

Possible Uses for Class Notebook in Teams

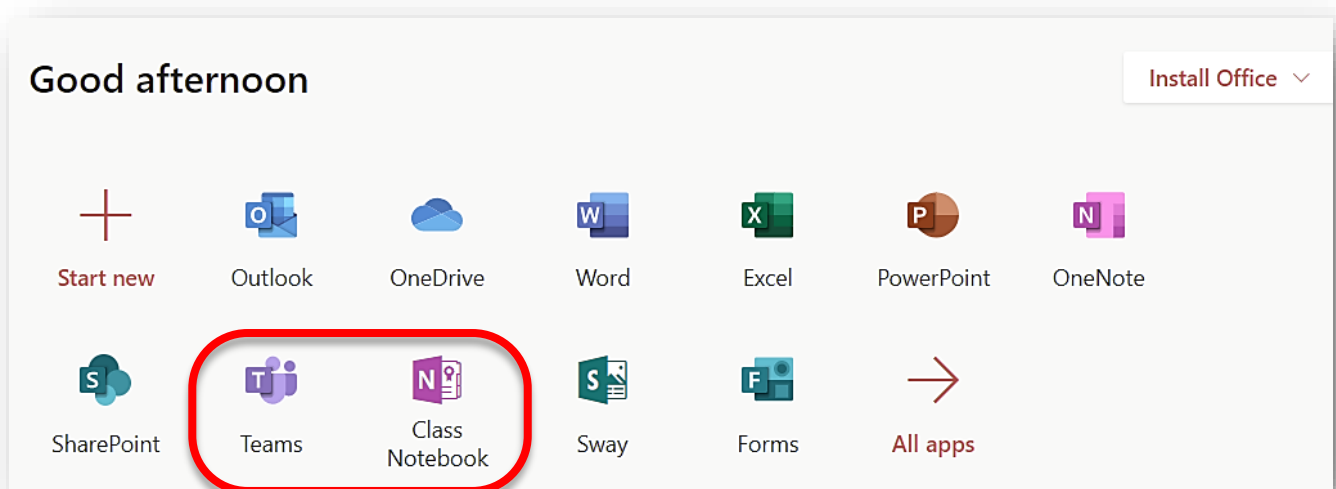
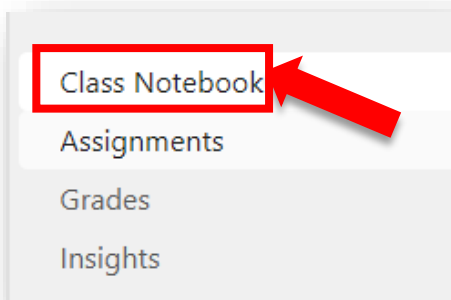


