1 HOUR TO FEED YOUR MODULE REDUX
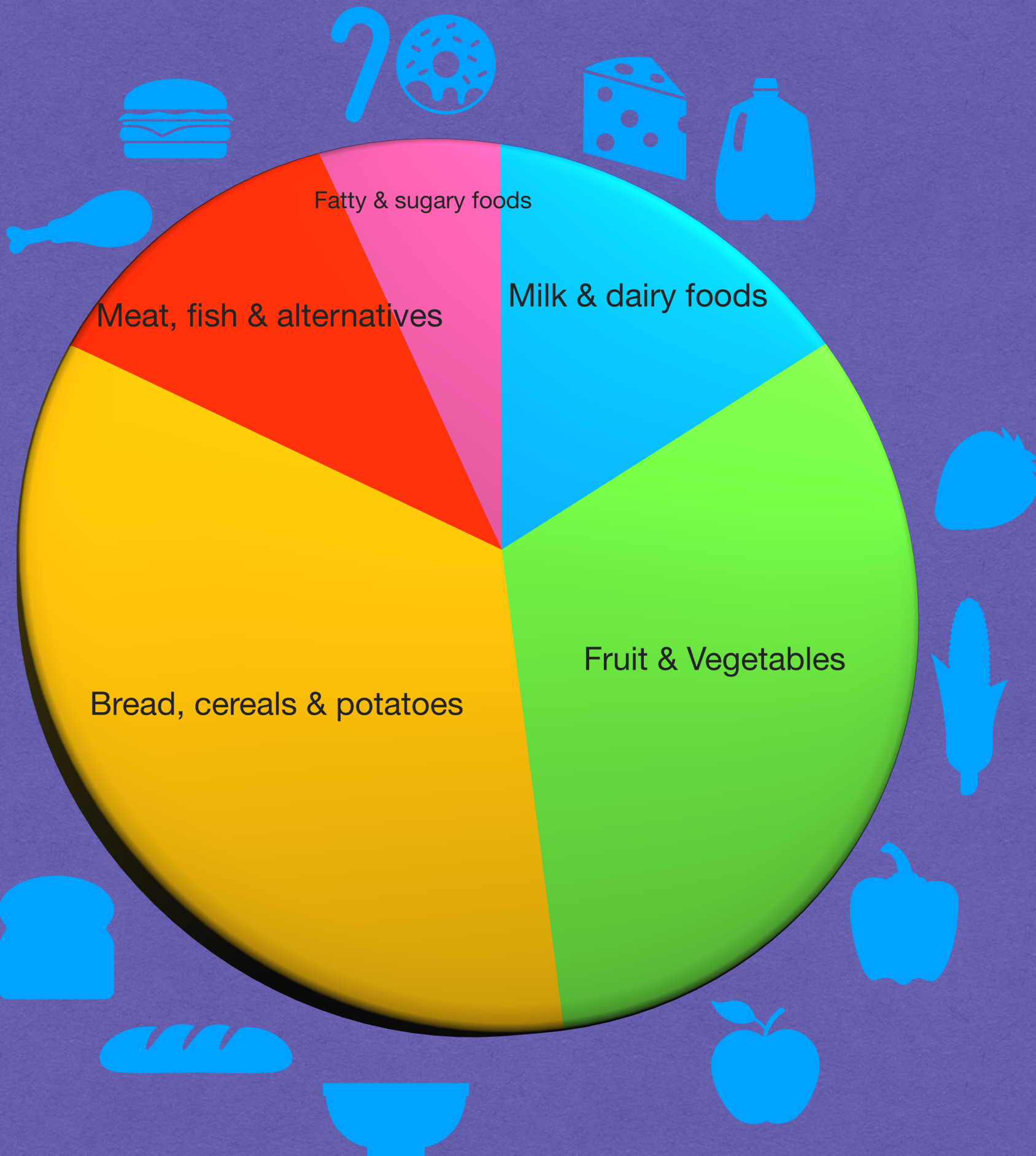