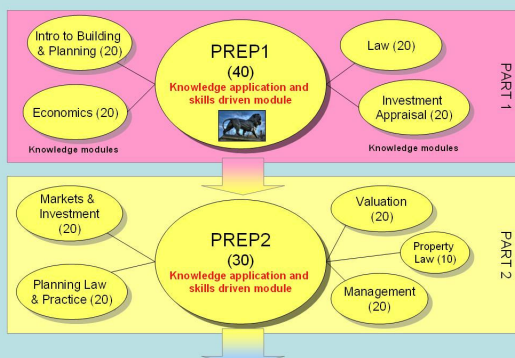|	
Joe Doak School of Real Estate & Planning — University of Reading **Using CompendiumLD for Course Design:** **An Example from Real Estate & Planning** September 14, 2010 © University of Reading 2008 www.reading.ac.uk	**Slide 1** What we are going to do is just illustrate how we use the CompendiumLD software to – I kind of say 'wrap up' because it wasn't really part of the process but we went there at the end of the day with our ideas and needed some detailed development of some of those ideas. So, we used an away day event to use this software to put it all down on paper. And to make sure we had really thought about some tech things that we needed to think about.
University of Reading You can do it **without** specialist software.... Joe Doak: REP 2	**Slide 2** So, course design and module design / restructuring. Well, you can do it without specialist software. You could, indeed you should, sit around tables and write things on whiteboards, and we wrote a lot on whiteboards and that's what the 'Sun and Moons' model came out of.
REP U/G Programme review – Revised Draft Structure 'Sun and Moons' Model Intro to Building & Planning (20) PREP1 (40) Knowledge application and skills driven module Law (20) Economics (20) Investment Appraisal (20) Knowledge modules Knowledge modules PART 1 Markets & Investment (20) PREP2 (30) Knowledge application and skills driven module Valuation (20) Property Law (10) Planning Law & Practice (20) Management (20) PART 2	**Slide 3** So we did construct this on a whiteboard. It was written up and we took a photograph of it (because we thought we'd better take a photograh of it before it disappears). And then I constructed in PowerPoint. So, this is a PowerPoint version of what we put onto the whiteboard – it's what Kathy was showing you about the 'Sun and Moons' model. So, you can do these things with bit of paper and anything else you want to use.

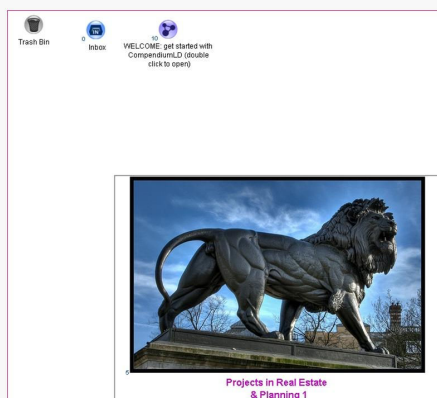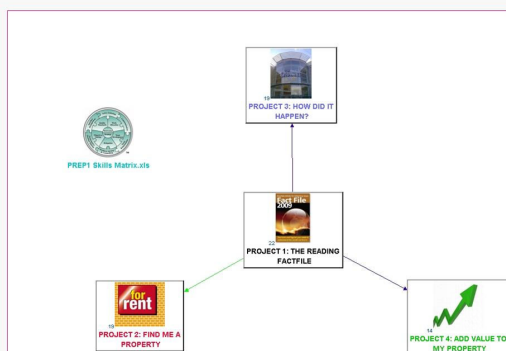|	
....or you can take the short course design challenge.... The Open University Learning Design create share import test export Joe Doak: REP 4	**Slide 4** Or, you can do what we did and take the 'Short course design challenge' as it was called, using the facility of the OU and the CompendiumLD software to take forward the...the thing was we had constructed this [see previous slide] and we had discussed what was going to go into these but we hadn't really worked it through. We hadn't really worked through the detail so we though " let's use this event to really start to brainstorm this bit [PREP1].
Trash Bin Inbox WELCOME: get started with CompendiumLD (double click to open) University of Reading Layer 1: PREP1 Projects in Real Estate & Planning 1 Joe Doak: REP 5	**Slide 5** So we got together the main people involved in the teaching team for this module and constructed it using CompendiumLD. What you are going to get here is the output; this is like pictures of what was produced. But if you can imagine, the actual software has loads of menus on the left hand side and above it that you can drag things into. So there's lots of bits of things you can drag into your diagram. This is basically my homepage really on CompendiumLD and what you do is construct a layered system. They've got a thing you call a 'Map node' and you basically set up a map node and then you click on it. So you double click on this (and I put a picture on because I like pictures. This is Reading, this is Aubrey Lion). So, this is the project opening

