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**Title:** Using OERs and e-tivities to create a collaborative, mobile friendly, learner-centred course

**Creators:** Littlemore, K. and Farmer, R.

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**Version:** Presented version

<http://nectar.northampton.ac.uk/5776/>

# Using OERs and e-tivities to create a collaborative, mobile friendly, learner-centred course.

**Rob Farmer & Kate Littlemore**

Learning Technologist

Head of the Centre for  
Achievement and Performance

**The University of Northampton**

ALT-C 2013, Paper ID #372



# Study skills for academic success

- The original course
- The aims and objectives of the *Study Skills for Academic Success* course
- Target audience
- Experiences of delivering the face-to-face course

# Why create an online course?

- Meeting increasing demand
- Creating a sustainable, scalable course
- Flexible delivery
- Build IT competence/confidence of learners
- Begin to create more autonomous learners



# The course re-design process

- The CAleRO process
- Re-use rather than creation of learning materials
- Focus on task, not content
- Constructive alignment
- Design with openness in mind
- Create e-tivities

# Course map



<http://popplet.com/app/#/848543>

# 000101 Delivering the new course

- Experience and perceptions of staff delivering the new course:
- “It was certainly a new challenge delivering a module online but I really enjoyed it and feel more confident about the next module.”
- “I was worried that I wouldn’t have the same rapport with the students but that wasn’t the case at all and the cohort bonded very well.”

# Student perceptions

- **Positives:**
- “... it helped me learn about how to reference properly, and what I need to do in order to improve on any piece of academic work”.
- “Very flexible approach which was great. Face to face sessions were very well delivered ...”
- “I felt well supported, there was always help when needed!”

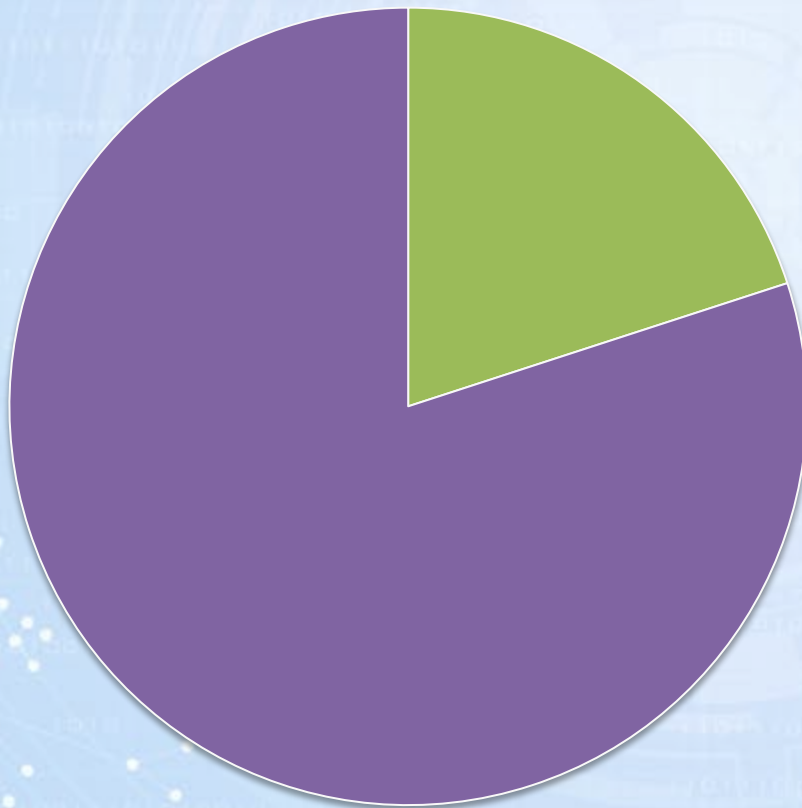


# Student perceptions

- **Negatives:**
- “A couple of the exercises were not suitable.”
- “Topic choices felt a bit random.”

# Student feedback

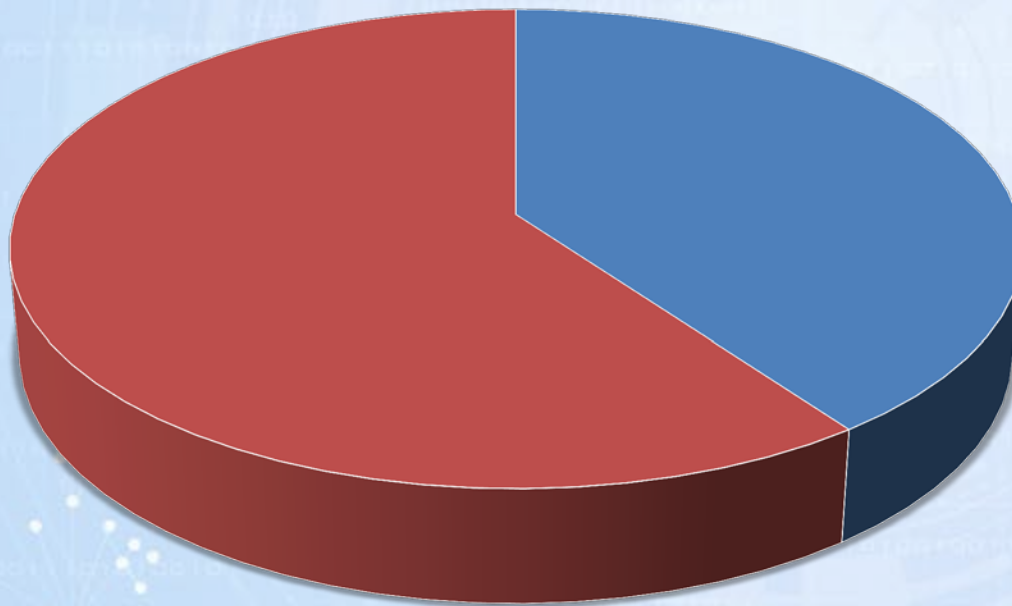
What was your prior experience of online learning?