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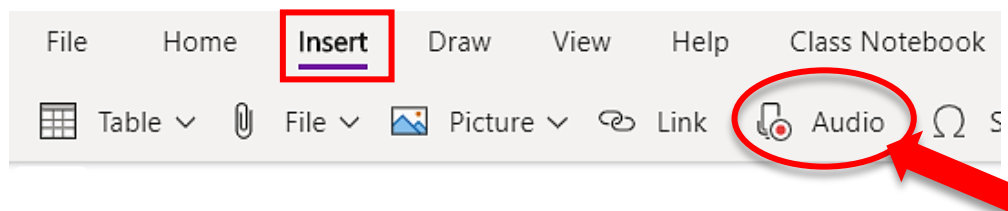
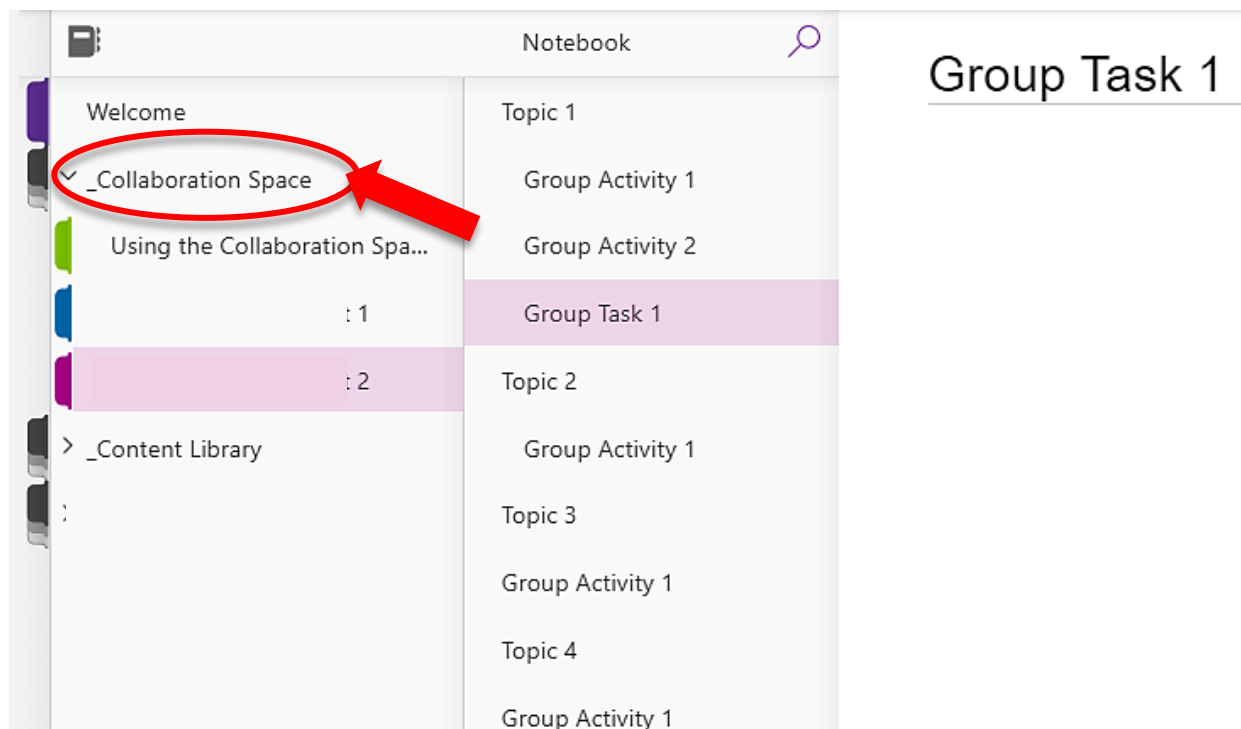
Class Notebook

The **Class Notebook** is accessed via the side menu in a Class Team site.



Collaboration Space

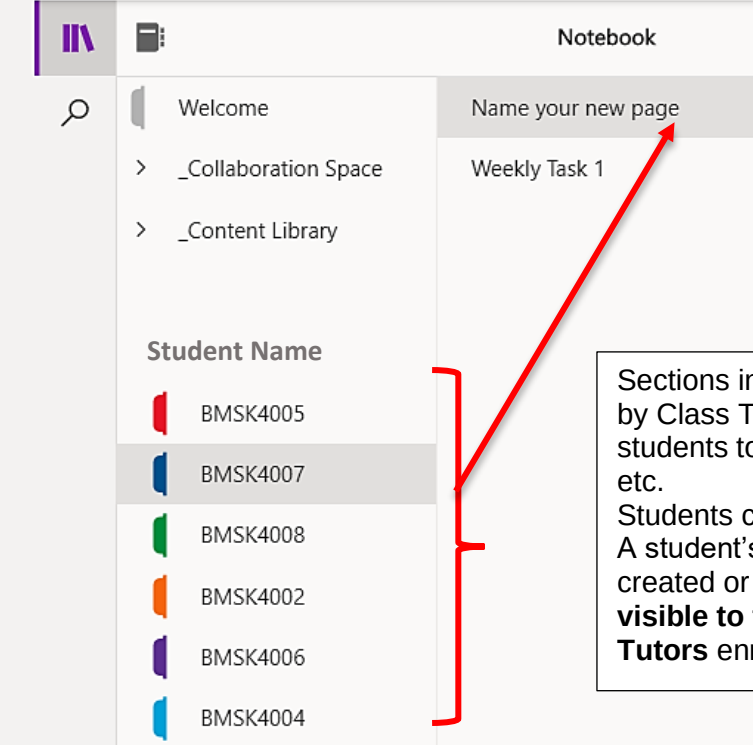
This area is open to all Team members to use for collaborative group activities as desired. Tutors could create Group Tasks and/or Activities for all students in this section.



Students can insert files/images, add links and make audio recordings to reflect on their experiences

(either privately or in the collaboration space) and Tutors can also record simple audio instructions here too.

