Narrative 3

Kleio is a lecturer in Organizational Behaviour and Management, in the School of Management, Henley Business School. Her research focus is on the self, the development of psychosocial complexity and integration, and the role of integration in adult moral engagement and ethical meaning making to address complexities intersecting business and society stakeholder relations.

The Business School's graduates are well sought after due to the School's perceived academic rigour, and its commitment to developing students capacity to effectively operate in a complex world as managers, actors and decision makers. Developing students' ability to effectively manage their own learning and career potential is at the core of the School's strategy and its Learning and Teaching strategy. However, despite the School's excellent track record in developing teaching content and pedagogy, Kleio felt that there was still space for innovatively designed modules that would enable meta-learning for students' complex and integrative development. She shared her thoughts with the Director of the Undergraduate programme, David, who was overseeing the redesign of a four year degree undergraduate course in Management and Business Administration, following this discussion, Kleio agreed to design a foundational module in organizational behaviour which incorporated her concepts and ideas.

During the first academic term of the delivery of the module, Kleio became aware of some difficulties in communicating the complexities of the module between different members of the design and teaching team, and students. She recognised the challenges faced by tutors who need to be both "coder and decoder of someone else's concept" and felt that some sort of communication vehicle was necessary "for effectively dealing with the communication challenges involving the harmonic co-delivery of the module":

> "Not only is the tutor charged with appreciating the course's content, philosophy and teaching but also in a manner which can be translated to students who themselves hold less subject information, understanding and knowledge. The tutor's role, therefore, as a bridge between the course designer (lecturer) and the course interpreters (students), becomes vitally important for the module's success".

When Kleio was introduced to the OULDI toolbox as part of her PGCAP, she began to think that the tools may help support communication within the team. Discussions with David, followed by sessions with the OULDI project team led Kleio to select the Course Mapping and the Pedagogy Profile as the best tools to help her 'summarise and communicate'.

Kleio discovered a number of early benefits to using the OULDI tools. First, while using them she noted that there was more diversity between the conceptualization of a module and its teaching than she had previously observed. Secondly she found that the tools supported her in moving away from her preferred learning and teaching style:

