

# Brightspace e-learning skills platform

Student view

**Home and Search**  
Explaining how to use the platform  
and offering a search function.

## The skill domains:

- Research
- Before presenting & writing
- Presentation
- Writing
- Collaboration
- (Peer-)feedback
- Personal & professional development

The screenshot shows the Brightspace e-learning skills platform interface for a student. At the top, there is a header bar with the Universiteit Leiden logo, the course title "2021-HS E-learning Skills Platform", and navigation icons for a grid, email, chat, and notifications. Below the header is a dark blue navigation bar with links: "Course Home", "Content", "Grades", "Course Tools", and "Help". The main content area is divided into two columns. The left column contains a vertical list of skill domains, each with a right-pointing arrow icon. The domains are: Home, Overview, Research, Before presenting & writing, Presentation, Writing, Collaboration (highlighted with a blue border), (Peer-)feedback, and Personal and professional development. The right column contains a "Welcome to the collaboration domain!" section. It includes an icon of three people in a circle, a paragraph about the importance of collaboration, a paragraph about practicing collaboration during studies, a paragraph about the collaboration process, and a paragraph about the module overview. At the bottom of the right column is a diagram showing the four modules of the collaboration process: Module 1 (Preparing yourself for teamwork), Module 2 (Initiation phase), Module 3 (Implementation phase), and Module 4 (Completion phase). The diagram uses icons and text to describe the activities in each module, such as "Team roles", "Team meetings", "Conflict resolution", "Collaborating online", "Your first team meeting", "Assignment", "Plan of action", "Project overview and schedule", "Generating ideas", "Progress check", "Following through", "End product", "Final meeting", and "Finishing up".

Universiteit Leiden 2021-HS E-learning Skills Platform

Course Home Content Grades Course Tools Help

**Welcome to the collaboration domain!**

Being able to collaborate with others is an essential skill that is not only required in a lot of fields but can also make what you do much more enjoyable!

During your studies you get to practice how to work together with your peers **professionally** in a number of contexts. These projects might span one semester or only a few weeks. You might **prepare presentations, write reports or conduct research with your team**. Regardless of the nature of your assignments, there are a number of elements to collaboration that are important to consider during any project!

In this domain you will learn about the **collaboration process** and also have the chance to find out **what makes you a valuable team member**.

The diagram below gives you an overview of what will be discussed here. Click on the module headers for a short summary. The **modules are organized chronologically** so you can use them in parallel to your teamwork.

**Module 1**  
Preparing yourself for teamwork

Team roles  
Team meetings  
Conflict resolution  
Collaborating online  
Your first team meeting

**Module 2**  
Initiation phase

Assignment  
Plan of action  
Project overview and schedule  
Generating ideas

**Module 3**  
Implementation phase

Progress check  
Following through

**Module 4**  
Completion phase

End product  
Final meeting  
Finishing up

# Brightspace e-learning skills platform

## Student view

Each domain consists of a series of skill modules

Each module consists of different chapters, which are segmented into

- Theory
- Practices (coming soon)
- How to
- Checklist

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Course Home Content Grades Course Tools ▾ Help

Home

Overview

Research

M 1: From curiosity to exploration and question

Ch 1: Explore the research area

Theory

How to

Checklist

Ch 2: Define the preliminary research

M 2: From question to conceptual framework

M 3: From research aim to research strategy and

Welcome to the e-learning module from curiosity to topic and preliminary question.

Curiosity is often the trigger to start researching. This curiosity can arise from former research you performed yourself, or read about in papers. In general, curiosity is triggered by a phenomenon, problem or topic that caught your own interest. Yet, as a student your curiosity and drive to start researching will often be initiated by a topic or problem provided by your teacher. This module focuses on [exploring this phenomenon or topic \(chapter 1\)](#), and [formulating your preliminary research question\(s\) \(chapter 2\)](#). (Double-)click on the chapters in the visualisation below to learn more about each chapter.

Module 3  
From research aim to strategies and research plan

Module 2  
From preliminary question to conceptual framework and research aim

Module 4  
From research plan to observations and data

Module 5  
From data to analysis and interpretations

Preliminary question  
Chapter 2

Research idea  
Chapter 1

# Brightspace e-learning skills platform

Preview of several skill modules that teachers can offer to their students

## Previews of theories

### Preview of the future functionality *Skills Learning Object Repository*

Where teachers can search for specific skill modules to use in their own Brightspace course.