- I am a regular online learner.
- I have taken one or two online courses before.
- I've taken a few online courses before
- I've never taken an online course before

# Student feedback

What do you think about this type of blended course?



- I thought that the mix between online activities and face-to-face sessions was just right.
- I would have preferred fewer online activities and more face-to-face sessions.
- I would have preferred it if the course was entirely online.

# Student feedback

**If there were no face-to-face sessions, what do you think your experience would have been?**



- I did enjoy the face-to-face sessions, but it would have been more convenient for me if the course was all online.
- I would probably have completed the course, but it wouldn't have been as enjoyable.
- The face-to-face sessions kept me going, and I don't think that I would have completed the course without them.



# Student feedback

**100% of students agreed that:**

“Online learning is good because it means that I can fit in my learning around my work and/or family commitments.”

*and*

“Online learning is bad because I can't easily ask questions when I'm stuck.”

# Student feedback

**0% of students agreed that:**

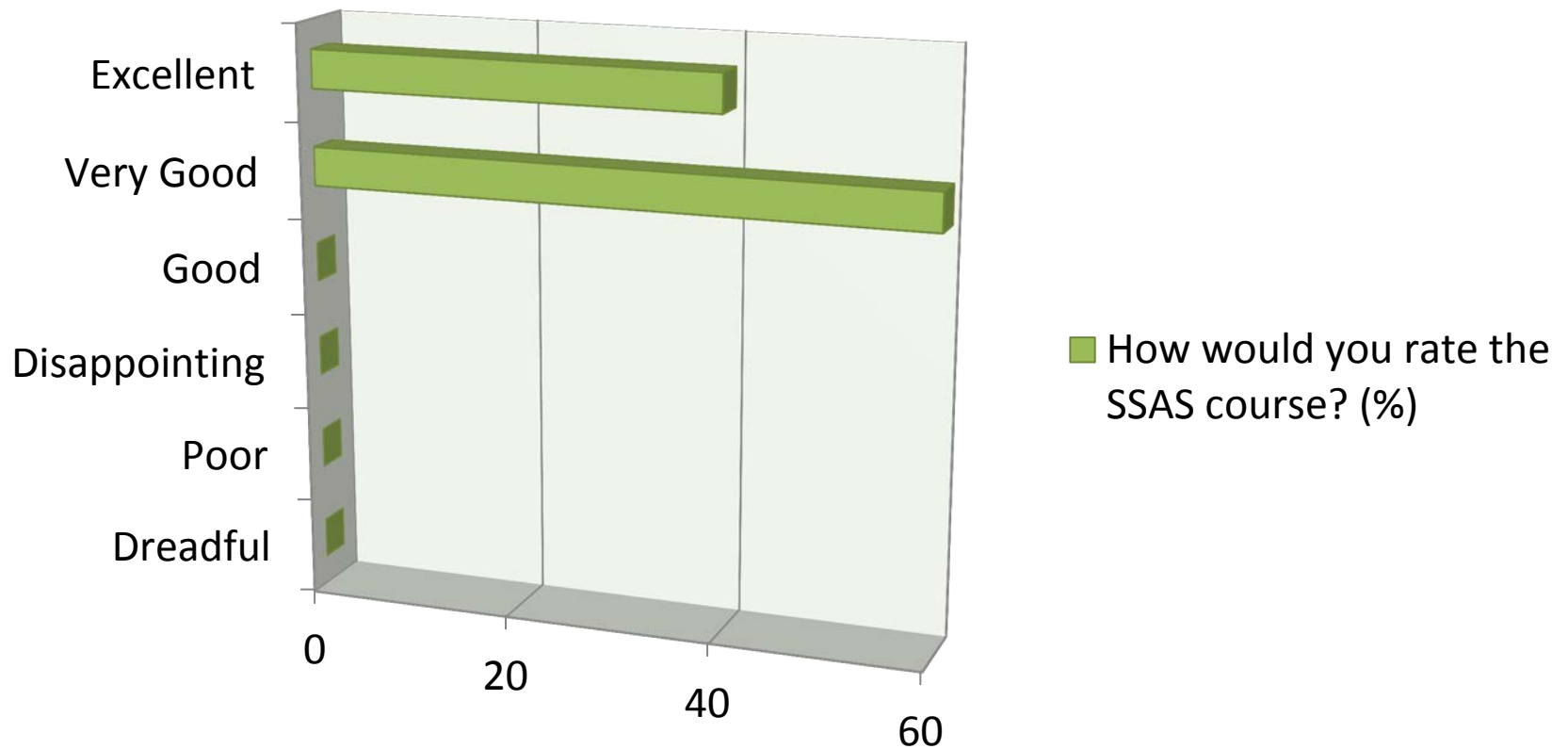
“Online learning is good because it means that I don't have to attend lectures.”

*and*

“Online learning is bad because it means that I have to spend too much time sitting in front of a computer.”

