

# Learning Design Initiative at the University of Reading: Pedagogy and technological choices

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## Abstract

The University of Reading's aims for this pilot were threefold:

- 1.** To provide strategies that enable academics to think critically about their design decisions, and promote wider reflection and discussion between academics and others.
- 2.** Promote the use of representations and visualisations of courses or modules to facilitate wider sharing and collaboration at the University of Reading i.e. beyond the localised pockets of good practice identified in the e-benchmarking and Pathfinder projects.
- 3.** Support academic need in a changing context e.g. improve aspects of efficiency and quality.

A series of interventions were developed and embedded, including: Learning design workshops, focused work with new staff enrolled on the University's Post-graduate Certificate in Academic Practice (PGCAP) programme and engagement activities with the University's School eLearning Coordinators (SeLCs)

Overall the initiative was seen to have a positive impact in a number of areas. The tools were seen to have had a positive impact on the quality of a number of module designs, as perceived by the design teams themselves and their students. Staff were supported to understand how their modules fit together which in turn enabled them to make more informed design decisions and feel more confident about explaining their designs to others. Staff involved in the pilot were most positive about the experience of working collaboratively on designs, including working with others they would not normally work with, and the workshops in particular opened up new dialogues between academic and support staff about the process of designing and planning the curriculum. The Centre for the Development of Teaching & Learning (CDoTL) found that the workshops enabled a shift the focus of conversations they were having with Schools from the technological tool to a more useful discussion about using the tools to enhance learning and appropriate embedding in context. The project has had an impact on the way academics think about the process of learning design, and it has enhanced and promoted communication and collaboration within teams.

## Contents

<b>1. Introduction .....</b>	<b>3</b>
<b>2. Context .....</b>	<b>3</b>
2.1 <i>The University of Reading .....</i>	3
2.2 <i>Project focus at the University of Reading .....</i>	4
2.3 <i>Project barriers, challenges and enablers .....</i>	5
<b>3. Evaluation Methodology .....</b>	<b>6</b>
<b>4. Overview of interventions and activity within the project .....</b>	<b>6</b>
4.1 <i>Short Course Design Challenge Workshop, July 2009 .....</i>	7
4.2 <i>Curriculum Design Workshop: New approaches to the design of blended learning, July 2010 .....</i>	10
4.3 <i>Engaging and supporting new lecturers on the PGCAP programme .....</i>	17
<b>5. Case study narratives .....</b>	<b>17</b>
5.1 <i>Joe Doak .....</i>	18
5.2 <i>Andrew Charlton .....</i>	21
5.3 <i>Kleio Akrivou .....</i>	23
<b>6. Impact analysis .....</b>	<b>26</b>
6.1 <i>Success criteria 1: The methodology provides strategies that enable academics to think critically about their design decisions, and promotes wider reflection and discussion between academics and others. ....</i>	26
6.2 <i>Success Criteria 2: Representations and visualisations of courses or modules can be seen to facilitate wider sharing and collaboration at the University of Reading i.e. beyond the localised pockets of good practice identified in the e-benchmarking and Pathfinder projects. ....</i>	28
6.3 <i>Success Criteria 3: the learning design approach supports academic need in a changing context e.g. improves aspects of efficiency and quality .....</i>	30
<b>7. Conclusions and recommendations .....</b>	<b>31</b>
7.1 <i>Summary of findings .....</i>	32
7.2 <i>Background factors .....</i>	32
7.3 <i>Recommendations for the University of Reading .....</i>	33
<b>Acknowledgements .....</b>	<b>33</b>
<b>References .....</b>	<b>34</b>
<b>Appendices .....</b>	<b>34</b>
Appendix 1 <i>Short Course Design Challenge Workshop, July 2009 .....</i>	34
Appendix 2 <i>Curriculum Design workshop: New approaches to the design of blended learning, July 2010 .....</i>	52
Appendix 3 <i>PGCAP student engagement .....</i>	75
Appendix 4 <i>Dissemination materials .....</i>	108

## 1. Introduction

Reading University participated in the OULDI-JISC project as a project partner between March 2008 and May 2012. Institutionally, this work has been seen as a natural progression of the work started by the University's [Pathfinder Project](#)<sup>1</sup> entitled 'Enabling Enhancement', which aimed to move the University from a focus on quality improvement to a focus on quality enhancement. The Pathfinder project provided the University with an invaluable opportunity to benchmark its progress. The e-benchmarking exercise was complemented by a number of other internal reviews, including the review of the University's Strategy for Learning and Teaching (2008-13) and a thematic review of the University's Quality Enhancement processes (2009). More specifically, the University reviewed its quality management processes to examine how these could be used to support Schools to develop and enhance their provision in the future, as well as assure standards. This exercise showed that the University had adopted a non-directive, evolutionary and flexible approach to the development of e-learning initiatives, using technology to underpin cross-institutional teaching and learning developments. However, it also led to a recognition that the Periodic Review process -whereby a School's degree programmes are scrutinised to assure academic standards are being met - tended to be an assurance-focused, retrospective exercise, which was time consuming and of limited benefit for future planning.

Through participation in the JISC/HEA Pathfinder programme the University reformed the Periodic Review process to develop an innovative approach to transformational change, to promote a culture of forward - looking improvement, reflection and enhancement, and to support Schools in considering the appropriate use of e-learning in their future programme provision and curriculum design. The University's Periodic Review event became the vehicle through which this approach was structured and supported; moving from a focus on quality assurance to one of quality enhancement.

It was felt that the OULDI methodology would offer a number of tools and resources which would support ongoing work with academic teams and Schools through the Pathfinder process to review programmes and to:

- Engage with academics at the curriculum design stage to promote and support the use of pedagogically appropriate technology in course design and delivery.
- Identify the most appropriate process to engage with academics, and the best methods for doing so.

## 2. Context

### 2.1 The University of Reading

The University of Reading is a medium-sized, research-intensive institution, which has developed and supported an e-learning infrastructure over many years. The changing and challenging context that the HE

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<sup>1</sup> <http://www.reading.ac.uk/internal/pathfinder/pf-home.aspx>

sector has found itself in over the last few years can be seen to have had an impact on the University of Reading. Staff are tasked to perform equally well across both research and teaching at a time where student profiles are diversifying, student expectations are rising and the pervasiveness of technology and the fast pace of change calls for increasingly complex pedagogical models. In addition, as in many other HE institutions, there has been institutional push for greater efficiency.

## 2.2 Project focus at the University of Reading

Participation in the e-benchmarking exercise highlighted four key areas for improvement. Firstly, that there was a lack of direct connection between the University's Teaching and Learning and e-Learning strategies. Secondly, that innovation tended to be localised and centred on 'academic champions'. The level of e-learning engagement was varied across academic Schools, and the lack of 'embeddedness' of e-learning in a coherent way across programmes and modules resulted in students receiving a varied experience across their curriculum. Thirdly, there was a lack of clarity in the role of e-learning as an enhancement in its own right rather than as an enabler for enhancement. Consequently, e-learning was not explicitly articulated in the University's academic quality processes as one of a range of delivery mechanisms that can enhance and broaden the student experience. Finally, there was a limited understanding of the costs and benefits of e-learning and the lack of formal mechanisms for evaluation have made it difficult for academic Schools to prioritise areas for enhancement. Therefore, while the institution's approach has been to encourage innovation, it had not yet been enough to bring about real institutional change. The University has recognised that in order to achieve a deeper change, it needs to move towards a strategic approach to the adoption of e-learning at the School level and move beyond individual 'academic champions'. Whereas it was not expected that the adoption of a learning design approach would 'fix' all of these issues, it was hoped the tools and resources of learning design would help individual academics, support staff, Schools and the University as a whole to express, communicate, discuss, evaluate and share the process of learning and teaching more effectively, and help shift institutional curriculum design practices from implicit, belief based approaches to more explicit and informed processes and practices.

The focus of the University of Reading pilot has therefore been to work with and support a range of academics engaged in curriculum design, helping them to structure, articulate and evaluate their design decisions and practices in relation to the use of pedagogically appropriate technology in blended learning modules; and to promote discussion and collaboration across the University. The success criteria for this project were therefore defined as:

**Success criteria 1:** The learning design methodology provides strategies that enable academics to think critically about their design decisions, and promotes wider reflection and discussion between academics and others.

**Success Criteria 2:** Representations and visualisations of courses or modules can be seen to facilitate wider sharing and collaboration at the University of Reading i.e. beyond the localised pockets of good practice identified in the e-benchmarking and Pathfinder projects.

**Success Criteria 3:** The learning design methodology supports academic need in a changing context e.g. improves aspects of efficiency and quality.

In order to achieve these aims, the project has worked to identify appropriate strategies and approaches that recognise existing formal and informal curriculum design cultures and processes.

### **2.3 Project barriers, challenges and enablers**

There are a number of factors that can be seen to have influenced the development and progress of the project's intervention strategy:

#### *2.3.1 The positioning of the project team*

Since the end of the Pathfinder project, the Centre for the Development of Teaching & Learning (CDoTL) has been seen as the team that plays a primary role in supporting the implementation of the University's Learning and Teaching Strategy, a role that dovetails well with its work on technology-enhanced learning and the use of the VLE. In addition, the Pathfinder project generated interest in curriculum design and a consideration of how CDoTL might support academics to embed enhancements at the point of designing programmes and modules.

The positioning of the Reading-OULDI project team in CDoTL has had a considerable impact on how the project has been perceived across the University. Firstly, the team is recognised as having expertise in both developing Technology Enhanced Learning and in supporting academic teams in meeting the requirements of the Learning and Teaching Strategy. Secondly, through their involvement in the Pathfinder project, they have pre-established relationships, dialogue and processes for successfully supporting individual staff and Schools in developing their practice. In addition, the CDoTL team contributes to a University committee representing the views of academic staff in relation to TEL and, although CDoTL does not have a remit for directly influencing institutional policy or strategy, it was anticipated that recommendations emerging from this project would be able to influence future policy and strategy.

#### *2.3.2 Institutional approaches to learning and teaching innovation and change*

The University's flexible, non-directive and evolutionary approach to enhancement has encouraged and enabled institutional champions to drive forward learning and teaching innovation and enhancement. There is an excellent framework of established learning and teaching communities including a well-attended and influential School e-Learning Co-ordinators (SeLCs) group. The project recognised that given the existence of these groups of School based academic champions, their enthusiasm for innovation, and the influence they exert on their colleagues, it would be important to engage proactively in the recruitment of champions throughout the University. It was anticipated that these champions would later engage others in the adoption of the methodology and drive institutional uptake.

The University's approach to innovation and enhancement, which is shown as a strength above, has however allowed individuals to develop at their own pace based on their own interests, often with little or no direction provided by their School. In addition, the University has a research-oriented culture which

influences the degree to which academics engage with the learning and teaching agenda, as well as the degree to which we see academics working together as a team. This in turn has led to significant differences in skills, experience and attitudes to TEL and learning and teaching more generally across the University. This has been a challenge for the project, and has required the team to use a wide variety of approaches and resources in order to engage and up-skill individual academics and Schools. For example, the project sought to bring academics together in workshop days that were structured around group work, both to encourage collaboration and to create opportunities for introducing staff to new and existing communities of practice.

### *2.3.3 The changing and challenging HE context*

The changing and challenging context that HE institutions across the country have found themselves in has also had a significant impact on the University of Reading. The restructuring process that the University is currently undergoing has appeared to influence staff morale especially in relation to thinking about the future; staff appear less enthusiastic about new initiatives, and attendance to events seems to have dropped. Although University restructuring might also be seen as offering positive possibilities for the project in the future, it has been challenging to trial new approaches at a time of such significant change.

In order to encourage participation, the project has used staff development rewards as incentives for individuals to participate in piloting the OULDI tools and approaches (funds that could only be used for professional development purposes such as further training and conference attendance). In addition staff participation in the project has been positively publicised and celebrated in University newsletters and learning and teaching groups.

## **3. Evaluation Methodology**

This report will focus on impact evaluation and assessment; the data collection methods have therefore been chosen to capture levels of impact across three strands:

- Impact on the design practice of individual academics
- Impact on the design practice and curriculum design processes of Schools
- Impact on institutional curriculum design processes

Because our interest is in capturing a rich picture of impact across the University we have used a rich multi-methods approach which includes video and audio recording, images and photographs, discussion dialogue from email and Cloudworks, surveys and workshop evaluations, policy documents and process reviews. We have also taken care to capture data that may indicate why the impact occurred, or did not occur, and how it could be repeated or enhanced. The HEA's Academy Evaluation and Impact Assessment Approach (HEA, 2009) has been used to map findings to six levels of impact.

## **4. Overview of interventions and activity within the project**

The intervention plan for the pilot has been informed by a detailed understanding of the way in which the University of Reading approaches learning and teaching innovation and enhancement borne out of the e-

benchmarking exercise and other institutional process audits undertaken over the last seven years. The project has remained flexible and responsive in order best meet the differing needs of individuals and Schools (see also Galley et al, 2010).

The team recognised the importance of securing the buy-in of key institutional stakeholders early in the project, and throughout liaised closely with the following people:

- Centre for Staff Training and Development
- Convenor of the Post Graduate Certificate in Academic Practice (PGCAP) programme
- Reading's Institute for Education (IoE) Blended Learning Coordinator
- School eLearning Co-ordinators' group (SeLCs)

In addition, the team ensured that the pilot was closely aligned with existing institutional processes and practices, and interventions were designed in such a way as to explicitly link to key strategy goals, in particular in relation to:

- Pathfinder process
- Blended Learning Strategy
- Learning and Teaching Strategy

#### **4.1 Short Course Design Challenge Workshop, July 2009**

<http://cloudworks.ac.uk/cloudscape/view/1864>

**30 academic delegates attended, working in faculty teams of 5-8 people.**

*(See Appendix 1)*

The Short Course Design Challenge: *'Design a Course in a Day'* was held in July 2009. The aim was to provide academics with fun and engaging ways to design an online course, to think innovatively and creatively and to make best use of different resources and tools to enhance the learning experience. In addition, it was hoped that a number of 'champions' might be recruited at the event, and who would to trial the methodology in their Schools across a longer period of time.

The workshop was designed to have the following outcomes:

Delegates would achieve

- An awareness of the range of resources, tools and methods which are available to support learning design – including case studies of good practice, learning object repositories and learning design tools/methods.
- Experience of thinking about the design process from different perspectives.
- An understanding that would allow attendees to transfer the experience gained from the design challenge to their own context and the courses they are involved with designing.

- An understanding of the issues and challenges involved in designing Web 2.0-based learning.

An open invitation was sent to all University faculties to send teams currently engaged in, or about to engage in, online or blended course design. About 30 academic staff attended and worked on designing their courses, considering curriculum design resources and tools within the project. Most of the delegates could be described as ‘early adopters’ and had asked if they could attend, however some staff attended because they were less experienced in designing for TEL but had an interest in learning more.

Attendees were encouraged to prepare in advance of the workshop so that they could use the time during the day in the best way possible. They were given some resources for their preparations:

1. An introduction to learning design : ‘Learn about Learning Design’ guide, available online at <http://ouldi.open.ac.uk/Learn%20about%20learning%20design.pdf>
2. Cloudworks – a social networking site for design <http://cloudworks.open.ac.uk/>
3. E-learning case studies from the University of Reading : <http://www.reading.ac.uk/internal/cdotl/e-Learning/cdotl-e-Learning.asp>
4. Educause – [www.educause.edu/7ThingsYouShouldKnowAboutSeries](http://www.educause.edu/7ThingsYouShouldKnowAboutSeries)

At the end of the day, participants were invited to reflect on their course designs, by considering the following:

- Clarity of the learning outcomes, and activities that clearly map to learning outcomes and assessment.
- Coherence of the course design in terms of the overall structure of the course and how the different elements, tools, resources, activities, assessment fit together.
- Use of information and evidence in informing their design decisions (i.e. evidence that the team/individuals have made the most of the advice available on the day).
- Evidence of consideration of the study time required for students to carry out the learning activities.
- The way the ideas were presented using the displays.

The day was very productive and participants engaged well with their course designs. One team had already used CompendiumLD before the workshop and had produced maps that became the basis of their discussions. One of the course teams (eight members) commented that they saw the workshop as an opportunity to have the space and time to talk about the design of their courses, and exchange ideas within their own course teams as well as with colleagues from other disciplines:

*“Thank you very much for organising the design a module event yesterday. It was very interesting to talk to people at the University with whom I would not normally have the opportunity to have discussions and also the OU people were very generous with their time explaining the software. I came away with a number of ideas that I can work on, so thank you!!”*

**(email from workshop participant, member of staff at Reading, July 2009)**

At the end of the workshop, delegates were asked to feed back on five aspects: workshop format; what they liked about the workshop; workshop content; what they did not like about the workshop; action points emerging from the workshop.

- Delegates commented that they would have liked the workshop to be more structured, with more time spent in the workshop introducing the tools.
- They valued the time and opportunity to discuss, share and develop ideas, and several participants commented positively on the visualisations provided by CompendiumLD and its potential use for communicating to the students.
- Participants felt that providing and communicating a clearer role for the stalls, and better integration or reference to the VLE and associated tools would have improved the workshop.

*See Appendices 1.4 and 1.5 for the full feedback.*

The project lead for the OU (Professor Gráinne Conole) gave her own account of the impact of the workshop as a reflective blog (*Appendix 1.7*). Gráinne felt that participants achieved the workshop outcomes and were challenged. However, she felt that they did not seem to fully develop an understanding of the issues and challenges involved in designing web 2.0-based learning to the extent she would have hoped. There were a number of technical issues and issues with the use of the stalls. All of these were taken into account in the design of the second workshop held in July 2010.

This event was the first workshop on course design that the CDoTL team had offered to staff. The team saw this as an opportunity to further develop their capacity to offer more support to academics to enhance learning and teaching to deliver the University's Learning and Teaching strategy. The Design Challenge workshop was seen as a format that, if successful, might become a regular feature of CDoTL provision which course teams could routinely access as required in their design process.

After the workshop, several participants requested copies of the tools and activities, or requested further sessions on course design. Overall, the event appeared to be successful in raising awareness of how a learning design approach might be used to improve practice and processes across the University; certainly there was some evidence of participants promoting the methodology to colleagues:

*"I thought this might provide a useful vehicle / opportunity for the T&L Team to build the online component of the new 40-credit Projects in REP module. We have the individual projects pretty-well worked out now and this workshop would focus our attention on how we could provide online support and integrate e-learning resources into the module....which starts this October! It would also provide a basis for work on the BSc 2 Integrated Project module, starting-up the following year....as well as useful experience and ideas we could disseminate through the forthcoming Periodic Review, which will focus on T&L in p/g progs.*

*I'm aware that we must keep our eyes clearly focused on two key objectives: enhancing the student learning experience and reducing staff teaching loads."*

**(email from workshop participant, member of staff at Reading, July 2009)**

The event was also successful in the early recruitment of a number of key learning design 'champions' who later went on to positively impact on the uptake of the OULDI methodology at Reading. For example, the event led to a discussion with the programme convener of the Postgraduate Certificate in Academic Practice (PGCAP) programme, who participated in the workshop. She felt that the workshop's resources and activities would be potentially valuable to the programme's lecturers. Additionally, during the event one particular team (led by Joe Doak, see section 5.1) worked on course designs that they had already developed prior to the workshop using CompendiumLD. Joe later went on to present the Course Design process he and his team used - especially in relation their use of the CompendiumLD tool - in one of the University's internal dissemination events. In a follow-up interview, held more than a year after the original workshop, Joe explained how the workshop had fitted into the process of course design already established by the School:

*"We signed up for that day and I played around with [CompendiumLD] before that day and that day (luckily for me) gave us the chance to brainstorm some more elements, some more detailed aspects of the programme with the team that were there. And in that sense I think, that day was a key time when that second stage of brainstorming occurred".*

**(from interview with workshop participant, December 2010)**

#### **4.2 Curriculum Design Workshop: New approaches to the design of blended learning, July 2010**

<http://cloudworks.ac.uk/cloudscape/view/2133>

**28 academic delegates attended working in faculty teams of 5-8 people**

*(See Appendix 2)*

A second one-day workshop 'New approaches to the design of blended learning' was held a year later in July 2010 as part of the University of Reading's Enhancement Week event; again the workshop was co-ordinated by the CDoTL team.