[Course Home](#) [Content](#) [Grades](#) [Course Tools](#) [Help](#)

Search > Results [Settings](#)

Respositories

: Skills Repository

Search filters

Subject and keywords

Career & Personal Development

Collaboration

Presentation

Research

Scientific Thinking & Integrity

Writing

Object type

Checklist

Exercise

File

Image

Interactive resource

Module


Pre

Search

Advanced Search


Learning object

M1




**Presentation Module 1 Plan your presentation**  
This module contains three chapter in which the students will learn to plan their presentation. Chapter 1: analyse your assignment, Chapter 2: define your message, Chapter 3: determine your audience  
Type: module  
Keywords: presentation, pitch, powerpoint, poster, planning, assignment, audience, message

M2



**Presentation Module 2 Prepare the content of your presentation**  
This module contains for chapters in which the students will learn to prepare the content of their presentation. Chapter 1: structure your presentaion, Chapter 2: powerpoint presentation, Chapter 3: poster, Chapter 4: pitch  
Type: module  
Keywords: presentation, pitch, powerpoint, poster, structure, flow, content creation

Preview



**How to create your slide(s)**  
In the previous module you have selected content per structural element and structured your storyline. In this how-to, you will learn to create the supporting slide(s) for your story.  
There are many tools available to build and present your slide(s). Before you start with step 1, open the tool/software you want to use and choose a template. When you are using PowerPoint, you can use the Leiden University templates. Some institutes also have their own PowerPoint template, for example LACOR.  
Step 1: Calculate the number of slides  
Step 2: Apply your storyline  
Step 3: Add and edit text and visuals  
Step 4: Make your titles active  
Step 5: Add functional animations  
Step 6: Reference your literary and visual sources  
Step 7: Compare your slide(s) to an example slide-show

### Avoiding plagiarism, why and how?

Plagiarism is a form of **fraud**. Fraud is the term for all types of deception within science. Examples of fraud are copying work of others, fabricating data and falsifying research findings. That this is not honourable, will not surprise you. However, sometimes the difference between fraud and honourable science is a thin line. This is especially the case with **plagiarism**. Here you will learn more about plagiarism and its **consequences**. In the chapters that follow you will learn **how to avoid committing plagiarism**.

**Plagiarism = presenting the work of others as if it was your own (unintentionally)**

As a member of the academic community, you should always act with **scientific integrity** and show that others can trust what you are communicating. To achieve this, you must avoid committing plagiarism at all times! Why? How? Click on the questions below to learn more!

[Why should you prevent plagiarism?](#)

[What are the consequences of committing plagiarism?](#)

[What is self-plagiarism?](#)

[How can you avoid committing plagiarism?](#)

### Determine your research strategy

Once you defined **key objectives** and operationalised the concepts, you can proceed to step three of developing your research plan (link fig 1), defining research strategies to achieve your research aim. This chapter supports you in defining your research strategy/ies by describing which research design, data sources and data analysis methods you could use to perform measurements that allow you to draw reliable conclusions.



In the previous chapters you determined key objectives and operationalised the concepts within them. Keeping in mind the constraints your research may be limited by, the next step in developing a research plan is putting together research strategies that allow you to collect reliable and valid data. These research strategies will help you fulfill your key objectives and thereby, step by step, achieve your research aim.

## Previews of how to's

### How to perform the in-depth literature search

Use the steps here to perform the in-depth literature search yourself. Keep this how to open in one window, so that you can switch back and forth from the database to this how to during each step.

(Double-click through the slides below to be guided through the steps.)



After performing the search and selecting results, the next step is reading the literature to come up with the conceptual framework. This will be discussed in chapter 3. Before doing so, complete the checklist to see if you are ready to move on.

### How to provide high-quality peer-feedback

In the context of peer-feedback you can take on the **responsibilities** of a provider and a receiver. In this how-to you will learn what your responsibilities are as a **feedback provider**, where to find the **criteria** to base your feedback on, how to **formulate it**, and what to keep in mind when **reviewing products from different assignments**. Using the tips below will help your peers improve their work and give you an idea what you can expect from somebody that provides feedback on your work!

Follow the five steps below to provide high-quality feedback on your peer's work and improve your own work in the process.

**Step 1: Check the criteria**

**Step 2: Increase the quality of the feedback you will provide**

**Step 3: Provide feedback on your peer's work**

(Double-click on the relevant type of assignment for you to decide which method of providing feedback you should use and what some focus points of your feedback could be.)