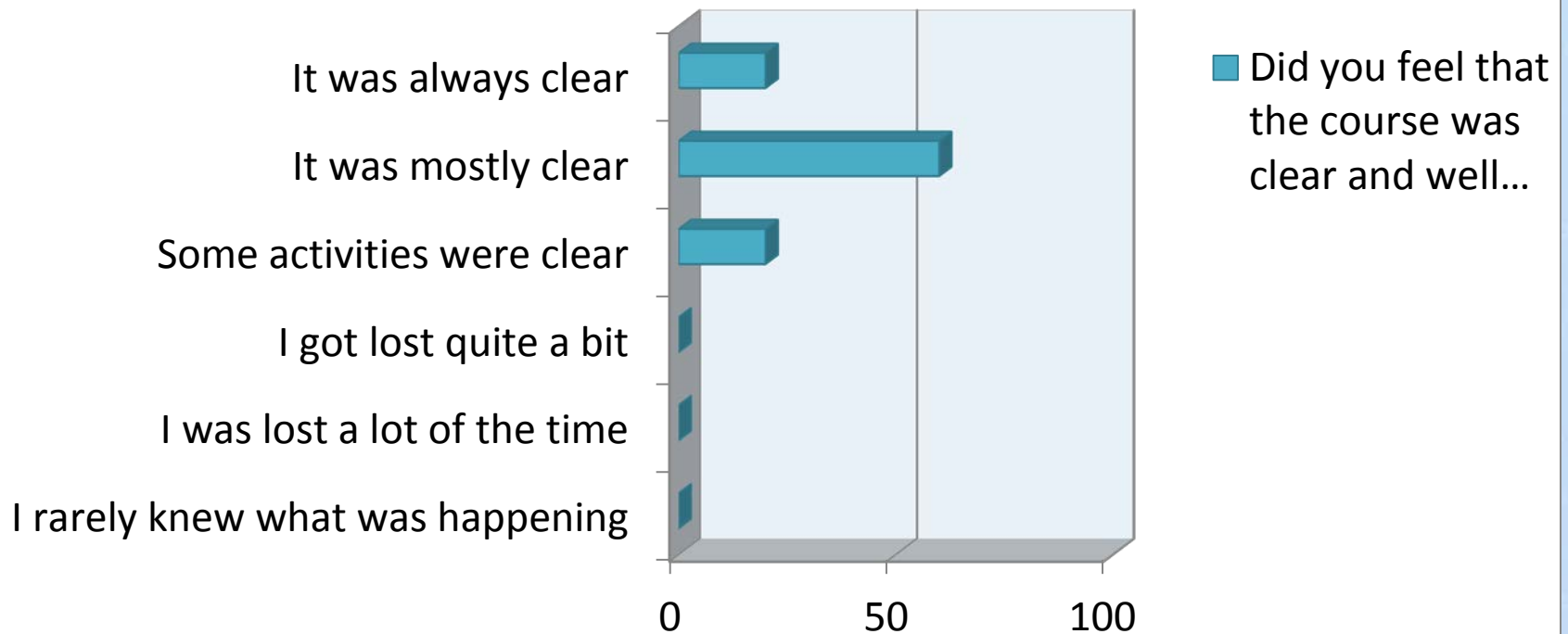
# Student feedback

How would you rate the SSAS course? (%)



# Student feedback

Did you feel that the course was clear and well structured? (%)





# Success factors


- Clear focus on the objective from the outset
- Structure provided by CAleRO process
- Structure provided by e-tivity template
- Focus on task design, not content creation
- Excellent team dynamic
- Realistic allocation of time and resources
- Good level of technical competence and support within the team





# Challenges & lessons learned

- **Challenge:** Recreating the experience of the face-to-face sessions, which the students felt was important, in a purely online course.
- **Challenge:** Ensuring students feel that they can access help when they need it.
- **Lesson:** Design for mobile learning needs to be considered from the outset – design one version of the course that looks good on desktops and mobiles.

