DigiTeL Pro

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Professional development in digital teaching and learning

IO3A2 A compendium of selected best practice training materials and/or resources for CPD for blended teaching and learning

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Executive Summary

This document lists a selection of existing best practice training materials and resources for continuous professional development for COVID 19-proof blended teaching and learning in the partnership. Point of departure are materials already used during the emergency period and from training events for the EMBED project, including the FutureLearn MOOC "Making blended learning work". All are related to maturity dimensions, eg activating learning, interaction, flexibility, inclusiveness and the student experience

In different categories resources are listed and each resource contains a description of the resource (what is it) and of the value of the resource for Covid 19-proof teaching (how can it be used).

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Introduction

Education at TU Delft is characterised through a hands-on attitude, cultivating proactive learners[1], where teaching is designed around features such as[2]:

- a combination of state-of-the art scientific theory with practical application
- use of diverse teaching methods to stimulate active learning
- use of digital technologies, such as online- and blended learning, to enhance teaching & learning
- training of students to apply and integrate knowledge and skills in interdisciplinary tasks
- training of students to cooperate with students from different disciplines and backgrounds in order to solve multidisciplinary tasks
- confronting students with the context of their future professional practice, preparing students for lifelong learning.

To realize this vision on education, teaching & learning, we aim to provide high quality education for our students by stimulating and supporting blended approaches in course design and delivery. Blended approaches lead to optimal use of the affordances of what is available, leading to higher possible quality of education through deliberate choices and integrated combinations of online and face-to-face learning activities.

We use the term blended education as defined in the embed project[3]:

- *Blended Learning* = learning as a result of a deliberate, integrated combination of online and face-to-face learning activities.

- *Blended Teaching* = designing and facilitating blended learning activities.

- *Blended Education* = the formal context of blended learning that is determined by policies and conditions with regards to the organization and support of blended learning.

Blended learning has benefits for both students, lecturers and the society of tomorrow[4], the Teaching Academy describes/communicates these benefits in their educational newsletter:

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[1] *Vision on Teaching & Learning t TU Delft, draft 2 policy document, September 2022 (3rd October 2022)*
[2] *TU Delft, November 2017, TU Delft Vision on Education:*
https://d1rkab7tlqy5f1.cloudfront.net/TUDelft/Over_TU_Delft/Strategie/Towards%20a%20new%20strategy/Vision%20on%20education_interactive%5B1%5D.pdf

[3] *Van Valkenburg, W.F., Dijkstra, W.P., De Los Arcos, B., Goeman, K, Van Rompaey, V & Poelmans, S. (2020). European Maturity Model for Blended Education:*
https://embed.eadtu.eu/download/2470/European%20Maturity%20Model%20for%20Blended%20Education.pdf?inline=1

[4] *TU Delft (2021, May). Going Blended: What is the effect of the blended approach? https://www.tudelft.nl/en/tu-delft-teaching-academy/previous-newsletters/the-educator-may-2021/going-blended-what-is-the-effect-of-the-blended-approach*

> **Students**
> The effects of going blended on your students will be that they are enabled to learn autonomously, re-watch lectures and other materials at their own pace, and focus on the course content rather than figuring out the structure. A well-designed blended course will improve student engagement and ultimately result in higher class-attendance, and increased interactivity and student performance. Finally, going blended will increase the inclusivity of your course for students with a disability or who are not able to visit the campus.
>
> **Lecturers**
> Blending your education increases the effectiveness of your valuable face to face time with students. After you invest time to set-up a clear course structure with a blended approach, it will pay off with saving time for the foreseeable future by reusing course materials, streamlining assessment, and making minor improvements. These improvements allow you to focus on content questions of your students, and have interesting discussions and altogether more meaningful interactions with your students. You will have more time for student-lecturer interaction and focus on going deeper on your learning modules. Your education will be based on research informed teaching and student-centric course design. You will be able to process feedback on the go and improve your education step by step, while strengthening your connection with your students.
>
> **The society of tomorrow**
> Creating a better education experience is not only beneficial for you and your students; improving education is useful for the society of tomorrow where your students will play their role. You are making impact on our society by improving your education. You have the power to demonstrate your students what their role can be and guide them in their journey to self-discovery, while growing as a lecturer by reconsidering your teaching practice and learning new skills.

