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Building an aesthetic VLE for creative visual learners

Jess Power and Vidya Kannara
Aims and Objectives

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

- 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

• 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
Research and Development – THD1340

New welcome page

Old welcome page

Inspiring tomorrow’s professionals
“The development of a new image interface allowed us to visualise the potential for greater impact and reflection within the VLE”.

Paul Blindell (Interior Design Course)
Staff & Student Feedback

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

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

– Kathryn Brennand

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

Inspiring tomorrow’s professionals
Best practice model

Stakeholders include: Tutors, LTA/Designer, Students

Academics & LTA bring together their combined knowledge of the subject area and technology use.

external environment

Technology

Curriculum

Students

Improve VLE

Reflection

Observe → Design

Plan

Revised Plan

Feedback

New Academic Year

Domain Knowledge and Technical Knowledge

Inspiring tomorrow’s professionals
Discussion points:

• 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?