This could be taken straight from the module specification but might include minor updates. If a detailed programme is provided (which is good practice) this could be quite brief.

## Teaching Programme

- Include a teaching schedule of topics, preferably weekly if possible but **do not include specific times and room numbers** for sessions as these may change at short notice - please refer students to the Timetable tab of [myUWE](#) for up to date timetable information.
- Where modules are team taught, include a breakdown of which tutors are taking which sessions/groups/topic areas.
- Provide clear advice on student attendance requirements and the time they should spend on learning outside scheduled class time and on what activities.

For example:

Students are expected to attend all the face to face sessions outlined below and to do four hours of self-study each week (reading, responding to formative assignments, listening to podcasts provided etc.). Precise times and locations of sessions can be found on the Timetable tab of [myUWE](#).

## Week 9 (Topic X)

Lecture: "Introduction to theory and practice" (Dr. A. Lecturer).

Seminar: "Theory and practice readings and discussions".

Podcast: "The View from the Top" (Prof. A. Academic).

The Module Schedule page helps students know what topics to expect and to prepare for as they progress through the module. Do not include room numbers or times as this information is available on the Timetable tab of myUWE. Include information about the teaching and learning ethos: how will the module be taught – lectures, tutorials, workshops, labs, studios? And how will the team communicate with students? Also, provide clear advice on student attendance requirements and how much time they should spend on learning outside scheduled class time and on what activities.

# Learning Materials

Build Content 

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## How to organise Learning Materials

Availability: Item is not available.

Learning Materials (files, presentations, web links, podcasts, videos, formative assignments and other content for learning) should be clearly organised and described to help students find what they need easily.

1. Use a consistent and explained structure within your module, e.g. chronological or functional.
2. Use a consistent structure across modules, e.g. on a programme or programme cluster.
3. Build content (learning materials) with 'Items' inside 'Content Folders'.
4. Attach 'Files' to 'Items' and include a full description of their purpose in the Content Information section of the Item.
5. Clearly label all material to indicate its purpose and give links meaningful titles, relevant to the module context.
6. Upload or reveal materials at appropriate times in the module run, to reflect contact sessions and coursework schedules.

### Module Leaders:

- To add another Item like this one to the current page select 'Build Content' then 'Item'.
- To add a Content Folder to the current page select 'Build Content' then 'Content Folder'.
- To attach a File to an Item (create a new Item first or use an existing Item) click 'Browse My Computer' or 'Browse Content Collection' in the Attachments section.
- To create a hyperlink in an Item to a website (e.g. UWE Library website) highlight the words you want users to click on (e.g. 'visit the library website'), then click the 'Insert/Edit Link' icon (it looks like two links in a chain), and enter the destination URL you want users to visit (e.g. <http://www1.uwe.ac.uk/library/>).
- To make Items or Content Folders viewable to students, select 'Yes' next to 'Permit Users to View this Content' in the Options section.
- The [Blackboard Support Staff Guidance pages](#) (and [Blackboard video tutorials](#)) provide advice on [Getting Started in Blackboard](#), using the [Content Editor](#), plus [Editing the Items in a Content Area](#) and much more.

The Learning Materials section is likely to hold the bulk of the content on a module site. In this area include files, presentations, web links, podcasts, videos and other content for learning. All materials should be **organised** and **described in clearly named** 'Content Folders' and sub-folders, ideally by week or topic area, to help students find what they need **easily**.

Please note that all materials on Blackboard must comply with **copyright law**. Guidance to help staff comply with copyright law and links to further information from UWE library is provided in the template, with particular reference to publishing scanned material or documents found on the web; and on linking to electronic resources held on publishers' websites.

# Reading List

Build Content 

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## Guidance for creating a Reading List

Availability: Item is not available.

Enabled: Statistics Tracking

**[Please note: If you are NOT using the Reading List software this semester, please hide the menu item link from students. To do this, hover over 'Reading List' on the left hand menu and click on the downward chevron to the right. Click on 'Hide Link'.]**

- Use [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk) to create reading lists for your students.
- Full guidance is provided on the intranet, see: [Using readinglists.uwe.ac.uk](#). This includes best practice guidance, see: [Reading lists: best practice](#).
- Requests for digitised content (book chapters, journals articles, etc) can be submitted from [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk) as you create your list.
- Also see [examples and templates](#). These can be copied to help you make a faster start.