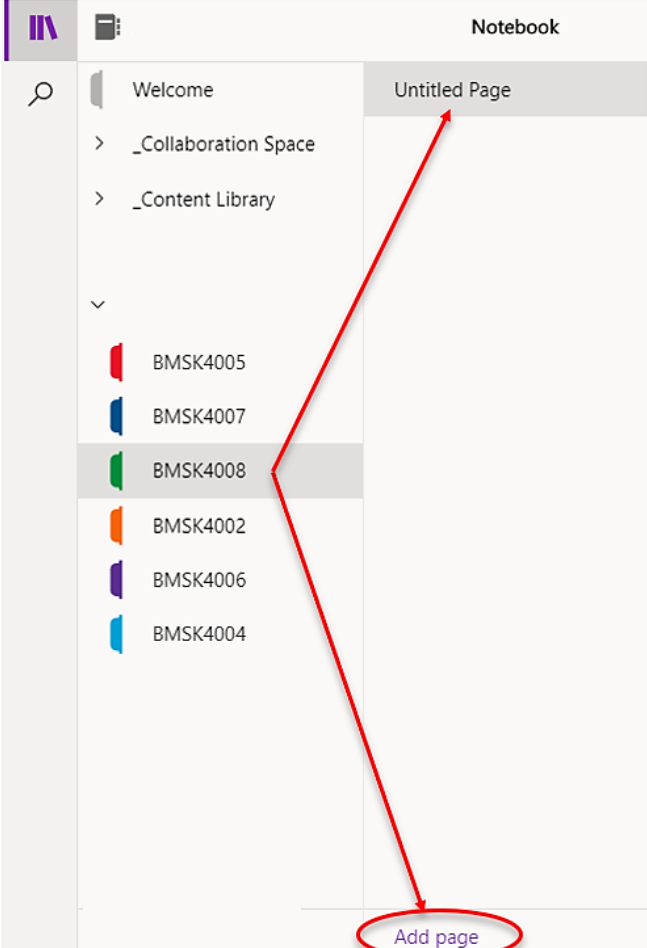
Private Student Spaces



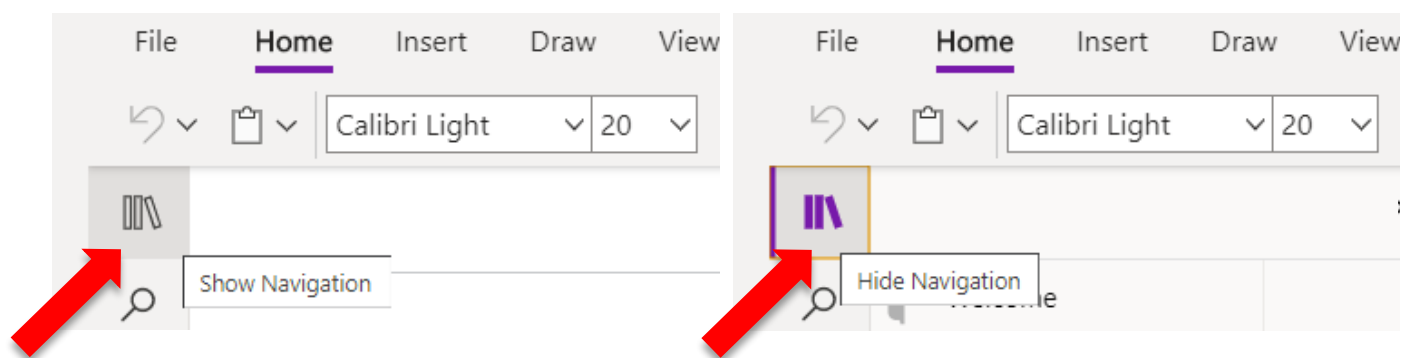
Sections in the Private Student Spaces could be created by Class Tutors for each module in a course to enable students to undertake relevant activities/weekly tasks etc.

Students can also add or rename sections as desired. A student's individual sections and any pages/materials created or uploaded inside these sections are **only visible to that student and the Class Teachers / Tutors** enrolled in the Class Team site.

Students can create pages within each section for weekly tasks and drafts for tutor feedback etc



The Navigation Panel can be shown or hidden as needed.