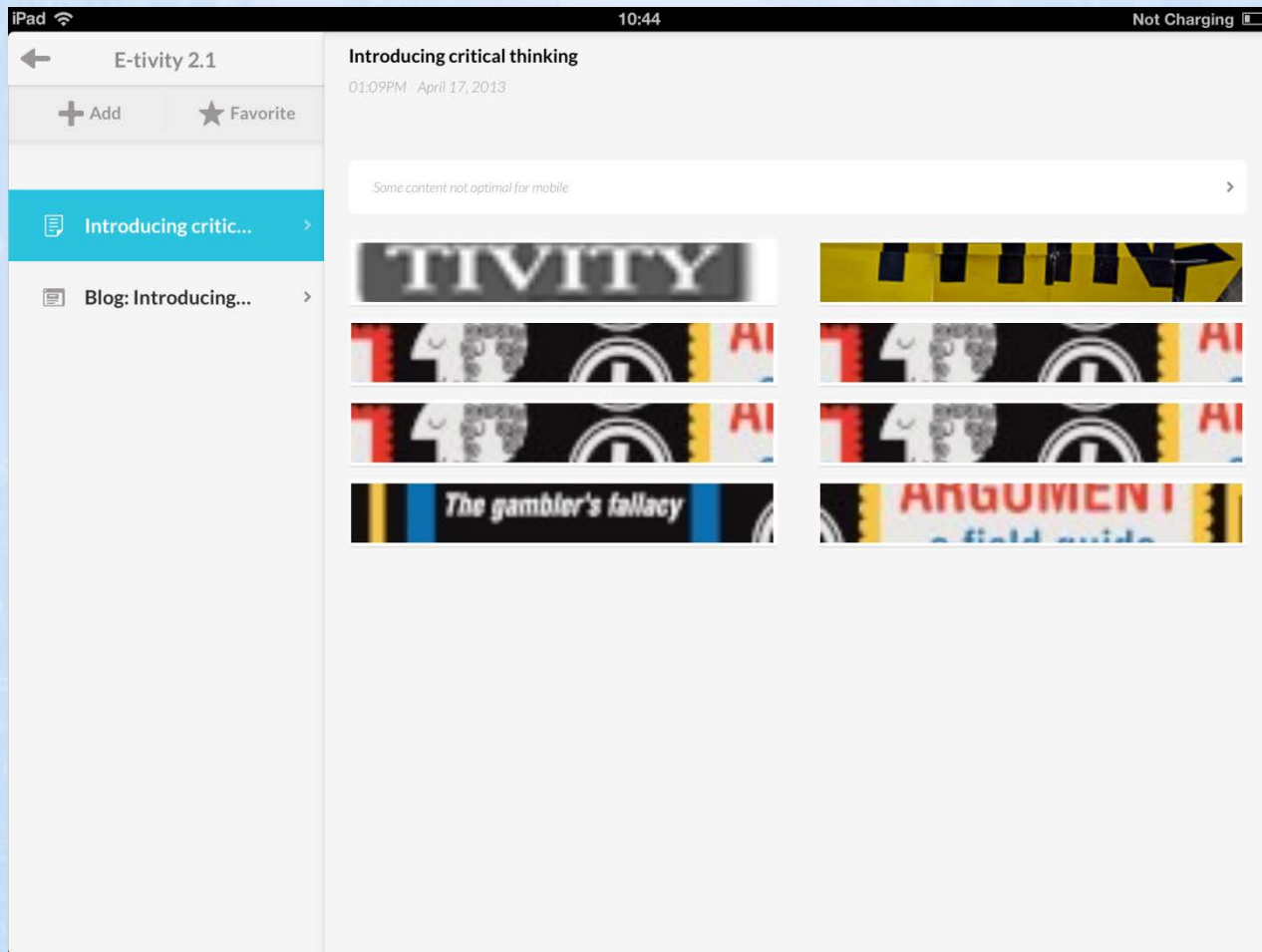
# Mobile unfriendly e-tivity (desktop)

**E-tivity 2.1**

 **Introducing critical thinking**

|   |   |
|---|---|
|  |  <p>CC licensed image by <a href="#">J Skilling</a></p>   |
| <b>Purpose</b>  | To introduce you to the subject of critical thinking.   |
|   | <p>1. Before you do anything else, use the link below to access your blog. Then create a new post and answer the following questions:<br/>(a) What do you understand by the term 'critical thinking'?<br/>(b) What do you understand by the term 'argument'?<br/>You should answer both questions in the same post: your responses do not need to be more than 100 words long.<br/>Please note that although your blog is individual, it can be seen by other members of the group. Feel free to look at what other people have written, and add comments if you like.</p> <p>2. Now watch the following short videos:</p> <div data-bbox="681 989 855 1118"><p>Watch Video</p></div> <p><b>Critical Thinking Part 1: A Valuable Argument</b><br/>Duration: (2:21) Users: technyouvids - Added: 11/12/11<br/>YouTube URL: <a href="http://www.youtube.com/watch?v=IS23BUru39A">http://www.youtube.com/watch?v=IS23BUru39A</a></p> <div data-bbox="681 1139 855 1268"><p>Watch Video</p></div> <p><b>Critical Thinking Part 2: Broken Logic</b><br/>Duration: (2:01) Users: technyouvids - Added: 11/12/11<br/>YouTube URL: <a href="http://www.youtube.com/watch?v=VR2k62QNOsM">http://www.youtube.com/watch?v=VR2k62QNOsM</a></p> |

# Mobile unfriendly e-tivity (mobile)





# Mobile friendly e-tivity (desktop)

## E-tivity 2.1 (iOS Compatible Version)



### E-tivity



### Purpose

To introduce you to the subject of critical thinking.



### Task

1. Before you do anything else, use the blog link at the bottom of the page to access your blog, then create a new post and answer the following questions: (a) What do you understand by the term 'critical thinking'? (b) What do you understand by the term 'argument'? You should answer both questions in the same post, and your responses do not need to be more than 100 words long. Please note that although your blog is individual, it can be seen by other members of the group. Feel free to look at what other people have written, and add comments if you like.

2. Now watch the following short videos:



### Critical Thinking Video - 1 of 6

#### **Critical Thinking Part 1: A Valuable Argument**

Desktop/laptop users - click on the link above to view the video (opens in new window)  
iNorthampton/Blackboard Mobile Learn users - video opens automatically