gambit so to speak. So this tells you what the project is about. This is PREP1 – it's the 'Sun'. You double click on it.

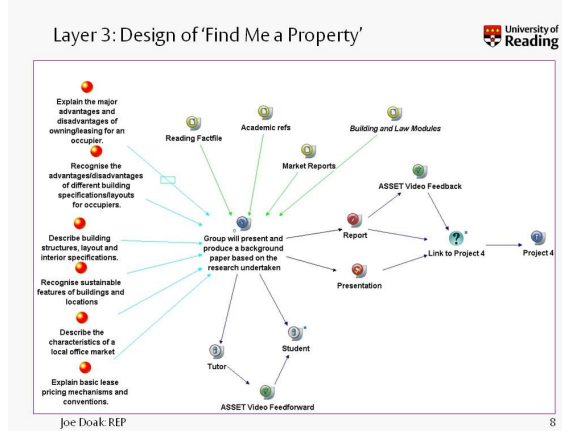|	
Layer 2: The Four Projects (and Skills Matrix) University of Reading PROJECT 3: HOW DID IT HAPPEN? PREP1 Skills Matrix.xls PROJECT 1: THE READING FACTFILE for rent PROJECT 2: FIND ME A PROPERTY PROJECT 4: ADD VALUE TO MY PROPERTY Joe Doak: REP 6	**Slide 6** And it goes to the next level. So, this is what it opens up into and this is really a picture of the four projects that go to make up the 'Sun'. So, the ones Kathy talked about. 'The Reading Factfile', 'Find me a Property', 'How did it Happen?' and 'Add Value to my Property'. And this is another map node for each of these. So, again you double click on each of these. I also added a thing here [Skills Matrix] – it's an Excel spreadsheet. So you double click on this and you go into a matrix of skills by the different projects. We were basically trying to map the skills against the different projects so we had a matrix. Which you could look at if you wanted to. But you would double click on this and come into the next level. This is layer 2.
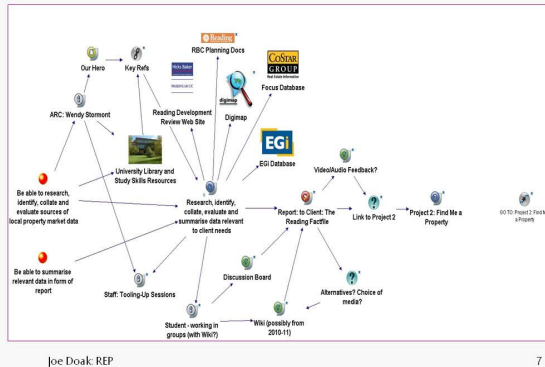
Slide 7

