Menu of Digital Learning and Teaching Approaches

**Version 1.0**

# About this menu:

This menu is designed to assist colleagues in identifying different teaching approaches and the digital learning and teaching technologies that can support and enhance those approaches. It can be used to support both individual modules and entire courses and aligns with the University’s process for the design and approval of its courses. For further information regarding the development of courses please consult the [AQU website](https://www2.worc.ac.uk/aqu/).

The menu covers a number of approaches around the areas of independent learning, work-related learning, information-focussed learning, and peer-learning. The benefits of using each approach are listed, along with indicative assessment types, technologies that can enhance them and the benefits of using that technology, as well as links to further information, specific examples and case studies. (NB. This is work-in-progress and subject to further revisions and inclusion of additional materials).

This is an updated and amended version of the of the Sheffield Hallam Learning and Teaching Approaches menu. The latest version of that document can be found at <http://go.shu.ac.uk/teachingapproachesmenu>. Reuse of this document under the terms of the Creative Commons licence shown at the bottom of the page is encouraged.

## Independent Learning

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| **Approaches to teaching and learning** | **Benefits** | **Indicative assessment artefacts** | **Digital Learning and Teaching technologies** | **Benefit of using technology** | **Further information, examples and case studies** |
| **Reflection (including Continuing Personal Development)**  Students reflect on practice, experience and their newly developed knowledge and skills | * Students have time to consider their development, and can identify areas of personal challenge * The ability to reflect on actions and decisions is a necessary skill in many occupations and in professional body requirements * Helps students to develop critical-thinking and writing skills | * Commentary * Critical reflection * Development plan * Portfolio * Reflective essay * Situational analysis (SWOT) * Verbal reflection * Viva | * Audio or [Video](https://uwtel.co.uk/tel-tools/turning-point/) * Blogs ([BB](https://help.blackboard.com/Learn/Instructor/Interact/Blogs) or [PebblePad](https://lttu.uk/support/PebblePad/Guide/GettingTemplates.html#pf)) * [ePortfolio](https://uwtel.co.uk/tel-tools/pebblepad/) * [OneNote](https://products.office.com/en-gb/onenote/digital-note-taking-app) * [Mind maps](https://www.xmind.net/download/xmind8/) * [BB Wikis](https://help.blackboard.com/Learn/Instructor/Interact/Wikis) | * Can simplify the incorporation of artefacts in a wide range of media types * Easier to share and repurpose reflections * Allows for on-going review and tutor feedback | **Vignettes of Practice:**  [Design and Delivery of a new Module](https://rteworcester.wp.worc.ac.uk/index.php/2019/07/01/vignettes-of-practice-design-and-delivery-of-a-new-module-geog1123-climate-change-people-policy-and-action-by-dr-sian-evans-and-dr-matthew-smith-school-of-science-and-the-environment/)  **Further Resources:**  [Developing the potential of observation](https://rteworcester.wp.worc.ac.uk/wp-content/uploads/2017/05/a-barnett.pdf)  **Digital Learning and Teaching:**  [Moving Online with Reflective Practice](https://rteworcester.wp.worc.ac.uk/index.php/2020/03/31/moving-online-with-reflective-practice/) |
| **Phased learning (a.k.a. ‘Mastery’)**  Students required to fully understand a concept, skill or technique before moving on to more advanced topics | * Moving onto more complex topics, making learning more visible to students * Student is encouraged to become more autonomous * Develops students’ confidence in their abilities | * Lab reports * Observations * Repeatable (randomised), Formative tests | * [BB Tests](https://help.blackboard.com/Learn/Instructor/Tests_Pools_Surveys/Create_Tests_and_Surveys) * Blogs ([BB](https://help.blackboard.com/Learn/Instructor/Interact/Blogs) or [PebblePad](https://lttu.uk/support/PebblePad/Guide/GettingTemplates.html#pf)) * [ePortfolio](https://uwtel.co.uk/tel-tools/pebblepad/) * [OneNote](https://products.office.com/en-gb/onenote/digital-note-taking-app) * [Screencasts](https://uwtel.co.uk/tel-tools/camtasia/) * Audio or [Video](https://uwtel.co.uk/tel-tools/turning-point/) * [BB Wikis](https://help.blackboard.com/Learn/Instructor/Interact/Wikis) | * Can provide instant feedback on attainment * New material can be released automatically upon reaching a level | **Vignettes of Practice:**  [The use of OneNote to Develop Feedback](https://rteworcester.wp.worc.ac.uk/index.php/2019/05/20/vignettes-of-practice-the-use-of-onenote-to-develop-feedback/)  **Digital Learning and Teaching**  [Moving Online with phased learning](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-with-phased-learning/) |
| **Self-directed learning**  Students define and investigate topics of their own choosing | * Can lead to high levels of active engagement as students pick topics of personal interest * Fosters independent learning and increases diversity of topics, resulting in greater topic coverage among a cohort * Encourages students to develop their critical thinking and research skills | * Case studies * Infographic * Portfolio * Poster * Presentation * Written report | * Blogs ([BB](https://help.blackboard.com/Learn/Instructor/Interact/Blogs) or [PebblePad](https://lttu.uk/support/PebblePad/Guide/GettingTemplates.html#pf)) * [ePortfolio](https://uwtel.co.uk/tel-tools/pebblepad/) * [Resource lists Online](https://library.worc.ac.uk/services/academic-staff-support/resource-lists) * [BB Wikis](https://help.blackboard.com/Learn/Instructor/Interact/Wikis) | * Helps students take greater ownership of content and method * Allows a wide variety of sources and resources to be used | **Vignettes of Practice:**  [Impacting Student Attainment and Satisfaction through Resource Lists](https://rteworcester.wp.worc.ac.uk/index.php/2018/05/04/vignettes-of-practice-impacting-student-attainment-and-satisfaction-through-resource-lists/)  **Further Resources:**  **Digital Learning and Teaching**  [Moving Online with self-directed learning](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-wi…irected-learning/) |