Full guidance is available at [Using readinglists.uwe.ac.uk](http://Using readinglists.uwe.ac.uk), and includes [Reading lists: best practice](#). There are also [examples and templates](#) which can be copied, and you can request digitisations through the system. Go to [readinglists.uwe.ac.uk](http://readinglists.uwe.ac.uk) to create your list. If you are not using the Reading List software, please hide the menu item.

# Assignments ▼

Build Content ▼

Assessments ▼

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↑↓



## Assignments

Availability: Item is not available.

**[The guidance on assessment hand-in dates has been updated for 2017/18.]**

The Assignments page in Blackboard course sites is used for **summative assignments only**. It should NOT be used for formative assignments, which should be included within the Learning Materials section.

### Summative assignment

**IMPORTANT:** most **SUMMATIVE** coursework assignments will be created in Blackboard automatically from ISIS (there are a number of exceptions to this, e.g. where material cannot be submitted electronically).

Details about how the module is assessed should be added to this page by Module Leaders and must be consistent with the module specification, including:

- the assessment specification/brief, which incorporates assessment criteria for the particular task
- information on each element/component of summative assessments
- the weightings between elements/components
- the nature of controlled components e.g. presentation requirements, exam duration, number of questions, seen or unseen, etc.
- assessment timings - The definitive source of hand-in dates is the Coursework subtab in [myUWE](#). Students will only see the dates two weeks beforehand, so if you wish to give them longer notice of the hand-in dates, then you can add it to the assessment brief but **DO MAKE SURE YOU CHECK VERY CAREFULLY BEFOREHAND THAT YOU ARE GIVING THE CORRECT DATE.**
- assessment briefs and assessment criteria, or the schedule for publishing these

Reminder: Coursework coversheets are available from the Courses: Coursework subtab in [myUWE](#).

The Assignments area is for **summative assignments only**. It should NOT be used for formative assignments, which should be included within the Learning Materials section. Most summative coursework assignments will be created in Blackboard automatically from ISIS (there are a number of exceptions to this, e.g. where material cannot be submitted electronically). Further information about Online Assessment can be found on the Blackboard Support website. New for 2018/19 is the addition of a section on **Academic Advice and Support** for students.

# Contacts

Create Folder

Create Contact



## Dr A Lecturer

*Item is not available.*

**Email** [a.lecturer@uwe.ac.uk](mailto:a.lecturer@uwe.ac.uk)

**Office Location** 1A23

**Office Hours** I am available from 9am to 11.30 am, Monday to Thursday. Please contact me by email to arrange a suitable time if you would like to discuss something during these hours.

**Personal Link** <http://people.uwe.ac.uk/Pages/default.aspx>

### Notes

Module Leaders: Delete this contact and enter contact details for the module team. To add another person to this list click 'Create Contact'. When you have added the details, under Options, you will need to tick 'Yes' to 'Make the Profile Available'.



Contact information for the module team should be entered in this section. Office hours and other notes should be provided where appropriate. You may also include a picture of staff members and a hyperlink to SharePoint staff profiles.

# Resit Materials

Build Content 

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## Understanding which component/assessment(s) you need to resit

If you need to undertake a resit for this module, you will be assessed again for the entire component/assessment(s) you have not passed, even if you passed some of the work at the first sit. **It is important that you check myUWE xxxx tab for which component you need to resit before undertaking any work.** A resit will be identified by the following codes:

- **1RA** – This is your first attempt at the module and you need to resit component A.
- **1RB** – This is your first attempt at the module and you need to resit component B.
- **1RALL** – This is your first attempt at the module and you need to resit all components.

If the code starts with a '2', that means it is your second attempt at the module. A '3' would mean your third attempt and so on. Further information is available on the [Academic Services website](#).



## Advice for staff

Availability: Item is not available.

This is where the resit coursework brief and any additional information, for example, advice on focused preparation for the resit coursework drawing students' attention to supportive materials, should be added.

### Module Leaders:

- For more information, see the [Blackboard Guidance page on Resits in Blackboard](#).

By default, the menu item is available but module leaders can make it hidden from students until a few weeks before the resit period. Between the first field board and the resit field board students who have passed the module will temporarily 'drop off' the module run. This is so that module leaders can identify the resit students. During this period students who have passed the module will have guest access to all the content areas, other than the Announcements and the Resit Materials.