To summarise, the workshop was designed to have the following outcomes:

Delegates would have

- An awareness of the range of resources, tools and methods which are available to support learning design – including case studies of good practice, learning object repositories and learning design tools/methods.
- Experience of thinking about the design process from different perspectives; an understanding of the issues and challenges involved in designing blended learning.
- An understanding that will allow participants to transfer the experience gained from the design challenge to their own context and the blended learning modules they were involved in designing.

Reading's Institute for Education (IoE) had launched a Blended Learning initiative six months before the workshop which sought to improve the use of blended learning approaches and technologies in the School's Initial Teacher Training programmes and international distance learning courses. The School had recently recruited a Blended Learning Advisor to help implement this strategy, and she had found that staff skill and experience across the School was not consistent enough to embed such a strategy. Following discussions with the IoE's Blended Learning Advisor, it was decided to design the workshop with a focus on blended learning and target academics with less experience of designing for TEL, with approximately 50% of participants coming from the IoE. A similar OULDI-JISC workshop had been held at Brunel University and received good feedback. So, whereas many of the participants in the 2009 workshop were experienced at developing blended and online courses, it was hoped that in this second event we would be able to attract academics from across the University with less experience of using technologies in learning and teaching. The team ensured that there was opportunity to introduce the concepts, benefits and challenges of adopting a blended learning approach using technologies, alongside some practical learning design strategies and tools.

As in the previous workshop, a collaborative learning approach was used. Participants were grouped into subject related groups and were invited to bring along courses and modules that they were currently working on. Participants engaged in a range of OULDI design activities, using a range of resources from the OULDI toolbox but because of the anticipated technological skill base of participants, it was decided that they would use pen and paper templates in the workshop, and support the use of CompendiumLD, Cloudworks and the Pedagogy Profile online widget only where use was led by the participants. In addition we provided each team with a critical friend to support the team's understanding and use of technological tools in their learning designs, a strategy that had proved popular at the Brunel workshop. We hoped that this would ensure that participants were able to focus on the learning design concepts, activity and group interaction rather than on learning how to use the technology.

**At the end of the workshop participants were given the opportunity to give and receive feedback on designs by:**

1. Reviewing one other design, and comparing it with their own. What did the other team do differently and what aspects were the same?
2. Identifying two things they liked about the other design and one aspect for further development.
3. Identifying two things they liked about their own design and one aspect for further development.
4. By asking their critical friend to identify two things they liked about their design and one aspect for further development.

Two evaluation forms were given to delegates. The first was given out and completed during the workshop and focused on immediate perceptions of individual activities. A summary of this feedback is given below, which tended to focus on the facilitation of the workshop rather than the concepts more generally:

- Group 2 found the day worthwhile and thought the mapping especially useful.
- Group 3 said that there was a lot to take away and think about and that they would have liked paper handouts as they found the whiteboards hard to read.
- Group 4 thought there was a good balance between structure and scaffolded reflection. They also felt that this could have been improved even further with better use of the checklist developed in the first activity.
- Group 5 found the day really useful and valued the time to focus on Blended Learning as an activity. They thought that the day could have finished earlier and felt that too much time was given to the sharing activity at the end of the workshop.

A more detailed analysis of this data can be found alongside the facilitators' reflections in *Appendices 2.3 and 2.5*.

Secondly, a University staff development evaluation form was sent to all of the 28 participants after the workshop. 22 delegates provided written feedback (*Appendix 2.4*)

- 5 said that the session exceeded their expectations
- 15 that it met them
- 2 that it almost met them - reasons mentioned for not meeting expectations were that the workshop was rushed in places, it assumed certain knowledge, some terms were confusing, people wanted to have worked with the tools before the workshop, more time for personal reflection needed, and lack of slide handouts.

Participants gave a long list of actions they would take up after the workshop. These included use of the tools (course map and pedagogy profile), thinking and reflecting on the design process of courses, incorporating more technology into planning and assessment and including 'e-tivities' in the course plan.

Some participants mentioned sharing and using the tools and approaches with a small team and running a workshop for other colleagues. The IoE Blended Learning Advisor and the IoE Head of School, who both attended the workshop, requested that CDoTL run three half-day workshops on curriculum design for the staff at IoE. They suggested that these workshops could contribute to a credit-bearing/certificated course in conjunction with other material.

In addition to formally requested feedback four spontaneous emails were sent to the CDoTL team in the week following the workshop (*Appendix 2.6*). This amounts to 14% of delegates. A particular theme for these emails was the value they had seen in working collaboratively with familiar and unfamiliar people:

**Email 1:** *"I wanted to complement your team on putting together a fabulous course I attended on Monday on blended learning/course design. It was very well run, and thoughtfully put together. I was impressed by the expertise of the local organizer as well as the colleagues from other Universities who worked on the project. It was a very productive day, where I was able to make substantial progress with redesigning a module, and I enjoyed the interactions with other colleagues"*

**Email 2:** *"Please accept this rather late thank you for the Curriculum Design workshop you ran Monday 5th July. I found it extremely beneficial and enjoyable.*

*Regarding the OU three tools for curriculum design, I always think that the qualities of a good tool are that it can be used with very little instruction; you do not think about or question the tool when using it; it helps you know when you have successfully completed a task and finally you want to use it again. I found this all to be true of the OU tools.*

*M, thank you for running a whole day event. I think we needed this time to really become familiar with the motivation and nature of the course and to develop close cross curricular links with other colleagues, a secondary but immensely valuable side product.*

*Finally you mentioned many other tools in the session. Can I suggest we establish a Web 2.0 facility where such tools can be listed and our experience of them in the university shared?"*

**Email 3:** *"It was one of the most useful courses I have done for a while. Thanks."*

**Email 4:** *"I just wanted to say that I thought today's T+L curriculum design workshop on blended learning was absolutely fantastic. I wasn't too sure what to expect to be honest, and didn't know if it would be that relevant as I'm not currently redesigning a module that would suit this framework - I signed up to pick up some useful ideas for the future. And actually it worked just fine for that. Very useful topic to have a workshop on.*

*But also, the thing I enjoyed the most was that we had the chance to work in teams on other people's modules. I really enjoyed chipping in ideas and suggestions to my team, and helping out with the design of another person's module. This is something which it seems to me would be good more often?*

*Are there opportunities currently for T+L "surgeries"? Sessions where people can come along with questions about how they can improve their modules by adding in new approaches, e-learning or otherwise, that staff from around the Uni can assist with, and chip in ideas? (like a T+L advisory service!) I'd be keen to take part in things like that, to enhance the strong learning community at Reading with respect to T+L and its support, if I'm able to. Seems to me this day ticked the box for that, and it would be good if it could continue in other guises?*

*Anyway, thanks again for a fun and interesting session!"*

Reflecting back on the workshop and the skills of the participants (again, see *Appendix 2.5*), the facilitators felt even though a lower level of technological skill and knowledge was anticipated and planned for (for example through use of the critical friends and in resources and activities), we had still over estimated technological skill levels. Many participants did not know what was meant by the terms 'micro-blogging', 'wikis' or 'forums'. This meant that some activities (and in particular the activity on affordances) needed significantly more support than anticipated:

*"the term 'affordance' was not clearly explained and time was spent unpicking terms such as 'wiki'! Need to go from known to unknown – not a leap in the dark"*

#### **Feedback from workshop delegate**

Three months after the workshop, the project team contacted participants to discover how far the workshop had impacted on practice in the medium term. Responses were received from approximately a third of participants either as teams or as individuals. Of those that responded only one said that they had not been able to use the tools since the workshop, and cited time constraints and lack of opportunity as the reasons for this, however it might be expected that those that didn't respond are less likely to have used the approach than those who did. Several respondents reported examples of team learning design activity sustained after the event, and in some cases participants continued to developing and extend their learning design practice independently:

*"Dear A, I promised to send you the other two scans from our group work on the CD course on 5 July. Unfortunately, they are fairly large files. I hope to meet you again sometime so that we could discuss further implications and reflections from the training day. Kind regards, K"*

*"Thanks K. It is good to have a reminder of what we did. I have since registered with Compendium LD and started to use equivalent of the "stickers" activity to plan a course that I am designing. The online version is fun, though I'm learning how to use it in a "suck it and see" fashion!"*

#### **Email correspondence between two workshop participants**

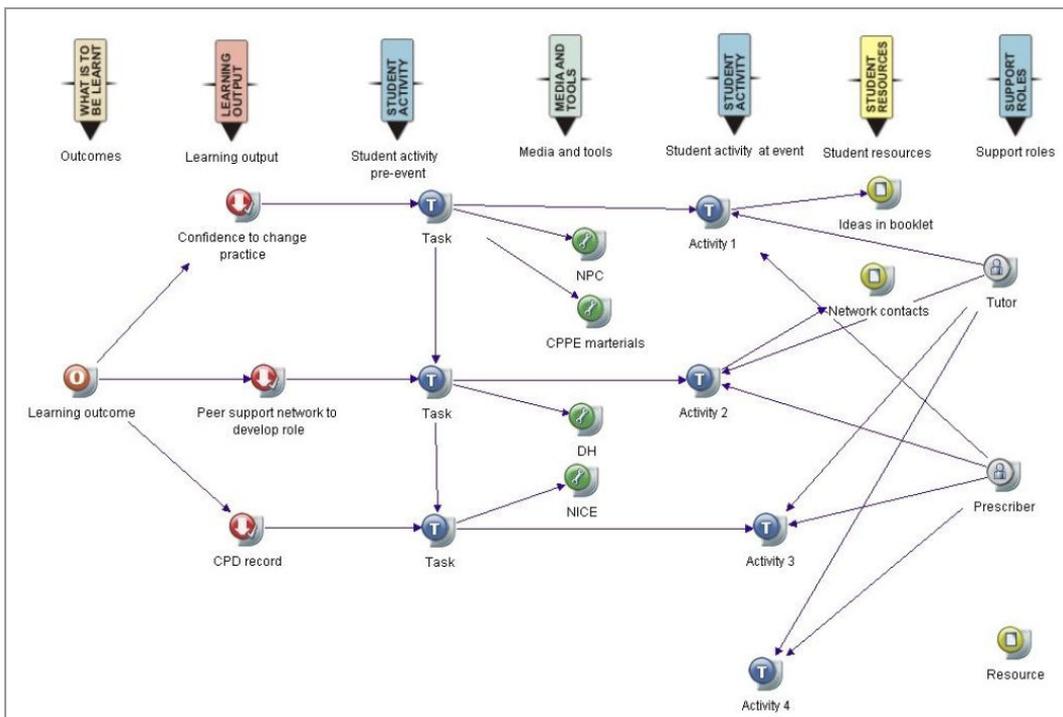
Later, one of these participants (A), wrote that she had used CompendiumLD to create a 'Learning Outcomes View' of a series of face-to-face tutorial sessions and shared these with colleagues:

*"I have demonstrated the use of Cloudworks to an integrated learning group [...]. I will forward a copy of the presentation that I did [...] which shows an example of how I used it for a*

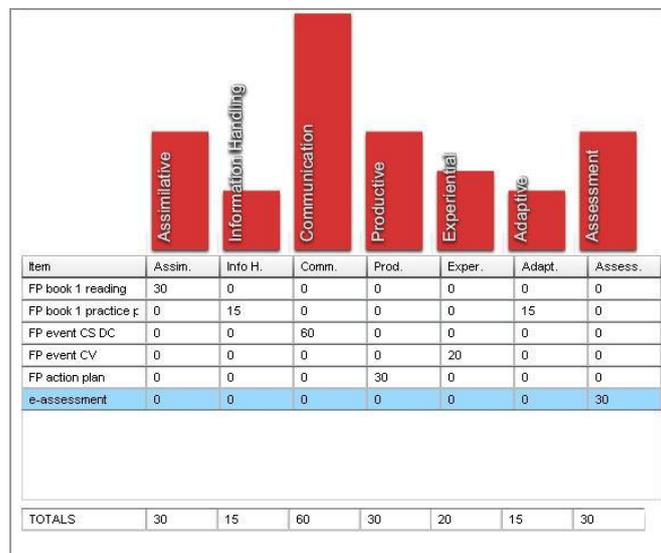
project. I do intend to use it [...] too for the next new learning project – which will be later this year.”

**Emailed update from workshop participant**

Interestingly, the designs that she produced for her presentation showed that she had adapted and personalised the view to include aspects of the more detailed ‘Task Swimlane View’, for example the required pre-course reading (or prior learning) and the role of the facilitator, demonstrating ongoing learning and development:



She also made use of the pedagogy profile online widget to ensure a balance of different types of activities, which she shared with colleagues:



A final interview was conducted with A in March 2011– 8 months after the workshop - and it was found that she had continued to use the OULDI representations to support communication with her peers, and had continued to use the OULDI-JISC toolbox in the process of designing her courses (see *Appendix 2.9* for a transcript of the interview). Unlike many of the other participants at this particular event, this participant described herself as someone who is naturally drawn to new technologies and said that she was extremely receptive to applying the tools to a particular project as an ‘interesting add-on’.

She said that she believed that the main value of the OULDI toolkit lay not in its contribution to the design of her course, but in the way some of the different tools helped communicate her ideas to others. She thought that the design itself would not have differed had she not used the tools, however she found the visualisation aspect of the tools enabled her to communicate her concepts and learning structures in a more engaging way than her traditional approach of ‘just writing a list’:

*“I think it helped to sort of show the other people what I was doing. It was useful to show other people how things were structured.”*

Although she felt unable to say how far the tools would have a lasting impact on her own practices, she did feel that the tools and representations did promote a certain amount of thinking, reflection, and most particularly discussion:

*“I suppose they promote thinking because you’ve got to think about how the activities link to each other... it’s definitely led to discussions, because I’ve discussed it with other people and, I suppose, reflection yes. “*

The Pedagogy Profile in particular promoted reflection on the quality of the design she had produced:

*“The pedagogy profile widget made me more aware of the taxonomy of learning activities and as a result I feel that there is a better balance within the programme.”*

Reflecting further on the tools’ potential for sharing information, she expressed an interest in using them to communicate ideas to learners:

*“Maybe it would involve the learners more in the design – and I hadn’t thought about including learners more in the design. And yet maybe we ought to do that with all our students... they’d understand why you want them to do [things], which is part of the pathway of learning...”*

*“Maybe at the University you could get the students more involved. At the moment, at the sort of staff/student committees, it’s all moaning about how things were – that module needs changing etc – rather than getting involved in the design in the early stages. And maybe we should involve students more in this.”*

She added that in her own School, the tools could have a vital role to play in communicating design to other stakeholders – specifically the professional body who played a role in scrutinising the structure of the course as part of its accreditation.

*“We could use the design tool to show how it all links together, couldn’t we? That might impress them! And, again, they’d be able to see it visually, rather than us trying to explain where those links are – so I think that would be quite a good use for it.”*

### 4.3 Engaging and supporting new lecturers on the PGCAP programme

(See Appendix 3)

Following the first workshop, the team began to engage in discussions with the PGCAP programme leader who suggested that some new lecturers may value the opportunity to use learning design approaches as part of the Curriculum Design PGCAP module. All PGCAP students were invited to express an interest in participating in the pilot and five responded.

These five participated in an online Elluminate workshop which introduced the approach and some of the key tools (Course Map, Pedagogy Profile, CompendiumLD and Cloudworks). They then attended a face to face tutorial with their PGCAP tutor to identify how they were going to use the tools to develop a course they were teaching on, and any ongoing support they were likely to need. Three new lecturers went on to use the tools to develop a course, the journeys of two of these, Andrew Charlton and Kleio Akrivou, are detailed in sections 5.2 and 5.3 below.



**Call for Expression of Interest**  
Open University Learning Design Initiative (OULDI)

Evidence base: Connection: Representation: Collaboration 

**Project Overview**  
The University of Reading is a partner in the JISC funded "Open University Learning Design Initiative" project. The project aims to develop and implement a methodology for learning design composed of tools, practice and other innovation that both builds upon, and contributes to, existing academic and practitioner research. We are inviting New Lecturers to join this initiative and engage with us and the wider HE community. You will share your new experiences of designing the curriculum, pilot new approaches, resources and tools; receive support to complete your projects and receive a reward of £500 in your RDA. We are particularly interested in supporting PGCAP projects designing and evaluating an example of curriculum development, or learning and teaching innovation.

**Toolbox**  
<https://cloudworks.ac.uk/in/area.php?id=6049&view=882>  
We have made openly available a range of activities, tools, resources, schemas and learning design methods. These have been trialled across a variety of educational contexts and continue to be developed in response to feedback and review.

**Workshops** **Cloudworks and Design summits** **Design Challenge**

**The objectives of the initiative at the University of Reading are:**

1. To review existing curriculum design processes including describing and modelling the curriculum design process where possible;
2. To work with academic teams to identify the most appropriate stages in the curriculum design process where support is needed and the best method of offering this support to improve quality;
3. To pilot learning design methodologies, tools and techniques that have already been developed and to document and evaluate this experience;
4. To build and engage with a community of practice within the University and organise events about enhancing the curriculum and increase exchanges of learning and teaching ideas and experiences.

**The primary output of this project** is a case study reviewing the impact that the tools and methodology have had on Learning Design practices at the University of Reading. We are particularly interested in one of the following (but not limited to, any ideas you might have are welcome):

1. tracking the process of designing the curriculum (for example through a reflective log or a series of mini interviews with the Project Officer)
2. piloting tools and approaches already developed and evaluating them (for example using some of the tools in the tool box)
3. sharing the experience with others within the University of Reading and with others in the sector (for example with colleagues within the PGCAP, or by participating in organised workshops, or using Cloudworks)

If you would like to be involved in the project, please contact Maria Popaef@ro.ac.uk, e-Learning Manager, CDoTL, for details:  
[m.popaef@ro.ac.uk](mailto:m.popaef@ro.ac.uk)

## 5. Case study narratives

The following three narratives present the experiences of three academic staff members as they engaged with the OULDI methodology over a period of time, for a specific purpose. The narratives also detail the individual’s institutional role and the impact that the process had on their practice more broadly, and attempt to capture the background factors that influenced the level of impact that the methodology has in each case. Moreover, the narratives provide examples of use of specific learning design tools, activities and resources.

The individuals chosen for the narratives have all engaged with at least one of the interventions described above. Each holds a different role in the University and has a different skills and experience in relation to pedagogy, TEL and learning design approaches. Each of the narratives has been written in collaboration with the individual to ensure authenticity. In these three cases the subjects requested that they should not be anonymised as they would like to be recognised for their work in the project. These narratives should not be seen as representative of the experience of all the University of Reading academics who engaged with the project, but instead be seen as examples of the kinds of experiences and impact that has happened as a result of engagement with the methodology.

### 5.1 Joe Doak

Joe is a senior lecturer in Urban Planning and Development in the School of Real Estate and Planning, where he is also director of teaching and learning and the School’s e-learning coordinator. The School sits within a prestigious Business School development; the School’s graduates are highly sought after and their academic rigour and ‘near market application of knowledge’ has been remarked upon by external examiners.