How do we stimulate and support blended course design at TU Delft?

At TU Delft we stimulate and support blended approaches in course design and delivery in different ways:

- By informing teaching staff about the opportunities and ways to reach higher quality learning experiences and education via blended approaches. For this we interact with the teaching community via the Teaching Academy and the blended learning support organization. https://www.tudelft.nl/en/tu-delft-teaching-academy/themes/blended-education
- We use and share tools such as the EMBED Maturity model (https://embed.eadtu.eu/en) and Brightspace matrix (https://brightspace-matrix.tudelft.nl, focused on optimal use of Learning Management System, which is used as our Collaborative Learning Environment) to increase the maturity of blended education on different levels
- Teaching staff are supported by Education Advisors and Blended Learning Developers through advice and collaboration on course design
- TU Delft provides different forms of training activities and resources, such as workshops, Continuing Professional Development (CPD) / University Teacher Qualification (UTQ) training*, informative documents.

UTQ is specific to the Netherlands and is a national programme within universities to train teachers. In both CPD and UTQ, some of the courses offer CEU credits depending on the course.

Supporting blended education during the Covid-19 pandemic

During the Covid-19 Pandemic teaching staff were faced with immediate challenges to change the way education was delivered in a very short timeframe and given strict limiting conditions which in some cases limited the options for lecturers to make the well thought through considerations stimulated through blended approaches. And more importantly, some choices about delivery (such as presence on campus or online), were predetermined by the situation: all students had to study remotely, and all contact between teacher, student and student peers could not happen face to face.

Support focused on practical solutions for moving teaching online (remote education). TU Delft provided support in different ways, such as informing and supporting teaching staff through informative pages such as:

- Online delivery https://www.tudelft.nl/teaching-support/didactics/quick-start-guides/remote-teaching-learning
- Assessment https://www.tudelft.nl/teaching-support/didactics/assess/guidelines/remote-assessment/
- Options for hybrid education https://www.tudelft.nl/teaching-support/didactics/quick-start-guides/hybrid-education and https://www.tudelft.nl/teachingacademy/themes/hybrid-education
- Hybrid assessment: https://teaching-support.tudelft.nl/hybrid-assessment/

Also, weekly webinars (https://www.tudelft.nl/teachingacademy/agenda/events/webinars-remote-teaching) were set up to connect teaching staff to share experience, focus on immediate needs and support information or support activities.

What did we learn from Covid-19?

Besides a stimulant to embrace the affordances of online tooling and delivery, we saw a need and growing attention for social aspects of learning in course design, social elements in the campus experience, an increased appreciation of face-to-face interaction, and a growing focus on student and employee wellbeing, as discussed in the article shared as output for IO3A1 in this project (Wahls, Dijkstra & Ouwehand (2022). Blending Your Education: Lessons Learned During COVID https://digitelpro.eadtu.eu/course-programmes/blended-education).

Based on what teaching staff experienced during the Covid-19 pandemic, we now see that teaching staff are more ready to use technology and online forms of delivery, and more ready to rethink education and make more deliberate choices for the way of delivery (face to face, online) and use of educational tools. A side effect of this is that students also start demanding more, which could eventually spark a faster evolution to higher quality education and learning experiences. We will continue to support teaching staff in their efforts to provide the highest possible quality of education for students.

Resources for developing blended education

This document contains an overview of resources used at TU Delft to stimulate and support blended approaches in course design and delivery, based on maturity dimensions, eg activating learning, interaction, flexibility, inclusiveness and the student experience[5]. With this we aim to enable other institutions to reuse these resources in their aims to stimulate and support blended approaches in education. The CPD course Blending your Education is largely based on the same insights which lead to the development or selection of the resources provided in this report. The course export file (containing all resources used in the course) and Teacher Manual (explaining how to reuse the resources and course setup) are available via the Digitel Pro website (https://digitelpro.eadtu.eu/course-programmes/blended-education).

Course design process

The course design process is the process of planning, designing, developing and evaluating a blended learning course. This dimension consists of 2 subdimensions, Selection of blended learning activities and Selection of blended learning tools.

Selection of blended learning activities

"The rationale for the deliberate selection and integration of face-to-face and online learning activities."