## Work-related Learning

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| **Approaches to teaching and learning** | **Benefits** | **Indicative assessment artefacts** | **Digital Learning and Teaching technologies** | **Benefit of using technology** | **Further information, examples and case studies** |
| **Simulation**  Real-world situations are investigated using tools and methods as close as possible to those in the workplace | * Facilitate and encourage practical skill and equipment proficiencies likely to be encountered in practice * Modelling the ‘real world’ allows better understanding of the relevant concepts * Allows ‘safe’ exploration of challenging or controversial topics and technique | * Competency tests * Examination * Modelling * Observation * Reflective writing | * Blogs ([BB](https://help.blackboard.com/Learn/Instructor/Interact/Blogs) or [PebblePad](https://lttu.uk/support/PebblePad/Guide/GettingTemplates.html#pf)) * Computer-based simulations * [Interactive resources and equipment, e.g. monitors, IVI, Sim man, Sim-baby](https://www.worcester.ac.uk/about/academic-schools/school-of-nursing-and-midwifery/nursing-and-midwifery-facilities.aspx) * Audio or [Video](https://uwtel.co.uk/tel-tools/turning-point/) * [BB Wikis](https://help.blackboard.com/Learn/Instructor/Interact/Wikis) * [AR or VR](https://www.jisc.ac.uk/reports/augmented-and-virtual-reality-in-learning-and-teaching-2019) | * Simulations can be quickly restarted * Allows simulated events to be paused and studied in detail | **Vignettes of Practice:**  [Developing Student Midwives Practice Performance](https://rteworcester.wp.worc.ac.uk/index.php/2018/06/22/vignette-of-practice-developing-student-midwives-practice-performance-the-skipp-initiative/)  **Further Resources:**  **Digital Learning and Teaching**  [Moving Online with simulation](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-with-simulation/) |
| **Problem-based learning (PBL)**  Students are challenged to solve real world problems, often those without a single right answer, helping develop critical thinking skills | * Encourage and enable imaginative and innovative thinking * Provides students with the opportunity to research and evaluate the relative merits of different approaches | * Practical examination * Presentation * Problem solving * Report * Solution | * [ePortfolio](https://uwtel.co.uk/tel-tools/pebblepad/) * [Presentation tools](https://support.office.com/en-us/article/what-s-new-in-powerpoint-for-office-365-e8ef980c-5b12-4fff-ae3f-0819e6a21a1f) * [Resource lists Online](https://library.worc.ac.uk/services/academic-staff-support/resource-lists) * [BB Wikis](https://help.blackboard.com/Learn/Instructor/Interact/Wikis) | * Can more closely model the real world by using the same (or similar) tools | **Vignettes of Practice:**  [Going on a Goose Chase – Promoting Practical Learning through Technology](https://rteworcester.wp.worc.ac.uk/index.php/2018/05/18/vignettes-of-practice-going-on-a-goose-chase-promoting-practical-learning-through-technology/)  **Further Resources:**  **Digital Learning & Teaching**  [Moving Online with problem-based learning](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-wi…m-based-learning/) |
| **Role-play**  Students work through scenarios modelled on their intended profession, often taking on a role with views unlike their own | * Mimic real-world, real-time situations, enabling immediate reflection and feedback * Practice complex or high order skills in a safe and supported environment * Illustrate and consider ethical, moral or legal questions likely to be encountered in employment | * Case studies * Observation * Reflective account | * Audio or [Video](https://uwtel.co.uk/tel-tools/turning-point/) * [BB discussion forums](https://lttu.uk/support/Blackboard/Manual/discussion-board.html) * Blogs ([BB](https://help.blackboard.com/Learn/Instructor/Interact/Blogs) or [PebblePad](https://lttu.uk/support/PebblePad/Guide/GettingTemplates.html#pf)) * [BB Wikis](https://help.blackboard.com/Learn/Instructor/Interact/Wikis) | * Makes it easier to include external participants * Can replicate real-world situations more closely, e.g. debating around a Blog post * Recorded interactions can be analysed afterwards | **Vignettes of Practice:**  [Using Real World Audits](https://rteworcester.wp.worc.ac.uk/index.php/2018/05/23/vignette-of-practice-using-real-world-audits-to-develop-business-management-students-sustainability-knowledge-skills-and-values/)  **Further Resources:**  **Digital Learning &Teaching**  [Moving Online with role-play](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-with-role-play/) |