And this is really the nitty-gritty of the construction. So this is layer 3 of my package and this is the 'Reading Factfile'. This is the first project in the process and what you have in here (and you drag these things in here or set them up from other places) is different types of node here. They are all nodes basically so it's a networked view of the world. And you have here the learning outcomes that you are looking for. You take it through into here which is an activity node and this is one activity but you could have a number of activities which you are developing. And you have output nodes so you have in this case a report being produced. So it's quite a simple set of 'what your learning objectives are', 'what are the outcomes?', 'what activities will you take forward?' and 'what kind of outputs will you produce?'. But then around it you can bring in, as part of your course design and thinking about the module construction, a whole set of resource nodes - which is this lot up here. So basically we were thinking about which resources we could bring in to the teaching, to the learning process. So we were using a thing we called 'Our Hero' which is a web based Information Literacy Blackboard course for Real Estate and Planning. So, students will be dropping into 'Our Hero' and they will be using and getting input from our Academic Resources Centre from [WS], they will be getting information from Reading Borough Council website, from some Real Estate databases, from a Digimap, EGIs and other Real Estate databases. So again we were thinking, "what resources will students be drawing on to help them do this work?" And then the other side of it is some of the tools, so these little green blobs are tool nodes you can bring in. And you have a list which can help you think about what tools you could use and we certainly thought we would use Discussion Board, and we did consider using wikis. So you can bring these tool nodes into the process. And again quite useful, you can have things like a question mark, so – your drafting a process, you think you might have a couple of options, or you might have a query "will this work? Shall we explore it a bit more?" and you can throw into this diagram questions and things to explore in a bit more detail. So again, it's something that you might go back to, to get rid of once you've resolved the problem. You say "right we've answered that question and we are going to go and use a discussion board". So this is the way we constructed it. We'd been kind of talking through these things but we used the day to brainstorm what this project – the first one – would look like. The other thing about it is that we are making a link to the next project. So again, in here these nodes if you double click on them open up and there is another layer of information you can add to. You can put in ideas or more detail about each of these aspects and how you are going to run them – how you are going to run the discussion board. So if you double clicked there's another layer underneath this layer as well.
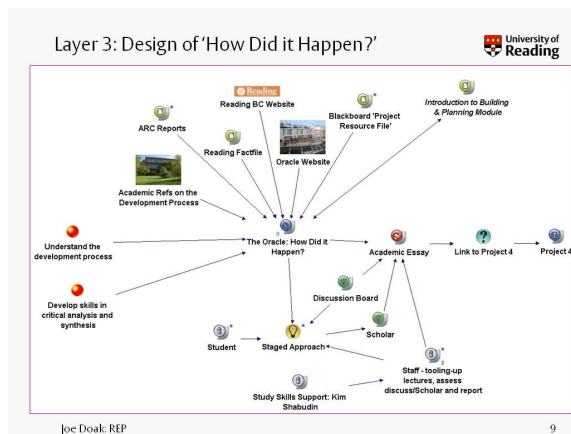
the other thing to just point out is that this node is a role, a person node, so again we were thinking about what the staff input would be and the idea we had on this was to have 'tooling-up' lectures, a limited number of 'tooling-up' sessions. So again if you double click on that node it gives a little list of which lectures, and what sessions we were doing and who would do it. Similarly, we were aware we wanted to draw in [WS] from our resource centre into the process so she was involved in doing one of the 'tooling-up' sessions as well. So this allows us to construct in a visual way the components that go to make up this first project 'The Reading Factfile'.

What I've done here, and what you can do is stick pictures in. So, when you open up these little nodes like this, you have got the option of actually attaching a picture to it if you want to give it a visual representation. So I've put Reading Borough's logo into this one, Hinks-Baker who do the Reading Review they do this and so it's kind of just a little visual aid to thinking about the bits that go into the project. And we did it for all of them.

Slide 8

So this is the second one. This one hasn't got so much graphic in it but you will see its got a lot more learning outcomes. You can put as many as you want to cover in terms of your design of the module, or for your course, or your project, whatever. Again, we have the main activity that we are undertaking, the outputs (in this case a report and a presentation). The other thing we could put in is the ASSET feedback and (did you do ASSET feed-forward?). No, we didn't use ASSET we used video feed-forward. The other thing about this is that we are actually using project one, 'The Reading Factfile' as part of the input to the second project. So we are making the link – you've done project one and you are going to use the output of project one in the second project. So in that sense it makes the links between these projects and if you click here it tells you how you link forward to the next project.

The other thing on this one worth mentioning is that we have put as a resource here the 'Moon'. There's a couple of Moons here – the Building and Law modules were particularly relevant to this project. So there's this thing going on between the Sun and the Moons outside and feeding-in and feeding-out from that.

