Building an aesthetic VLE for creative visual learners

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Building an aesthetic VLE for creative visual learners

Inspiring tomorrow’s professionals

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?

Inspiring tomorrow’s professionals
Focus Group Themes

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

<table>
<thead>
<tr>
<th>Barriers</th>
<th>Factors affecting use TEL</th>
</tr>
</thead>
<tbody>
<tr>
<td>➢ Navigation/interface</td>
<td>➢ Nature of course</td>
</tr>
<tr>
<td>➢ Technology competence</td>
<td>➢ Better systems</td>
</tr>
<tr>
<td>➢ Student related</td>
<td>➢ Format of course</td>
</tr>
<tr>
<td>➢ Time</td>
<td></td>
</tr>
</tbody>
</table>
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
Old welcome page

Welcome to THD1340

Welcome to this module! We are really looking forward to working with you in your final year!

How do I navigate this module on UniLearn?
You will see in the left hand column a series of tabs:

- Module Information
- This includes the module specifications for THD1340
- Staff Information
- Includes contact details for all members of staff working on this module
- Assessment
- Provides assignment briefs for different parts of the module
- Learning Resources
- Includes all information on lectures seminars and professional practice. Because this module is across all departments, make sure to identify which folder you need and what to do in the information you are accessing corresponds to your given modules.

Costume with Textiles Mask Making

Posted on Tuesday, October 22, 2013 11:59:00 PM BST

We have booked in mask making sessions for all 3 students starting Tuesday November 26th and every Tuesday up until 1st December from 11.00 to 11.30.

You will need to bring with you:
- Old paper scissors
- Hair band if you have long hair
- Old clothes and an apron
- Hand towel/cries for your hands and dry face.
- Newspapers

New welcome page

Welcome

Click on one of the sections below

- Plate or Working Drawings (Project 1)
- Pattern Cutting/ Tools Making (Project 2)
- Design Project (Project 3)
- Shapes (Project 4)
- London Research and Fabric Shops (Project 5)

Learning Resources

1. Fashion Dept.
Galley to showcase student work

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”.

The Awards

Award Winner

University of the Year
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

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 split into 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
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

Change}

Improve VLE
Reflection
Observe
Design
Plan
Revised Plan
Feedback

Domain Knowledge and Technical Knowledge

New Academic Year

E A N C H

Inspiring tomorrow’s professionals

University of Huddersfield

THE AWARDS
AWARD WINNER
UNIVERSITY OF THE YEAR
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?
Questions