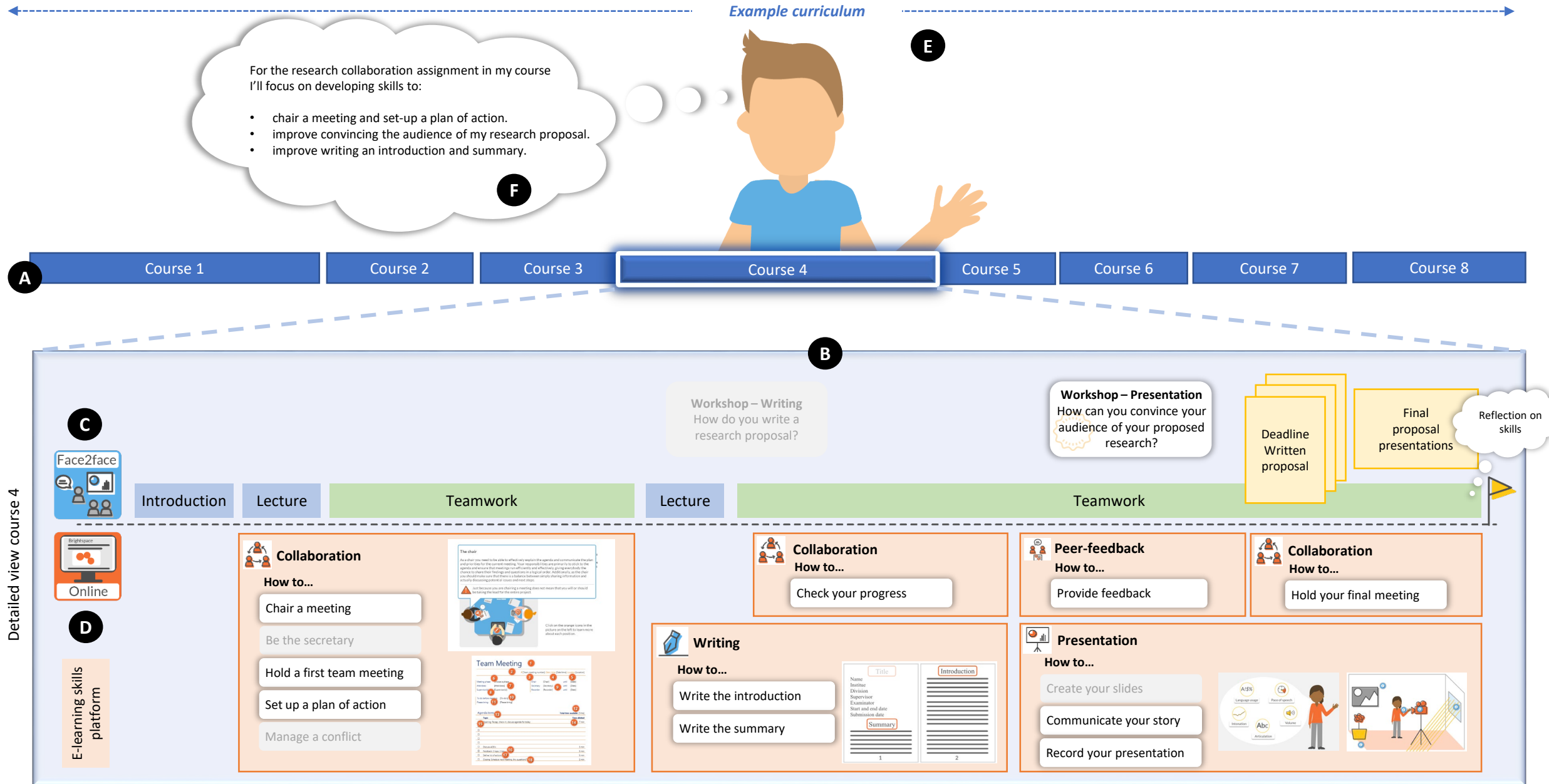


Illustration of how students apply the skills platform during their course. This example curriculum (A), contains a collaborative research course (B), in which the teacher offers different face2face activities (C) as well as a selection of e-learning skill modules (D) of which the student (E) decides to actively use the modules that apply to his “skill development” needs (F).



# A few examples of applied evidence-based e-learning principles

Clark, R. C. and Mayer, R. E. (2016) E-learning and the science of instruction. Proven guidelines for consumers and designers of multimedia learning. Wiley.

## Pre-training

Focus on important concepts (*theory*), prior to applying concepts to assignments (*how to...*)

### Presentation

M 1: Compose your story

M 2: Create your supporting materials

M 3: Deliver your presentation

Ch 1: Verbal and non-verbal communication

Theory

How to practice non-verbal communication

How to practice verbal communication

Ch 2: Practise your presentation

Ch 3: Deliver your presentation digitally

### Verbal and non-verbal communication

When you are presenting, both non-verbal and verbal communication are very important for conveying your story and interacting with your audience. In this chapter, you will learn about different elements of non-verbal and verbal communication that you need to be aware of and what you can do to practice them.