Slide 9

Here's layer three for the - this is the one that I've run recently on the Oracle. A couple of things I could point out – one thing about this project is that we've formally utilised study skills input. So, [**KC**] gave one of the tooling up sessions and has been doing online tutorials and face to face tutorials on study skills, and particularly academic writing skills. This project was very much around understanding the wider development process but also very much aimed at academic writing – critical analysis and synthesis. So that's why we've put a lot of emphasis in the assessment on the critical engagement in the essay writing and also things like referencing are given quite a high percentage on the assessment criteria. To try and emphasis this academic skill of writing essays of the 'right' quality.

Again we have a bunch of resources feeding into it, including some modules that are closely related. we did consider using Scholar for this one, Blackboard Scholar, but we ended up using discussion board. And that was assessed. That was an assessed discussion board so they had to include at least two quotes and we had a couple of criteria for assessing their contribution to the discussion board.

Slide 10
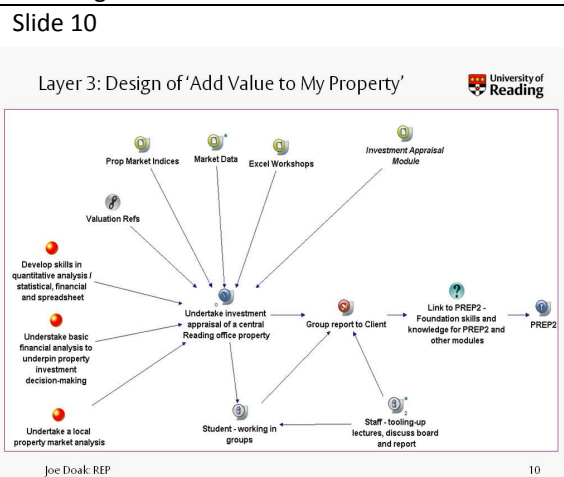
And this is the final one. Again, the same kind of pattern. This is one that is just starting up now which is more financial appraisal, quantitative statistical analysis using an investment appraisal of a property in Reading. But again it is the same basic pattern there.

Slide 11

Major Benefits of CompendiumLD

University of Reading

- **Hierarchy of information layers** (via map nodes) allows layers of detailing
- Specific **course design nodes** (e.g. learning outcome; activity; learner output; resource; task; tool; role) allow detailed specification….and bespoke imagery!
- **Additional nodes** (questions; answers; pros/cons; arguments; list/note; decision) facilitate drafting process
- **Export** as JPEGs allow for graphic illustration / output
- **Flexibility** of software assists, maps and records brain-storming processes

Joe Doak: REP   11

So, in short, from my perspective, although we didn't really use CompendiumLD during the process for brainstorming and doing all that stuff on the whiteboard, this is me reflecting on how it was useful and what it could be useful for. What I particularly like about it is this hierarchy of layers. One of the things I find difficult with PowerPoint is basically, you have an image, but you kid of want to go down into different levels, and this software is very good for kind of seeing the big picture. So you can construct a whole programme in this way, and then you can unpack it into different bits. And I think that's one of the strengths of this software - it has this hierarchical layering which allows more and more detail to be pulled in.

Secondly, we all have these specific course design nodes – learning outcomes, activity, learner outputs, resources, task, tool etc which does allow for detailed specification and as I say you can add pictures to give it a bespoke image. You have a number of other nodes you can pull into your design. there are questions, answers, pros/cons, arguments, lists and notes, and decisions nodes which facilitate the drafting process. So if we had used this as part of our brainstorming it would have been quite useful to keep adding questions and notes and detail as part of the process. So I think we could have definitely used it as part of our brainstorming , although we didn't, we used it towards the end.

You can export stuff out of CompendiumLD, and I exported .jpegs. So those images are basically .jpegs but you can export as a product so it can be reused in other places. In that sense it captures – it's a good way of capturing – the agreements you've made.

And finally the other thing which is quite useful is the flexibility of the software. It assists, maps out graphically and records – you make a number of agreements and can put in details, questions "to be resolved" or whatever. It's a good way of mapping out and recording and negotiation and brainstorming session really. And I think it has potential and I think if we had had it, it would have been quite useful for us to use as part of our brainstorming, rather than the handwritten whiteboard and then the PowerPoint version. It would have done the job I'm sure. So, that's the take on that particular bit of software.