## Information focused Learning

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| **Lectures as pre-work (a.k.a. ‘Flipped Classroom’)**  Information and lectures provided as pre-work, contact time used for more interactive purposes | * Students are able to engage with materials flexibly and at their own pace * Students come to sessions with a required level of knowledge and understanding * Allows tutors to repurpose time for more engaging teaching approaches | * In-class tests * Peer-reviewed * Presentation * Practical activities (formative) | * [BB discussion forums](https://lttu.uk/support/Blackboard/Manual/discussion-board.html) * [BB Collaborate](https://uwtel.co.uk/tel-tools/collaborate-virtual-classroom/) * [BB Tests](https://help.blackboard.com/Learn/Instructor/Tests_Pools_Surveys/Create_Tests_and_Surveys) * [Electronic Voting Systems](https://uwtel.co.uk/tel-tools/vevox/) * Podcasts/Vlogs * [Resource lists Online](https://library.worc.ac.uk/services/academic-staff-support/resource-lists) * Audio and [Video](https://uwtel.co.uk/tel-tools/turning-point/) | * Allows a variety of media to be used * Students can access the information at a time and place to suit themselves | **Vignettes of Practice:**  [Showcasing VTDA projects](https://rteworcester.wp.worc.ac.uk/index.php/2017/12/13/showcasing-vtda-projects-the-flipped-classroom-never-stop-learning/)  **Further Resources:**  **Digital Learning & Teaching**  [Moving Online with flipped learning](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-wi…flipped-learning/) |
| **Resource-centred or**  **facilitated discussion**  Tutors present artefacts and the class undertake self-directed discussion about them. Students might also select the artefact | * Encourages expression of feelings, values, opinions and beliefs, and sharing of experiences * Presentation skills may be practiced, building confidence and the ability for self-expression * Develops critical evaluation skills | * Demonstrations * Observation * Peer-review * Report | * Audio or [Video](https://uwtel.co.uk/tel-tools/turning-point/) * [BB Collaborate](https://uwtel.co.uk/tel-tools/collaborate-virtual-classroom/) * [BB discussion forums](https://lttu.uk/support/Blackboard/Manual/discussion-board.html) * Photos * [Resource lists Online](https://library.worc.ac.uk/services/academic-staff-support/resource-lists) * [Microsoft Teams](https://www2.worc.ac.uk/it/microsoft-teams.html) | * Discussions can more easily include external parties * Record of discussion can be subsequently analysed | **Vignettes of Practice:**  **Further Resources:**  **Digital Learning & Teaching**  [Moving Online with resource-centred or facilitated discussions](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-wi…ated-discussions/) |
| **Micro-research**  Students given a unique topic to research and later share their findings with the class | * Development of presentation and/or other communication skills * Used for group work it can develop collaboration skills, but can also develop autonomy, independence and responsibility * Students can develop the learning materials for each other (potentially reusing them in subsequent cohorts) | * Infographic * Pecha Kucha * Poster * Presentation * Report * Student conference | * Audio or [Video](https://uwtel.co.uk/tel-tools/turning-point/) * [Presentation tools](https://support.office.com/en-us/article/what-s-new-in-powerpoint-for-office-365-e8ef980c-5b12-4fff-ae3f-0819e6a21a1f) * [Resource lists Online](https://library.worc.ac.uk/services/academic-staff-support/resource-lists) * [BB Wikis](https://help.blackboard.com/Learn/Instructor/Interact/Wikis) * Padlet | * Allows flexibility in presentation method and tools * Encourages use of different media types * Develops skills that will be useful in employment | **Vignettes of Practice:**  [Our Heads in the Cloud](https://rteworcester.wp.worc.ac.uk/index.php/2017/03/16/our-heads-in-the-cloud-using-padlet-to-enhance-learning-professional-practice/)  **Further Resources:**  **Digital Learning & Teaching:**  [Moving Online with micro-research](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-with-micro-research/) |
| **Teacher-directed learning or traditional lecture**  Students receive large volumes of information, particularly theoretical information, simultaneously with their peers | * Time-efficient way of transmitting large amounts of information to large cohorts * Enthusiasm for the subject can be passed on by enthusiastic lecturers * Materials that cannot be shared with students (legally, ethically, morally, physically, etc.) can still be presented to them | * Examination * Report | * [Electronic Voting Systems](https://uwtel.co.uk/tel-tools/vevox/) * [Presentation tools](https://support.office.com/en-us/article/what-s-new-in-powerpoint-for-office-365-e8ef980c-5b12-4fff-ae3f-0819e6a21a1f) * Social Media | * Increase engagement during sessions * Encourage interaction during lectures * Identify and clarify misunderstandings as they happen | **Vignettes of Practice:**  **Further Resources:**  [The use of Mobile technology in lectures](https://rteworcester.wp.worc.ac.uk/wp-content/uploads/2017/05/m-nyawanza.pdf)  **Digital Learning &Teaching**  [Moving Online with teacher-directed learning](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-wi…irected-learning/%20‎) |