Non-verbal and verbal communication will help you establish a connection between you and your audience. This connection is called rapport. Without rapport, it is impossible to reach your aim or your audience. What can influence your rapport with the audience?

(Double-click through the slides below to find out!)

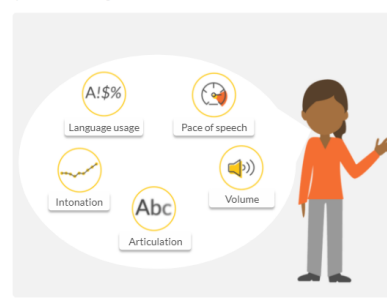


### How to practise verbal communication

Most of your verbal communication occurs unconsciously which can make it difficult to change your way of communication during a presentation. This how to will help you gain more conscious control over your verbal communication.

What do you want to work on today?

(Double-click on the different components of verbal communication below to get tips for practicing the most important do's and avoiding the most common don'ts.



## Segmenting

Present information in comprehensive parts & let students decide when to view extra/new information.

M 3: Writing a literature review

Ch 1: Purpose and structure

Ch 2: Process and planning

Theory

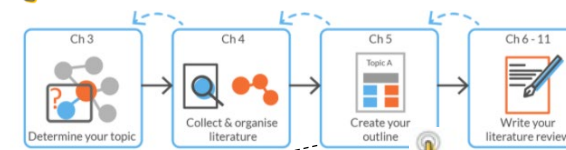
How to: make a planning

### Process and planning

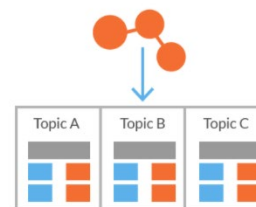
Writing a literature review is not as straightforward as it may seem at first. It is a complex process, of which the actual writing only makes up one part. In this chapter you will learn more about the process of working on a literature review and how the following chapters will help guide you through it.

When you get the assignment to write a literature review, you should realise that a major part of your process will be the preparation, conduction and interpretation of an in-depth literature research. Just like other research, the process of working on a literature review is dynamic: You will find yourself going through some phases multiple times and taking a step back here and there in order to move forward. You also need to ask for and implement feedback from your supervisor and peers.

(Double-click on the different boxes in the visual below to learn more about the different steps of the literature review process and how they are addressed in the following chapters.



### Chapter 5 Create an outline of your literature review



Outline of your literature review

Ch 6-11 Write your literature review

After collecting and organising your literature you can use this chapter to translate your conceptual framework into an outline of your literature review.

Your outline will contain your interpretation, connection and critique of the literature, an opinion on (current) developments and directions for future research, so that you can use it to write your literature review.

## Signaling

Highlight important information with recognisable colors and/or icons.

### How to hold your first team meeting

Step 1: Prepare for your first team meeting

Step 2: Schedule a time & place for your first team meeting

Most times your first meeting will be scheduled for you. If so, then follow the instructions and make sure you are on time. If not, then scheduling your first meeting if you do not yet have an obvious way of communicating with your team can be difficult. To schedule your first team meeting you can...

- communicate with your team using their contact information provided by your instructor in Brightspace (instructors can sort you into groups through which you can determine who your team members are, however not all instructors will use this function);
- discuss when and where to meet after one of your classes;
- communicate with them through another messenger that you all use and can easily be found on.

Go to chapter 4 to learn more about the available tools and how to use them when meeting online. In order to get to know each other it is necessary that you all turn on your cameras. Make sure that you have access to the tool you will use and test it beforehand so you can join the meeting on time with a working microphone and camera.

You can also choose to sign the profile and make it a team contract. Thereby, all team members officially accept the agreements and consequences you all decided on.

(Double-click on or hover over the elements of the agenda to get an overview of what you should discuss during

### Team Meeting

(Double-click on or hover over the elements of the agenda to get an overview of what you should discuss during

| Meeting phase | Attendees   | Supervisor(s)   | Chair   | Secretary   | Recorder   | until | [Date] |
|---------------|-------------|-----------------|---------|-------------|------------|-------|--------|
| Preparation   | [Attendees] | [Supervisor(s)] | [Chair] | [Secretary] | [Recorder] | until | [Date] |

To do before meeting: Work through Module 1 of the Collaboration domain in order to prepare yourself for this meeting. Please bring: Filled-in tests, lists and templates provided in Chapter 1, Chapter 2 and Chapter 3.

| Agenda items  | Topic | Time allotted |
|---|-------|---------------|
| Opening: Introduce yourselves one after the other                       |       | 5 min         |
| *Familiarise yourself with the team profile template provided in Step 4 |       | 3 min         |
| *Team profile: Collect the team roles of all members                    |       | 10 min        |