> "The Course Mapping and Pedagogy profiler, and the learning design approach, enabled me to get out of my preferred learning mode of assimilation, which is what I am asked to do typically as a research- oriented academic, and think of how to communicate ideas"
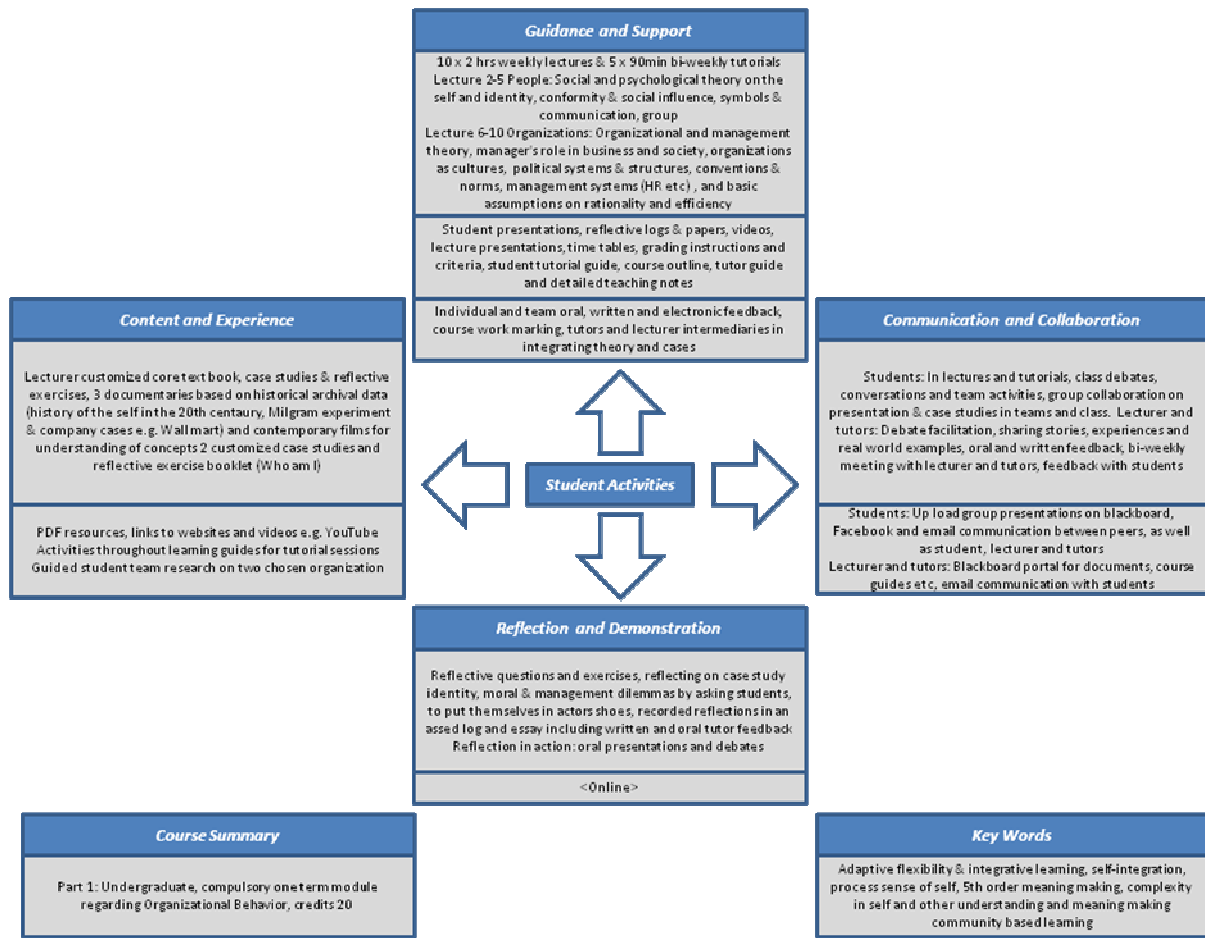
Guidance and Support

10 x 2 hrs weekly lectures & 5 x 90min bi-weekly tutorials
Lecture 2-5 People: Social and psychological theory on the self and identity, conformity & social influence, symbols & communication, group
Lecture 6-10 Organizations: Organizational and management theory, manager's role in business and society, organizations as cultures, political systems & structures, conventions & norms, management systems (HR etc), and basic assumptions on rationality and efficiency

Student presentations, reflective logs & papers, videos, lecture presentations, time tables, grading instructions and criteria, student tutorial guide, course outline, tutor guide and detailed teaching notes

Individual and team oral, written and electronic feedback, course work marking, tutors and lecturer intermediaries in integrating theory and cases

Content and Experience

Lecturer customized core text book, case studies & reflective exercises, 3 documentaries based on historical archival data (history of the self in the 20th century, Milgram experiment & company cases e.g. Wallmart) and contemporary films for understanding of concepts 2 customized case studies and reflective exercise booklet (Who am I)

PDF resources, links to websites and videos e.g. YouTube
Activities throughout learning guides for tutorial sessions
Guided student team research on two chosen organization

Student Activities

Communication and Collaboration

Students: In lectures and tutorials, class debates, conversations and team activities, group collaboration on presentation & case studies in teams and class. Lecturer and tutors: Debate facilitation, sharing stories, experiences and real world examples, oral and written feedback, bi-weekly meeting with lecturer and tutors, feedback with students

Students: Up load group presentations on blackboard, Facebook and email communication between peers, as well as student, lecturer and tutors
Lecturer and tutors: Blackboard portal for documents, course guides etc, email communication with students

Reflection and Demonstration

Reflective questions and exercises, reflecting on case study identity, moral & management dilemmas by asking students, to put themselves in actors shoes, recorded reflections in an assed log and essay including written and oral tutor feedback
Reflection in action: oral presentations and debates

