

E-tivity Design Principles.

Criteria:	How:
Well-designed content	<ul style="list-style-type: none">• Make topic clear at the beginning. This topic should be targeted to a specific SMART objective where the purpose is transparent to the student.• Clear explanations and instructions must be available and should be highlighted through formatting in an obvious place. These should be direct and personal e.g. "You should do"• There need to be transparent aims and objectives that are SMART and that are fully explained. It must be explicitly stated to the student how completing the task meets the aims/ objectives.• Each independent study activity needs to clearly link to the face to face activity in terms of supporting a better understanding of what you have done or will be doing in the session.• Activities should be staged constructively and developmentally (i.e. scaffolded)<ul style="list-style-type: none">○ Break the overall activity down into steps○ Give each step a clear heading○ Each step needs to be relatively self – contained and be realistically achievable within a relatively short timescale.○ Suggested timings for each step should be made clear to the student.• Consider possible misunderstandings or stumbling blocks and try to prevent them. Consider the pre-requisite skills required to achieve the aim – make sure these are as scaffolded as the subject content.• Provide examples, models etc. of what you wish them to do. <p>NB: If requiring peer feedback provide a model or a rubric and consider pairing students up in face-to-face session. See below.</p> <ul style="list-style-type: none">• Be creative – mix up the tools and types of activity. Don't reuse the same approach week in week out. (Whilst also being mindful of 'tool saturation' each tool the students learn takes them time. Consider picking a selection of tools you will use in a term and rotating them.)

	<ul style="list-style-type: none"> • The activity must clearly link to the learning outcomes of the module and directly support the students towards success in the summative assessment. This link needs to be clear to the students. • Built in opportunities to clarify, receive feedback or ask questions (both online and in face to face).
<p>Good use of face-to-face</p>	<ul style="list-style-type: none"> • F2F Session must use the e-tivity to help the students see links and synthesise understanding. E.g. <ul style="list-style-type: none"> ○ the results of an e-tivity providing structure or input into the session (e.g. student answers to questions or problems they have raised) ○ the session begins part of the developmental activity that then transfers online. • E-tivity needs to be demonstrated live on NILE in the session, questions clarified and deadlines set (these can be negotiated with staff and students but must be agreed on in the session).
<p>Must be active learning</p>	<ul style="list-style-type: none"> • Needs to be a concrete doing or producing activity which will help students to apply and consolidate their learning. • Try to avoid an activity that only requires passive learning e.g. reading or watching something with no further expectation of using that content to do something. • Ideally you want students to be creating content that is then the basis of the face to face developmental activities.
<p>Needs to be based on building strong tutor-student and peer-to-peer relationships.</p>	<ul style="list-style-type: none"> • Students need to trust you will do what you say you're going to do (i.e. the e-tivity will be used, picked up on and feedback will be provided. It is preferable that this is individualised.) • Peer-to-peer needs to be well structured and scaffolded (i.e. not just please read 3 students work and feedback on it). <p>Students must see:</p> <ul style="list-style-type: none"> ○ benefit to their own learning so you need to: <ul style="list-style-type: none"> ▪ be clear and transparent about the learning outcomes of peer feedback and why it is the best feedback mechanism in particular contexts (not just that it saves tutor time!)

	<ul style="list-style-type: none"> ○ how to provide the feedback <ul style="list-style-type: none"> ▪ provide a model or a rubric. ○ Benefit to their learning community <ul style="list-style-type: none"> ▪ Frame it in terms of a commitment to the development of the learning community e.g. by pairing up in the F2F and agreeing feedback deadlines and priorities.
<p>Subject discipline and skill development embedded</p>	<ul style="list-style-type: none"> • Marriage of equals! Each e-tivity should be resourced well from both the subject knowledge (e.g. quality academic resources) and from academic study skills development (e.g. LLS resources) <ul style="list-style-type: none"> ○ linked directly within the e-tivity
<p>Follows good design principles</p>	<p>Below find some quick essential tips, but for more detailed help please refer to the new NILE guide due to be released Spring 2016.</p> <ul style="list-style-type: none"> • Consistent typography (sans serif font, non-italic, minimum size 12) • Clear, simple colour palette of no more than 3 co-ordinating colours (that are disability friendly i.e. not yellow on black or vice versa!) • Good use of high quality visuals: <ul style="list-style-type: none"> ○ copyright compliant ○ preferably photographs rather than clipart ○ correct resolution and for screen = 72 dpi and 650 pixels in width (So that it is not pixelated and will load easily. Please note some high res iPads are now 200dpi) ○ relevant to the topic: informative and/or visually represents the topic i.e. not just decorative ○ captioned to explain the role of the visual ▪ Clear headings and sub headings <ul style="list-style-type: none"> ○ Use specified headings ○ In larger font ○ Limit them (no more than two levels, no more than 3 or 4 main headings) ▪ Easy to Navigate <ul style="list-style-type: none"> ○ Does not require too much scrolling (consider mobile friendly) ○ Use learning units or e-tivity table ○ No dense text ○ Use bullet points

For further information and case studies look at:

- <http://blogs.northampton.ac.uk/learntech/>
- S.H.E.D. (Sharing Higher Education Design) Organisation on Nile.
- <http://www.northamptonilt.com/case-studies>
- <http://www.northamptonilt.com/learning-and-teaching-innovations>