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Power, Jess and Kannara, Vidya

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Building an aesthetic VLE for creative visual learners

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Inspiring tomorrow's professionals

Jess Power and Vidya Kannara

Aims and Objectives

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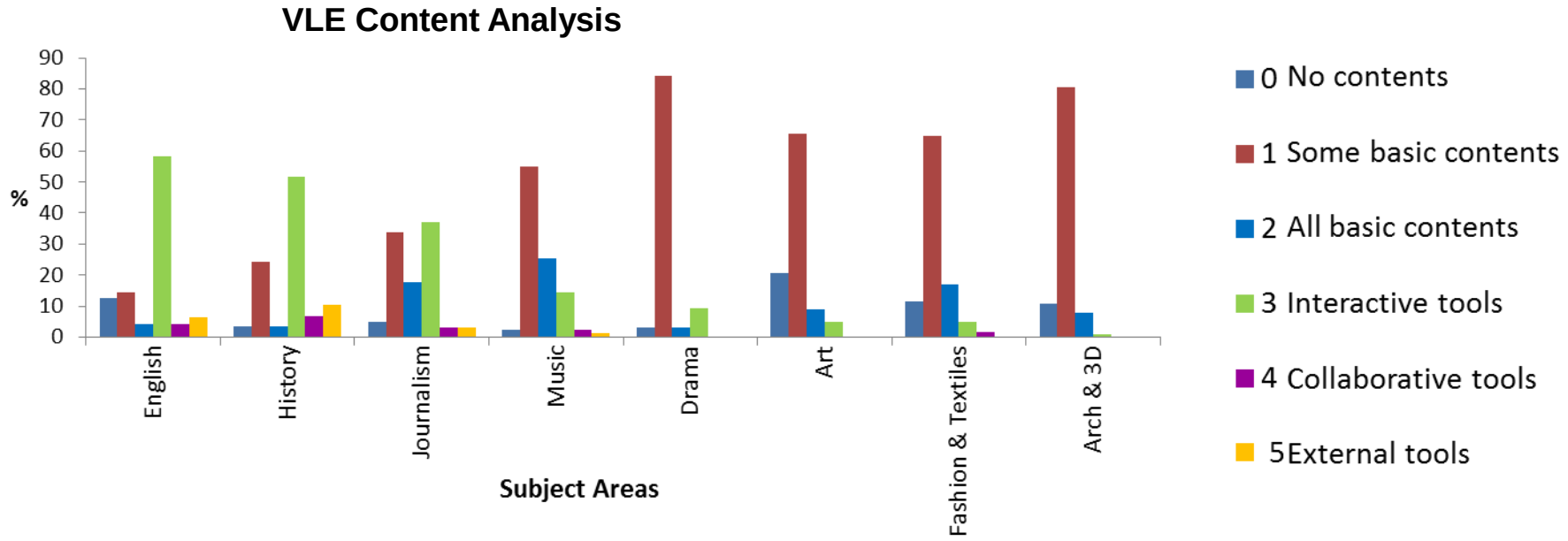
Identify knowledge gaps in digital literacy within creative arts & humanities & establish suitable strategies to close them.

- Analyse the level and type of e-learning opportunities provided across a range of undergraduate courses in creative arts & humanities.
- Identify examples of good practice in relation to technology blended teaching & learning within the VLE.
- Develop, implement & evaluate strategies to support technology enhanced blended learning in creative arts & humanities.

Findings from the VLE Audit



- Practical based subjects have got similar profiles from the grading criteria.
- Practical based subjects utilise UniLearn less.

Q: What are the barriers/reasons?

Q: Do we require different approaches to supporting TEL for practical based courses?

Focus Group Themes

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- Good Practice in E&M Technology.
- Knowledge Gaps in Engagement and Use.
- Mechanisms for Embedding and Enhancing Learning.