We selected the following resources for this dimension:

Carpe Diem Blended Course Design Toolkit

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/nNNCCIBNdlsfiQl?path=%2FCarpe Diem Blended Design Approach
Description:	The Carpe Diem design approach is a course design approach for teams. It is original create by professor Gilly Salmon for designing online courses (https://www.gillysalmon.com/carpe-diem.html). TU Delft made an adaption for blended course design.
What value does it provide to teaching staff:	It helps lecturers and course teams to design blended courses in a structured way.
How should this resource be used:	The best way to use this is by a facilitator who helps the course teams to design a blended course. It's important that the facilitator has some knowledge of the process and also blended learning.
License:	CC-BY 4.0 https://creativecommons.org/licenses/by/4.0/

Factsheet: Choosing a learning activity

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/SHfzew9cyaK4tyy
Description:	This one-page factsheet provides guidelines on how to choose a learning activity, based on the theory of constructive alignment.

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[5] These dimensions originate from the course level of the EMBED model. Download the EMBED Implementation Guidelines [PDF] for more elaborations on the dimensions.

What value does it provide to teaching staff:	This factsheets provides guidance to educators on how to choose suitable learning activities based on their learning objectives.
How should this resource be used:	As a stand-alone factsheet, or as a handout in a workshop or training
License:	CC BY NC SA 4.0 https://creativecommons.org/licenses/by-nc-sa/4.0/

Handout: overview of learning activities

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/8ktRIzhHaI1E5OH
Description:	This one-page handout provides an overview of learning activities for online and face-2-face learning activities.
What value does it provide to teaching staff:	It can be used as an inspiration guide, which lets lecturers reflect on the learning activities they can use in their courses
How should this resource be used:	As a handout during blended learning course design workshops.
License:	CC-BY 4.0 https://creativecommons.org/licenses/by/4.0/

Factsheet: Lesson Plans

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/JMeoSlktGbQ66f2
Description:	This one-page factsheet describes the value of a lesson plan and how to create a lesson plan.
What value does it provide to teaching staff:	This document may help lecturers to create better lesson plans. It includes some theory, tips and an example.
How should this resource be used:	As a stand-alone factsheet, or as a handout in a workshop or training
License:	CC BY NC SA 4.0 https://creativecommons.org/licenses/by-nc-sa/4.0/

Factsheet: Constructing learning objectives

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/ArtPOjMJXe3BMVP
Description:	This one-page factsheet describes how to construct learning objectives, based on blooms revised taxonomy.
What value does it provide to teaching staff:	This document contains theory, examples, and tips on how to construct learning objectives.
How should this resource be used:	As a stand-alone factsheet, or as a handout in a workshop or training
License:	CC BY NC SA 4.0 https://creativecommons.org/licenses/by-nc-sa/4.0/

Handout: Bloom Taxonomy for learning objectives

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/gEqKtMJOTaCcnf0
Description:	This is a handout on Blooms revised taxonomy. It provides an overview of the different levels, including descriptions, examples, action verbs, and which products can be used in an assessment.
What value does it provide to teaching staff:	This handout provides lecturers with guidance on how to create a well formulated learning objective.
How should this resource be used:	As a stand-alone factsheet, or as a handout in a workshop or training
License:	CC-BY 4.0 https://creativecommons.org/licenses/by/4.0/

Factsheet: Constructive Alignment

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/oV2iDtAsfD40Y2H
Description:	This one-page factsheet describes the theory of constructive alignment, including an example of a constrictive alignment table.
What value does it provide to teaching staff:	This document may help lecturers to better align learning objectives, learning activities and assessment.
How should this resource be used:	As a stand-alone factsheet, or as a handout in a workshop or training
License:	CC BY NC SA 4.0 https://creativecommons.org/licenses/by-nc-sa/4.0/

Factsheet: Active Learning – instructions and feedback

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/czSXjSgzOokyRn5
Description:	This factsheet includes a summary of the theory of how to provide instruction and feedback.
What value does it provide to teaching staff:	Lecturers understand the importance of instruction and feedback.
How should this resource be used:	As a handout during trainings and workshops, or as a reference document.
License:	CC BY NC SA 4.0 https://creativecommons.org/licenses/by-nc-sa/4.0/