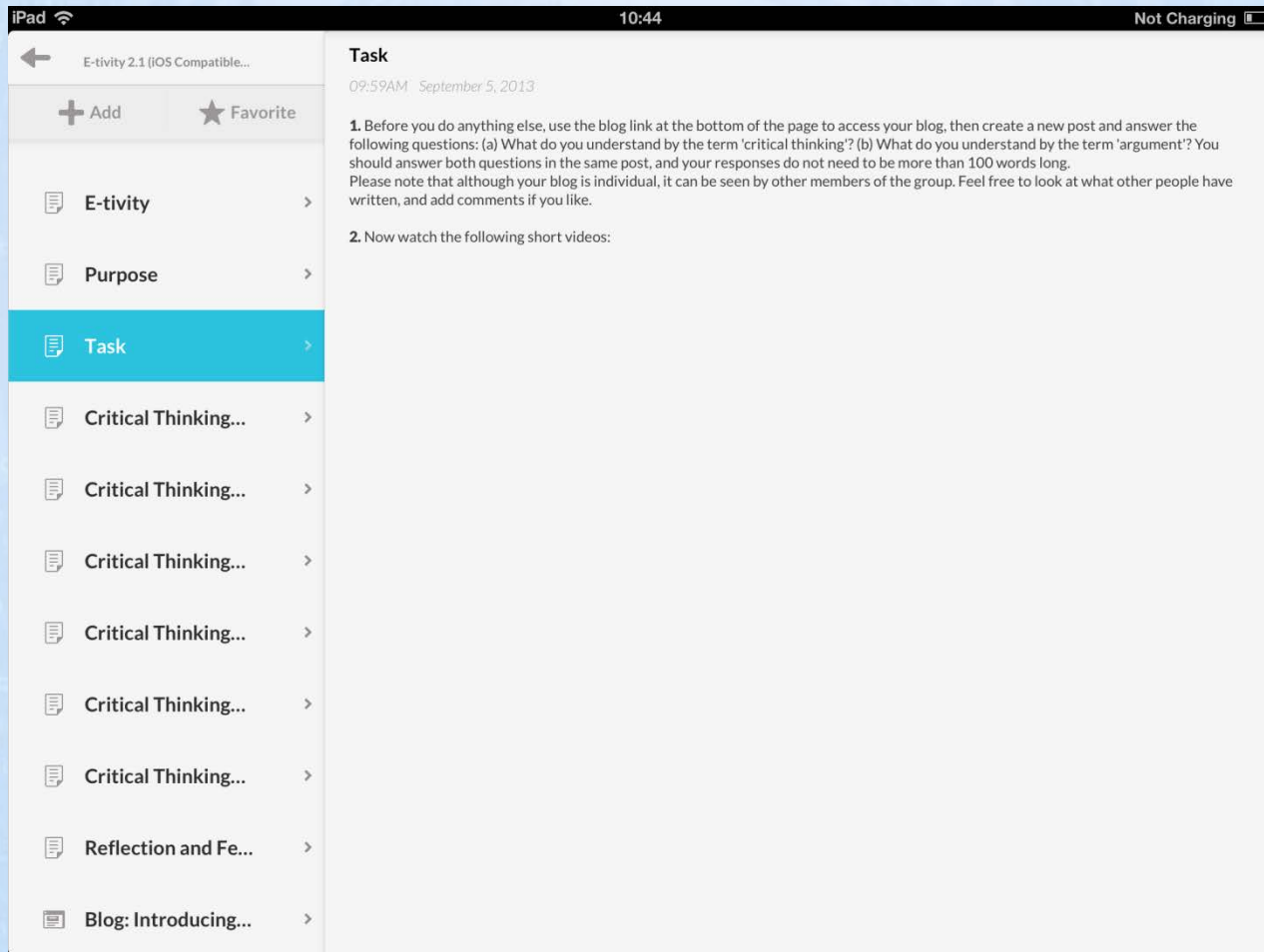


### Critical Thinking Video - 2 of 6

#### **Critical Thinking Part 2: Broken Logic**

Desktop/laptop users - click on the link above to view the video (opens in new window)  
iNorthampton/Blackboard Mobile Learn users - video opens automatically



# Mobile friendly e-tivity (mobile)



# Course screenshots

The screenshot shows a Firefox browser window displaying a Blackboard Learn course page. The browser's address bar shows the URL: [https://nile.northampton.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id=4\\_1&url=https://webapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%2F](https://nile.northampton.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=4_1&url=https://webapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%2F). The page header includes the University of Northampton logo and navigation links: Home, Sites & Organisations, Resources, CIAP, LearnTech, Students' Union, System Admin, and Help. The user is logged in as Robert Farmer on Fri, Sep 6, 2013, 13:17 BST.

The main content area is titled "E-tivity 1.1" and contains a section "Getting to know you". This section includes a TIVITY logo, a photograph of a woman sitting at a desk with books, and a table with the following information:

|   |  |
|---|--|
|  |   |
| <b>Purpose</b>  | Welcome to the module. In this task we would like to get to know you.  |
| <b>Task</b>   | Click on the discussion board link below: reply to the message and tell us:<br><ol style="list-style-type: none"><li>1. Your name and where you are in the world;</li><li>2. your favourite holiday destination; and</li><li>3. the title of the last book you read.</li></ol> |
| <b>Reflection and feedback</b>  | Please reply to other students' comments on the board and say 'hello'.   |

Below the table is a section titled "Discussion Board: Getting to know you" with instructions on how to post and reply to threads.

# Course screenshots

The screenshot shows a web browser window displaying a Blackboard Learn course page. The browser's address bar shows the URL: [https://nile.northampton.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id=4\\_1&url=https://webapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%2F](https://nile.northampton.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=4_1&url=https://webapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCourse%2F). The page header includes the University of Northampton logo and navigation links: Home, Sites & Organisations, Resources, CIAP, LearnTech, Students' Union, System Admin, and Help. The user's name, Robert Farmer, and the date, Fri, Sep 6, 2013, 13:19 BST, are also visible.

The main content area is titled "E-tivity 2.1" and contains a section for "Introducing critical thinking". This section includes a logo for "TIVITY" and a large yellow graphic with the word "THIN" and an arrow pointing right. Below the graphic is a caption: "CC licensed image by J.Skilling".

The "Purpose" section is highlighted in yellow and states: "To introduce you to the subject of critical thinking."