## Peer Learning

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| **Critiquing**  Students critique each other’s work or that of a third party and provide advice on improvements | * Helps develop skills in critical thinking, evidencing and evaluation in respect of own and others’ work * Supports development of reflective capability * Students receive richer feedback on how to improve their work based on multiple perspectives | * Critical essay * Staged development of artefact with reflection on peer criticism | * Audio or [Video](https://uwtel.co.uk/tel-tools/turning-point/) * [BB discussion forums](https://lttu.uk/support/Blackboard/Manual/discussion-board.html) * Blogs ([BB](https://help.blackboard.com/Learn/Instructor/Interact/Blogs) or [PebblePad](https://lttu.uk/support/PebblePad/Guide/GettingTemplates.html#pf)) * [Microsoft Forms](https://support.office.com/en-gb/article/create-a-form-with-microsoft-forms-4ffb64cc-7d5d-402f-b82e-b1d49418fd9d) | * Can use a variety of media types * Critiques can take place over an extended period of time * Record of critique and response straightforward to obtain | **Vignettes of Practice:**  **Further Resources:**  **Digital Learning and Teaching**  [Moving Online with Critiquing](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-with-critiquing/) |
| **Debate**  Students are given a fairly controversial topic to research and discuss, developing their understanding | * Develops high-level communication skills and confidence * Builds skills necessary in employment, e.g. supporting a personal point of view, advocating on behalf of others, or playing ‘Devil’s Advocate’ * Stimulates and engages students by challenging existing beliefs | * Blogs or discussion forum, with position post and related discussion * Observation * Peer-review * Report | * Audio or [Video](https://uwtel.co.uk/tel-tools/turning-point/) * [BB Collaborate](https://uwtel.co.uk/tel-tools/collaborate-virtual-classroom/) * [BB discussion forums](https://lttu.uk/support/Blackboard/Manual/discussion-board.html) * Blogs ([BB](https://help.blackboard.com/Learn/Instructor/Interact/Blogs) or [PebblePad](https://lttu.uk/support/PebblePad/Guide/GettingTemplates.html#pf)) * [Microsoft Teams](https://www2.worc.ac.uk/it/microsoft-teams.html) | * Easy to obtain a record of the discussion * Enables outside parties to be a part of the debate * Allows students to take part regardless of time and location issues | **Vignettes of Practice:**  **Further Resources:**  **Digital Learning and Teaching**  [Moving Online with Debate](https://rteworcester.wp.worc.ac.uk/index.php/2020/04/01/moving-online-with-debate/) |