<Online>

Course Summary

Part 1: Undergraduate, compulsory one term module regarding Organizational Behavior, credits 20

Key Words

Adaptive flexibility & integrative learning, self-integration, process sense of self, 5th order meaning making, complexity in self and other understanding and meaning making community based learning
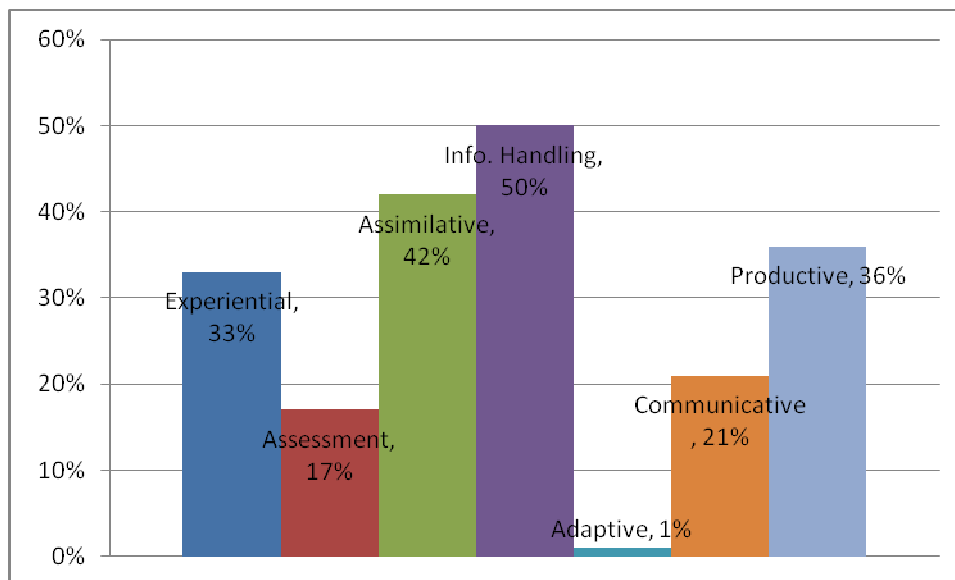
Fig 1. Course Map

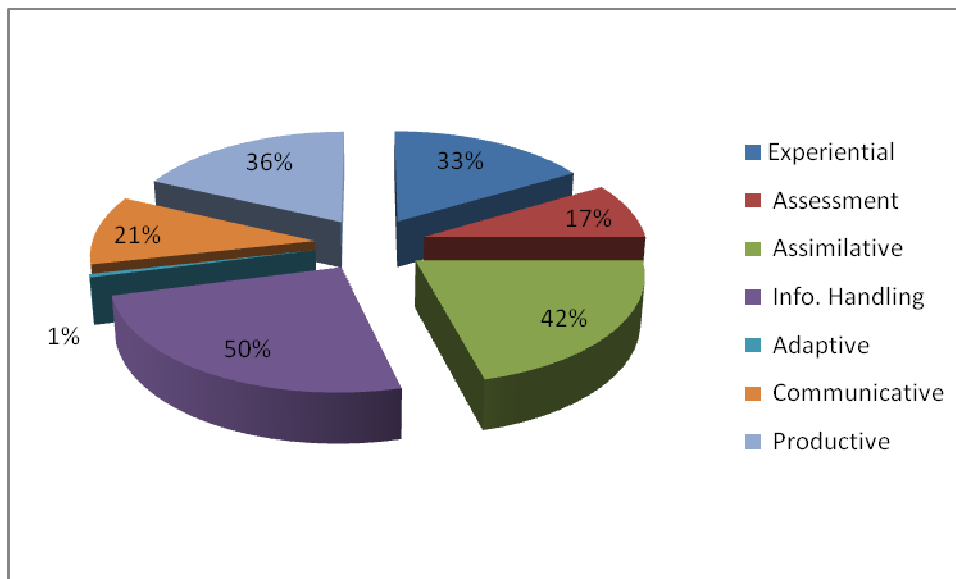**Fig.2 Pedagogy profile. Bar chart representation.**

Fig.3 Pedagogy profile. Pie chart representation.