The main text of the activity is as follows:

1. Before you do anything else, use the link below to access your blog. Then create a new post and answer the following questions:  
(a) What do you understand by the term 'critical thinking'?  
(b) What do you understand by the term 'argument'?  
You should answer both questions in the same post; your responses do not need to be more than 100 words long.  
Please note that although your blog is individual, it can be seen by other members of the group. Feel free to look at what other people have written, and add comments if you like.
2. Now watch the following short videos:

Two video thumbnails are shown, each with a "Watch Video" button:

- Critical Thinking Part 1: A Valuable Argument**  
Duration: (2:21) User: technyouvids - Added: 11/12/11  
YouTube URL: <http://www.youtube.com/watch?v=5Z3BUu59A>
- Critical Thinking Part 2: Broken Logic**  
Duration: (2:01) User: technyouvids - Added: 11/12/11  
YouTube URL: <http://www.youtube.com/watch?v=vRZ62QHOqM>

The left sidebar contains a navigation menu with the following items:

- 1213 Study Skills for Academic Success
- Announcements
- Module guide
- Dates and deadlines
- Contacts
- Module questions
- Module materials
- 1. Welcome to the module
- 2. What is critical thinking?
- 3. Developing your critical thinking skills
- 4. Getting started with academic research & reading
- 5. Improving your academic research & reading skills
- 6. The basics of academic writing
- 7. Improving your academic writing style
- 8. Developing your academic confidence
- 9. Sustaining an argument
- 10. Completing your essay
- Assessments
- Submit your work
- Feedback and grades



# Course screenshots

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The main content area is titled "E-tivity 3.1" and "Recognising an argument". It features a TIVITY logo and a video thumbnail with the text: "Scientific and educational interest: '...a cave full of amazing fossils & curious living organisms'". Below the video is the caption: "CC licensed image by Pasha Kinilov".

The page is structured into a table with the following content:

| Purpose | To recognise an argument and identify examples of critical thinking within a piece of text.  |
|---------|--|
| Task    | <ol style="list-style-type: none"><li>Please watch this video for an overview on critical reading<br/><br/>Duration: (2:28) User: gmatprepnow - Added: 28/04/11<br/>YouTube URL: <a href="http://www.youtube.com/watch?v=91b3AQ0Yp">http://www.youtube.com/watch?v=91b3AQ0Yp</a><br/>Watch Video</li><li>Now have a look at this document:<br/><a href="#">Distinguishing Facts, Opinions and Arguments</a><br/>and<br/><a href="#">Distinguishing Facts from Opinions</a>.<br/>(The Wiki on evaluating your sources may help with section 3.)</li><li>Read the Daily Mail article below and answer the following questions:<br/>(a) What is the author's conclusion? What reasons are given to support it?<br/>(b) How could you strengthen or weaken their argument?</li></ol> |

# Course screenshots

The screenshot shows a Firefox browser window displaying the Blackboard Learn interface. The page title is 'e-tivity 5.1' and the content is 'Learning how to take notes'. The interface includes a navigation menu on the left with sections like 'Announcements', 'Module guide', 'Dates and deadlines', 'Contacts', 'Module questions', 'Module materials', 'Assessments', and 'Feedback and grades'. The main content area features a hand-drawn mind map about note-taking techniques, a 'Purpose' section, and a description of the e-tivity tasks.

**e-tivity 5.1**  
**Learning how to take notes**

**Purpose**

To learn how to make effective notes: this skill can be used in lectures, workshops and when reading resources for assignments.

In this e-tivity you will learn how to make effective notes and watch a mini lecture to practice taking notes.

Please read the [Guide to Note Taking](#) before beginning the tasks

For this task you will need pen and paper. Please watch the mini lecture below and take notes while you are watching.

# Course screenshots

The screenshot shows a Blackboard Learn interface for a course at The University of Northampton. The page title is 'E-tivity 6.1' and the content is 'Evaluation of resources to enhance academic writing'. A video titled 'Academic Writing Tips : How to Write an Essay' is embedded, with a duration of 3:27 and a YouTube URL: <http://www.youtube.com/watch?v=i-Oj1vFP-8>. Below the video, the 'Purpose' section states: 'To compare and contrast the benefits of 5 resources designed to help students with their academic writing.' The 'Task' section asks students to review resources and rank them from 1 to 5 (1 = most useful; 5 = least useful). The resources listed are:

- a. [Developing good academic practices](#) (OpenLearn)
- b. [Checklist for producing good academic writing](#) (Humbbox)
- c. [English Composition II](#) (Saylor Foundation)
- d. [Key skills for successful study](#) (Staffordshire University)
- e. The short video clip at the top of this e-tivity.

The task requires drafting a ranking using a grid like the following (this is just an example):

| Ranking | Resource | Title   | Justification   |
|---------|----------|---|---|
| 1       | a        | <a href="#">Developing good academic practices</a>            | A clear, well structured resource that enables me to identify the key aspects of good academic writing practice and tips for improvement. My top choice beyond doubt. |
| 2       | b        | <a href="#">Checklist for producing good academic writing</a> | ....  |
| 3       | c        | <a href="#">English Composition II</a>                        | ....  |
| 4       | d        | <a href="#">Key skills for successful study</a>               | ....  |
| 5       | e        | The short video clip at the top of this e-tivity              | ....  |




# Course screenshots

The screenshot shows a Firefox browser window displaying a Blackboard Learn course page. The browser's address bar shows the URL: [https://nile.northampton.ac.uk/webapps/portal/frameset.jsp?tab\\_group\\_id=4\\_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCou](https://nile.northampton.ac.uk/webapps/portal/frameset.jsp?tab_group_id=4_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCou). The page header includes the University of Northampton logo and navigation links: Home, Sites & Organisations, Resources, CIAP, LearnTech, Students' Union, System Admin, and Help. The user's name, Robert Farmer, and the date, Fri, Sep 6, 2013, 13:23 BST, are also visible.