Despite the School’s excellent track record, Joe and his colleagues felt it might be time refocus some of their teaching priorities when it came to challenging part-one students to better take into account changing demands and expectations of both the students themselves and their potential employers. In addition, some recent internal feedback had suggested that existing courses would benefit from redevelopment to better meet students’ needs. The team was accustomed to working collaboratively through the School’s Teaching Strategy groups for undergraduate and postgraduate programmes, which have generated the PREP (Projects in Real Estate and Planning) models, and decided to kick start the redesign process with a team away day. Over a number of brainstorming sessions they constructed a visual representation of the course structure on a whiteboard which the team called ‘The Sun and Moons model’. Following the away day, the Sun and Moons design was drawn up in PowerPoint:

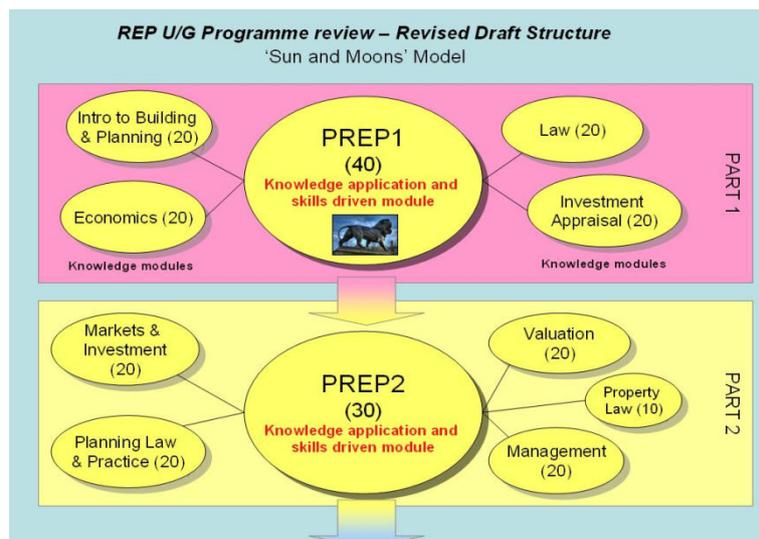


Fig 2. The team’s ‘Sun and Moons’ design represented in PowerPoint

This representation was used as the basis for their group activity at the *Short Course Design Challenge* workshop, where staff were given an opportunity to explore some of the OULDI learning design tools with support from the team.

In the workshop, the course team used CompendiumLD, to develop their ideas for the course redesign in greater detail, taking forward their original concept and constructing the modules components in a visual way.

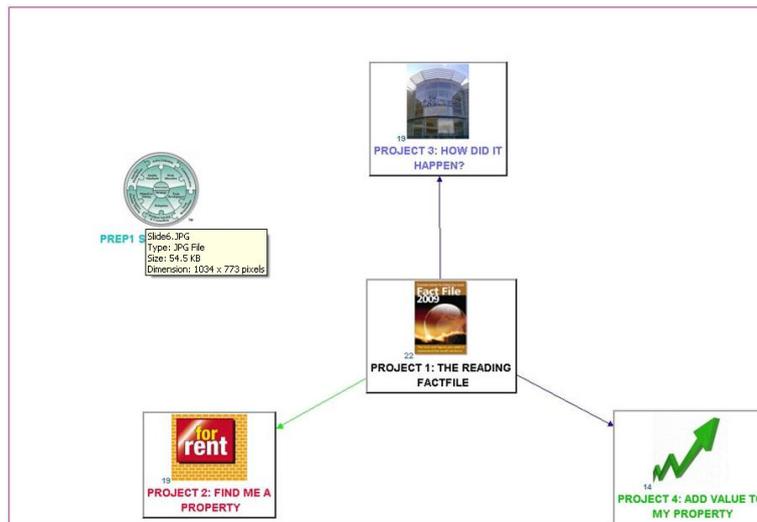


Fig 3. Layer2: The Four Projects (and Skills Matrix) represented in CompendiumLD

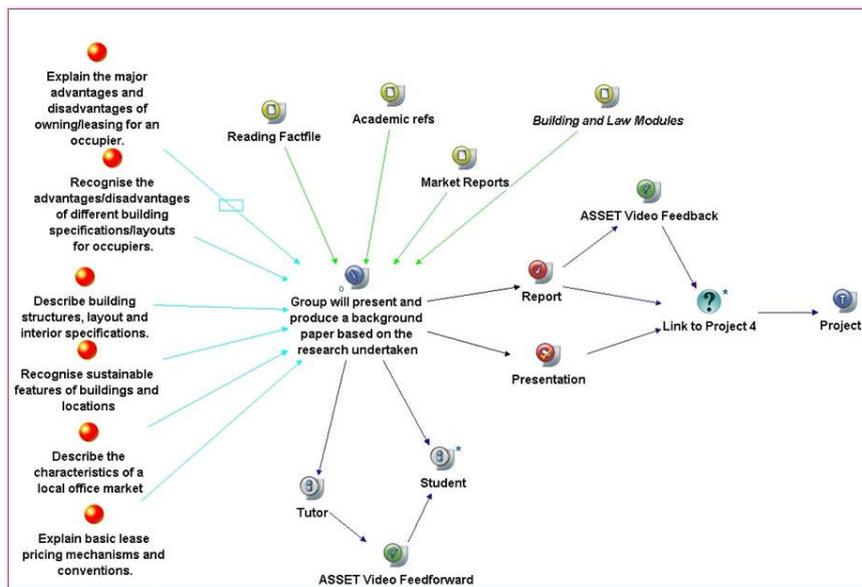


Fig 4. Layer 3: Design of 'Find Me a Property' represented in CompendiumLD

Joe discovered a number of benefits to using CompendiumLD and the learning design approach, most notably that *“it makes you think about the different components of the learning process in a way that is structured, and it makes people address these issues and discuss them”*. The team were already engaged in a process of brainstorming in a diagrammatic way prior to the workshop, but Joe observes that CompendiumLD really helped with visualisation and making the process of curriculum design explicit, bringing sophistication to the course design practices already embedded in the School. Since the appointment of new members of staff who were already enthusiastic about trying out new ways of working and adopting new technologies for teaching, the team had gravitated towards a more collaborative dynamic that was supported by the software.

*“CompendiumLD and course design is a mode of thinking and I think that we were implementing it beforehand and it permeated the course. The thoroughness [of the process]...thinking through the learning objectives and what we wanted to get and what we were trying to do... was aided and abetted by the software process.”*

Positive student feedback and outcomes seem to indicate implementation of the course designs has been effective.

The impact of learning design tools and methodologies on his School has, remarks Joe, been nothing short of revolutionary.

*“My view is that it’s revolutionised our thinking...to learning and teaching”*

A learning design ‘attitude’ had become widespread among staff, and specific tools such as CompendiumLD have provided them with a tighter framework within which to refine existing processes and practices, as well as opportunities for detailed and directed discussions.

Certain background factors have proved conducive to the School’s uptake of the tool: Joe’s enthusiasm for technology; that he already routinely uses visualisations to express himself; and that Joe (the ‘champion’) is in a senior position within the school. In addition, he had recently recruited a number of new staff he describes as *“open rather than closed books”*, and already identified the need for collaborative design activities at the beginning of the process. CompendiumLD arrived at the right time for them and they were ready for it.

Joe’s enthusiasm for CompendiumLD has led him to share his experiences and design with other academics from across the University, and also to repurpose it as a visualisation tool in other contexts – using it to represent some ideas in a recently published journal article, for example. He observes that its value lies in its ability to articulate the structure of a design to support discussion and innovation, rather than as a communication method in itself.

One of the most significant outcomes of the design process for the School has been to focus the minds of teaching staff more keenly on the benefit to students – to which the students have responded well.

However, Joe notes, this ‘raising of the bar’ has proved very demanding for staff:

*“There’s no doubt that certain members of staff have had to work very hard on this... and we have a put a lot of effort in and committed our personal resources.”*

Following a review of the current course offerings, he and his colleagues have decided to refine the design process:

*“There is an element of coming down to earth with the implementation processes...it works, but there are things we can do without.”*

## 5.2 Andrew Charlton

Andrew is a lecturer in his second year in the department of Meteorology. For the past four years, he has acted as convener for the Atmospheric Science field course module that is run jointly between his own and another University for final year students. The module is a one-week residential field course that takes place on one of the Scottish Isles, usually in September, and aims to furnish students with a greater understanding of the atmosphere works through a series of observational activities in the surrounding environment. As a new lecturer, Andrew is also taking the University’s Postgraduate Certificate in Academic Practice (PGCAP).

Andrew became involved in the Reading-OULDI project as part of the Curriculum Design module on his PGCAP course when he volunteered, along with other colleagues, to pilot some learning design tools. Through face-to-face discussions and explanations of the tools at a virtual Elluminate event –organised by the OU and the coordinator at his university - and in conjunction with side-by-side support via email, he was able to select an appropriate learning design approach to tackle some of the issues involved in redesigning the field course module. In keeping with the collaborative ethos of the project, Andrew posted regular updates on Cloudworks, as well as recording detailed reflections on his designs on Vimeo.

To address the field course’s perceived shortcomings, Andrew decided to introduce two new elements using a problem-based learning (PBL) approach. Although he had a clear understanding about why these should be incorporated into the module, he observed that a general lack of awareness of the whole module structure made it difficult to judge whether it was actually delivering on the learning objectives set out for students or if the new activities were plugging any gaps. To resolve this issue, Andrew used the course mapping tool to draw a detailed view of the course structure which would enable him to identify specific elements of the course which were lacking, and provide a clearer insight into if and how the new activities mapped onto that structure.

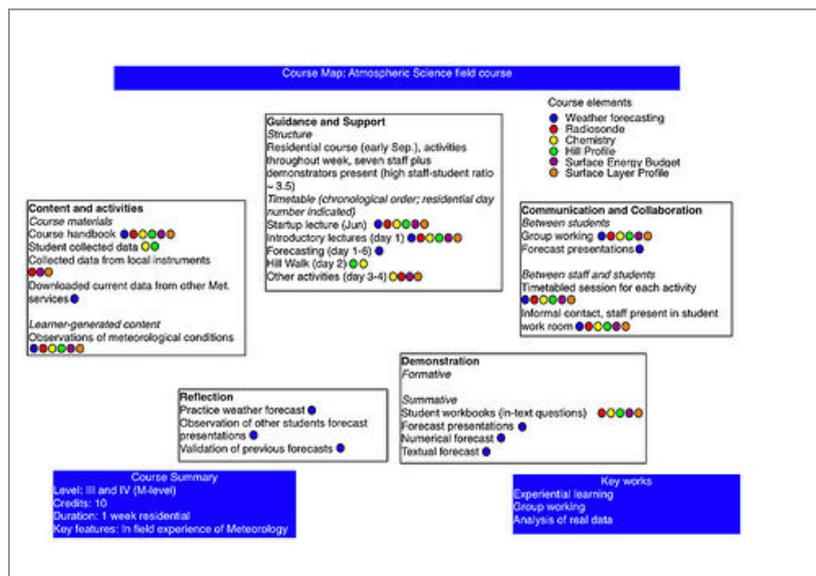


Fig 1. Initial course Map

Having constructed the course map, Andrew noted that two things became apparent about the structure of the module. Firstly, that one of the elements, relating to the weather forecasting, “*sat rather on its own*” in comparison to other elements on the course; secondly, that there was a notable lack of opportunities for reflection and formative assessment in other parts of the module. This enabled him to:

*“go away and think about how the new activities – which I’d already planned on including, and have included – how they map onto that course map and if they do meet the kind of lacking criteria that we identified through this analysis.”*

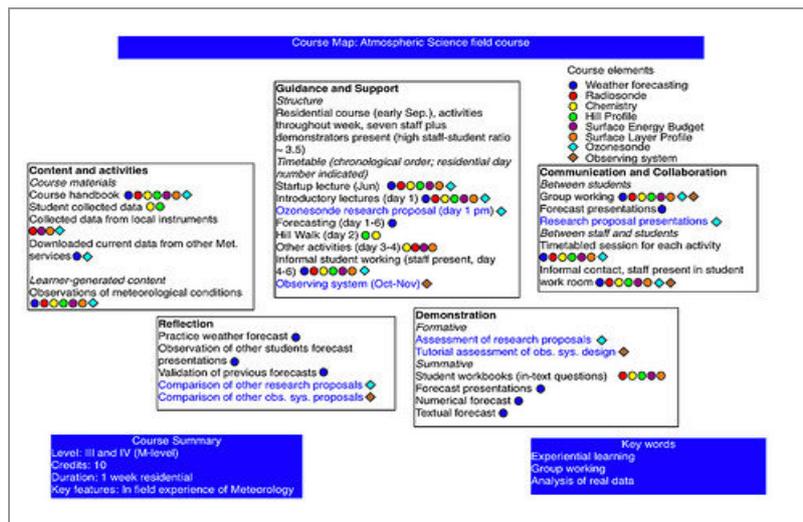


Fig 2. Redesigned Course Map

In addition, the Course Map prompted Andrew to reflect on how the different elements of the module fit within Kolb’s Experiential Learning Cycle:

*“It’s clear that the activities map to different degrees onto that cycle and in particular some of the activities... really miss out key elements of the cycle... and it’s clear that we need to implement more activities in the course which allow for these in order to fulfil a broad remit that matches that learning cycle.”*

Andrew kept a video diary of his module design activities and copies of his designs, both of which he shared on Cloudworks (<http://cloudworks.ac.uk/cloud/view/3813>). To date, Andrew’s reflections have received more than 850 unique views.

Reflecting on his involvement in the Learning Design initiative, Andrew observed that he found it a very useful process that had promoted thinking and reflection and supported his plan to incorporate a PBL approach in his teaching – a student survey asking about students views on the new activities suggested that students valued the changes to the course. Typical of the students’ feedback to the changes was the comment:

*“Applying what you learn to a ‘real-life’ situation focuses one’s mind and gives the learning/research etc a full purpose.”*

Unfortunately, a general lack of interest in the course mapping technique from his departmental colleagues meant that Andrew's participation in the initiative had had little or no impact on his School beyond the individual model. Andrew did not find that the process promoted sharing and collaboration except among those colleagues working with him on the PBL project. Despite this, he concluded that aimed to "*continue to develop courses in this fashion in future*".

### 5.3 Kleio Akrivou<sup>1</sup>

Kleio is a lecturer in Organisational 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. 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. After sharing her thoughts with the Director of the School's undergraduate programme, who was overseeing the redesign of a four year degree undergraduate course in Management and Business Administration, Kleio agreed to design a foundational module in organisational behaviour which incorporated her concepts and ideas. Kleio would design this module, and use a team of tutors to deliver it to her students.

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 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, a member of her teaching team, followed by sessions with the OULDI project team led Kleio to select the Course Map and the Pedagogy Profile as the best tools to help her "*summarise and communicate*".

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<sup>1</sup> Based on a case study report by Kleio Akrivou and David Brannon (see Appendix 3.3)

Kleio discovered a number of early benefits to using the OULDI tools. First, while using them she noted that there was more of a gap between the conceptualisation 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”*

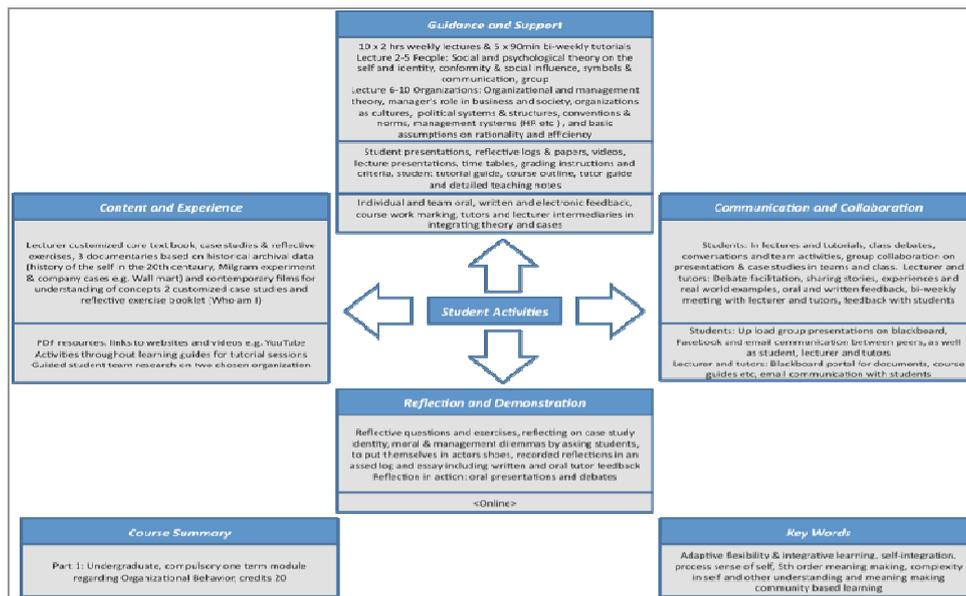


Fig 1. Course Map

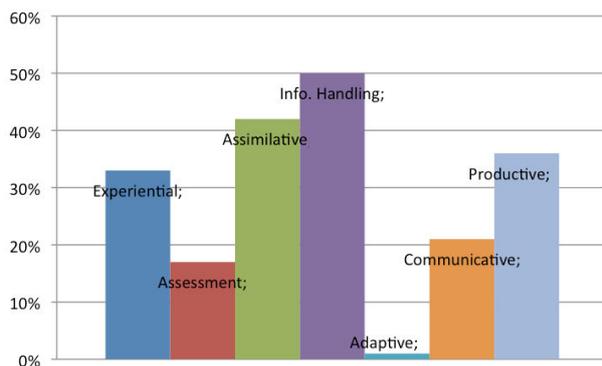


Fig.2 Pedagogy profile. Bar chart representation.

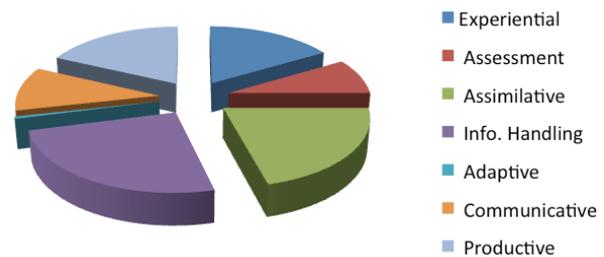


Fig.3 Pedagogy profile. Pie chart representation.

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, David 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”.*

*“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”.*

Kleio 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 the OULDI tools were only introduced after the first term and 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. Kleio believes that earlier exposure to the 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 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... if we want to achieve lifelong learning skills, and a focus on the students as the centre of the learning process”.*

## 6. Impact analysis

In this section we will review the impact of the project against the three critical success factors identified in section 2.2.

### 6.1 Success criteria 1: The methodology provides strategies that enable academics to think critically about their design decisions, and promotes wider reflection and discussion between academics and others.

1 Recognise that...	2 Feel positive about...	3 Use...	4 Learn and develop...	5 Apply...	6 Develop evidence based confidence that ...
...the methodology enables academics to think critically about their learning designs	...using the methodology to enable critical thinking when designing for learning	...the methodology to enable critical thinking when designing for learning	...learning design approaches to enable critical thinking when designing for learning	...learning design approaches in own practice in a way that leads to critical thinking when designing for learning	...improvements in critical thinking in the design process leads to improvements in student learning
...the methodology promotes wider reflection and discussion between academics and others	... using the methodology to promote wider reflection and discussion between academics and others	...the methodology to promote wider reflection and discussion between academics and others	...learning design approaches for wider reflection and discussion between academics and others	...learning design approaches in own practice in a way that leads to wider reflection and discussion between academics and others	... wider reflection and discussion between academics and others leads to improvements in student learning

**Key: No evidence**

**Strong evidence**

There is strong evidence from both the intervention evaluations and the narrative case studies that the OULDI methodology support academics in thinking critically about their design decisions and moreover, that this can be seen to lead to improvements in student learning. Joe and Kleio both talk about evidence that

they have gathered which shows that student' experiences of learning have been significantly improved as a result of using the approach, and indicate that there is support in their schools for continuing with these new approaches.

*"it forces you...it makes you think about the different components of the learning process in a way that is structured and it makes people address those issues and discuss them. Which will make people think about "How do we set learning outcomes?" ... "How does that link to that?"? I think the intention is to use it again regularly as it is, for other jobs to be done... it should be again part of the process"*

*"And there is no doubt that the kind of process you go through like this makes you think about what the students are going to get out of it, or should be getting out of it...the feedback certainly is that the students are getting things out of it".*

Kleio wrote that use of the OULDI tools helped her to take a step back from the design and improve the delivery of the course. Kleio talks at length about how the project has helped her to improve the course by reflecting on student feedback and on the course evaluation (Appendix 3.1.2).