Factsheet: Active Learning – Principles

to be found in https://surfdrive.surf.nl/files/index.php/s/nNNCCIBNdlsfiQl

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/czSXjSgzOokyRn5
Description:	This factsheet includes a summary of the theory of active learning. It also includes guidelines for implementing active learning and gives tips on mitigating the challenges.
What value does it provide to teaching staff:	Lecturers understand the importance of active learning, and provides tips and tricks for the implementation

How should this resource be used:	As a handout during trainings and workshops, or as a reference document.
License:	CC BY NC SA 4.0 https://creativecommons.org/licenses/by-nc-sa/4.0/

Selection of blended learning tools

"The rationale for selecting tools for the delivery and organisation of blended learning activities"

We selected the following resources for this dimension:

Factsheet: demonstration of Brightspace courses (in progress)

Author:	TU Delft
Source:	To be announced
Description:	This PDF provides examples of how courses in the digital learning environment are designed. It includes best practices and comments on how to implement this in your own course.
What value does it provide to teaching staff:	This document includes tips and tricks on how to design a course in a learning environment. In this case the digital learning environment is Brightspace, but tips also apply to other learning environments.
How should this resource be used:	As an inspiration guide.
License:	CC-BY 4.0 https://creativecommons.org/licenses/by/4.0/

Tool: The Brightspace matrix; gain insight in the setup of your Brightspace course

Author:	TU Delft
Source:	https://brightspace-matrix.tudelft.nl
Description:	This self-assessment tool helps educators to assess their course in the digital learning environment (in this case Brightspace). It includes multiple dimensions and different levels. Also, examples and explanations are provided. The tool doesn't store any data, but it is possible to export a PDF with the self-assessment.
What value does it provide to teaching staff:	This tool will help educators to reflect on their course in the digital learning environment. It also contains guidance on how to improve a digital course.
How should this resource be used:	As a self-assessment tool.
License:	CC BY NC SA 4.0 https://creativecommons.org/licenses/by-nc-sa/4.0/

Video: Creating a video from home

Author:	TU Delft
Source:	https://youtu.be/aCK36yeE9fc
Description:	This is a recording of a webinar, which demonstrates how lecturers can create a video from home.
What value does it provide to teaching staff:	It provides a step-by-step guide on creating videos, using your own computer or laptop

How should this resource be used:	As a guide on creating video by yourself.
License:	Copyright by TU Delft

Guide: Purpose of Media

Author:	TU Delft
Source:	https://teaching-support.tudelft.nl/purpose-of-media/
Description:	This webtool provides an overview of different purposes of media and which media types are suitable.
What value does it provide to teaching staff:	This tool helps lecturers to make more deliberate choices on the use of media in education. More information: https://www.tudelft.nl/teachingacademy/previous-newsletters/the-educator-november-2021/more-does-not-mean-better-consider-the-purpose-of-media-in-your-course
How should this resource be used:	This tool can be used threefold. First as a guide on what kind of media can be used for a specific purpose. Second, as an inspiration guide on for media. And thirdly, as an indication on the time investment to create specific media
License:	CC BY-SA 4.0 https://creativecommons.org/licenses/by-sa/4.0/.

Factsheets video

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/JCIoE5pvC49MBtC
Description:	This folder includes 6 factsheets on Do-It-Yourself video creation. It includes the following factsheets:
	1. Didactic video
	2. Scripting video
	3. Copyrights
	4. Using visuals
	5. Presenting video
	6. Recording video
	7. Editing video
What value does it provide to teaching staff:	These factsheets help lecturers to create videos on their own computer. It includes tips and tricks and some background information.
How should this resource be used:	Lecturers can use these factsheets own their own. Some guidance or support from video production can be handy.
License:	CC-BY 4.0 https://creativecommons.org/licenses/by/4.0/

Course interaction

"Extent to which the blended course facilitates learners' interaction (learner-content, learner-learner, learner-educator)."