Barriers

- Navigation/interface
- Technology competence
- Student related
- Time

Factors affecting use TEL

- Nature of course
- Better systems
- Format of course

Model for ADA

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- VLE as the central point to access all teaching and learning activities
- Embed or direct students to external content
- Clear and simple interface
- Work on a various devices (mobiles, tablets and computers)
- VLE shouldn’t try to do everything – blended learning
- Maintaining VLE spaces should be easy
- Technology expert to build the visual interface and improve navigation

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Research and Development – THD1340

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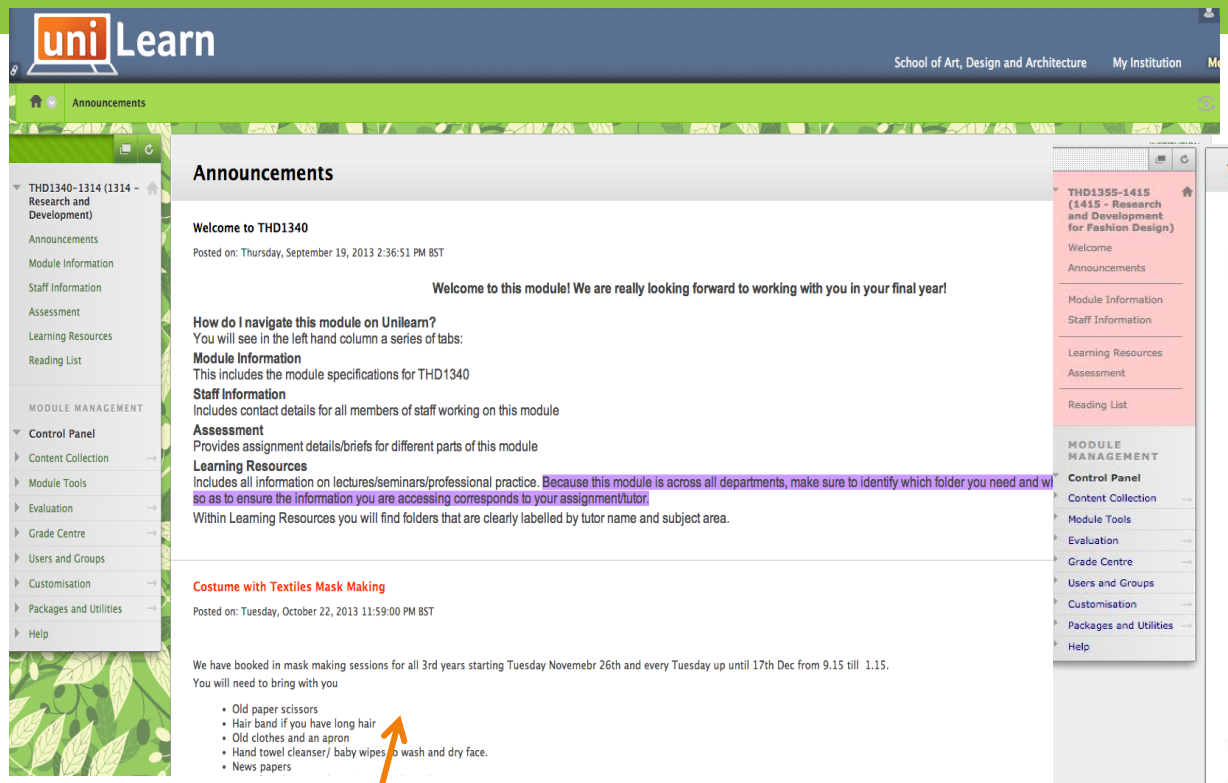
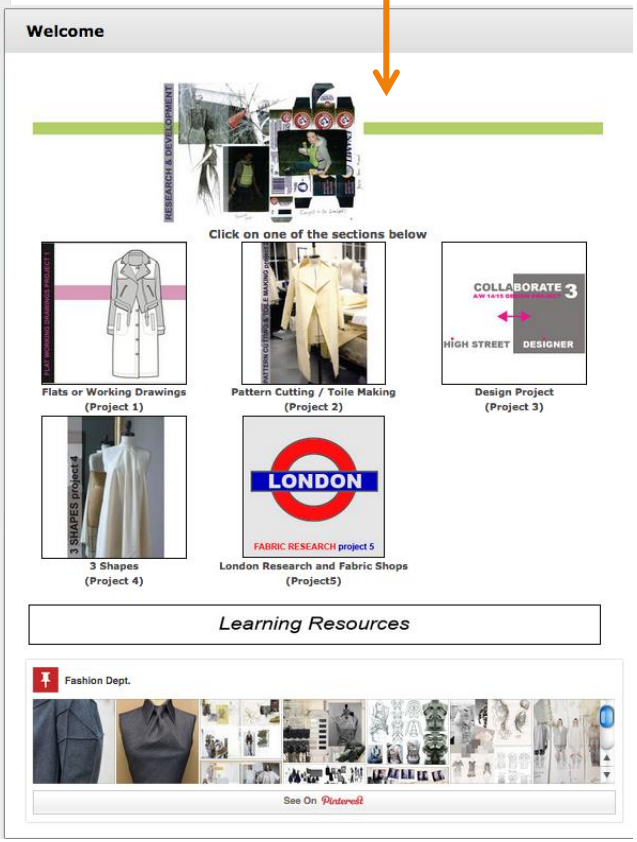