*"I do think the use of the OULDI tool helps me better communicate in advance the learning aims and the goals of the assignments, and do this effectively and clearly." ... "Thus, OULDI helps me feel I am more action oriented in terms of responding to feedback".*

Similarly the student survey Andrew conducted showed high levels of student satisfaction with the redesigned activities. Andrew's narrative indicates that although he is becoming aware of ways in which changes in his design practice may impact on student experience, there is less evidence that these new practices have become fully embedded yet; unlike in Kleio's and Joe's cases there appears to be little support for this new practice in his own School context.

*"It's been my experience that academics don't typically approach the design of a course from the view point of how the course is laid out and it's structure. They tend to start with the material and then try to plan a set of lectures around the material and I've certainly found it beneficial to think about a course in these terms and to try and lay it out in a simple way on a single sheet of paper"*

The pre-existing knowledge, skills and positions of the pilot participants appear to be important factors in how far the tools are able to impact on critical thinking and reflective design practice. Andrew had only been lecturing for two years and had little experience of using technologies in education. Although his confidence in his pedagogic knowledge did not appear to be high, his approach was consistently positive, open and critical. For Joe, his position of influence as a senior lecturer, Director of Teaching and Learning and the School's e-learning coordinator, meant that he was able to build a team around him who were positive and enthusiastic about the use of representations and collaborative design ("*open books, not closed books*"). He is also a highly experienced educator and confident in using technology for learning which meant that he was able to pick up and use the tools with little new learning required. Kleio similarly is a very experienced educator, who is confident in the business use of technologies, if not in learning, and has a strong record of

being critically reflective of her professional practice. Workshop participant A similarly describes herself as positive about her own professional development, and about technologies:

*“I’ve always kept up with the educational side. And I’ve done distance learning, face-to-face learning, e-learning for all different organisations that I’ve worked with, so I’ve kept up with different styles quite well. So it’s definitely interesting... I like gadgets and things!”*

Interestingly, both Kleio and Joe emphasise in their narratives that their Schools already have a strong track record in teaching and innovation, and a culture of continuous improvement. Kleio says:

*“Despite the School’s excellent track record in teaching content and pedagogy[...] there is still space for innovative design”.*

Although the project has been able to determine significant impact on curriculum design process and practice in two already high performing Schools, this impact can not yet be seen at a whole institutional level.

**6.2 Success Criteria 2: Representations and visualisations of courses or modules can be seen to facilitate wider sharing and collaboration at the University of Reading i.e. beyond the localised pockets of good practice identified in the e-benchmarking and Pathfinder projects.**

1 Recognise that...	2 Feel positive about...	3 Use...	4 Learn and develop...	5 Apply...	6 Develop evidence based confidence that ...
...representations and visualisations can help facilitate sharing and collaboration across usual groups	...using representations and visualisations to facilitate sharing and collaboration across usual groups	... representations and visualisations to facilitate sharing and collaboration across usual groups	... a range of approaches to using representations and visualisations to facilitate sharing and collaboration across usual groups	...in own practice the use of representations and visualisations to facilitate sharing and collaboration across usual groups	...the use of representations and visualisations to facilitate sharing and collaboration across usual groups leads to improvements in student learning



**Key: No evidence**

**Strong evidence**

There is strong evidence from the workshop evaluations that academic staff felt very positive about collaborating on their designs with a wider than usual group of colleagues, with a number of staff requesting further opportunities to work in this way. Workshop participants used the tools to work together collaboratively during the workshops and although most did not continue to use them independently after the workshop, around a quarter of participants did. Kleio and workshop participant A both found that the tools enabled them to communicate the nature of their designs far more effectively to others.

In Joe’s team, CompendiumLD enhanced, rather than inspired, the collaborative approach taken by the team. Effective team work practices, such as the use of away days were already in place before the project

started. In Joe's case a creative and visual design approach was already embedded in the team's practice but CompediumLD worked to formalise and tighten up the process, and promoted focused and collaborative design dialogue.

Although, the data suggests that participants found the tools useful for mediating design discussion, it was noted by the facilitators that teams struggled to engage in the exploration of, and feedback on, other teams' designs:

*"Participants seemed to become quite anxious about sharing their designs with others. It may be less stressful for them to set up discussion table about their design which others visited. [Sharing of designs] didn't seem to happen at all. Participants fed back on their progress but this was not evaluated, or effectively shared."*

#### **Facilitator's reflective log for the 9th July 2009 workshop**

*"Group 2 and 4 shared their work with each other but the other 3 groups were not able to engage at all really and merely floated between the tables. None of the groups wrote any evaluative feedback"*

#### **Facilitator's reflective log for the 10th July 2010 workshop**

It is recognised that the sharing of designs across design teams is a particularly challenging aim of the project, but it was nonetheless disappointing that the tools and approaches did not appear to help facilitate this i.e. the representations did not seem to help 'outsiders' navigate other teams' designs sufficiently to understand them. Overall, although the data suggests that the tools and approaches were successful in stimulating and supporting critical discussion and reflection within design teams, there is little evidence to suggest that they promoted significant sharing and collaboration *across* teams, for example there are no instances of designs being taken and repurposed by new teams, or collaboration on aspects of design.

Although Andrew shared his designs and design process in Cloudworks, he did not receive any feedback or support with his design from the wider learning and teaching community, nor did he receive any interest from school colleagues. It should be noted however that despite the lack of feedback and the engagement of others in his design process, Andrew noted that the process of preparing his thinking for sharing with others impacted on his ability to reflect on his practice:

*"And even the idea of using video diaries to document your own thoughts, I think that's also been quite useful and something I might try again since it can often be hard to kind of capture your thoughts when you are writing them down or something more formal."*

The pilot was not successful in embedding wider collaborative design practice at an institutional level; it could not be seen to have impacted on institution wide policies and practices in relation to introducing collaborative approaches into the formal institutional curriculum design process. The lack of sharing and collaboration across Schools reflects the findings from the previous work at the University of Reading (e-benchmarking, section 2.1), where good practice was found to exist within 'pockets' of the institution. Despite individual staff' enthusiasm for sharing across teams, there are currently no institutionally supported

mechanisms for individual academics to share their designs and design discussions with academics in other Schools.

Similarly, although many project participants commented on the value of sharing designs with students and other stakeholders and, in the case of workshop participant A the value of engaging students in early design decisions, the project can not be seen to have impacted on institution-wide policies and practices relating to the engagement of students in the design of their learning.

**6.3 Success Criteria 3: the learning design approach supports academic need in a changing context e.g. improves aspects of efficiency and quality.**

1 Recognise that...	2 Feel positive about...	3 Use...	4 Learn and develop...	5 Apply...	6 Develop evidence based confidence that ...
...the methodology supports academics in improving aspects of the quality of courses	...using the methodology to improve aspects of the quality of courses	...the methodology to improve aspects of the quality of courses	... a range of learning design approaches to improve aspects of the quality of courses	...learning design approaches in own practice to improve aspects of the quality of courses	...using a learning design approach improves aspects of the quality of courses and leads to improvements in student learning
...the methodology supports academics in improving the efficiency of courses	... using the methodology to improve the efficiency of courses	...the methodology to improve the efficiency of courses	...a range of learning design approaches which improve the efficiency of courses	...learning design approaches in own practice to improve the efficiency of courses	... using a learning design approach to improves the efficiency of courses and leads to improvements in student learning

**Key: No evidence**

**Strong evidence**

As discussed in section 2, the changing and challenging context of HE has had an impact on the practice of academics in the University of Reading. This final evaluation question relates to how far the OULDI tools and approaches can be said to support individual academics, teams and the institution in responding to these challenges.

Joe’s response to this question is mixed and perhaps reflects a widely felt tension between the dual drives of more efficient use of resources and the improvement of student learning experience. For example, Joe comments that improving the quality of one or two modules may well have a negative impact on the student experience of the more traditional modules that sit in the same qualification:

*“I said, “You know, this is going to raise demands guys. You know everyone’s going to be asking... for more online stuff. They’re used to doing online discussion. They might be wanting more of it in other modules. So you know there’s going to be some more demands on us all, probably, arising from this change.””*

He also suggests that the design process that his team went through was actually be too successful in generating new and innovative ideas and an additional 'refining' stage has been necessary:

*"So the thing about the process is that it blows your mind, you know, almost like "What can we do?" "What would be interesting and different" but once you've blown your mind, you've got to say "Well what can we actually manage here?" And there is an element of coming down to earth with the implementation processes and then a review...I don't think we're radically changing it you know, it works but there are some things we can do without. So that's what we're doing".*

The tools and methodology can be seen to have supported Andrew in implementing a new and more experiential pedagogical approach (by including PBL elements within his course) and the Course Map appears to have played a role in enabling him to see more clearly how the module worked and how different aspects of the module fitted together, and this enabled him to make more informed design decisions.

*"It has helped me to kind of see where the holes were, if you like, in the course before we added the [PBL] elements...in general I've found using the course map very easy and a very useful process".*

Kleio found the learning design methodology key to enabling better communication of new and complex module designs to the wider design and delivery team:

*"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".*

Angela also used the tool to communicate a more complex pedagogical model to colleagues and felt that there were benefits in using the methodology and tools to involve students and their changing demands in the curriculum.

Overall, the OULDI tools and approaches can be seen to have a significant and positive impact in supporting creativity and innovation, and enabling designers to make sense of more complex designs themselves and for others. Students surveyed after the redesign, or partial redesign of modules using the OULDI tools were positive about their experience of the module but there is no evidence to suggest that the use of the tools has, in the Reading case, led to efficiency savings - indeed Joe suggests that at least in his team's experience, as the design process became more creative, critical and reflective, it became less efficient. In addition, he came to believe that as well designed TEL modules are introduced, the difference in student experience between the old and new modules was likely to lead to increased student dissatisfaction across the qualification as a whole and that this might have resource implications for Schools seeking to enhance their programmes.

## 7. Conclusions and recommendations

The Learning Design Initiative at the University of Reading set out to build upon previous Pathfinder work and to:

- Engage with academics at the curriculum design stage to promote and support the use of pedagogically appropriate technology in course design and delivery.
- Identify the most appropriate process to engage with academics, and the best methods for doing so.

Through the workshops and individual academic and team engagements the project team has had the opportunity to develop a better understanding of the skills and interests of staff in relation to their design practices, and School and institutional level curriculum design processes. In addition, a sufficient number of staff proactively and independently used the OULDI tools and approaches in their practice to enable us to begin to identify the ways in which the tools and methodology can be seen to impact on personal practice, the quality of modules and student experience.

### **7.1 Summary of findings**

The tools can be seen to have had a positive impact on the quality of module designs, as perceived by the design teams themselves and their students. Staff are supported to understand how their modules fit together which in turn enables them to make more informed design decisions and feel more confident about explaining their designs to others. Staff involved in the pilot were most positive about the experience of working collaboratively on designs, including working with others they would not normally work with, and the workshops in particular opened up new dialogues between academic and support staff about the process of designing and planning the curriculum. The CDoTL team found that the workshops enabled them to shift the focus of conversations they were having with Schools from the technological tool to a more useful discussion about using the tools to enhance learning and appropriate embedding in context. The project has had an impact on the way academics think about the process of learning design, and it has enhanced and promoted communication and collaboration within teams.

### **7.2 Background factors**

One important aspect of the project was to identify the factors that have proved conducive to the uptake of the learning design approach by the academics and teams involved with the project. The relevance of some key factors have emerged through this pilot, and are summarised below. It should be noted however that it could be argued that many of these factors are perhaps pre-conditions for the successful implementation of any change:

- 1. A pre-existing team work and collaborative ethos within groups of academics teaching together.*
- 2. Positive attitudes to technology, design and educational innovation*
- 3. A culture supportive of innovation and continuous improvement*
- 4. Enthusiastic and positive staff ("open books rather than closed books")*
- 5. Facilitated and/or structured opportunities for course design away from 'business as usual'*
- 6. Rewards which encourage academic staff to invest time and resource in their teaching*

### 7.3 Recommendations for the University of Reading

Although the current climate in HE presents significant challenges, we have evidence that this initiative has been successful within pockets of the University, and a community of practice has started to emerge. We will aim to build a plan to foster this community, by identifying appropriate ways to communicate and engage with them by being sensitive to the culture and the context of other changes.

Below we summarise our recommendations for the University:

1. The Pathfinder process and Assessment and Feedback review continue. The learning design workshops are likely to be a highly effective mechanism for facilitating actual enhancements in teaching and learning aligned to these strategies. It is recommended that Learning Design workshops become part of the standard university staff development programme.
2. That three half day learning design workshops be developed in collaboration with the IoE to contribute to a credit-bearing/certificated course in conjunction with other material relating to TEL pedagogies.
3. The Course Map and Pedagogy Profile provide support for critical thinking and reflection in the design process, and use of these should be encouraged and supported at an institutional level.
4. Staff have expressed enthusiasm for wider communication and design collaboration across Schools but appear unable to facilitate this themselves, except in pockets of practice for example through special interest groups. The CDoTL team is well placed to take a lead in establishing and coordinating a wider community of practice within the University of Reading to provide a space for discussions and cross-discipline sharing of practice.

### Acknowledgements

The project would like to thank the following individuals and groups for their particular support of this pilot:

**Joe Doak**, Senior Lecturer in Urban Planning and Development, Director of Teaching and Learning and E-Learning Co-ordinator for School of Real Estate & Planning

**Dr. Andrew Charlton-Perez**, Lecturer in the Department of Meteorology

**Dr. Kleio Akrivou**, Lecturer in Organisational Behaviour, Programme Director of International Management

**Dr. Angela Alexander**, Senior Clinical Lecturer

**Dr. Helen Dacre**, RCUK Academic Research Fellow

**Dr. Katherine Hyde**, Lecturer in Environmental Sustainability

**Nina Brooke**, Academic Staff Development manager

**Nicola Langton**, Blended Learning Advisor, IoE

The **Schools eLearning Co-ordinators (SeLCs)** group

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## Appendices

### Appendix 1 Short Course Design Challenge Workshop, July 2009

#### 1.1 Workshop description

##### Overview

The focus of the workshop is on designing 'a course in a day'. The aim is to provide you with fun and engaging ways to design an online course, to think innovatively and creatively and to make best use of different resources and tools to enhance the learning experience.

You will work in your teams on a particular design challenge considering curriculum design resources and tools within a specific context. The overall aim is to give you a taster of how these might be useful in a real course production process, so there will be an opportunity at the end of the day to consider how these resources might be of use for your own course development and to compare the different approaches each of the teams take to addressing this design challenge.

The workshop forms part of a JISC funded project on Curriculum Design led by the Open University (OU), and on which the University of Reading is one the partners.

##### Background

Curriculum design has never been more challenging or potentially exciting:

- New technologies offer a seemingly endless range of possibilities in terms of use of engaging digital media to support core course material to exciting and authentic communicative and collaborative opportunities
- Today's students are more diverse with higher expectations of courses and wide ranging needs from formal, work-related possibilities through to learning for informal, personal reasons
- Employers are increasingly demanding evidence of students having developed a range of social skills and competences to meet the challenges of the modern workplace
- There is now a range of educational models that can be applied to help foster different pedagogical approaches.

##### Workshop outcomes

At the end of the workshop, you will have:

- An awareness of the range of resources, tools and methods which are available to support learning design – including case studies of good practice, learning object repositories and learning design tools/methods. For a quick introduction to learning design read the ‘Learn about Learning Design’ guide (available online at <http://ouldi.open.ac.uk/Learn%20about%20learning%20design.pdf> ).
- Experience of thinking about the design process from different perspectives.
- An understanding that will allow you to transfer the experience gained from the design challenge to your own context and the courses you are involved with designing.
- An understanding of the issues and challenges involved in designing Web 2.0-based learning.

### The challenge

The ‘short online course design challenge’ allows you to explore a range of resources, tools and ways of thinking about course design. Advisors will be on hand to help you.

Towards the end of the afternoon each team will present their ideas. The session will conclude with a reflection on the usefulness of the event and on which of the ideas, resources and tools you might wish to pursue further.

#### ***The challenge...***

**1. The brief:**

Working in your teams, you are to devise an outline for a short online course. You will have between 10:00 – 15:00 to plan and develop the outline for your course. During the final session of the day there will be presentations of the short course designs, reflection and discussion.

**2. The course:**

Some of you already have clear ideas as to what sort of course you would like to design, in which case bring along ideas and content.

**3.** For those who want to try something new the brief is to develop an informal 10-credit online taster course designed for someone going to travel/live in China for leisure/work reasons.

**4. The output:**

Your online course should include:

- The outline of the course
- Clear learning outcomes
- Clear indication of how the learning will take place (learning activities and interactions that map to the learning outcomes; support needed and how learning outcomes will be assessed)
- Translation of a chunk of learning onto the VLE with a clear indication of the study

hours involved.

**5. Support:**

There will be a number of ‘resource stalls’ (see below) offering advice and guidance on different resources and tools you might want to consider. Advisors will be available to give you further information about use of tools, potential educational ideas or models which might be useful.

Each team will have someone to help you present your course outline as a CompendiumLD diagram, which is a tool to help you visualise designs.

**Outline of the day**

Time	Focus
9.30 – 9.45	Introduction to the day
9.45 – 10.00	Overview of the resource stalls – each stall owner/facilitator will give a brief overview of what they can offer, teams will then have the chance to make use of these stalls during the design challenge
10.00 – 10.45	<p><b>Reaching a common understanding</b></p> <p>Initial brainstorm and discussion of:</p> <ul style="list-style-type: none"> <li>• Objective of the course</li> <li>• Learning outcomes</li> <li>• Support that may be needed by the team.</li> </ul> <p>Allocation of roles</p> <ul style="list-style-type: none"> <li>• You can divide this up in anyway you want but you will need to appoint a course team chair who will be tasked with providing overall leadership for the design.</li> <li>• Other roles you might consider could include one or more individuals tasked with exploring what tools to use or exploring potential resources to include.</li> <li>• Others may want to work up ideas for particular activities the students will do.</li> <li>• You may also decide it is useful to have someone having an overview of how the different components of the course fit together, how it links to the learning outcomes and assessment.</li> </ul>
10.45 – 12.15	<b>Course design phase 1</b>

	<p>Planning, getting the help you need to develop the course:</p> <ul style="list-style-type: none"> <li>• How to arrive at a coherent design</li> <li>• How Web 2.0 can facilitate the learning interactions you want</li> <li>• What experience already exists that might apply to your context</li> <li>• How best to assess achievement of the learning outcomes</li> <li>• What support students will need</li> <li>• Prototyping your design</li> </ul>
12.15 – 12.30	<p><b>Plenary</b></p> <p>Touching base and feedback to teams</p>
12:30 – 13:15	<p><b>Lunch</b></p>
13:15 – 15.00	<p><b>Course design phase 2</b></p> <p>Implementation of the design:</p> <ul style="list-style-type: none"> <li>• Putting it all together</li> <li>• Checking the design makes sense</li> <li>• Mapping the design, the mix of tools, tasks, resources etc.</li> <li>• Translating a unit of learning onto the VLE</li> </ul>
15:00 – 15:30	<p><b>Preparing a display for your course</b></p> <p>Each team will be allocated display space. You can represent your course ideas in any way you want.</p>
15:30 – 16.00	<p><b>Reflection</b></p> <p>Teams will have a chance to look at the approaches followed by other teams.</p>
16.00 – 16.30	<p>Outcomes of the evaluation, reflections on the day, feedback on the designs and steps forward</p>

**Resource stalls**

	<b>Topics</b>	<b>Who</b>
Stall 1	<p><b>Web-based resources</b></p> <p>Including the Cloudworks site for learning and teaching ideas, the OU Learning About Guides, the</p>	OU team

	OU VLE case studies, etc.	
Stall 2	<p><b>Tools and ideas to help you plan and map out your designs</b></p> <p>CompendiumLD for visualising designs, information on different forms of representation.</p>	OU team
Stall 3	<p><b>Practice-based experiences</b></p> <p>Staff will be available to give advice and answer questions on about innovating with technologies and pedagogies including use of web 2.0 tools in teaching (e.g. Blogs, Wikis), use of e-assessment, accessibility issues, podcasting use of the Personal Response System (PRS) and other technologies available for use at the University.</p>	CDOTL
Stall 4	<p><b>Effective use of tools and harnessing the potential of the Library</b></p> <p>Advice on embedding reputable sources of materials in courses, getting up-to-date reading lists, materials in e-reserves and issues with images, sound etc.</p>	The Library at the University of Reading

**Equipment**

Each team will have access to an internet-enabled computer, but we encourage you to bring your own laptop if you have one.