We selected the following resources for this dimension:

Factsheet: Online Student Motivation and Engagement

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/czSXjSgzOokyRn5
Description:	This guide includes 10 tips to increase student engagement and motivation. This guide was written in the middle of the lockdowns of the COVID-19 crisis.
What value does it provide to teaching staff:	This guide will give lecturers tools, tips, and tricks on what they can do to increase student motivation and engagement.
How should this resource be used:	As an inspiration guide.
License:	Copyright by TU Delft

Factsheet: Providing effective Feedback

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/mM8Zyq0Gu306OQJ
Description:	Factsheet describing how to deliver feedback (on behaviour) in education
What value does it provide to teaching staff:	The factsheet provides a clear overview for inspiration and reuse
How should this resource be used:	Use for inspiration and reuse
License:	CC BY NC SA 4.0 https://creativecommons.org/licenses/by-nc-sa/4.0/

Factsheet: Supervisory roles

Author:	TU Delft
Source:	https://surfdrive.surf.nl/files/index.php/s/mM8Zyq0Gu306OQJ
Description:	Factsheet describing different roles of supervisors during summative assessment in TU Delft
What value does it provide to teaching staff:	The factsheet provides a clear overview for inspiration and reuse
How should this resource be used:	Use for inspiration and reuse
License:	CC BY NC SA 4.0 https://creativecommons.org/licenses/by-nc-sa/4.0/

External Resource: 7 Tips for increasing students in online learning

Author:	D2L
Source:	https://www.d2l.com/en-eu/blog/7-tips-for-increasing-student-engagement-in-online-courses/
Description:	Tips for Increasing Student Engagement in Online Courses provided by LMS provider D2L

What value does it provide to teaching staff:	Inspiration about increasing student engagement in online courses, which can be extrapolated to other contexts
How should this resource be used:	Use for inspiration and professional development
License:	Copyright D2L

External Resource: 9 ways to increase online student engagement

Author:	WBT Systems, an ASI Company
Source:	https://www.wbtsystems.com/learning-hub/blogs/9-ways-to-increase-online-student-engagement
Description:	9 ways to increase the level of student satisfaction, perceived learning, and actual learning as mentioned in a blog, part of the TOPclass learning platform
What value does it provide to teaching staff:	Interesting insights, inspiration and useful resources for blended education
How should this resource be used:	Use for inspiration
License:	"copyrighted work of WBT and/or its Third Party Providers. Except as stated herein, none of the Materials may be copied, reproduced, distributed, republished, downloaded, displayed, posted or transmitted in any form or by any means, including but not limited to electronic, mechanical, photocopying, recording, or other means, without the prior express written permission of WBT or the Third Party Provider. Also, you may not "mirror" any Materials contained on this Web Site on any other server without WBT's prior express written permission."

Course flexibility

"Opportunities for learners to adjust particular features of the blended learning course, based on their needs and preferences. This includes features such as the selection of learning activities, the selection of resources, the mode of delivery (online/face-to-face activities), pace (educator-paced/self-paced)."

We selected the following resources for this dimension:

External Resource: Flexible Learning: The Current State of Play in UK Higher Education

Author:	Universities UK
Source:	https://www.universitiesuk.ac.uk/latest/insights-and-analysis/pathways-and-flexibility-are-key
Description:	Blog about the importance of flexibility in higher education.
What value does it provide to teaching staff:	It provides a standpoint on the importance of flexibility. This might help educators to develop a more balanced view on flexibilization in higher education.
How should this resource be used:	Reflective or as input for a discussion
License:	Copyright Universities UK

External Resource: Flexible Pedagogies: technology-enhanced learning

Author:	The higher education academy
Source:	https://www.advance-he.ac.uk/knowledge-hub/flexible-pedagogies-technology-enhanced-learning
Description:	This publication is part of our five-strand research project "Flexible Pedagogies: preparing for the future". It focuses on a better understanding of technology-enhanced learning (TEL) and: • identifies key international drivers in the move towards technology-enhanced learning • highlights some of the challenges and opportunities that TEL brings to HE • identifies and analyses relevant pedagogies and approaches within the context of flexible learning and delivery for TEL with a selection of case studies (see the links on this page) recommend ways in which flexible TEL can work for your institution
What value does it provide to teaching staff:	This report describes the added benefit of technology enhanced learning and how it relates to flexibilization.
How should this resource be used:	Reflective or as input for a discussion
License:	Copyright The Higher Education Academy, 2013

Course experience

The course experience is the extent to which a course enhances students' learning and eliminates any obstacles that stand in the way of learning. This dimension consists of three subdimensions: student learning, study load, and inclusiveness.