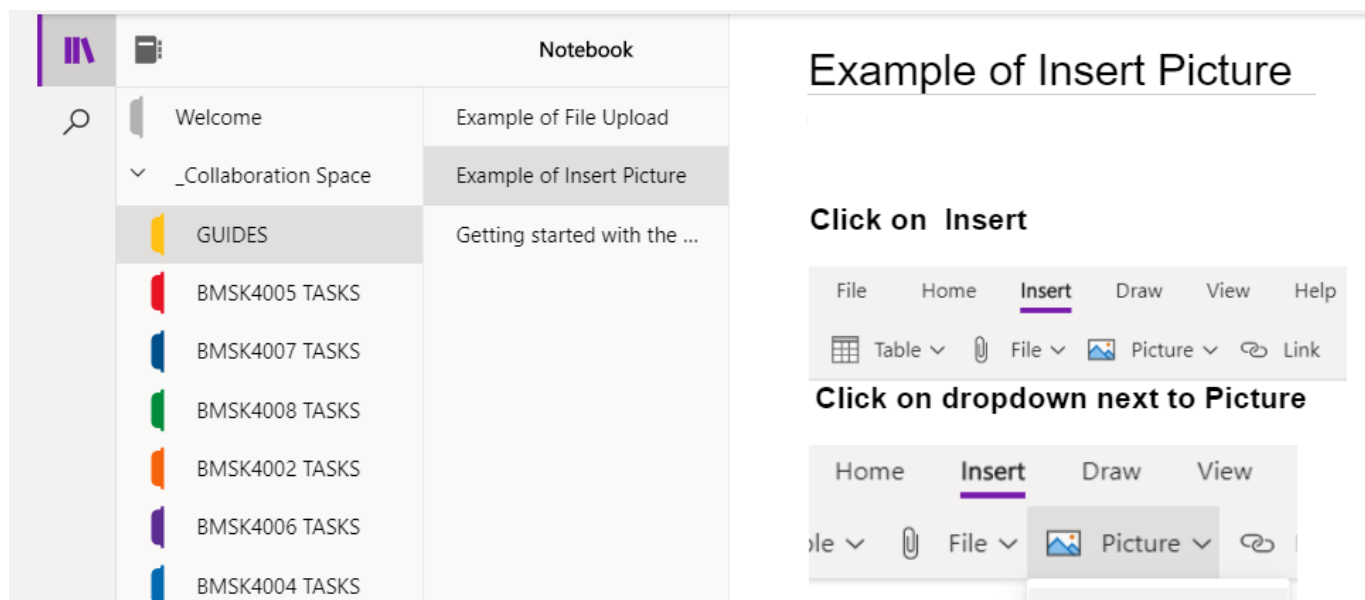


Formative Assessment

The Class Notebook is easily accessible to both staff and students, as it is located within their Class/Cohort/Group Team site which becomes their online Virtual Classroom throughout the Academic Year.

This area could thus be used as an effective platform on which to set Weekly Tasks as formative assessment during some or all modules. Students could be given tasks and activities that are relevant to the final summative assessment of the module. Tutors can provide continuous feedback to ensure steady improvement week by week.

A Section for Notebook Usage Guides can also be added here for ease of access for new students who may be unfamiliar with using OneNote/Class Notebook.



Weekly Tasks

Class Tutors can add Sections to the Collaboration space that match the ones in the Individual Student Sections and then add pages to each module section for Weekly Tasks.

The screenshot shows a Moodle interface. On the left is a sidebar with a search icon and a list of sections: Welcome, _Collaboration Space, GUIDES, BMSK4005 TASKS (highlighted), BMSK4007 TASKS, BMSK4008 TASKS, BMSK4002 TASKS, BMSK4006 TASKS, BMSK4004 TASKS, and _Content Library. The main area is titled 'Notebook' and contains three entries: BMSK4005 Week 1 Task ..., BMSK4005 Week 2 Task ..., and BMSK4005 Week 3 Task: ... (highlighted). Below the notebook is a red button labeled 'Add section' and a purple button labeled 'Add page'.

BMSK4005 Week 3 Task: Barriers and Support
27 October 2020 19:19

- Identify Barriers to Learning
- Explain how these barriers to learning can be overcome.
- Identify development needs and decide upon 2 learning development options
- Identify your support mechanisms
- Prepare your PDP personal development plan

Use the module resources on here in the Files sections and on Moodle to help you

BMSK4005 Module Resources

- Assignment
- Employment Process
 - CVs
 - Interviews
 - Jobs
- Go Mad
 - Learning Logs
 - Learning Styles
 - Personal Development Planning
- Reading List

Red arrows point from the 'Section 3 Resources' label to the 'Employment Process' folder and from the 'Section 1 and 2 Resources' label to the 'Go Mad' folder.