**Preparation**

It is not necessary to prepare in advance for the workshop, but if you have decided to work on your own course you are likely to need to do some preparatory work (e.g. looking for web resources you may want to use) so that you can use the time during the day in the best way possible. Others may want to reflect on ideas from their own experience which might be useful in this context; you may also want to do some exploration of existing sites and resources in advance. Stall 2 will be providing support in this area on the day, but sites worth looking in include:

- Cloudworks – a social networking site for design <http://cloudworks.open.ac.uk/>
- E-learning case studies from the University of Reading : <http://www.reading.ac.uk/internal/cdotl/e-Learning/cdotl-e-Learning.asp>
- Educause – [www.educause.edu/7ThingsYouShouldKnowAboutSeries](http://www.educause.edu/7ThingsYouShouldKnowAboutSeries)

**Reflection on course designs**

These points may be considered at this stage:

- Clarity of the learning outcomes and student activities that map clearly to learning outcomes and assessment.
- Coherent course design in terms of the overall structure of the course and how the different elements, tools, resources, activities, assessment fit together.
- Evidence of consideration of the possibilities available in terms of course design, use of tools and web-based resources and learning interactions (i.e. evidence that the team/individuals have made the most of the advice available on the day).
- Evidence of consideration of the study time required for students to carry out the learning activities.
- The way the ideas are presented using the displays.

### *1.2 Invitation sent to members of staff*

Dear All,

We would like to invite you to the ‘Design a course in a day’ workshop we are running on Thursday 9th July as part of e-learning week.

The focus of the workshop is on designing a course in a day. The aim is to provide you with fun and engaging ways to design a course that includes on-line elements, to think innovatively and creatively and to make best use of different resources and tools to enhance the learning experience.

We are encouraging teams and individuals to come and work on a particular course considering curriculum design resources and tools within a specific context. The overall aim is to give you a taste of how these might be useful in a real course production process, so there will be an opportunity at the end of the day to consider how these resources might be of use for your own course development and to reflect on the different approaches taken by others during the day in addressing this design challenge. More information about the workshop is attached in this e-mail.

The workshop forms part of a JISC funded project on Curriculum Design led by the Open University (OU), and on which the University of Reading is one the partners.

If you would like to attend please email Robyn Drinkwater ([r.drinkwater@reading.ac.uk](mailto:r.drinkwater@reading.ac.uk)) with your name (and those in your team if applicable), and your details will be passed on to CSTD. If you would like more information about the workshop please see attached or contact me directly.

Many Thanks

Maria

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Maria-Christiana Papaefthimiou

e-Learning Manager

Centre for the Development of Teaching and Learning

1.3 Resources available to participants

During the workshop participants had the opportunity to use a number of stalls to assist them in their course design and raise awareness about the resources that they could use:

	Topics	Who
Stall 1	Web-based resources  (including the Cloudworks site for learning and teaching ideas, the OU Learning About Guides, the OU VLE case studies, etc).	OU team
Stall 2	Tools and ideas to help plan and map out designs  (CompendiumLD for visualising designs, information on different forms of representation)	OU team
Stall 3	Practice-based experiences  (Staff available to give advice and answer questions on innovating with technologies and pedagogies including use of Web 2.0 tools in teaching (e.g. Blogs, Wikis), use of e-assessment, accessibility issues, podcasting use of the Personal Response System (PRS) and other technologies available for use at the University of Reading)	University of Reading, CDOTL
Stall 4	Effective use of tools and opportunities to harness the potential of the Library.  Advice on embedding reputable sources of materials in courses, getting up-to-date reading lists, materials in e-reserves and issues with images, sound etc.	The Library at the University of Reading

1.4 Participants' Feedback, collected via 'post-its'

<p>Workshop format</p>	<ul style="list-style-type: none"> <li>• Would have liked 5-10 min intro to various possible tools before starting to use them</li> <li>• Hands-on nature valuable</li> <li>• Too slow</li> <li>• The document OK. Cloudworks was good describing format – but I only saw it this morning</li> <li>• Needs more prior instruction on actual software</li> <li>• Needs more structure and guidance early on, on software</li> <li>• Probably too long – lacked some structure</li> </ul>
<p>Things I liked</p>	<ul style="list-style-type: none"> <li>• Compendium is easy to use/adapt to ones own visualisation/needs. Nice variety of export formats</li> <li>• Information provided quite good participants concentrating on designing process</li> <li>• Time to investigate ideas</li> <li>• Talking to other disciplines and seeing how they used online assessment</li> <li>• Benefit visualising module or course design through Compendium LD</li> <li>• Opening up the discussion and group thinking about designing for learning</li> <li>• Building community. Sharing ideas</li> <li>• Very good focus for developing a complex case study based module using compendium as a vehicle for refining design and delivering strategy</li> <li>• Linking in and out of blackboard so that the compendium can become a student facing resource and activity outcomes can be captured in grade centre etc</li> </ul>
<p>Workshop content</p>	<ul style="list-style-type: none"> <li>• Could do with more varied back-up stalls being more pro-active</li> <li>• Need clearer and fuller overview and demonstrations of e-tools available good to have ring-fenced time to explore existing online learning resources</li> <li>• Good- mostly participants worked on their chosen courses/issues</li> <li>• Resource stalls – communicate more effectively what they can offer</li> <li>• No ability to build course in blackboard VLE so limits on course design</li> <li>• Interesting and useful software (compendium) to help design new modules and programmes also useful for planning of research projects</li> <li>• More examples of online courses and practical experiences with it</li> <li>• An introduction to compendium LD would be useful (10 min)</li> </ul>

	<ul style="list-style-type: none"> <li>• Too diffuse – unclear range and depth of materials available from skills booths</li> <li>• Good to have the space to talk with colleagues to design modules and explore the technologies that we may use and be able to identify others ideas and hot to use. would like to know how to make the site more student facing</li> </ul>
Things I didn't like	<ul style="list-style-type: none"> <li>• Need more format structure and focus</li> <li>• Too much time sharing without any outcome</li> <li>• It would be useful to see some demos of good practices from outside UoR</li> <li>• Sometimes difficult to work out what we were supposed to be doing</li> <li>• Not easy to work out what others have done from static display</li> <li>• Wandering around looking really needed things explaining</li> <li>• need to emphasise that workshop is for groups not just groups encouraged</li> </ul>
Action Points	<ul style="list-style-type: none"> <li>• do the paper and pencil work first!</li> <li>• Need to work out how to use compendium</li> <li>• Apply compendium to design of a new/current module. Research project</li> <li>• Design module 'more visually'. Use more online assessment</li> <li>• Need compendium on macs</li> <li>• Work out if need compendium and blackboard. Plus? Minus?</li> <li>• To expand ideas, maybe prototype.</li> </ul>

1.5 Participants' Feedback, University of Reading Form

This feedback was collected via a standard University of Reading form that is used for all staff development sessions.

**THE UNIVERSITY OF READING**

**Centre for Staff Training and Development**

*We rely on your feedback to improve future events. If you have any comments to which you would like a personal response please add your email address. Email .....*

SESSION TITLE: **SELCS – Design a Course in a Day: Course Design Challenge, A Workshop**

DATE: **9<sup>th</sup> July 2009**

1. What for you were the most interesting aspects of this session?

The use of Compendium to design/plan a module, and also to help us review our current programmes  
 Reviewing new software, allocating time to view other online learning resources

Different technologies/approaches available

To have some focused time to design a course and to talk to course leader about her own practical experience

Seeing Compendium in use      Cloudworks      Educause

Exchange of ideas from others in different disciplines

Working on a specific project

Compendium LD      Library input (small part but very useful)

Developing Tech skills / discussing and brainstorming

Hands on sessions

Software information

Learning what was available – library etc

Discussing issues with a variety of colleagues

Learning to use Compendium / working with other colleagues from different disciplines

Time to develop our own issues with support when we needed it

Learning how to use Compendium

2. What was least relevant or interesting?

'Cloudscape' – I did not find this useful

Cloudworks!

Cloudworks .. as unsure of how to use fully

Using software offered compendium etc

Looking at others work – without explanation

Cloud x 2

Disproportionate amount of time on intro and feedback (sorry!)

Tech ideas – not really used

Opening hour

Cloud system work

As we used it as a session to work on a particular project, everything was fine

3. Please note one thing from the session that you may follow up or use:

I would like to start using Compendium

MIT website, YouTube videos

Educause

Using Compendium x 2

Our design

Online assessment

Visualising Course Design via Compendium LD

Use of software (in group)

Wikis

Use of Compendium as front end teaching support

Use of Compendium LD

Pursuing an interactive approach to developing Science SK

Use Compendium for other course development

Compendium as a course design and student resource

4. Did you find the level of this session:

Too advanced	12	Right level	1	Too basic	Comments:
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- in the sense that we needed more guidance and to get into more detail

5. How would you rate this session in terms of value for the time that you have invested in attending today?

1	Excellent	10	Worthwhile	4	Reasonable	1	Poor
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6. What advice would you offer to improve this session?

More laptops, so that groups of 2-3 could work in a course and then perhaps swap to another group

Give some examples of courses online: precise examples, within and without the university subject specific and first person experience

Introductory section on the software available

Needs a bit more structure – make resources stalls more obvious

Quicker, more structure, more focus

Pre-session tech training / induction

Sequence of 'shorter' seminars with prep in between

More structure – more instruction on use of Compendium

More structured – include introduction to various tools

“stalls” not very clearly defined

Perhaps needed a pre-session on Compendium as this seemed to be the most ‘used’ resource

7. Would you recommend this session to others? (please circle)

Yes x 13      No

*Maybe depending on....if you can make it more focused*

*.....possibly*

*.....if it were more structured*

8. Please circle as many of the following as you like to sum up the session overall:

*interesting x 10    slow x 2    enjoyable x 10    learnt nothing new    fun x 2 boring*

*hurried too much information x 1    challenging x 1*

*excellent      just right x 4      irrelevant x 1*

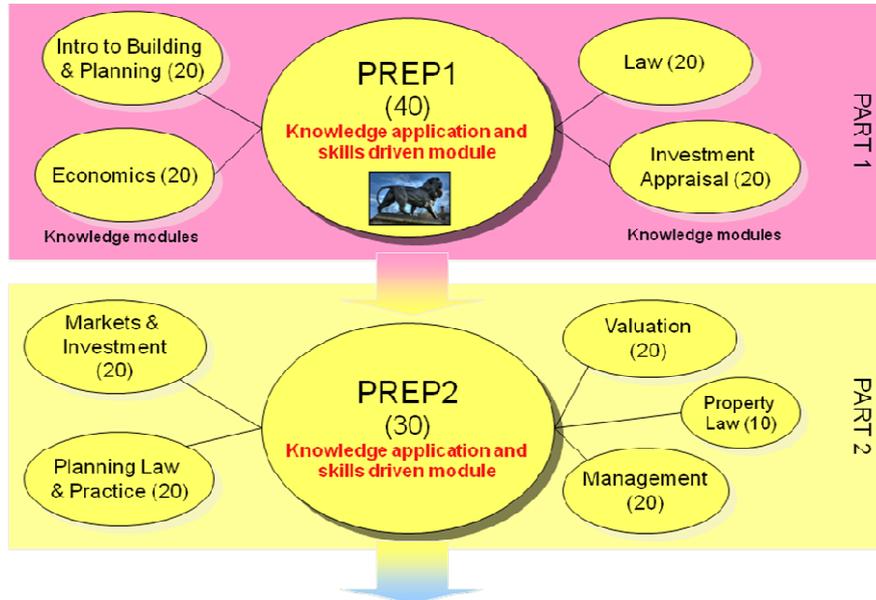
*your words:*    More structure for people who have not very clear ideas

*group focus excellent*

9. Are there any other topics you would like to suggest for future sessions?

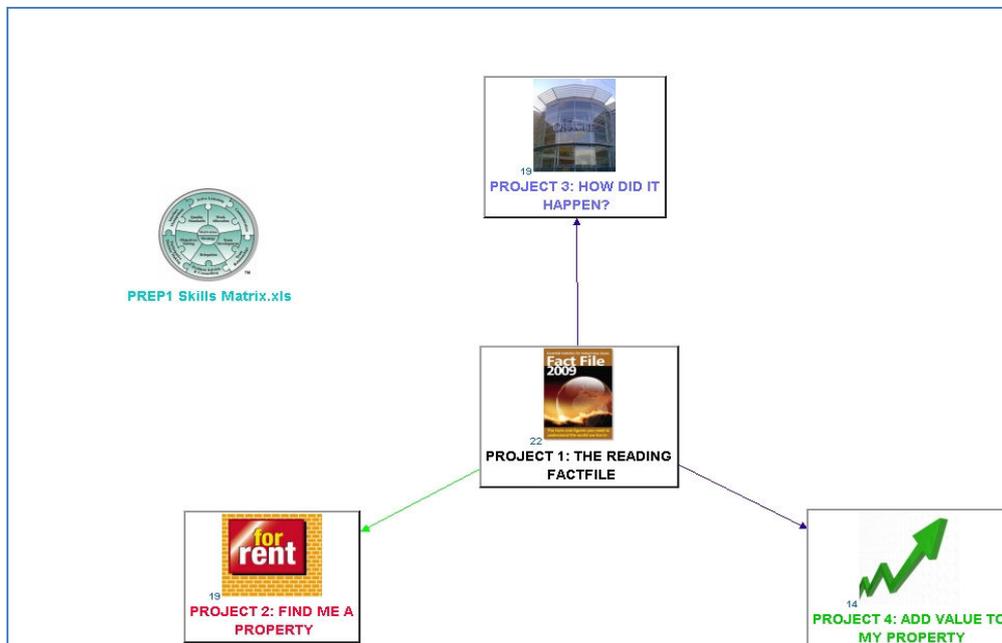
Pre-session on Compendium, as in 6 above.

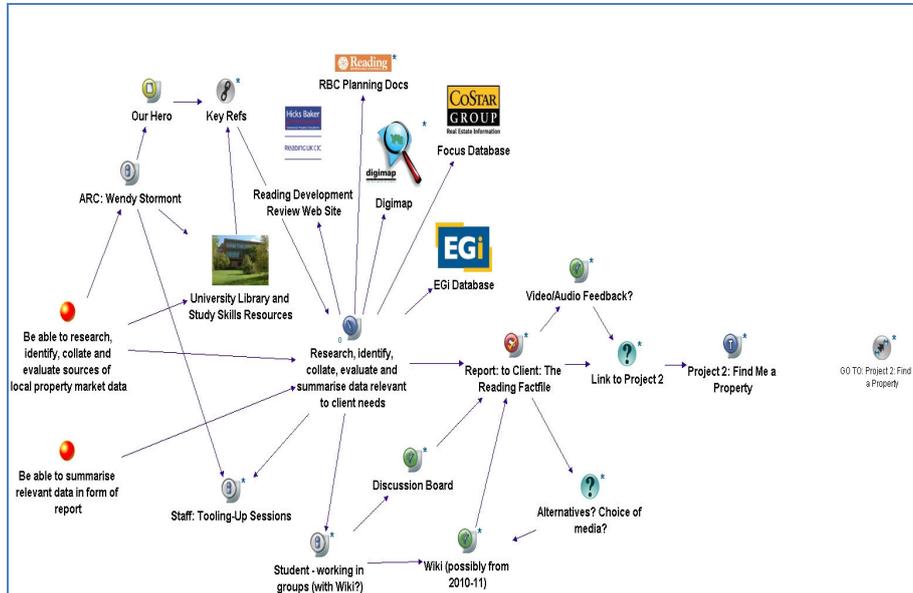
1.6 Urban Planning and development team workshop outputs



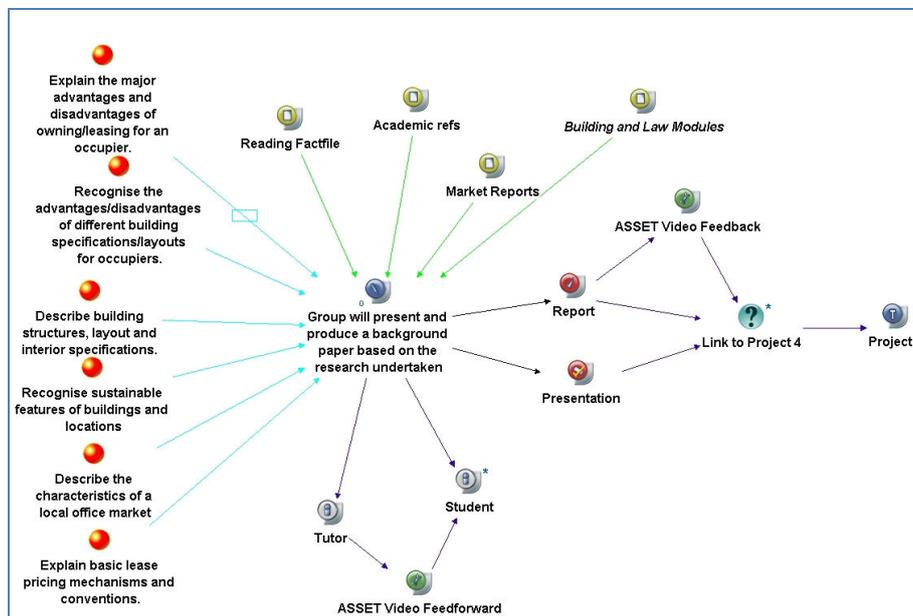
Programme review – Revised Draft Structure

Layer 2: The Four Projects (and Skills Matrix)

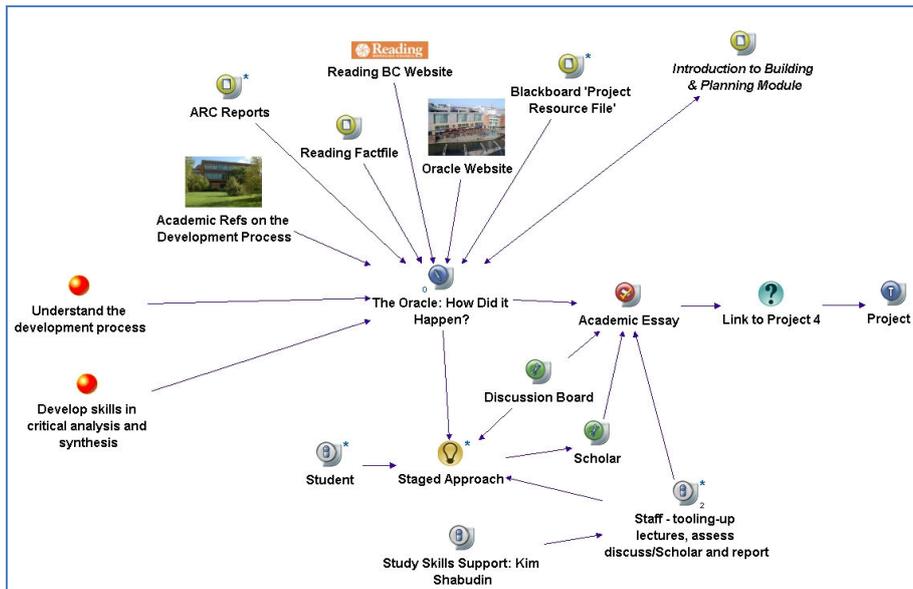




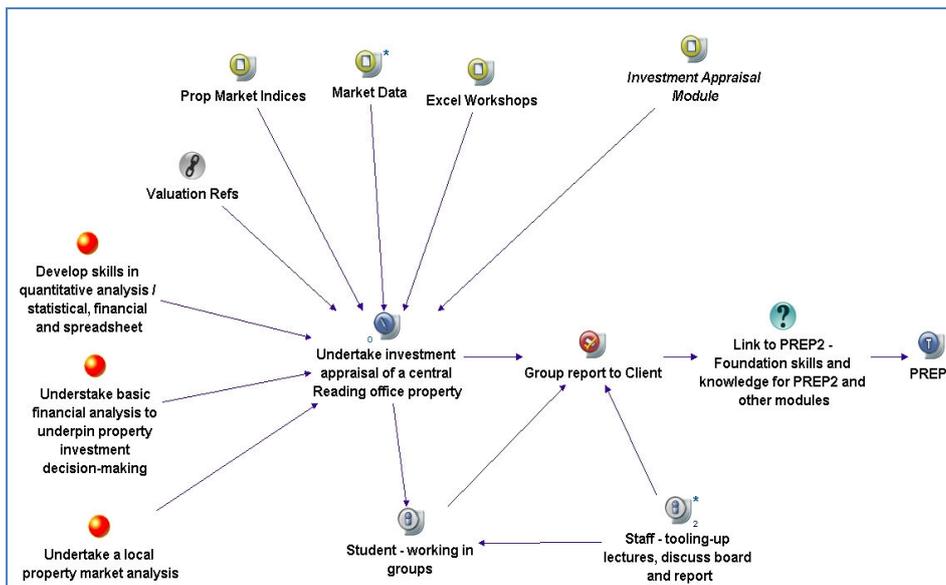
Layer 3: Design of 'Find Me a Property'



Layer 3: Design of 'Reading Factfile'



Layer 3: Design of 'How Did it Happen?'