Kleio found that using the tools helped the team share their understandings about the nature of the content and process of this unfamiliar and non-traditional module. Moreover, she argues that the representations also enabled better communication with students:

> "I *think… the use of tools such as the ones used here enable a collaborative and shared responsibility and ownership among the members of the teaching team."*

> *"By being able to clearly identify the relationships between different course elements, tutors are able to garner a deeper insight not only of the course elements, but also philosophy that supports their appreciation. As the nature of this course is different from others, such an easy method of communication therefore readily allows for clearer communication not only between the lecturer and the tutors but also the students. This further minimises their course anxiety for both tutors and students while increasing their understanding and connections presented within the course. In this fashion OULDI not only facilitates the relationship between the various parties but essentially helps build a common language and understanding that can be uniformly shared. I feel that OULDI thus offers a simple but very helpful tool that can help all parties in the learning process."*

In shared reflections, Davis and Kleio say:

> "A *Learning Design 'attitude' can be used to focus energy on how to deliver a module in a given present moment and refine and clarify issues in a teaching team for detailed and directed discussions that although they remained focused in a part of the module they are constantly aware of the whole".*

> "Our view is that it's freed our thinking from micro managing each other or/and being critical of each other…to being engaged in students learning and their experience.   It also made us feel proud of this module and keen to involve more colleagues and doctoral students in the experience of co-teaching it, as its success depends on a dynamic and interdependent team".*

And that this objectivity that the representations provided enabled more effective reflection and evaluation. She says that use of the tools:

> "…helps me better appreciate and respond to students' feedback from year one in a process of improving a module, rather than being defensive about parts of the feedback that do not

correspond to the intended design – thus OULDI helps me feel I am more action oriented in terms of responding to feedback".

Feedback from students at the end of the module was extremely positive, although overall scores were brought down by students reporting some confusion at the beginning of the module about the purpose of the activities they were being asked to do. As discussed above the OULDI tools were only introduced after the first term, and Kleio feels that earlier exposure to OULDI representations will better enable students to see how activities link to module outcomes and assessment tasks:

" I, and colleagues of mine, got enthusiastic and very positive feedback from students who have been through the module last term, but I had a feeling this [evaluation]came a bit too late, as in initial stages of the module students were not always happy or clear with a number of questions. The module evaluation questions that "suffered" were the ones about: the benefits achieved: the perceived clarity of criteria for assessing performance; and the relation of the module to student's overall learning for their career and in the university. Ironically, these were questions the module innovation was mostly focused on in its design, so it was clear that the emphasis next year should be on upfront communication in a way that achieves clarity. For example, students did not understand why they have to write a reflective essay on their identity and their preferred metaphor and way of managing and how this relates to theory of management! This confusion was evident in first year teaching experience, as tutors observed that students struggled to appreciate why and how reflective coursework, a reflective log and a reflective essay related to management".

Finally, Kleio reflected on the potential benefits and impacts of the OULDI approach at the HBS school level:

> *"I still have not taught the module again, since its first delivery, and it is early to think about School level benefits before I can even share these thoughts with other colleagues in other parts of the curriculum in HBS. However, I believe OULDI offers a communication vehicle potentially enabling outcomes of the design process for the School level of engagement. Namely the importance of "complicated" designs in the form of meta-modules, or entry level modules where still their intended aims can be simply and clearly communicated, and the importance of building co-responsible teaching teams with the use of tools such as the ones used here to enable a collaborative and shared responsibility and ownership among the members of the teaching team: while maintaining different roles and levels of expertise and engagement sharing respect regarding each other complimentarily if we want to achieve lifelong learning skills, and a focus on the students as the centre of the learning process".*