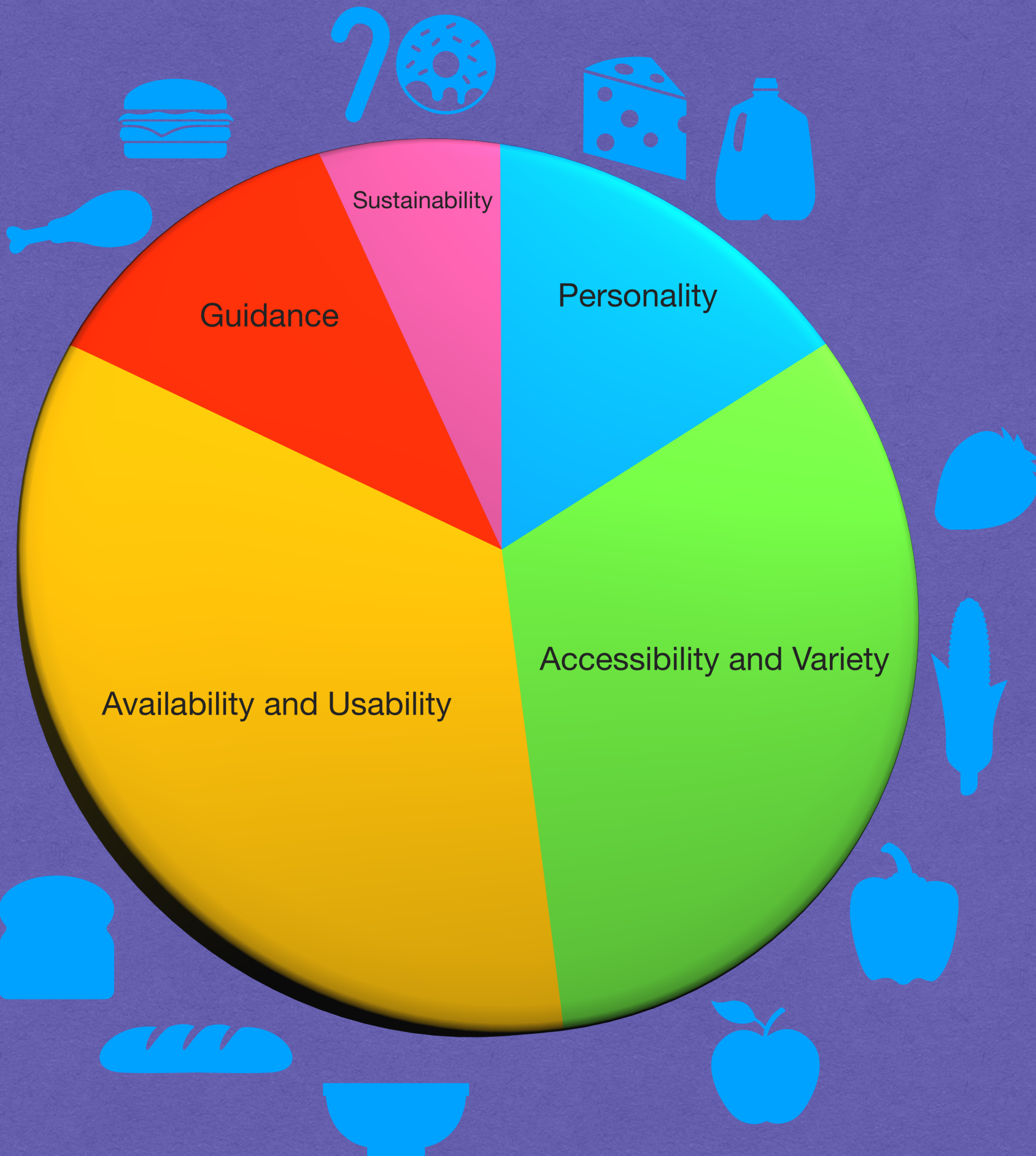
Your module is hungry and only you can make a difference