Layer 3: Design of 'Add Value to My Property'

1.7 Workshop facilitator's reflective log

<p><b>Workshop Outcomes</b></p> <p><b>At the end of the workshop, you will have:</b></p>	<p><b>Review of outcomes –</b></p> <p><b>do I feel the outcomes were met?</b></p>
<p>1. an awareness of the range of resources, tools and methods which are available to support learning design – including case studies of good practice, learning object repositories and learning design tools/methods. For a quick introduction to learning design read the 'Learn about Learning Design' guide (available online at <a href="http://ouldi.open.ac.uk/Learn%20about%20learning%20design.pdf">http://ouldi.open.ac.uk/Learn%20about%20learning%20design.pdf</a> )</p>	<p><i>I felt that participants generally came away with a greater awareness of the range of resources, tools and methods but not case studies of good practice or learning object repositories. Several were very interested in CompendiumLD but there was very limited interest in Cloudworks. Gráinne introduced the use of Yael Kali's Design Principles Database (DPD) to a science group who seemed to make use of it. Stalls were not used well with participants taking a quite passive approach to information searches (using it if it came to them). A stall on OERs specifically would have been good. The stalls could have been presented differently to encourage participants to access them before starting their design (introductions and connections). The Library stall was particularly poorly used.</i></p>
<p>2. experience of thinking about the design process from different perspectives.</p>	<p><i>Participants generally seemed to achieve this outcome and verbal feedback suggested they found this interesting and challenging.</i></p>
<p>3. an understanding that will allow you to transfer the experience gained from the design challenge to your own context and the courses you are involved with designing.</p>	<p><i>Where participants were working in course teams they brought ideas with them and so their work was directly relevant to their own context. Where individuals came together into teams they chose a cross-curricular topic like study skills. It seemed important for people to be working in teams, rather than individually, to share ideas and discuss decisions. Use of Cloudworks or similar to track and document the decision making process would have provided useful reflection material and allowed different teams to share this process more effectively than the round-robin at the end.</i></p>
<p>4. an understanding of the issues and challenges involved in designing web 2.0-based learning.</p>	<p><i>I did not feel this outcome was sufficiently supported in the workshop plan. Web 2.0 was not explicitly discussed, nor were the issues and emerging challenges.</i></p>

Time	Focus	Comment
9.30 – 9.45	Introduction to the day	
9.45 – 10.00	Overview of the resource stalls – each stall owner will give a brief overview of what they can offer, teams will then have the chance to make use of these stalls during the design challenge	<i>Not done sufficiently. Participants did not use the stalls effectively. Not sure how this would be better done unless individuals from teams visit a stall each for a short presentation and then feedback their findings to their group (jigsaw activity). May be useful to offer more visual clues about how to use the stalls i.e. a banner at the front of the tables. Stall holders standing behind selling wares etc to encourage proactive search for info.</i>
10.00 – 10.45	<p><b>Reaching a common understanding</b></p> <p>Initial brainstorm and discussion of:</p> <ul style="list-style-type: none"> <li>• Objective of the course</li> <li>• Learning outcomes</li> <li>• Support that may be needed by the team.</li> </ul> <p>Allocation of individuals roles</p> <ul style="list-style-type: none"> <li>• You can divide this up in anyway you want but you will need to appoint a course team chair who will be tasked with providing overall leadership for the design.</li> <li>• Other roles you might consider could include one or more individuals tasked with exploring what tools to use or exploring potential resources to include.</li> <li>• Others may want to work up ideas for particular activities the students will do.</li> <li>• You may also decide it is useful to have someone having an overview of how the different components of the course fit together, how it links to the learning outcomes and assessment.</li> </ul>	<p><i>Because the group was so large (30) the round-robin took a long time and teams chatted amongst themselves or even started work rather than listening. Better use of time might be for teams to write on flip paper what their principle aims were, share briefly with whole group and then use these team aims to help evaluate success at the end.</i></p> <p><i>May be effective to be more prescriptive about the roles and tasks required, and say that someone from each team must become the specialist in one area (ie. Progress blog (ideally on Cloudworks), visualisation, teaching and learning process, OER, team chair)</i></p>
10.45 – 12.15	<b>Course design phase 1</b>	<i>Participants generally came very well prepared with a clear idea about what they wanted to focus on. One</i>

University of Reading pilot project: Final Report: February, 2012

	<p>Planning, getting the help you need to develop the course:</p> <ul style="list-style-type: none"> <li>• How to arrive at a coherent design</li> <li>• How web 2.0 can facilitate the learning interactions you want</li> <li>• What experience already exists that might apply to your context</li> <li>• How best to assess achievement of the learning outcomes</li> <li>• What support students will need</li> <li>• Prototyping your design</li> </ul>	<p><i>group had already learnt how to use the compendium tool prior to arriving. Few started with the suggested activities (see right), choosing instead to start with the Compendium tool. This seems a strange way to start designing. Maybe more guidance or discussion/activity about design process may be useful prior to start. Opportunity to consider the differences between approaches, and benefits and disadvantages of each of these. This may ensure participants focus on process rather than tools.</i></p>
<p>12.15 – 12.30</p>	<p><b>Plenary</b> Touching base and feedback to teams</p>	<p><i>Participants seemed happy with progress and investigations at this stage.</i></p>
<p>12:30 – 13:15</p>	<p><b>Lunch</b></p>	
<p>13:15 – 15.00</p>	<p><b>Course design phase 2</b> Implementation of the design:</p> <ul style="list-style-type: none"> <li>• Putting it all together</li> <li>• Checking the design makes sense</li> <li>• Mapping the design, the mix of tools, tasks, resources etc.</li> <li>• Translating a unit of learning onto the VLE</li> </ul>	<p><i>Generally, soon after lunch most groups had a visualised plan and after a bit of finalising, began to prepare their presentation of this plan as this stage.</i></p> <p><i>Groups did not appear to have access to their VLE.</i></p>
<p>15:00 – 15:30</p>	<p><b>Preparing a display for your course</b> Each team will be allocated display space. You can represent your course ideas in any way you want.</p>	<p><i>30 mins was not enough time for this. Participants seemed to become quite anxious about sharing their designs with others. May be less stressful for them to set up discussion table about their design which others visited.</i></p>
<p>15:30 – 16.00</p>	<p><b>Evaluation</b> Teams will have a chance to look at the approaches followed by other teams.  A ‘design panel’ will walk round the displays and will ask you questions about your design.  Each member of the design panel will be matching</p>	<p><i>This didn’t seem to happen at all. Participants fed back on their progress but this was not evaluated, or effectively shared.</i></p>

	your design against a set of criteria (see below)	
16.00 – 16.30	Outcomes of the evaluation, reflections on the day, feedback from the panels on the designs and steps forward	<i>Feedback activity worked well. Post-it note feedback has been added below. Participants evaluated whether their personal outcomes had been met (although no clear record maintained of what these were).</i>

**Appendix 2 Curriculum Design workshop: New approaches to the design of blended learning, July 2010**

*2.1 Workshop description*

**Overview**

This full-day workshop will focus on blended learning (a combination of conventional face-to-face teaching with technology-enhanced learning or e-learning) by using a learning design methodology. The workshop aims to identify the challenges in designing blended learning. The participants will become familiarised with a range of tools and resources to help them make informed decisions about creating new or adapting existing blended learning modules and activities.

The learning design methodology adopts an empirically based approach to understanding and representing the design process. This has included a range of evaluation studies (capturing of case studies, interviews with lecturers, in-depth course evaluation and focus groups/workshops), which have helped to develop understanding of how lecturers go about creating new modules and learning activities. Alongside this is an extensive set of tools and resources have been collated to support the design process.

The workshop will adopt a collaborative approach, and will have a set of structured activities that the participants will be involved with. If you are planning or currently designing a course or module bring along any information.

**Workshop objectives**

At the end of the workshop, you will have:

- An awareness of the range of resources, tools and methods which are available to support learning design – including case studies of good practice, learning object repositories and learning design tools/methods. For a quick introduction to learning design read the ‘Learn about Learning Design’ guide (available online at <http://ouldi.open.ac.uk/Learn%20about%20learning%20design.pdf> )
- Experience of thinking about the design process from different perspectives; an understanding of the issues and challenges involved in designing blended learning

- An understanding that will allow you to transfer the experience gained from the design challenge to your own context and the blended learning modules you are involved in designing.

**Agenda**

9.30 - 10	Introduction to the workshop Activity 1: How to ruin a course
10-10.15	Presentation: What is Learning Design?
10.15-10.45	Activity 2: What is Blended Learning?
10.45-11.15	Presentation: Tools to aid course and curriculum design Activity 3: Group Discussion
11.15-12.15	Activity 4: Introduction to pedagogy and technological choices
12.15-1.00	Lunch
1-3	Activity 5: Design your course/module
3-3.40	Activity 6: Sharing Designs
3.40-4.30	Discussion

**IMPORTANT NOTES**

1. **Bring along your own module/course descriptions to work on during the workshop.** If you do not have one you will be working on the attached learning design Scenario.
2. The activities will be **paper-based**, but we would encourage you to **bring along your laptop**.
3. **Optional pre- workshop activities:**
  - a. In order for you to get the most out of this one-day workshop we would recommend that you spend some time preparing your design ideas. – See attached document
  - b. **Reading: Myths and promises of blended learning by Martin Oliver**  
<http://cloudworks.ac.uk/cloud/view/3803>.
  - c. Visit <http://cloudworks.ac.uk/cloudscape/view/2133> and create an account

**Pre workshop activity**

In order for you to get the most out of this one-day workshop we would recommend that you spend some time preparing your design ideas. This activity should take no more than 1 hour. You could do this alone, or in your teams.

- 1) Identify no more than four higher level learning outcomes for your course or module design/redesign. Outcomes should be:
  - **Active** (they describe what students can do)
  - **Attractive** (students want to achieve it)
  - **Comprehensible** (students know what they mean)
  - **Appropriate** (to the students current goals and career plans)
  - **Attainable** (most students will mostly meet it, with due effort)
  - **Assessable** (we can see if it has been achieved)

adapted from 'Writing and using good learning outcomes (Baume, B., 2009)

- 2) Do you have any module descriptors at this stage? If so, what are they?
- 3) Visit the workshop Cloudscape at <http://cloudworks.ac.uk/cloudscape/view/2133>. Most of the Clouds in there relate to activities and discussion we will be having in the workshop, but you might find it useful to review the materials and discussion from Martin Oliver's recent keynote at the International Blended Learning Conference 'Myths and promises of Blended Learning'. Consider how *you* would define Blended Learning (and add your views to the discussion if you want to)?
- 4) Write a brief statement or outline of what your team are seeking to achieve/ do with 'blend'

### Learning Design Scenario

The following is a suggestion for a module design scenario which you can use as part of a learning design workshop. Please feel free to amend and develop it so that it become as close as possible to a module you might develop within your faculty or subject area

***Reflective Practice module***

You are designing a new Reflective Practice module for a Masters course in your faculty. The module will draw on objective-setting, action-planning and professional development activities. Task completion will be supported by workshops and by on-line communication and activities. Participants will use reflective processes to develop knowledge and awareness, which will enhance professional learning and improvement.

Duration: 10 weeks

Student numbers: 160 work based learners

Delivery: 50:50 face to face and online

Credits: 30

Assessment:

- a) *Develop an action plan linked to one objective.*
- b) *Reflect on the extent to which that objective has been achieved. **4,000 words equivalent***
- c) *With tutor support, undertake an end-of-year review and set two further objectives.*

Other ideas:

- Introduction to Harvard referencing
- On-line taster course designed for someone going to travel/live in China for leisure/work reasons

More information: <http://cloudworks.ac.uk/cloudscape/view/2133>

## *2.2 Invitation sent to members of staff*

Dear All,

I would like **to invite you and your colleagues** to participate in a workshop on blended learning that will take place on the 5<sup>th</sup> of July 2009, 9:30-5:00. The focus of the workshop will be on course design and aims to provide you with fun and engaging ways to designing a course using blended learning, to think innovatively and creatively and to make best use of different resources and tools to enhance the learning experience.

It is a great opportunity to focus on preparing modules for the next academic year while getting help with embedding technology in your teaching. Teams currently working together on developing courses will benefit greatly from the workshop.

Please pass the information on to your colleagues. A description of the workshop is attached. The workshop is part of the Enhancement Week. To book a place please contact the Centre for Staff Training and Development (CSTD) via [cstd@reading.ac.uk](mailto:cstd@reading.ac.uk). If you have any questions about the workshop please e-mail me.

Maria

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Maria-Christiana Papaefthimiou  
e-Learning Manager  
Centre for the Development of Teaching and Learning

2.3 Participant’s Feedback, collected via activity questionnaire

This questionnaire asked participants to identify how useful they found each activity on a 5 point scale from very useful to not useful.

For the purposes of analysis, very useful will equal a score of 5, somewhat useful a score of 3 and not useful a score of 1.

	<b>Questionnaire results</b>					<b>Facilitator’s reflective comments</b>
Activity 1	<p><b>We found the ‘How to ruin a course’ warm up activity:</b></p> <p>Group 1 said that ‘[It would have been good to have] a bit more introduction before it because it is a negative way of starting’. Group 2 felt that it was successful in getting everyone chatting. Group 4 said that they would have liked to have revisited the checklist more during the day. Group 5 agreed that is was a good icebreaker and useful for contextualisation of the session but felt that a more focussed sharing of points would have been useful.</p>					<p>It was decided that there would be very few pre-workshop tasks and we would not attempt to record the session on Cloudworks ‘live’ but instead add outputs of the session after the event. The only thing they were asked to do was go to Cloudworks and read the discussion which has emerged around a keynote speech at the International Blended Learning Conference the week before. Participants arrived on time and sorted themselves into groups quickly and easily. We were therefore able to start immediately with the warm-up activity. The activity seemed to work well as an icebreaker and stimulated a real buzz of conversation and some excellent contributions. I had intended to come back to the checklists through out the day but somehow didn’t. Might be nice for teams to create a poster which could be put up for easier referencing and sharing (i.e. people could look at them during the coffee breaks). I felt that too much time was spent going round each table asking for lists and this allowed people to cool-down again after the warm-up.</p> <p><b>Recommendations:</b></p> <ul style="list-style-type: none"> <li>○ More clearly articulate the purpose of the activity with a focus on warm-up and fun. Explain how the checklist will be used to positively support good design practice (design problem/design solution).</li> <li>○ Refer to and use the resultant checklists through out the session</li> <li>○ Ask teams to put them onto Flip chart ‘posters’ for easy sharing and collaboration (where Cloudworks is not used ‘live’)</li> </ul>
	<b>Group</b>					
	1	2	3	4	5	<b>Mean</b>
	4	5	5	4	5	<b>4.6</b>

**We found the ‘What is Blended Learning’ activity:**

Group 1 thought that the activity was thought provoking and challenged presumptions. Group 2 felt that they would have valued more time for the ‘why’ Blended Learning. Group 3 felt there was not enough time given to people who had not engaged with the pre-workshop material (keynote discussion) to familiarise themselves with the topic. Group 4 thought that a discussion about defining the term didn’t clarify what it actually means. Group 4 felt that less time given to the activity would have created sharper focus.

This activity was included as a result of feedback from the workshop held at Brunel University in November 2009. Participants at that workshop said that they needed a firmer grounding in what was meant by the term ‘Blended Learning’ and a review of the benefits and challenges of such an approach before being able to design a Blended Learning module. On reflection I feel that Maria and I as facilitators did not spend sufficient time identifying the learning outcomes for this activity. In retrospect I feel that it would have been sufficient for us to give out 4 or 5 definitions, and shift the focus of the activity more firmly onto the benefits and challenges of Blended Learning rather than on grappling with the semantics of the term. The pre-workshop activity was optional and although would have been useful in reviewing some contemporary discussions in the field is unlikely to have impacted on teams’ ability to have engaged in the activity.

**Recommendations:**

- Firmer focus on *why* Blended Learning rather than definitions.

**Group**

1	2	3	4	5	Mean
3	3	3	2	4	3

Activity 3

**We found the introductions to the three representations:**

Group 1 felt that there was not enough information to be able to move on and further, that information was given in the wrong order. Group 2 felt that the introduction was a bit divorced from the relevant activity (activity 5). Group 3 would have liked more time to be given to this activity and access to some completed examples. Group 4 wrote that they thought the introduction was a helpful overview of the analytic tools (and especially the Pedagogic Profile). Group 5 just wrote 'Pedagogy Profile -?' when asked for thoughts about the activity, but graded the activity 'Very useful' so it is unclear what they meant!

This introduction clearly should have been given just before the 'design a course' activity - this would have made much more sense. During the introduction there was a lot of positive feedback given about the representations and particularly the concept of macro, meso and micro representations of modules or courses.

**Recommendations**

- Couple the introduction to the views and the practical 'design a course' activity together.
- Provide worked examples for clarity

**Group**

1	2	3	4	5	Mean
3	4	3	4	5	3.8

Activity 4

**We found the affordances activity:**

Group 1 noted the diversity of opinions about this activity within their group. Some found it easily understandable whilst others found it entirely baffling. Group 2 though that more explanation of terms would be useful. Group 3 agreed and put it more strongly *“the term ‘affordance’ was not clearly explained and time was spent unpicking terms such as ‘wiki’! Need to go from known to unknown – not a leap in the dark”*. Group 5 indicated that they were also unclear about what the term ‘affordances’ meant, thought the stickers got in the way of the exercise, and agreed that the terminology needed prior explanation.

It became clear early on in the exercise that I had over estimated the groups’ knowledge of technological tools and software. For example it was not clear to many what was meant by the terms micro-blogging, wiki or forum. Once these has been explained there was not sufficient understanding of the tools to be able to think critically about its affordances. This activity would work better with some examples (perhaps short case studies) of how a technology has been/ or could be used in HE learning and teaching. Maria might find it useful to do a survey of lecturers understanding of some of the core teaching technologies as understanding seemed quite poor (although this may be because many of the group were new lecturers). There may be value in doing a basic level workshop.