# Study Skills



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## Study skills

The Study Skills section is available to students by default. On this page there are links to Preparing for study, Finding information, Reading and writing, Referencing, Research skills, Group work and presenting, Mathematics and statistics, IT skills, Time management, Assessments, Study skills events and Library workbooks for your faculty.

# Learner Support

## Learner Support



### UWE Bristol Library Services

#### Your Subject Librarians

- Emma Delaney – Faculty Librarian
- Alastair Sleat – Subject Librarian
- Beth Lethaby – Subject Support Librarian
- John Sturm – Subject Support Librarian

#### What we do

Library Services provide the following services and resources for staff and students across the university:

- Teach students, and provide online guidance on the skills students need to do their best work, including study skills, academic writing, finding and using information sources. We collaborate with your programme and module leaders to provide teaching as part of your modules to support your personal learning journey.
- Ensure students have access to the information sources they need, in the formats they need, providing access to real world professional sources wherever possible.
- Provide a variety of study spaces, including group study and quiet study zones, specialist software and multiple screens, print and scan facilities. The Frenchay Library is open 24/7, 365 days a year.
- Manage the Peer Assisted Learning (PAL) scheme across the university.
- Give you access to enquiry services 24/7, 365 days of the year, via Ask A Librarian.

We serve all UWE students – at home or abroad, at UWE Bristol or studying at partner institutions.

The Learner Support section includes information about UWE library, espressoMaths and espressoProgramming. The information here is available by default and is intended for students to view. It includes useful links to the UWE Library and the espresso websites (not shown here).

## Communications Policy

Build Content 

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### **Staff and Student Communications Policy**

This is a reminder of the [Staff and Student Communications Policy](#) which applies to all FET staff and students.

The Communications Policy section is available to students by default. It links to a FET policy document, which is reviewed periodically by the Faculty's Learning and Teaching Student Experience Executive.

# Module Enhancement

Build Content 

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## Module Enhancement

Enabled: Statistics Tracking

This space is intended for staff to feed back any changes that have been made to this module in response to student feedback from previous years or during the current year.



## Response to Student Feedback

Availability: Item is not available.

*The addition of the 'Response to Student Feedback' tab to the Blackboard module template is as a result of student response to review week. Various individuals and student reps said that the most useful thing for them was when module leaders outlined changes they had made in response to previous feedback from students. This is a simple way of embedding this within the module template.*

This section enables you to feedback to students any changes you have made to the module in response to student comments from the previous year, or even within the year if this is appropriate. You could:

- Simply upload last year's module report and then note any changes you made to the module in response to this.
- Reflect on last year's module evaluation and again, if appropriate, outline any changes you intend to make.
- Highlight positive feedback from students, and say no changes were required from last year, but you are happy to hear the current students' views.
- Respond to any feedback you get from students whilst the module is in progress.

The Module Enhancement section is available to students by default. The space is intended for staff to feed back any changes that have been made to the module in response to student feedback from previous years or during the current year.

# Getting started with the template

- Select and move/copy content from previous module run.
- Add content to Introduction, Handbook, Schedule, Assignments & Contacts pages and to the Module Enhancement page (if appropriate).
- Set up a link to your electronic reading list.
- Organise Learning Materials into Items, Content Folders & subfolders.
- Label and describe Learning Materials, provide instructions for use.
- Set up any Tools required (e.g. Discussions, Tests, Wikis).
- Hide the Resit Materials menu item if you don't want it to be visible to students at the start of the semester, but remember to make it available in good time for the resit period.

When you have access to your new empty module run, which will have the FET module template installed, some content needs to be added. This can be typed or pasted in, or it can be selectively moved/copied from a previous module run.