AGENDA

- ☐ **10mins - Revisiting our stinky fish**

- ☐ **5mins - Setting an intention for this session**

- ☐ **45mins - working through topics based on your choice:**
  - ☐ **Availability and Usability**
  - ☐ **Accessibility and Variety**
  - ☐ **Guidance**
  - ☐ **Variety**
  - ☐ **Sustainability**

Pie chart labels:
- Fatty & sugary foods
- Milk & dairy foods
- Meat, fish & alternatives
- Fruit & Vegetables
- Bread, cereals & potatoes

AGENDA

☐ **10mins - Revisiting our stinky fish**

☐ **5mins - Setting an intention for this session**

☐ **45mins - working through topics based on your choice:**
  - ☐ **Availability and Usability**
  - ☐ **Accessibility and Variety**
  - ☐ **Guidance**
  - ☐ **Variety**
  - ☐ **Sustainability**

WHAT WILL YOU DO NEXT?

"Pick at least one thing that you will change in your modules next"

Do you remember what you set as your intention?

"that thing that you carry around but don't like to talk about; but the longer you hide it, the stinkier it gets." - Åsa Silfverberg (source)

WHAT THE STUDENTS SAID

An example to chew on…

As in availability of your content module info includes some **duplicated content,** could be tidied up. Study materials very good but some strange **use of colour** makes some hard to read bits and folders/links could do with **description**. Reading list found per topic under each folder in study materials (links to 2 years prior version). Assessment has lots of good stuff **including examples** but could be tidied up and better **structured** for a 3 and also your own availability (?).

AVAILABILITY AND USABILITY

As in availability of your content and also your own availability.

As in the utility of your content.

- Is your module a welcoming place?
- Is it a place that helps students to feel like they can ask questions?

- Can your content be found?
- Is your content in a logical format?

I have 5 mins -> Add a discussion board

I have 10 mins -> Test your content in the Bb app

I have 15 mins -> Change 'files' to 'items'

I have 30 mins -> Create weekly folders

AVAILABILITY AND USABILITY

As in availability of your content and also your own availability.

As in the utility of your content.

- Is your module a welcoming place?
- Is it a place that helps students to feel like they can ask questions?

- Can your content be found?
- Is your content in a logical format?

I have 5 mins -> Squint at your content & plan

I have 10 mins -> Add images to punctuate content

I have 15 mins -> Add a banner to your module

I have 30 mins -> Create a video to explain

AVAILABILITY AND USABILITY

As in availability of your content and also your own availability.

As in the utility of your content.

- Can your content be found?
- Is your content in a logical format?

I have 1 hour -> Look at the module handbook

- Do you have logical sections in your handbook?
- Do you have a hyperlinked table of contents?
- Do descriptions in the handbook for sessions or topics match-up to module content?

ACCESSIBILITY AND VARIETY

As in can it be viewed and accessed in different formats and on different devices

As in different modes of presenting information

- Is your content in an adjustable format?
- Is your content in a mobile-friendly format?
- Is your content optimised for electronic view?

- Have you used different content types?
- Have you created opportunities for student interaction?

I have 5 mins -> Add adaptive release rules to your content

I have 10 mins -> Accessibility check in PowerPoint or Word

I have 15 mins -> Add a PDF version of your PowerPoint

I have 30 mins -> Create video accompany existing content

ACCESSIBILITY AND VARIETY

- Is your content accessible for students with different needs?

I have 1 hour ->
Improve the accessibility of your PowerPoint presentation

- Look at the gov.uk design posters and consider your student audience: https://github.com/ukhomeoffice/posters/blob/master/accessibility/dos-donts/posters_en-UK/accessibility-posters-set.pdf
- Consider using the school PowerPoint template

ACCESSIBILITY AND VARIETY

As in can it be viewed and accessed in different formats and on different devices

As in different modes of presenting information

- Is your content in an adjustable format?
- Is your content in a mobile-friendly format?
- Is your content optimised for electronic view?

- Have you used different content types?
- Have you created opportunities for student interaction?

I have 5 mins -> Add images of materials created in class

I have 10 mins -> Add a relevant video link from BOB

I have 15 mins -> Add bonus 'un-lockable' content

I have 30 mins -> Create a formative quiz for students

GUIDANCE

Breakout information from the module handbook and place it in context in the module

Create a video or audio guide to explain difficult content

Who needs to do it?
What do they need to do?
Where do they need to do it?
When do they need to do it by?
Why is it important that they do it?
What do they need from me in order to do it?

The Pyramid of *What the Heck Am I Doing?*

Whenever you are asking students to do something. Use the questions above to check that you haven't missed anything.

PERSONALITY

Modules can feel like staring at a bookcase. Add some personality to your module to prove that you care.

Remember: Personality cannot be copied from year-to-year, it lives in the 'now'

I have 5 mins -> Write a descriptive item addressed to the students

I have 10 mins -> Write an engaging announcement with a relevant picture

I have 15 mins -> Create a welcome video

I have 30 mins -> Ask students to create content

SUSTAINABILITY

A sustainable module area should be straightforward to manage from year-to-year. If you stick to a clear structure you can make the checking and update process easier.

Tip 1: if you label links with the word "link" then you can search through for hyperlinks which need to tested/updated

Tip 2: Stick to a clear folder-based structure, by-week or by topic and include the same materials in each folder

Tip 3: Go through and delete duplicate stock content after copying

Tip 4: Find open content and refresh media content at least once every three years

Online Skills Training from Lynda.com

Lynda.com is an online library of high quality, video-based training courses covering anything from photography to programming and from getting through interviews to business skills.

This university's account provides access to the complete library of videos, transcripts and tutorial exercises. Student guidance on Lynda.com

Past Exam Papers

Access to past exam papers for this module. Controlled.