**Recommendations**

- Provide a glossary of terms as a minimum, and perhaps some examples of use
- Provide a smaller selection of technologies for groups to choose from
- Use pen and paper rather than stickers for this exercise.

**Group**

1	2	3	4	5	Mean
3	4	1	3	3	2.8

<b>Activity 5</b>	<p><b>We found the ‘Designing your course/module’ part of the session:</b></p> <p>Group 1 valued the opportunity to spend a ‘decent’ amount of time on this activity and be able to apply learning to a real life situation. Group 2 found this part of the workshop very enjoyable and thought provoking, and agreed that it was good that it was directly applicable. They requested an exemplar course/ module design. Group 3 thought it important that they has a critical friend (Ruth from LSBU) sit with them, otherwise they felt that they would not have had enough knowledge to make progress. Group 4 found the activity useful and liked the practical application to everyday work. They thought the opportunity for definitions, planning and reflection was helpful.</p>	<p>This activity was very well received and teams made good use of the time.</p> <p><b>Recommendations</b></p> <p>None</p>												
	<p><b>Group</b></p> <table border="1"> <thead> <tr> <th>1</th> <th>2</th> <th>3</th> <th>4</th> <th>5</th> <th>Mean</th> </tr> </thead> <tbody> <tr> <td>5</td> <td>5</td> <td>4</td> <td>5</td> <td>5</td> <td>4.8</td> </tr> </tbody> </table>	1	2	3	4	5	Mean	5	5	4	5	5	4.8	
	1	2	3	4	5	Mean								
5	5	4	5	5	4.8									

<b>Activity 6</b>	<p><b>We found the opportunity to share our designs and look at other teams’ designs:</b></p> <p>Team 1 said that they were not prepared with a view to sharing their work. Group 3 felt that they had insufficient context or though processes behind others’ work, and thought a presentation format might be better. Group 4 thought there was good opportunity for a ‘cross-fertilisation’ of ideas. And group 5 thought the sharing could be done in less time. They suggested that the exercise could have been made more focused by picking up on a positive idea from others and then incorporating it in their own next steps.</p>	<p>The disadvantage of not using Cloudworks throughout the day is that teams do not then iteratively collate their designs (with explanations) with an eye to sharing with others. I have avoided the use of a presentation format because it can be a little boring at the end of a long day, and because I feel the focus should be on planning next steps/ implementation, but recognise that where Cloudworks is not used ‘live’ this may be the next best option. Group 2 and 4 shared their work with each other but the other 3 groups were not able to engage at all really and merely floated between the tables. None of the groups wrote any evaluative feedback.</p> <p><b>Recommendations</b></p> <ul style="list-style-type: none"> <li>○ Consider presentation format activity for sharing work and next steps.</li> </ul>
	<p><b>Group</b></p>	

University of Reading pilot project: Final Report: February, 2012

1	2	3	4	5	Mean
2	4	2	4	2	2.8

Mean for team	Group1	Group2	Group3	Group4	Group5
	3.33	4.17	3	3.67	4

**Overall** Group 2 found the day worthwhile and thought the modelling especially useful. Group 3 said that there was lots to take away and think about but that they would have liked paper handouts as they found the whiteboards hard to read. Group 4 thought there was a good balance between structure and scaffolded reflection. They also felt that this could have been improved even further with better use of the checklist coming out of the first activity. Group 5 found the day really useful and valued the time to focus on Blended Learning as an activity. They thought that the day could have finished earlier (and this links to their point above about too much time given to the sharing activity).

2.4 Participants' Feedback University of Reading Form

Date: Monday 5 <sup>th</sup> July 2010	Time: 9:30- 5:00
Session title: Curriculum Design	Session leaders: Maria Papaefthimiou and Rebecca Galley

Did this session meet your expectations?			
exceeded	met	almost	no
5	15	2	

**If not, what was the reason?**

- I thought we would be working online most of the time
- Bit rushed in places
- There was an assumed prior knowledge – would have liked some more concrete examples
- Still not very clear about all terms. Confidence increased but would need more support
- Would have liked more information about ‘tools’
- I need to do more person study/contact time on it myself - i.e. needed more time for personal reflection (even having done the homework!)
- Would have liked more ppt handouts - as slides on board difficult to read/ ppt handouts to add notes on would have been highly useful

**What will you use from this session? Is there anything you will follow up?**

- Course Map/ “Course map view” - will use as general overview
- Pedagogy Profile
- Pedagogy profile useful
- Specifics - good practical
- Delivers - for collecting references
- Wikis - collaboration
- Incorporating more technology into planning and assessment!

- Using 'activities' in my plan
- Process of how to add activities in our programme
- Possible workshop session on tools
- Certainly will take back some ideas as currently rewriting FD
- The curriculum design session was really good. It focused me on what we are trying to achieve in a new way
- Design planning tools for small team developing
- Course design with points on my own particular course, through provoking and appropriate for sharing ideas with the team
- Design initiative and 3 models
- The tips about design were useful/ will use-the process of thinking about design
- Thinking and reflecting upon
- Many ideas to develop further
- Follow up with various teams to see how to apply
- Cloud works - wordle
- Affordances activity with other colleagues
- Tools for T +L / planning on using tools in the afternoon - will use in the future
- Some new e-tools
- Ideas, knowledge, useful tools
- Useful refresher of common sense approach to module design. Less new than expected
- Develop BB use and explore use if eliminate for LA links
- Three of us used the afternoon session to plan the next stage of our programme
- Will look at online resources
- Useful to meet/exchange ideas with people from other departments
- The day enabled us to establish sequence of changes that need to be implemented to update the course
- Group work added useful experience

**What do you think of Enhancement Week as a teaching and learning event?**

- V. Good

- A great idea
- Seems a good idea/great idea
- Supportive of it/ great idea
- V. useful and interesting to share knowledge with others
- Enjoyable, worthwhile
- Unfortunately the people who need it don't attend
- Didn't really know about this - not directly linked to Reading, seems a great idea - thanks!
- It's good, but hard to find the time and some lecturers that need to come don't... compulsory PGCAP for all the old people on the staff
- Potentially very good
- Good idea - could be part of the staff development programme?
- Good idea - but I can't spend a whole week. Our dept has exams this week and marking to do!
- V good but cannot attend most sessions due to CPD commitments and external examining
- Good but difficult to attend many sessions at busy time of year
- Good to highlight teaching. What about the uptake?
- An excellent idea - but what is happening at Bulmeshe and London Rd?
- A good idea - I knew nothing about it.
- Very worthwhile - good to have a mix of events to go to
- Should encourage more staff to join in, 2/3 staff members per department will not have an impact on things, especially if they need a total restructuring of the ways things were done before

**Do you have any suggestions for future teaching and learning events and/or for Enhancement Week?**

- More of the intensive sessions such as today
- Run them at school level please!
- CPD targets for all staff should affect SDR etc
- Make is clearer what each session will cover so easier to choose - no descriptions until after signed up and CSTD sent through joint info. Too many emails!!
- Embedding cross-university development in a clearer way
- More of the same at other times of the year
- Very well organised sessions, thank you.

- Similar forum to this would be useful
- Subject specific themes in sessions?
- More content could have been delivered e.g. new skills for digital age
- Make is a must of staff - head of schools

*2.5 Workshop facilitator’s reflective log*

This event is the second ‘Design Challenge’ type event to be held at the University of Reading. The workshop focused on blended learning (a combination of conventional face-to-face teaching with technology-enhanced learning or e-learning) and utilised a learning design methodology. The workshop aimed to identify the challenges in designing blended learning. Participants were introduced to a range of tools and resources to help them make informed decisions about creating new or adapting existing blended learning modules and activities. Most of the participants in this event were also students on the PGCAP programme at the University. Broadly speaking the activities covered four stages of the design lifecycle: vision, gather, assemble and evaluate.

		<b>Activities</b>	<b>Resources</b>
		Introduction	<a href="#">Presentation: What is learning design?</a>
<b>Vision</b>	<b>Activity 1</b>	How to ruin a course	<a href="#">How to ruin a course</a>
	<b>Activity 2</b>	What is Blended Learning	<a href="#">Martin Oliver’s keynote from IBLC 10 ‘Myths and promises of blended learning’</a>
<b>Gather</b>	<b>Activity 3</b>	Group discussion	<a href="#">Presentation: Introduction to three learning design representations</a>
	<b>Activity 4</b>	Introduction to pedagogy and technological choices	<a href="#">Affordances: Tools in use</a>
<b>Assemble</b>	<b>Activity 5</b>	Design your course/ module	
<b>Evaluate</b>	<b>Activity 6</b>	Sharing designs	<a href="#">Peer evaluation</a>

**Methodology**

The following data collection methods were used to inform this evaluation:

**Delegate feedback**

Delegates gave feedback on activity questionnaires through the workshop in groups and some also gave spontaneous feedback verbally during the event or by email after the event.

### Facilitator reflections

The facilitators (Rebecca Galley and Maria Papaefthimiou) took part in a reflective discussion, and separately reflected and commented on delegate feedback.

### Supporting documentation

Discussion, outputs and processes of the event were all well documented on Cloudworks. The workshop Cloudscape provides a good record of the event. URL:

<http://cloudworks.ac.uk/index.php/cloudscape/view/2133>

#### 2.6 Supplementary emailed feedback

I wanted to complement your team on putting together a fabulous course I attended on Monday on blended learning/course design. It was very well run, and thoughtfully put together. I was impressed by the expertise of the local organizer as well as the colleagues from other Universities who worked on the project. It was a very productive day, where I was able to make substantial progress with redesigning a module, and I enjoyed the interactions with other colleagues.

Please accept this rather late thank you for the Curriculum Design workshop you run Monday 5th July. I found it extremely beneficial and enjoyable.

Regarding the OU three tools for curriculum design, I always think that the qualities of a good tool are that it can be used with very little instruction; you do not think about or question the tool when using it; it helps you know when you have successfully completed a task and finally you want to use it again. I found this all to be true of the OU tools.

Maria thank you for running a whole day event. I think we needed this time to really become familiar with the motivation and nature of the course and to develop close cross curricular links with other colleagues, a secondary but immensely valuable side product.

Finally you mentioned many other tools in the session. Can I suggest we establish a Web 2.0 facility where such tools can be listed and our experience of them in the university shared?

It was one of the most useful courses I have done for a while. Thanks.

I just wanted to say that I thought today's T+L curriculum design workshop on blended learning was absolutely fantastic. I wasn't too sure what to expect to be honest, and didn't know if it would be that relevant as I'm not currently redesigning a module that would suit this framework - I signed up to pick up

some useful ideas for the future. And actually it worked just fine for that. Very useful topic to have a workshop on.

But also, the thing I enjoyed the most was that we had the chance to work in teams on other people's modules. I really enjoyed chipping in ideas and suggestions to my team, and helping out with the design of another person's module. This is something which it seems to me would be good more often?

Are there opportunities currently for T+L "surgeries"? Sessions where people can come along with questions about how they can improve their modules by adding in new approaches, e-learning or otherwise, that staff from around the Uni can assist with, and chip in ideas? (like a T+L advisory service!)

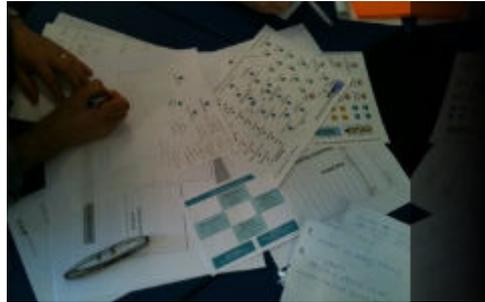
I'd be keen to take part in things like that, to enhance the strong learning community at Reading with respect to T+L and its support, if I'm able to. Seems to me this day ticked the box for that, and it would be good if it could continue in other guises?

Anyway, thanks again for a fun and interesting session!

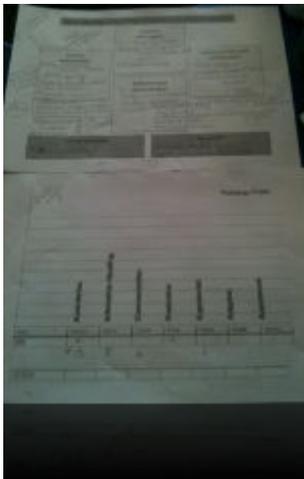
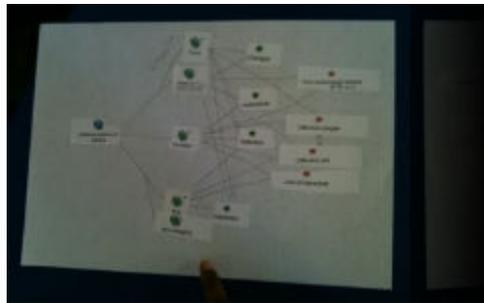
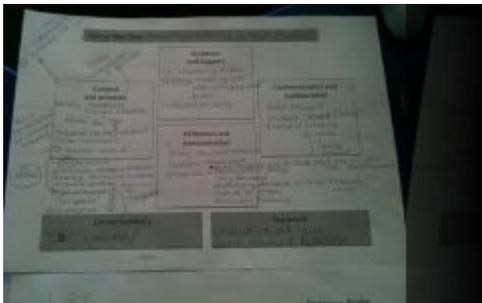
2.7 Photos taken during the event

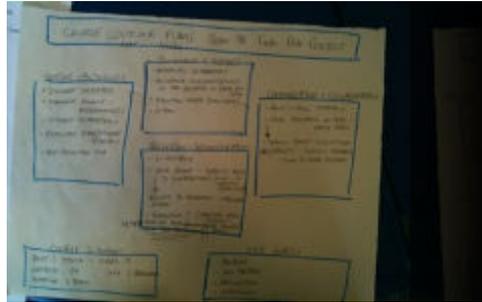
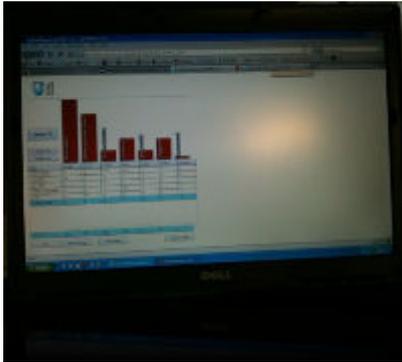
Groups