The main content area is titled "E-tivity 8.1" and contains a document icon and the title "E-tivity 8.1: Sustaining an Argument 1". Below this is a large text box with a TIVITY logo on the left and the following text:

It's wrong and plainly wrong,  
but can you defend the "indefensible"?



an licensed image from Robert Lucas

"It takes a strong fish to swim against the current.  
Even a dead one can float with it." - John Crowe

|                |   |
|----------------|---|
| <b>Purpose</b> | To sustain an argument supported by at least 3 pieces of evidence.  |
| <b>Task</b>    | <p>Choose a topic from our list of "indefensible" topics (come up with your own, but make sure you check with your tutor first). Then film a video or make a podcast and argue for 30 seconds to a minute making a case for defending the "indefensible". Arguments should be based on at least 3 items of evidence. Please find instructions on uploading a video below. There is also a useful guide on forming an argument and example videos in the media gallery.</p> <p>List of topics:</p> <ol style="list-style-type: none"><li>1. "Hot food should be allowed in all public libraries."</li><li>2. "The X-factor is the best thing to have happened to the music industry."</li><li>3. "Women don't belong in education."</li><li>4. "Football should be banned."</li><li>5. "The arts shouldn't receive any funding."</li><li>6. "Books are a dead technology."</li></ol> |

The left sidebar contains a navigation menu with sections: "12111 Study Skills for Academic Success", "Announcements", "Module guide", "Dates and deadlines", "Contacts", "Module questions", "Module materials" (with a list of 10 items), "Assessments", "Submit your work", and "Feedback and grades".



# Course screenshots

The screenshot shows a Firefox browser window displaying the Blackboard Learn interface. The page title is '10. Completing your essay'. The left sidebar contains a navigation menu with sections: '10:13 Study Skills for Academic Success', 'Announcements', 'Module guide', 'Dates and deadlines', 'Contacts', 'Module questions', 'Module materials', 'Assessments', 'Submit your work', and 'Feedback and grades'. The main content area is titled '10. Completing your essay' and includes an 'Assignment' section with three questions and an 'E-tivity 10.1: Marking an Essay' section. The e-tivity section features a video player with a 'TIVITY' logo and a table with details about the activity.

**10. Completing your essay**



**Assignment**

You need to select one of the following essay questions:

- 1) How important are communication skills when working in the NHS?
- 2) Who has primary responsibility for the education of the child?
- 3) Should there be a minimum legal age to drink in the UK?

The word limit is 2,000 words and you need to include a reference list at the end of the essay.

**E-tivity 10.1: Marking an Essay**

|  |   |
|--|---|
|  |    |
| <b>Purpose</b>   | To enable you to judge two essays through the lens of a tutor.  |
| <b>Task</b>  | You will read <a href="#">Essay A</a> and <a href="#">Essay B</a> and mark each essay using <a href="#">Feedback Form: Essay A</a> and <a href="#">Feedback Form: Essay B</a> . |
| <b>Reflection and feedback</b>   | If you have any thoughts regarding this activity please add them to our discussion list.  |

# Course screenshots

The screenshot shows a Blackboard Learn interface for a course. The browser address bar shows the URL: [https://nile.northampton.ac.uk/webapps/portal/frameset.jsp?tab\\_tab\\_group\\_id=4\\_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCon](https://nile.northampton.ac.uk/webapps/portal/frameset.jsp?tab_tab_group_id=4_1&url=%2Fwebapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCon). The page title is "Forum: Reference List". Below the title is a description: "Organise Forum Threads on this page and apply settings to several or all threads. Threads are listed in a tabular format. The Threads can be sorted by clicking the column title or the caret at the top of each column. [More Help](#)".

There are buttons for "Create Thread" and "Subscribe". A search bar and a "Display" dropdown menu are also present. Below these are "Thread Actions" buttons: "Collect" and "Delete".

| <input type="checkbox"/> | Date           | Thread                                      | Author | Status    | Unread Posts | Total Posts |
|--------------------------|----------------|---|--------|-----------|--------------|-------------|
| <input type="checkbox"/> | 07/07/13 20:37 | <a href="#">reference list</a>              |        | Published | 1            | 1           |
| <input type="checkbox"/> | 13/06/13 15:59 | <a href="#">reference list</a>              |        | Published | 1            | 1           |
| <input type="checkbox"/> | 13/06/13 14:04 | <a href="#">reference list</a>              |        | Published | 1            | 1           |
| <input type="checkbox"/> | 28/05/13 16:07 | <a href="#">Reference List</a>              |        | Published | 1            | 1           |
| <input type="checkbox"/> | 26/05/13 15:18 | <a href="#">References</a>                  |        | Published | 1            | 1           |
| <input type="checkbox"/> | 21/05/13 00:10 | <a href="#">Journal and Book References</a> |        | Published | 1            | 1           |
| <input type="checkbox"/> | 17/05/13 21:24 | <a href="#">References</a>                  |        | Published | 1            | 1           |
| <input type="checkbox"/> | 13/05/13 15:34 | <a href="#">References</a>                  |        | Published | 1            | 1           |

At the bottom right, it says "Displaying 1 to 8 of 8 items" and "Edit Paging...". There is also an "OK" button.