Student learning

"The use of blended course features which facilitate students' self-regulated learning (orienting and planning, monitoring, adjusting and evaluating)."

We selected the following resources for this dimension:

External Resource: Metacognition and Self-regulated Learning

Author:	Education Endowment Foundation
Source:	https://educationendowmentfoundation.org.uk/education-evidence/guidance-reports/metacognition
Description:	This guidance report reviews the best available research to offer teachers and senior leaders practical advice on how to develop their pupils' metacognitive skills and knowledge. The report has recommendations in seven areas and 'myth busts' common misconceptions teachers have about metacognition.
What value does it provide to teaching staff:	This report provides lecturers with seven areas for developing metacognition skills with students.
How should this resource be used:	This guide can be used to implement strategies for metacognition.
License:	Copyright The Education Endowment Foundation (EEF)

External Resource: Teach Up

Author:	Teach Up
Source:	http://teachup.eun.org/home
Description:	Teach-UP ("TEACHer Upskilling Policy experimentation") is a policy experimentation, co-funded by the Erasmus+ Programme of the European Union. It aims to support policymakers, teacher trainers, training providers and other teacher training stakeholders in finding ways to scale up effectively and efficiently online teacher training. It runs from March 2017 to August 2020.
What value does it provide to teaching staff:	This website includes course resource package to support institutions and educators to teach students to learn online.
How should this resource be used:	Course materials
License:	Unknown

Study load

"The match between the intended and achieved study load of a course (distribution and correctness)."

We selected the following resources for this dimension:

External Resource: Credits and study load – Radboud University

Author:	Radboud university
Source:	https://www.ru.nl/prospectus/2018/fftr/rules-regulations/courses-exams/credits-study-load/
Description:	This page provides guidelines for calculating the study load of a course.
What value does it provide to teaching staff:	Educators can use these guidelines to calculate their own study load.
How should this resource be used:	Inspiration/guidelines
License:	Radboud University

External Resource: Calculating study load – Erasmus University

Author:	Erasmus University
Source:	https://www.eur.nl/sites/corporate/files/15_Studielastberekening_juli_2007_ENd.pdf
Description:	This page provides guidelines for calculating the study load of a course.
What value does it provide to teaching staff:	Educators can use these guidelines to calculate their own study load.
How should this resource be used:	Inspiration/guidelines
License:	Erasmus University

Inclusiveness

"The consideration for the diverse needs (including accessibility aspects) and backgrounds of all students to create an online and face-to-face course experience where all students feel valued, safe, have a sense of belonging, and where all students have equal access to learn."

We selected the following resources for this dimension:

External Resource: Accessibility Toolkit 2nd Edition

Author:	BCcampus Open Education
Source:	https://opentextbc.ca/accessibilitytoolkit/
Description:	The goal of the *Accessibility Toolkit - 2nd Edition* is to provide resources for each content creator, instructional designer, educational technologist, librarian, administrator, and teaching assistant to create a truly open textbook—one that is free and accessible for all students. This is a collaboration between BCcampus, Camosun College, and CAPER-BC.
What value does it provide to teaching staff:	This toolkit provides guidelines and tools to create more accessible courses.
How should this resource be used:	Use the toolkit to improve the accessibility of your own course.
License:	CC BY https://creativecommons.org/licenses/by/4.0/

External Resource: 5 stage model

Author:	Gilly Salmon
Source:	https://www.gillysalmon.com/five-stage-model.html
Description:	The 5 stage model is used to help students to get familiar with an online learning environment and online course interactions.
What value does it provide to teaching staff:	This model provides 5 stages/steps to help educators to build better online courses, where students feel more secure and safe.
How should this resource be used:	Implement this model in your blended or online course.
License:	Copyright by Gilly Salmon

External Resource: Accessibility Checklist

Author:	The University of Edinburgh
Source:	https://www.ed.ac.uk/information-services/learning-technology/accessibility/checklist
Description:	This checklist helps to increase the accessibility of your media and your use of core learning technologies
What value does it provide to teaching staff:	The website can help lecturers to develop more inclusive and accessible course materials.
How should this resource be used:	To improve accessibility of your course and course materials.
License:	Copyright by University of Edinburgh

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