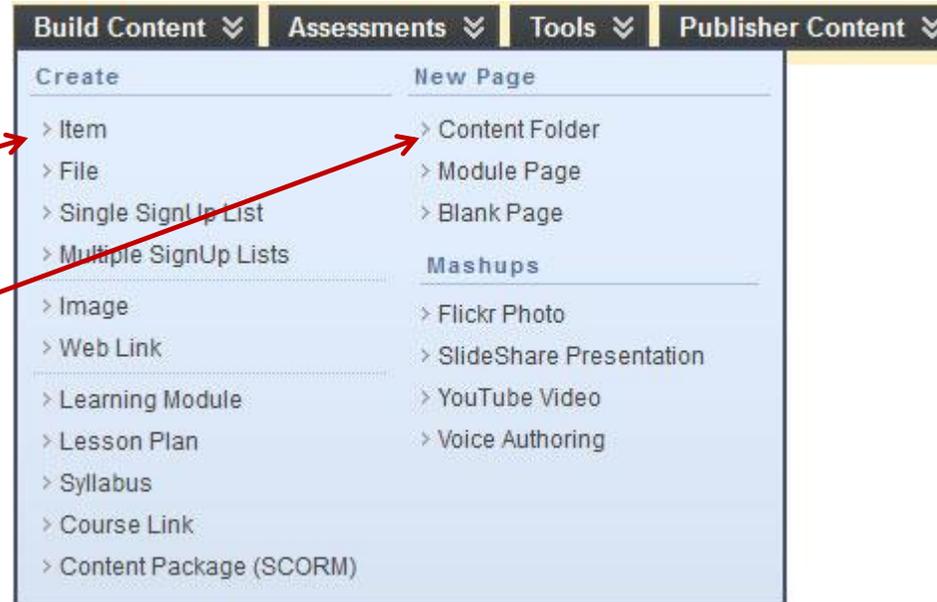
For advice on moving/copying content from a previous module run, see the guidance by FET's Learning Innovation Unit on *Copying content to the FET Blackboard template*. Details are provided at the end of this presentation.

# Learning Materials: use Content Folders and Items

Build content using Items within Content Folders.

Build Content > Item

Build Content > Content Folder



Files, images and hyperlinks can be attached to or included within Items.

Build content using Items within Content Folders. Content Folders are a good way to organise Items and they can also contain further Content Folders (sub folders).

# Learning Materials:

## Name and describe Content Folders clearly

**Week 3 materials: models of computing and associated types of problems** 

Enabled: Statistics Tracking

Lecture Notes, tutorial and self-assessment test for week 3.

This week looks at some ways of considering how different parts of a computer based system work, in terms of inputs, a model of (part of ) the world and some outputs. We then link this to human and automatic problem solving and learning, and see how it can usefully be used to categorise problems,

**Week 4 materials: co-ordinating problem solving components** 

Lecture notes, tutorials, self-assessment test and additional materials for week 4.

This week we will be looking at some ways in which we can build complex "intelligent" systems out of separate modules which each deal with specific sub-problems. We will cover classical concepts such as Finite State Machines and look briefly at some more complex event-driven architectures.

In the second lecture we will cover some key technologies that can be used to build and manipulate models of a part of the world in which we are interested in order to perform useful tasks.

Organise Learning Materials by week and/or topic using clearly named Content Folders and sub folders. Provide clear titles, notes and descriptions to guide students in the use of materials.

# Learning Materials:

## Name and describe Items clearly

**Lecture Slides** 

Enabled: Statistics Tracking

Attached Files:  [week3.pptx](#) (133.992 KB)  
 [week3.pdf](#) (126.3 KB)

**Background reading for this week** 

Enabled: Review

There is a good intro to the idea of AI and search, in part of Coppin, chapter 3, section 3.7 (pages 42-67). This takes quite a different approach to my notes so it's worth reading for a different perspective.

**Informal Document on Learning as Search** 

Enabled: Review, Statistics Tracking

Attached Files:  [Learning as search.htm](#) (87.155 KB)  
 [learning as search.zip - download or open in a new window](#) (416.181 KB)

This document deliberately takes an informal tone to introduce some of the ideas behind why we might want to use the idea of search, and learning as ways of creating artificial intelligence systems.

Items can include hyperlinks and images and can have multiple files attached to them. Name and describe items clearly and consistently. Within the description you can include instructions and other notes explaining how learners should use the material provided.

# Further information

For technical support and help using Blackboard contact **Learning & Research Systems** on 0117 32 85735 or visit

<http://info.uwe.ac.uk/online/blackboard/staff/default.asp>.

For guidance on using the FET Blackboard template contact FET's **Learning Innovation Unit** in 3Q64 or visit the Learning Innovation Unit's website at <http://fetliu.net/>.