Old welcome page

New welcome page



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Gallery to showcase student work

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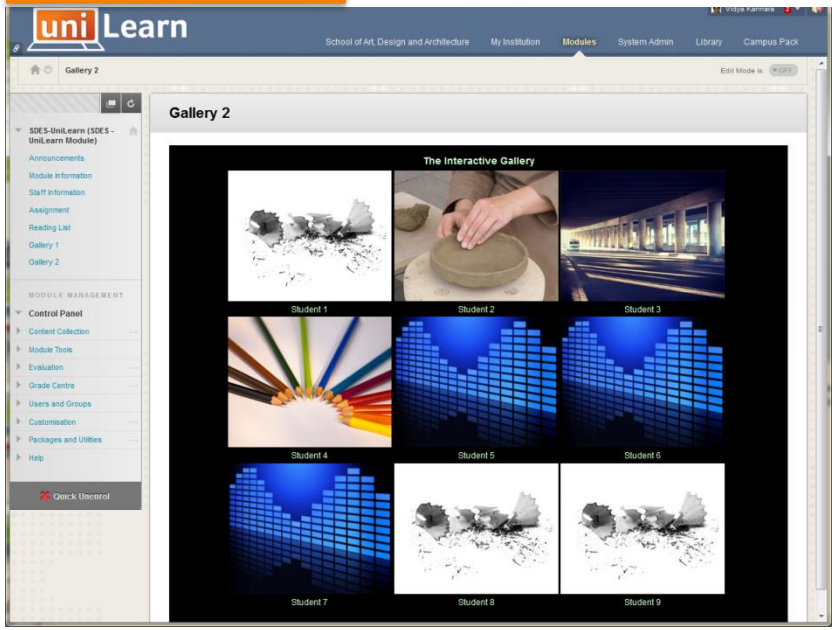
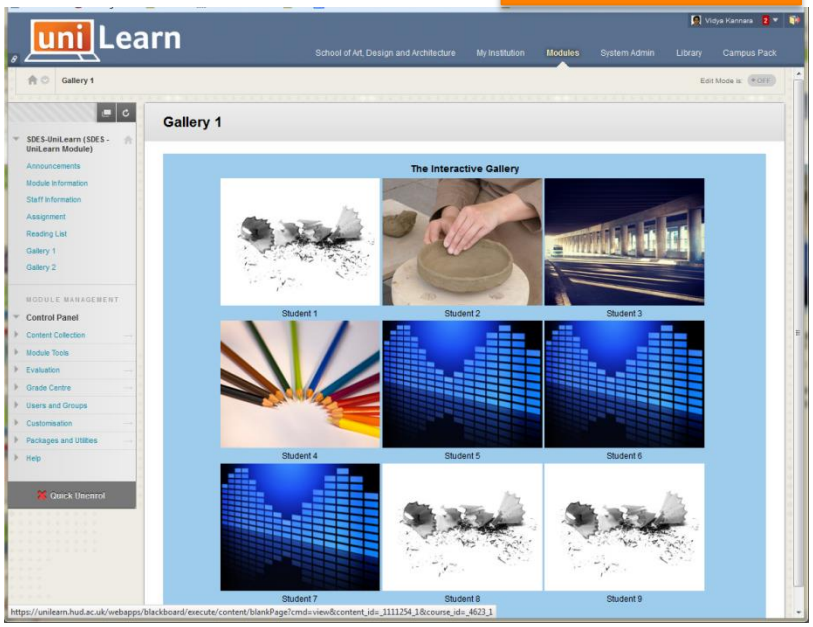
Prototype 1



Prototype 2



Paul Blindell (Interior Design Course)

"The development of a new image interface allowed us to visualise the potential for greater impact and reflection within the VLE".

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Staff & Student Feedback

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I've been really encouraged by the improvements made to the module (Marketing and Production), it's **opened up new ideas** that I would not have thought of and **having someone there to work on the module** has given me an opportunity to look over the module while having **new ideas** that could be used for further modules

– Claire Evans

Students are constantly using software on their phones and tablets. The module page for Fashion Design was clunky, needed to have a clearer interface and some consistency in the navigation. The new gallery **supports student's learning**, while the module visual appearance looks **clear and is user-friendly**. This project has allowed me to **consider new areas of the design module and organising** the information already on there

– Kathryn Brennand

The modules were more easy to navigate, and they were spilt in to sections with pictures **and I found this a lot more helpful when looking for something**.

