PRACTICAL STRATEGIES TO DELIVER THE 4Cs

The 4Cs, Community, Choice, Coherence and Consistency, are all important features of inclusive and accessible learning. Outlined here are practical strategies for all Module Leaders and teaching teams to embed in their Semester 2 teaching and beyond to support students online learning experiences. These strategies illustrate practices that embed the features of the Inclusive and Accessible Digitally Enabled Programmes framework and are drawn from the literature on online teaching and lessons learnt by Oxford Brookes staff to date. Within each of the 4Cs there are a number of strategies that reflect the feature that can be actioned in Semester 2 teaching and beyond. Module Leaders can use this guide to identify how in their current module at least any three of these strategies are implemented, recognising what is already being done. Teaching teams are encouraged to identify one further action from any of the four features that they will implement this semester.

COHERENCE

Students know what they need to do in terms of engaging with teaching, learning and assessment/s for the module

1. Providing regular short updates to the cohort on what is coming up aligned to the Student Study Plan via Moodle announcements.
2. All teaching materials and activities are digitally available and accessible from within Moodle.
3. All video recordings have **closed captions** (via Panopto).
4. Using an anonymous platform (**Padlet** or Google Doc, accessed through Moodle) for students to post module questions, which you answer - creating a list of FAQs.
5. Sharing with students when the assessment points are and when and how they will receive feedback.

COMMUNITY

Students and staff are connected with each other throughout the module teaching, both during live teaching and on demand teaching

1. Academic advisors contact (via short email/Moodle announcement) advisees within the first 2-3 weeks to welcome them back and let them know how to get in touch and arrange individual/group meetings.
2. Use collaborative documents/tools during live teaching to support interactive and group tasks and include group tasks in live sessions (e.g. using **breakout rooms**), with groups reporting back and sharing their learning with the class.
3. Use Moodle discussion forums with clear tasks and timelines for students to contribute, with some lecturer engagement.
4. Include a social catch-up/check-in with students - a coffee-break or lunch-break across the semester on Zoom, e.g. at the start of the semester, mid-way and near the end.

CONSISTENCY

Students see and engage with similar/same language, technology and features on a module (and across modules in a level)

1. Moodle courses within a level of study follow the same structure (where possible) as aligned with the PL guidance, including clear reference and use of the Student Study Plan.
2. The digital platforms are aligned with the PL guidance and the same across modules in a level, e.g. Zoom for all timetabled live online teaching.
3. All modules include both synchronous(live) and asynchronous resources.
4. In live teaching sessions, tutors join breakout rooms to check students are clear about tasks and to listen/contribute to their conversations.
5. Students who are unable to attend the live teaching sessions can access learning materials asynchronously that address the same learning points.

CHOICE

Students can navigate through the teaching materials in an order and pace that works for them within each topic on a module

1. The Student Study Plan includes an estimate of how long each activity may take to complete, recognising that individual students may work through activities in different ways.
2. Consider having resources for each taught session divided into 'Core' and 'Additional' (or 'Extension'). This enables students to choose the extent of engagement with course materials - often there is far too much material uploaded.
3. In live teaching sessions, use is made of guided individual tasks based on pre-recorded materials/reading (e.g. a case study, short article, video or TED talk) to break up the time.
4. Make available recorded and other materials (pre-work) ahead of live teaching sessions with clear guidance how to engage with them, e.g. reading questions, prompt questions when viewing a video and that this will be built on in the live sessions shared using a Moodle announcement or **Padlet** or Google Doc, accessed through Moodle.
5. For group work there is a balance between allowing students to be in groups they are familiar and comfortable with, and to work with students in different groups.

For more on using Zoom and Panopto please visit **www.brookes.ac.uk/zoom** | For more on making the most of Moodle please visit **Moodle how to guidance page**