Note: for many students it is not appropriate for past exam papers to be offered.

Lecture about A

Lecture about B

Lecture about C

Lecture about D

Lecture about E

Lecture about F

 Reading list

 ACS overview : teacher version

 ACS : STEMI

 ACS : nSTEMI

 Pharmacology

 ACS : 12 lead ECG interpretation

 Physical examination

 Complications of ACS

 Cardiac rehabilitation

Cardiac rehabilitation : part

WEEK 2: DIGITAL PATTERNS AND INTERACTION

Welcome to week 2

An introduction to what we'll be covering in week 2: digital patterns and interaction, looping and repeating, more fun with sketches

2.1 WELCOME TO WEEK 2 VIDEO (01:02)

Conditions, Branching, Looping and Repeating

Let's look at some fundamentals of programming: testing conditions, branching, looping and repeating.

2.2 TESTING CONDITIONS: RELATIONAL OPERATORS ARTICLE

2.3 IF AND SWITCH: FOLDOUT ARTICLE

2.4 LOOPING AND REPEATING VIDEO (08:49)
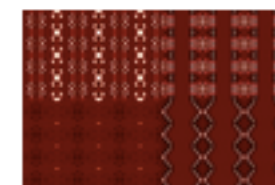
2.5 25 SQUARES SKETCH DISCUSSION

2.6 USING FUNCTIONS ARTICLE

2.7 TEST YOUR KNOWLEDGE OF BRANCHING, LOOPING AND REPEATING TEST

What is interactivity?

A look at interactivity and the history of interaction design

2.8 LET'S EXPLORE WHAT COMPUTER INTERACTION IS. VIDEO (04:17)

2.9 INTERACTIVE ART AND ARTISTS VIDEO (03:36)

2.10 WHO DO YOU TRUST TO DEVELOP INTERACTIVE SYSTEMS? DISCUSSION

Graphics and Interaction in Processing

Let's explore more complex graphics and drawing and discuss simple interaction in Processing

2.11 FOLDOUT: ADVANCED GRAPHICS WITH PROCESSING ARTICLE

2.12 FOLDOUT: KEYBOARD AND MOUSE INTERACTION ARTICLE

2.13 DIGITAL PATTERNS: EXPLORING EMERGENCE ARTICLE

Semester 2 Psychology & Social Worlds

📁 **1 From cognitive to social psychology**

📁 **Methods in social psychology**

📁 **Self**

📁 **Aggression**

📁 **Persuasion**

📁 **Belonging**

Fiona Macneill

Edit Mode is: ON

Science beyond the classroom

Dashboard

Study Materials > Week 1 (23/05/18) - Developing new skills

Week 1 (23/05/18) - Developing new skills

Build Content ˅   **Assessments** ˅   **Tools** ˅   **Partner Content** ˅

[Workshop] Clinical Skills Demo 2018

Dashboard

Announcements

Module Information

Study Materials

Reading List

Assessment

My Grades

Email

Contacts

Your Voice Matters ☑

Studentcentral Help

COURSE MANAGEMENT

▾ **Control Panel**

▸ Files   ⟶

▸ Course Tools

▸ Evaluation   ⟶

▸ Grade Centre   ⟶

▸ Users and Groups

Any learning outcomes or the summary

Place any appropriate learning outcomes or a summary of the content here.

Why not consider including a video for particularly important content?

A repeat of the image from the front of the folder would definitely help here.

Lecture slides

Include lecture slides in PowerPoint and PDF format

Make a connection to the reading list

Explain this content and your reading list.

You can also use the LTI connector for this to place a contextual link to the correct section of your reading list.

A video or supplementary links

Add supplementary content here. Try not to exceed three items.

Hi 511ers,

This is a super important point regarding the submission of your qualitative report.

1. Do not leave submission of this report to the last minute! There is a 40MB limit to the size of files you can upload to Turnitin and if your file is close to 40MB then the upload/submission time can be upward of 20mins. If you do encounter any issues with submission then you should contact the service desk, by email: servicedesk@brighton.ac.uk or by phone on 01273 64(4444), so that you have a timestamped ticket stating that you sought help in advance of the deadline.

2. If your file is over 40MB then you will need to compress it to make it smaller. I have put some guidance about how to do this in the Assessment area, where the submission points are. Look for the title "HELP! My qualitative report file is too large!"

3. Remember that you don't need to include the full transcripts of the data in your appendices.

Kind regards,

Charlie Lea, module coordinator

As this was about size, here is a TINY dog