LEAP Online
Building a healthy relationship

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University of Bolton Student Profile

- 99% state school background
- 91% commuter
- 34% BAME
- 54% mature
- 33% part time
- 15% disabled
- 74% low socio-economic background (POLAR)
Why LEAP?

- LEAP – Learning Excellence Achievement Pathway
- The LDF represents a new learning development strategy aiming to ensure that the University’s skills offering is comprehensive and coordinated.
- It demonstrates a holistic approach, recognising four key areas relating to the acquisition of skills, knowledge and experience:
LEAP is underpinned by the University Learning Development Framework (LDF)
LEAP Online Website

www.bolton.ac.uk/leaponline

Academic skills portal
Library-led project but University wide
LEAP Online

- My Academic Development
- My Personal Development
- My Student Engagement
- My Digital Literacy
Flexible Learning

- Present information in a dynamic engaging way
- Bite sized learning
- Work based learning (24/7)
- Badged assessments
- Launched initially to staff at TIRI Conference (Summer 2017) and went 'live' in September 2017 and built into University Welcome
- Creative Commons - Share Alike
LEAP Online - Typical Page Layout

**Plagiarism**

**Introduction**
- The video below explains what plagiarism is and how to avoid it.
- Look at the video and then practice what you have learnt in the activity.
- Finally complete the Plagiarism Assessment to earn your Moodle badge.

**What does paraphrasing mean?**
- Copying a paragraph of the original text into your assignment
- Summarizing points made by other authors and writing in your own words
- Changing a few words in the original text to avoid quoting
- Using quotation marks and citing the source

**Why is citing sources properly important?**
- It helps avoid plagiarism
- It shows the effort you have put in to your research by finding good sources
- Your tutors can trace your sources
- All of the above

**Is plagiarism always wrong?**
- Yes!
- No, people sometimes don't mind if you use their work
- No, it's inevitable sometimes
- Not if you do it accidentally

Printable Handout
Digital badges - The Beginning

- Badged assessments very much part of the core requirements when creating LEAP Online
- Initial feedback on LEAP Online & badges very positive
- Badge data - Indicator of student engagement
- Examples of how they are used inside and outside classroom

LEAP Online – Designed to Support You
https://youtu.be/WBUn8yuxnl
Digital badges - Engagement & Impact

Badge data - Engagement

• Last academic year from Sept 17 to June 18 - 4792 badges awarded
• This academic year from Aug 18 to Mar 19 - 7742 badges awarded
• Referencing and Grammar consistently high earning badges

Badge data - Impact

• Internal and External Networks – SSLCs, TIRI, NoWAL, LIHNN Clinical Librarians Group
• Quantitative Data - Learning analytics evidence of impact useful for LILAC submission, and internally
• Qualitative Data- YouTube Videos and survey feedback
Collaboration- The Key to Success

- Success stories with academics
- Journal Clubs
- Professionalism
- Collaborated with Nursing Associate Programme to deliver a collaborative paper- Enhancing the student journey: Let's LEAP Online!
Case Study – TIRI Conference 2018

Enhancing the student journey: Let's LEAP Online!

- Collaborative Presentation between LEAP Online team, academics and student
- LEAP Online team discussed the background to LEAP Online and the LDF
- Academic Staff shared how they used LEAP Online as a tool to support learning
- Student shared how LEAP Online supported her academic development and studies
- Background-Returning to study after a long break, Work/Family life commitments
- Used LEAP Online to gain confidence in academic skills and became highest badge earner in the University
- Session ended with group work and the generation of new content ideas
TIRI Conference 2018 - Development Ideas

Q1
- Workshops - embed into study skills session
- Follow up engagement
- My Future
  - embed into employing modules
  - use - employability work
  - career work
- use in PDP building
- Sign post - embed in tutorials

Q2: Other ideas
- Professional Behaviour
- Good character
- Mental Health
- Reflection
- Portfolio Building
- PADS

- Induction/new modules
- Revision sessions
- Feedback - link to LEAP in Modules + development
- Reflective logs (PDP)
- New section on how to write a chain of reflection (reflective log)
Case Study – LEAP Professionalism Section

First Steps

• Suggestion from the Faculty of Health and Wellbeing academics to develop a section on Professionalism
• Once developed this is intended to be a compulsory section for students in the Faculty to complete
• Academic brought on board to develop ideas for section content
Case Study – LEAP Professionalism Section

Content Development

• Direct liaison between eLearning developer and academic
• Discussion of ideas for section contents, activity and badged assessment
• Ideas generated for three levels of content
• New and unique 'Professionalism' digital badge. Academics keen to embed into Nursing programmes
Case Study – LEAP Professionalism Section

Section Activity Design

• Scenario based activity
• Initial ideas presented in form of a mind map
• Scenarios to represent real life situations encountered in clinical practice and in university life
• Draft activity produced
• Regular meetings with academic to refine activity
The Journey So Far & Future Plans
(Our very own.. Happily Ever After)

• LEAP Online not only supporting our student's needs, also supporting us as practitioners with our career aspirations and CPD
• Develop more content, continue to be reactive to trends and themes as they emerge
• More collaborative work
• New interface
• Embedding new technologies
Further Reading

- Grundy, Dawn, Barden, Mary, McIntosh, Emily Alice and Prescott, Graeme (2018) Leap Online #theboltonway #theboltondifference. ALISS Quarterly, 14 (1). ISSN 1749258


- Barden, Mary, Grundy, Dawn and Prescott, Graeme (2014) A recession-proof Information Literacy strategy. In: Librarians' Information Literacy Annual Conference (LILAC), 23 - 25 April 2014, Sheffield Hallam University, Sheffield.

All available via ubir.bolton.ac.uk
Any Questions?