Tutor Feedback

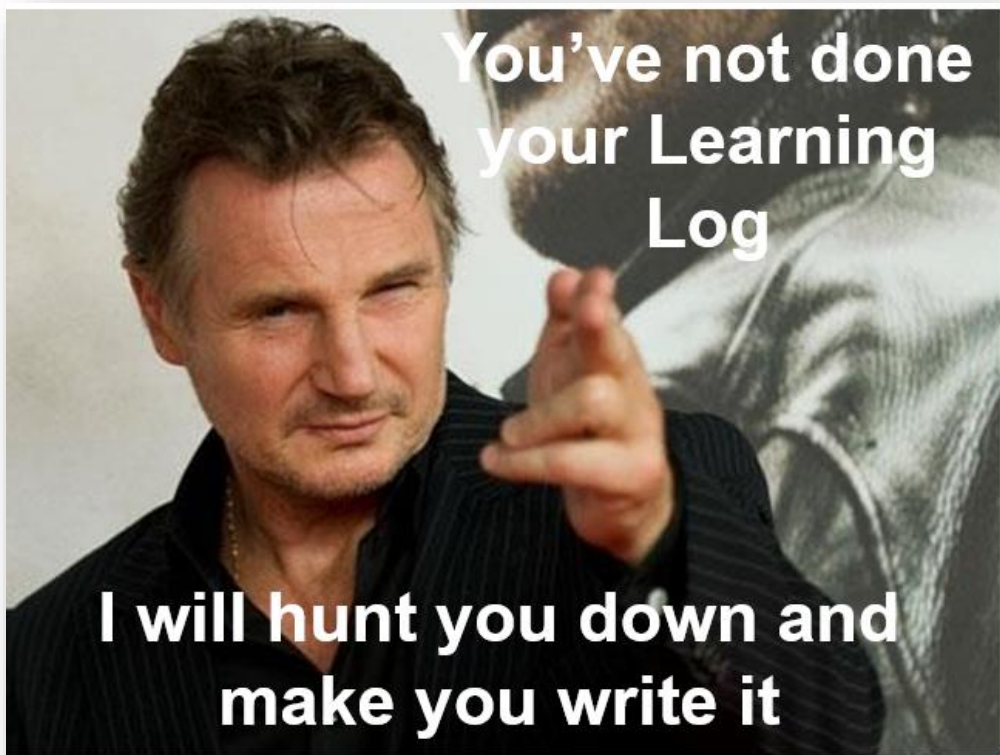
Students can then create a page for each Task in their own sections and upload or create their task content for Tutors to access and provide personal feedback to them. These Tasks are thus stored in an easily accessible place for students to revisit when writing their assignments. They can also upload drafts of their completed assignment for tutors to comment on prior to submission.

The screenshot shows a Moodle interface. On the left is a sidebar with a search icon and a list of sections: BMSK4005, Week 1 Tasks, Week 2 tasks, and Week 3 Tasks (highlighted). The main area is titled 'Notebook' and contains three entries: BMSK4005, Week 1 Tasks, and Week 2 tasks. Below the notebook is a red button labeled 'Add section' and a purple button labeled 'Add page'.

Week 3 Tasks

Identify potential barriers to learning.

- Childcare – I have a very supportive family that help look after my daughter also ask for help from my parents and they are more than happy to help out when needed. I make sure I plan well in advance for school holidays etc, and



What is a Learning Log?

“A Learning Log contains your record of your experiences, thoughts, feelings and reflections.

One of the most important things it contains is your conclusions about how what you have learnt is relevant to you and how you will use the new information/knowledge/skill/technique in the future.

It is not just a diary or record of “what you have done” but a record of what you have learnt, tried and critically reflected upon”

How and why could Learning Logs be used?

Students could complete digital leaning logs in their Class Notebook private spaces as part of their self directed learning for the GAM modules for example, in order to improve their academic reflection skills in preparation for assessment tsks/projects during their course.

Learning Logs and ongoing Tasks are intended to make “Formative Assessment” more relevant and purposeful to students by showing and explaining how the completion of these tasks and logs would be of value to them in their final assessed piece of work whether it is a report, presentation, video, poster, a piece of reflection or a business project.

The weekly reflection in the learning logs could form the basis of reflective assignments, whist the general tasks would offer some practical exercises to deepen understanding and embed the learning from each class session, thus hopefully building a level of knowledge to enable students to produce “high quality assignments”

Appendix A

Learning Log Template

LEARNING LOG
What happened?
What was the session about?
How do I think/feel about this?
How well or how badly did it go?
My conclusions/reflections
What did I learn in general?
What have I achieved?
What have I learned about myself?
How does what I am learning lead me to becoming better at a skill?
My plan to use what I have learned
What will I do now as a result of this session?