

Maps and Learner Guides project

***JISC Exchange for Learning (X4L)
programme***

A Good Practice Guide to using the Learner Guide template

JISC The Joint Information Systems Committee



SFEU

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what IS THE LEARNER GUIDE TEMPLATE?

- You can use the online **Learner Guide template** to **create** a student-centred **Learner Guide**.
- A Learner Guide should **guide students** in the use of **web-based resources** to **achieve a particular outcome** (eg. from a SQA Unit).
- Using the template, you can easily insert **text**, **graphics** and **links** to websites that you wish your students to use as part of their learning activities within a Learner Guide.
- You can use the Learner Guides you create to support either **individual** or **group learning**.
- It can be used for **introductions** to topics, for **special emphasis** upon particular topics, **reinforcement activities** or **homework** for any level of student.

FINDING **suitable web resources**

One of the key ingredients in creating a successful Learner Guide is being able to direct your students to **good quality learning resources**.

The **Information Gateway** is one source of **websites** that have been **evaluated for educational use**. These websites are mapped to the Scottish Credit Qualifications Framework (SCQF). Access the Information Gateway at www2.sfeu.ac.uk

Wherever you find web resources, you might find it helpful to **ask yourself the following questions** when assessing whether the resource is suitable for your teaching needs:

- Am I satisfied that the material is **accurate**?
- Does it cover enough ground to support the necessary **learning outcome(s)**?
- Is the resource in a **form** that would be easily understood by my students?
- Does the resource use **terminology** that would be easily understood by my students?
- Is this resource **accessible** to students who might have a visual, aural, muscular or other type of disability?
- Is the website/resource regularly updated?

CREATE A **Learner Guide**

Using a computer connected to the Internet, access the **Learner Guide template** at: <http://www.learnerguide.co.uk/default.asp>


Enter your **Username** and **Password** into the screen input boxes and press the **Submit** button.¹

This will take you to the start-up page of the Learner Guide Template. Next select **Administration**.

On the **Learner Guide Administration** screen, select **List Guides**.

The following screen provides a list of existing Learner Guides, which you might like to browse for ideas. To create your own Learner Guide select the **New Learner Guide button**.

Metadata guidance

If you click on the icon  'Edit Learner Guide details' you will start to create a new guide. If you complete the input boxes under '**Add Learner Guide**' you will create **metadata** for your Learner Guide in a straightforward way.

¹ Usernames and passwords are available from the e-college team at SFEU. Contact Jean Henderson at jean.henderson@sfeu.ac.uk

You must actually **complete all** sections of this page in order to advance into the rest of the template pages.

Fields to complete are:

- **Title**
- **Description**
- **Language** – leave preset as English
- **Keywords**
- **Identifier** – leave the auto-generated code you see
- **Version** – insert, eg. 1
- **Name** – your name should be detected and generated automatically from your computer log-in details - but you can edit this as required. For **role**: choose, eg. author from the drop-down menu. For **organisation**: enter the name of your college or project.
- **Copyright** – enter Copyright the name of your college, organisation, institution or perhaps project sponsor or funder.
- **URL** – leave 'unknown' unless instructed to do otherwise.

Complete all boxes then press **Submit** (at the foot of the page).

Consult trained metadata professionals or resource centre librarians, if so advised.

- Press the Submit button again to resave any additional data entered.

UNDERSTAND **the icons**

Edit Learner Guide details

- Access to Learner Guide metadata and start-up page for Learner Guide.

Preview Learner Guide in new window

- Allows you to see the Learner Guide web pages as a learner would view the Guide.

Edit pages



- Access to a Contents listing of the individual Learner Guide pages – you can then edit each page individually and save the changes.

Delete Learner Guide

- This icon should only be used with caution by authorised staff and authors of respective Guides.

EDIT YOUR **Learner Guide**

Changes or edits can be incorporated into completed Learner Guides.

- Use the icon:  Edit pages and then select the appropriate pages from the contents listing.
- Access the appropriate page content again by means of the  Edit pages icon.
- Remember to press the submit button to resave your completed work.
- Proof and quality check your work for mistakes or typos before piloting with learners.
- It's often a good idea to get a colleague to work through your Learner Guide before using it with students.
- Do not try and teach a whole Unit – a Learner Guide should take the learner 15 to 30 minutes to complete.

CREATE **user access to Learner Guides**

Processes for adding a Learner Guide user:

There are three types of users you can add:

- Administrator
- Individual learner
- Group (either of administrators or of learners).

What can each of these users do?

- **Administrator**
 - Can register or edit other administrators, students and groups.
 - Can develop new or edit existing Learner Guides.
 - Can create and assign new groups.
- **Individual learner**
 - Can access all the Learner Guides already created.
- **Group**
 - This function allows the administrator to group either students or authors together thereby limiting them to accessing a limited group of Learner Guides.

The difference with these three users is what rights/privileges have been assigned to them as users.

To add any of these users and assign appropriate rights to them, go to **Learner Guide Administration**, then scroll down to the panel **System Administrators only: Users and Groups** and click on **Add User**.

MAKING YOUR LEARNER GUIDE **accessible**

- When you create a Learner Guide, be sure to use **clear language**.
- Try to use a **consistent** and logical **style**, by telling the student what to expect at the start, and staying with that format.
- Try to keep the **layout consistent** throughout your Learner Guide.
- If you are including images, then remember to also add a **text description** for each image.
- Make sure that you use colours that **contrast** well against one another.
- More detailed accessibility guidance can be found in the TechDis website at www.techdis.ac.uk

LEARNER GUIDE **design issues**

- Try to avoid inserting too much text on one page (avoid scrolling down).
- Avoid cluttering the page with dense text paragraphs.
- Use bullet points and simple statements.

REMEMBER **copyright**

Make sure you don't breach any copyright restrictions when inserting or copying material for your Learner Guide, eg. images or content downloaded from the Web.

Copyright and IPR applies to online material as well as printed documents.

For further information re copyright refer to:
<http://www.jisclegal.ac.uk>

structuring THE LEARNING ACTIVITY

How you organise the learning activities within any Learner Guide that you create is up to you, however the following tips might be useful:

- Make sure your students know when they start using your Learner Guide, how and when they might be **assessed**.
- Give them instructions on how you would like them to use any web resources you have referenced **before** they meet them in the Learner Guide.
- Make sure they know how to leave the web resources and **return safely** to the Learner Guide.
- Make sure your students are encouraged to answer any questions you set them **in their own words**. They should be discouraged from copying words or phrases from the websites they have just visited in the course of their task.
- If you choose to include answers to questions in your Learner Guide, avoid mentioning in advance that the answers are in the guide.
- Take the learner from known established facts to new learning in appropriately sized stages.

- Suggested study time should be stated as a guide to the learner.
- Give regular summaries and reviews.
- Design your Guide to engage the learner in participative learning.
- Integrate support into the Learner Guide rather than be tutor dependent.
- Make the learning relevant to the learner and interesting, enjoyable or fun.