Liked the **pictures** and the ease of the modules.

Layout easier to access things

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Best practice model

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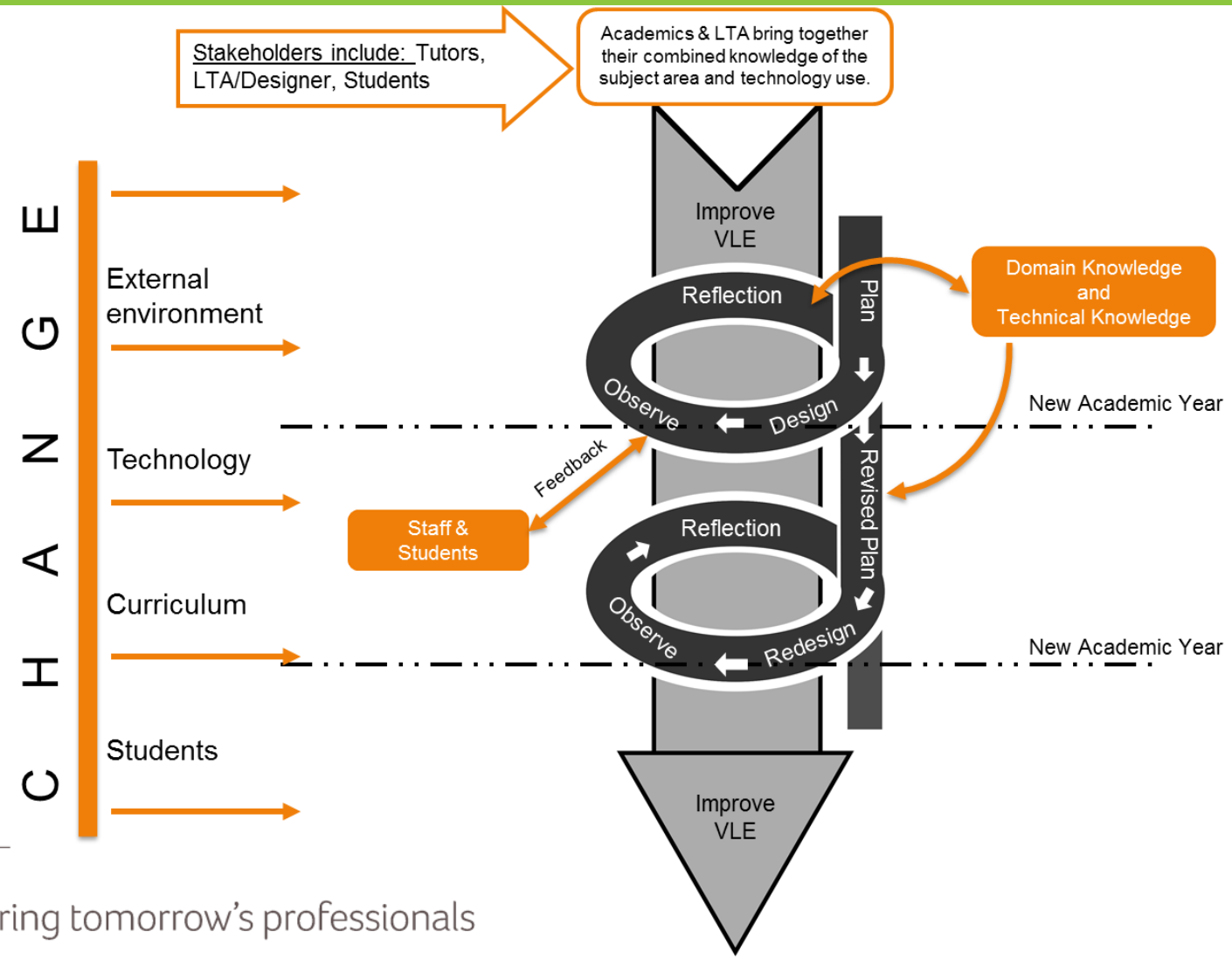

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Discussion points:

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- What is good practice in terms of aesthetics and navigation within VLE?
- Do academics need to be technology experts, is this best practice?
- What are the standards/ norms for measuring successful engagement with the VLE, and its impact on Learning in your institution?

Questions

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