# Course screenshots

The screenshot displays a web browser window with the Blackboard Learn interface. The browser's address bar shows the URL: [https://mle.northampton.ac.uk/webapps/portal/frameset.jsp?tab\\_group\\_id=4\\_1&url=https://webapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCou](https://mle.northampton.ac.uk/webapps/portal/frameset.jsp?tab_group_id=4_1&url=https://webapps%2Fblackboard%2Fexecute%2Flauncher%3Ftype%3DCou). The page header includes the University of Northampton logo and navigation links: Home, Sites & Organisations, Resources, CIAP, LearnTech, Students' Union, System Admin, and Help. The user is logged in as Robert Farmer on Friday, September 6, 2013, at 14:55 BST.

The main content area is a discussion thread titled "Thread: Out of the five who were the primary care givers". The thread contains two posts:

**Post 1:** "Out of the five who were the primary care givers". The text reads: "We first of all need to think about the period that this piece is reflecting. Males were the dominant of the household and as far as priests were concerned you did as you were told. Throughout this argument the one question we need to ask ourselves is (which main three out of the five would be seen as the primary care providers or givers?) It is the care providers that should have made sure the incident never occurred. Family members, close friends, and clergy. All of whom in this day and age would be seen to have a duty of care. The other two were total strangers. The main catalyst was the boyfriends rejection but he had a duty of care to make sure that she was safe and in that situation, he was the primary care giver. To ask her to meet somewhere that is impossible to get to put her at risk. The father, the other primary care provider. Had he been willing to accept the relationship it wouldn't have put her in the situation where she was left having to run away and make choices she otherwise wouldn't have had to make. Then finally the third care provider that is seen in this piece is the priest. When she was at her most vulnerable he turned her away."

**Post 2:** "RE: Out of the five who were the primary care givers". The text reads: "I think you are right because in life everyone has a support network, and once the support network fails it will affect us, so from the passage I think for her to think of going to the priest she is religious and she draws comfort from it, but she was let down, and another support network she had was her boy friend who let her down too, when she needed him most. No two ways about that the woodcutter did something wrong but when bad things happen we always turn to our support network. In this case when she was let down by people she trusted or her support network, I think this would have affected her and led her to commit suicide. ultimately the girl is responsible for her own action by law."

The interface includes a left-hand navigation menu with sections like "12111 Study Skills for Academic Success", "Announcements", "Module guide", "Dates and deadlines", "Contacts", "Module questions", "Module materials", "Assessments", "Submit your work", and "Feedback and grades". The thread interface also features search, refresh, and message action buttons.



# Course screenshots

The screenshot shows a web browser window displaying the Blackboard Learn interface. The page title is "Course Gallery". Below the title, there is a description: "The Course Gallery allows course members to browse, add, search and share videos. Students' videos will be displayed to all pending teacher approval. To assign previously uploaded media to the gallery, go to My Media." The page features a search bar with filters for "All Media" and "All metadata", and a "Save Search" button. A list of videos is displayed, sorted by "Newest First". The videos listed are:

- Lisa Weller.wmv (14 Jul 2013 01:10 PM, Added by: [Hidden], 00:00:56)
- video-2013-07-05-20-13-37.mp4 (09 Jul 2013 02:17 AM, Added by: [Hidden], 00:00:52)
- Phone hacking is a good thing (01 Jul 2013 04:38 PM, Added by: [Hidden], 00:00:54)
- why the rFactor is the best thing to happen to the music industry (27 Jun 2013 10:12 AM, Added by: [Hidden], 00:01:02)
- fox hunt final MOV (24 Jun 2013 05:42 PM, Added by: [Hidden])

A large video player is shown on the right side of the page, displaying a video titled "Paul.wmv" (00:00:46, Added by: Paul Rice, 06 Feb 2013 12:04 PM). The description for this video is "Football should be banned" and it has an "[Edit]" link. The video player shows a man in a blue shirt speaking.



# Future plans

- Phase 1: Blended course (completed)
- Phase 2: Fully online course (Oct. 2014)
- Phase 3: Internally available SOOC (Jan. 2014)
- Phase 4: Full external SOOC (Sept. 2014)

# SOOC

**ЛЕНГИЗ**

**SMALL  
OPEN**

**SOOC**

**SMALLER  
HEALTHIER  
HAPPIER**

**ONLINE  
COURSE**

**ЛЕНГИЗ**



# Useful links & further reading

- Armellini, A., **E-tivities: Stories from the Front Line:**  
<http://www.gillysalmon.com/1/post/2013/09/e-tivities-stories-from-the-front-line-ale-armellini.html>
- Salmon, G., **Foresight and Choices for Learning Futures:**  
<http://www.youtube.com/watch?v=1fPV7UNv5tU>
- Salmon, G., **E-Moderating: The Key to Online Teaching and Learning**, Abingdon, Routledge
- Salmon, G., **All Things in Moderation:** <http://www.atimod.com>
- University of Northampton, **CAleRO – Background and Description:**  
[https://nile.northampton.ac.uk/bbcswebdav/pid-481278-dt-content-rid-151705\\_1/xid-151705\\_1](https://nile.northampton.ac.uk/bbcswebdav/pid-481278-dt-content-rid-151705_1/xid-151705_1)
- University of Northampton, **CAleRO Planner:**  
[https://nile.northampton.ac.uk/bbcswebdav/pid-481278-dt-content-rid-1284152\\_1/xid-1284152\\_1](https://nile.northampton.ac.uk/bbcswebdav/pid-481278-dt-content-rid-1284152_1/xid-1284152_1)
- University of Northampton, **The Staff Experience of CAleRO:**  
<http://www.youtube.com/watch?v=GvLRHJsDSc>
- University of Northampton, **The Student Experience of CAleRO:**  
<http://www.youtube.com/watch?v=fss6OYrhanQ>