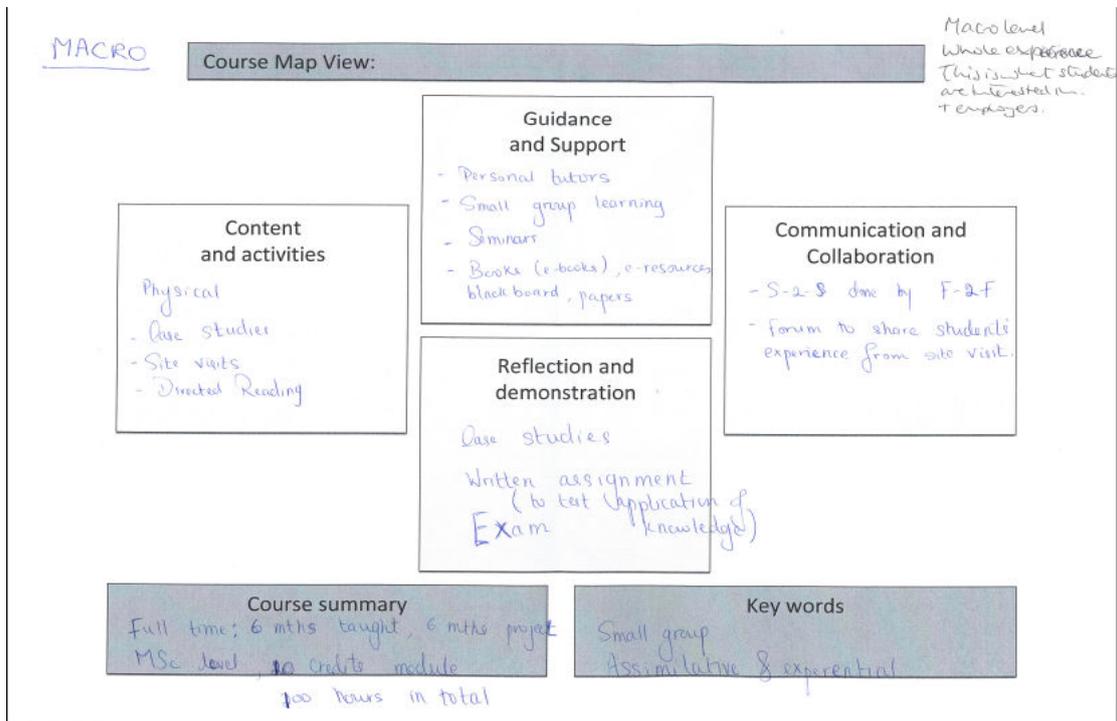


### Designs

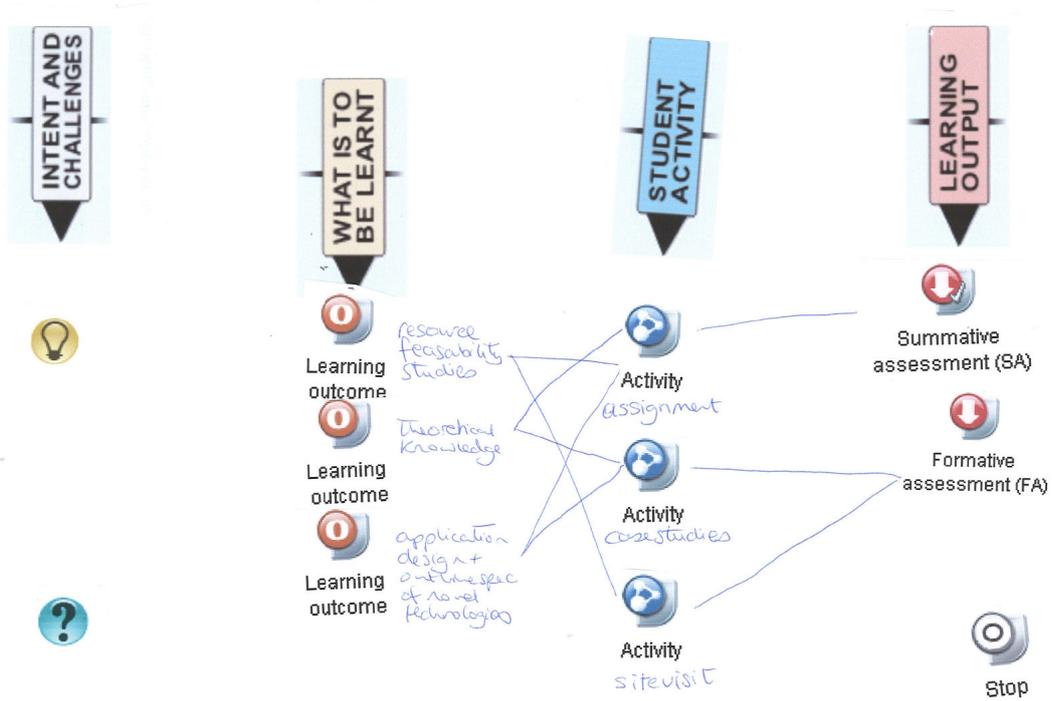




2.8 Bio Mass team workshop outputs



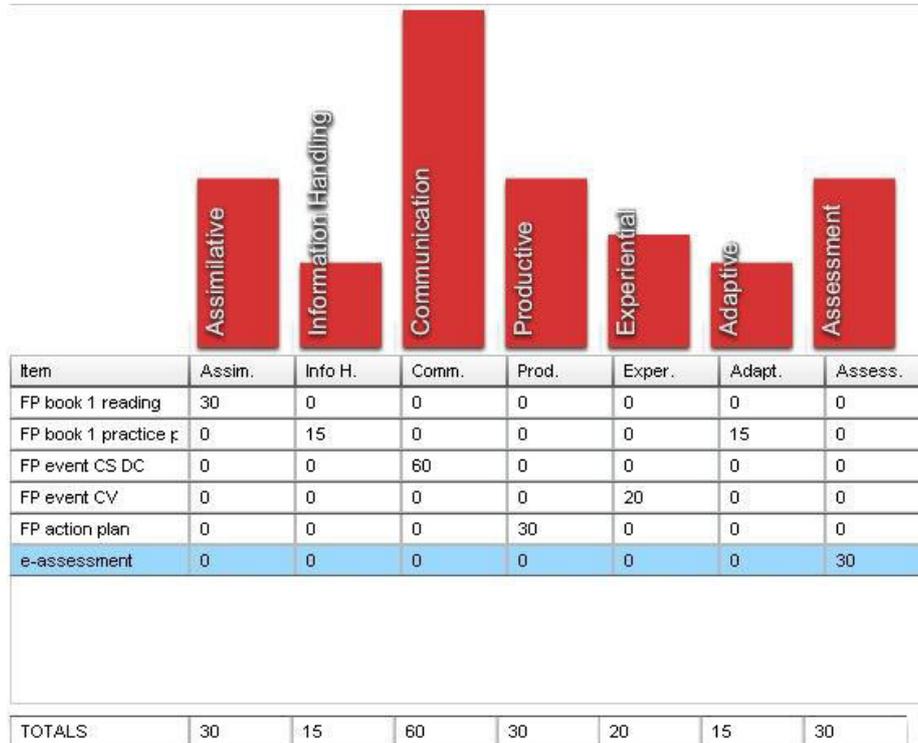
Bio-mass team: Course Map view



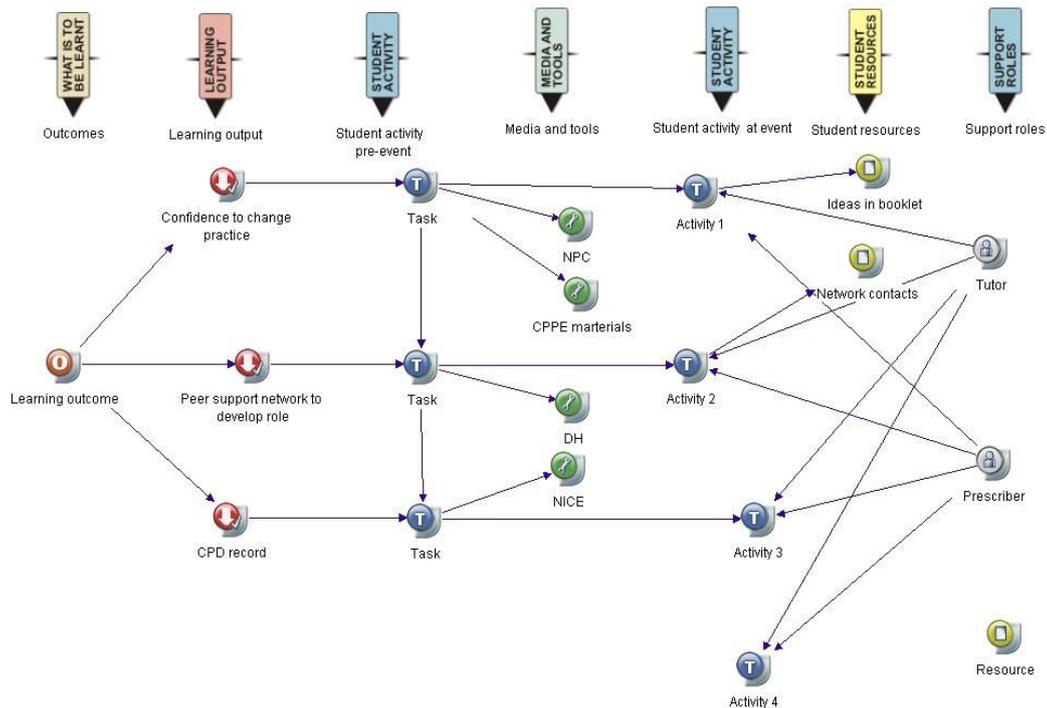
Bio-mass team: Task swimlane formative and summative assessment

2.9 Participant A Post-workshop short course designs and interview transcript

Short course: Prescribing



**Prescribing Pedagogy Profile**



**Prescribing Learning Outcomes View**

**Transcript of interview with participant A**

**SF: What did you feel was achieved with the tools that you used? You used a couple didn't you?**

AA: I used Compendium to plan this series of events, and that happened... but to be honest, I think that would have happened if I hadn't used Compendium. I think it helped to sort of show the other people what I was doing. It was useful to show other people how things were structured. And those events are now rolling out all over England...

**SF: So you said you would have pulled together what you did without Compendium. Do you think you were able to do things with the work that you did that you wouldn't have been able to do had you not used it?**

AA: No.. I don't know... except, as I say, I showed other people, and that was a bit different – it helped them to see what I was doing. I think the event would have happened in the same way, whether I'd used the tools or not.

**SF: How did they help with the design of your programme?**

AA: Erm, well, I suppose I'd got the design in my head, and it helped to visualise the design. And, as I say, I think that's what helped to show people visually what we were doing. I'm not particularly a visual person, so it probably meant more to other people to see it visually than it did to me. I'm much more of a list person...

**SF: I am too!**

AA: I could have just done it as a list, but it wouldn't have looked very... well, it would have just looked very traditional. I probably would have done the same thing, but I don't know if it changed the actual design.

The other tool that I did use... I've forgotten what it's called – the one where you put the things in

and get different bars...
<b>SF: The profile widget?</b>
AA: That's it, the profile widget. I think that potentially could change things more, because I think it just reminds you that you need to have a balance – and for balance, it helps to see it visually. So... I think they are very visual tools aren't they? And so I think the visual aspect of seeing the balance of the different aspects across the profile helps. So I think that's good.
<b>SF: The second thing I want to ask you in relation to this is what impact using these tools had on being able to cascade learning with your peers?</b>
AA: Yes, well, I did this presentation to my colleagues up in Manchester, and they'd not heard of or seen any of these before. And I explained to them about Cloudworks as well, so some of them looked at Cloudworks, and found some useful things there that they were going to take forward. I think the widget is much easier to use. The other one... I found it quite difficult moving the boxes around and joining the files. I think I'm more likely to use the widget than the other one.
<b>SF: Did your colleagues show much interest in it all?</b>
AA: Yes, I think they did. Erm... we meet every month, sometimes online, and it's called the Integrated Learning Group – we use Blackboard and wikis... I could put the widget on the wiki I suppose and see how they use that – that's a good point, I will do that! Because then they could just access it. And you see I showed them... I applied it to something we'd already written, just really to prove what we had written was good quality because it was quite well balanced. But I suppose the idea is to use the widget while you're developing something, to remind you where you need extra depth. As I say, I don't think either of the tools make a huge difference – it's more to do with reassurance that you're on the right lines... that you've got it right. I suppose someone who hasn't been developing training materials as long as I have... they'd probably be used in a different way. But I suppose because I've been developing training materials for about 30 years or so, I'd like to think I'd got it sorted! I don't know... but as I say, I think you could use them to highlight gaps.
<b>SF: Will it change the way you now develop materials?</b>
AA: Whether I'd change? I don't think so. I think... I've got it sorted... it sounds a bit vain to say that, but I think I'm quite good at thinking of all the different aspects. You know... you've got to include things for different styles of learning so I do always try to do that – you know, so that there's something for people who like e-learning, something for people who like reading books, and other aspects for people who like practical, hands-on stuff...
<b>SF: So would it be fair to say that you are quite happy with the methods that you use to develop training materials, but these tools might be an interesting add-on?</b>
AA: Yes, yes I think they are a useful add-on because they provide that sort of reality check – particularly the widget – a reality check that you've got all points covered and you haven't missed something. And as I say, for somebody developing new programmes, it does show if you're low on one aspect and not on others, so yes... I've had to keep up with learning styles at all different levels of learning, so I've developed an interest in... and I did an MSc in educational research methods, so as well as being a pharmacist, I've always kept up with the educational side. And I've done distance learning, face-to-face learning, e-learning for all different organisations that I've worked with, so I've kept up with different styles quite well. So it's definitely interesting... I like gadgets and things!
<b>SF: So I guess the next thing we need to flesh out is that we are evaluating the impact... in your</b>

**opinion does the Learning Design methodology promote thinking, reflection and discussion, (and is there evidence to show that these improve learning and teaching)?**

AA: Erm, I suppose they promote thinking because you've got to think about how the activities link to each other. But in terms of learning... it's definitely led to discussions, because I've discussed it with other people and, I suppose, reflection yes. I don't know whether the learner would have realised I had used it, so I don't know that it directly promotes learning.

**SF: You wouldn't necessarily say that using the tools had had an impact on delivery, for example?**

AA: It's hard to say isn't it? I suppose it did have an impact... maybe even a butterfly flying past the window would have made a difference! But to what extent... because I'd started to do the project more or less at the same time as developing this, so I'd thought more or less about how the project was going to go. I've got the materials we produced as a result of it – we produced a whole series of workbooks for small group learning, including pre-workshop activities etc. I did nine of them for different topics. That was the output. To what extent the tools influenced that, I don't know – because this sort of style of getting people to do things before they come to an event... so the whole focus of the event is not about teaching people, it's about people learning... so I suppose it did help with that focus in that respect. The teaching element was done before they came.

**SF: You've already mentioned that the visualisation aspect of the tools was quite interesting, and do you feel that this promote sharing and collaboration?**

AA: Oh yes – but with colleagues at Manchester, not at Reading. Oh yes, it did – and having you here talking about it has made me think we should share it with learners as well. Because when I ran this event – and I ran it here at Reading – I did explain to them what it was all about. But I suppose we could use that to show the learners, to say 'this is why we are asking you to do this'... and maybe we ought to do that a bit more. Inevitably, you give people pre-event activities, and even though they go out three weeks before the event, some people didn't do it, some people left it to the last minute and then found websites were down and things, so they couldn't do it... but if we sent them something like that mapping to say 'this is how we've developed this, this is why it's important that you do your part here' in the pre-event learning, maybe it would involve the learners more in the design – and I hadn't thought about including learners more in the design. And yet maybe we ought to do that with all our students... because they just come along and take what we give them, don't they?

**SF: So you think it could improve communication with the learner?**

AA: Yes – with the learners – that they'd understand why you want them to do it, which is part of the pathway of learning...

**SF: Does a Learning Design approach meet academic needs in a changing context (i.e. can it be said to improve aspects of efficiency with an increasing student: lecturer ratio (feedback, managing workload etc)?**

AA: I suppose, going on what I juts said, if it could help students to see why you were asking them to do things, that would help efficiency – because they'd do them, and you wouldn't have to keep reminding them to do things, or waste time because they didn't understand something. They'd maybe see why and how it all fits in.

I don't think we do involve students at all in design – although actually, for this project that is something we do, we run 'design days' and we get users along to them... so we did have people that the course was aimed at along to the design days, but inevitably you only get the enthusiastic

ones and the keen ones.  
 But maybe at the University you could get the students more involved. At the moment, at the sort of staff/student committees, it's all moaning about how things were – that module needs changing etc – rather than getting involved in the design in the early stages. And maybe we *should* involve students more in this. I don't know if other Schools do...  
 If you got things right, there'd be less comeback, and you'd waste less time resolving things that were wrong – so that would be more efficient.  
 One final thought... the Pharmacy course has been accredited by the General Pharmaceutical Council – you have to do it now every five to six years – and they come and quiz you about how the course is developing, and they are looking for links from one topic to another so that the whole course is integrated learning. And I suppose even if we don't use the design tool to actually do the design, we could use the design tool to show how it all links together, couldn't we? That might impress them! And, again, they'd be able to see it visually, rather than us trying to explain where those links are – so I think that would be quite a good use for it.  
 Because we've got modules that do link, but trying to explain links between modules we could use Compendium... at a sort of Macro level. I'm not sure what level it's supposed to be used at...  
 I think the visualisation is the most useful aspect of it... maybe it appeals to people who are into mind mapping and things like that? I'm not really into that. I've tried!

**Appendix 3 PGCAP student engagement**

*3.1 Joe Doak SeLCs presentation and interview transcript*

**Joe Doak interview with Maria Papaefthimiou**

		Experiences of using CompendiumLD for course re-design.
00:02	JD	I think if I can kind of put it into a bit of a) context and b) timeline, you know. The work we were doing on the review of the BSE programmes which led to 'Prep 1&2', was sort of taken forward through a working...well working groups plural really. And the kind of ideas of course design was being used by us before we used the software, so we <i>were</i> brainstorming in a kind of diagrammatic way and (it is on here isn't it?) and so we were doing this kind of thing before the course des...before the course. And so in that sense the course then came along and I kind of plugged in ...and I thought "This is useful because it does what we were doing anyway in a more directed way" because of course the software is designed for course design. So...and then we kind of signed up for that day and I played around with it before that day, and that day really – luckily for me – gave us the chance to brainstorm some more elements, some more detailed aspects of it with the team that were there. And in that sense I think, that day was a key time when that brainstorming - the second stage, I guess, of the brainstorming - occurred. After that, you know, I tweaked it and refined it and I'm trying to think how we used it...it didn't kind of become a major means of communication because, I mean, we were using that kind of stuff, the PowerPoint stuff, often after that to show this thing. But I

		did show it after then in the staff meeting and illustrated, you know, that we were using this software. So in that sense the staff were aware that we had brainstormed it; that we'd had these big ideas and that we'd then put on detail. And that what the course design did – showed that to the rest of the...
	MP	And that was with CompendiumLD tool?
	JD	Yes, yes. Software...so in that sense it did its, you know, its job there but I wouldn't say – and again this is my slight reserve – that it didn't really, you know, become the major way of communicating
	MP	No, but would you say it had <i>helped</i> ...
	JD	Yes
	MP	...with communicating on this occasion?
	JD	Yes and I would say that maybe this is the bit I haven't taken forwards, and it could be used ...and,um, we don't use it I'm afraid...but I think it could be used ...um...for communicating it to students better - or part of the process. Um...and we haven't really used it like that...and I ...this question was asked at the periodic review and .. I don't know was it you [MP]? And <i>someone</i> asked this question and said "You could use this to communicate these ideas with the students" and I thought "Oh yeah, yes we haven't actually done that yet?" So I'm afraid I'm going to have to admit that in terms of communicating, it had some role in communicating with other staff about what we were doing – what the group were doing and the work that we were doing and sharing detail - but in terms of communicating with students I don't think we have really used it to its potential, and I think... that's all I can say – it has the potential. And every time someone asks me that question I think "yeah – why haven't we...?"
04:07	MP	Ok, ok and I understand that. And so would you say that you have or have you not embedded this kind of thinking? I don't want to limit this discussion to the particular software but the kind of ideas that you brought from CompendiumLD in these maps. Would you say for example that it has been embedded in your practice? Or not really?
04:36	JD	Yes, and I think I'd have to say it was already there and it's embedded. And it's given it a little bit more sophistication I think in terms of the way we work through Compendium – it – well it doesn't <i>force</i> you – but you bring in the components of course design that ...I mean our concepts were modules, you know? Module block/ circles – but that gave you layers and that's the strength of layers. And so I think it's embedded, and it's embedded in <i>my</i> head and it's on my machine and I'm going to use it again because I've got two strategy groups to do and these ....one particularly on the postgrad is developing a new programme on housing development and I would like to, you know,

		use that to support that process. We'll probably do it on the board to begin with and then I can translate it, or do it at the same time depending on how easy it is into this kind of thing. Which will make people think about "How do we set learning outcomes?" will ... you know "How does that link to that?" You know? I think the intention is to use it again regularly as it is – you know, for other jobs to be done...you know... it should be again part of the process
05:54	MP	So do you think then that this kind of process – and you've particularly used the CompendiumLD component of this – promote thinking and reflection and discussion?
06:04	JD	Yeah. Yep. It did. And again, like I said to you, it <i>forces</i> you...you know...it <i>makes</i> you think about the different components of the learning process in a way that is structured and it makes people address those issues and discuss them. On that day, you know, we had quite a lot of discussion about...you know...details about how we were going to run these projects: the things we could use; the technologies we could bring in. And again what had happened was that we had thought about technologies - learning technologies – and some of them we have used and some of them we haven't used but again it did force us - and made us – brainstorm, think and discuss those components...those sub-components I think of the learning process.
06:55	MP	And can I ask you then, do you think that this improved teaching and learning then on...
07:01	JD	Yeah.
	MP	...the course in particular then? That had an impact?
07:07	JD	Well, yeah. It's a mode of thinking. CompendiumLD and course design is a mode of thinking and I think that were implementing it beforehand and that it permeated the course. And yes we did get - we <i>are</i> getting - very good feedback and good student outputs. So I think the thoroughness – and it was a very thorough process ...sort of thinking through the learning objectives, and what we wanted to get and what we were trying to do - was aided and abetted by the software process I suppose – the 'tool in use'. And I suppose that ...well personally – and it's a bit radical to say this – and you could say no it hasn't...but I think it's actually...and my view is that its revolutionised our thinking within the school of Estates and Planning to learning and teaching and now 'Prep' is in everyone's minds – 'Prep', the model we've got and the techniques and the things we do in it are sort of spilling out into other modules and things as well – and that's not comprehensive, but I think it's a significant structural change in thinking, I think, within the School
08:40	MP	And this is your idea before you started implementing the tool - CompendiumLD...the general idea?

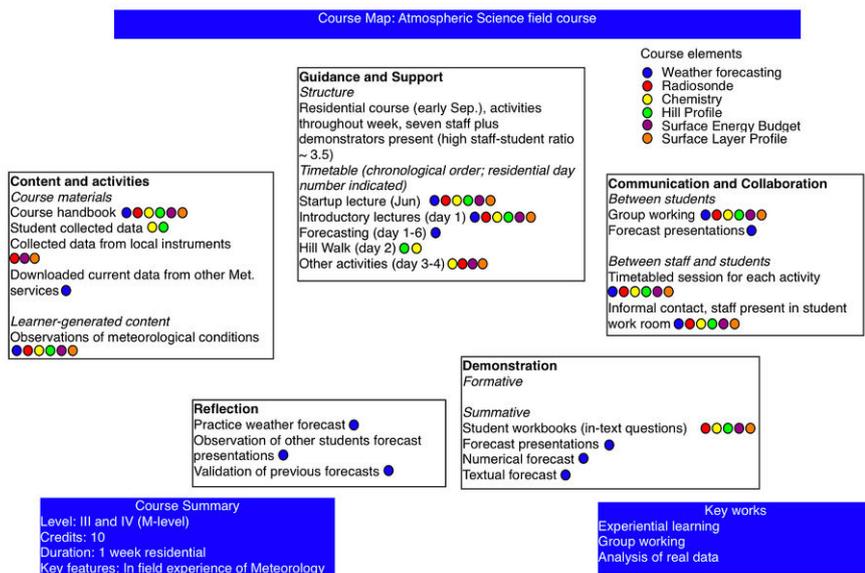
08:51	JD	I think there were a core of people that had the ideas. Who brainstormed them and ...you know, like I say, the good thing is we have got new people coming into the school who are open books rather than closed books. You know, we had a process of new people coming in and many of them are keen to use new technologies and think through, you know and think through learning processes in the same kind of way. Good timing I think.
09:20	MP	OK. Right then Ok. So, I understand then perhaps CompendiumLD has helped in this process?
09:25	JD	Yes. Well, I think so. So again, it probably is...because in a sense I am the person that ran with it most, but for me it seemed to be, well... not perfect, but pretty good software for doing what we were doing. And I say, the intention was to use it again to aid further reviews
09:50	MP	OK. Now if we move away from the particular tool that you used, because the particular tool kind of supports this learning design idea and learning design approach, do you think this general approach meets academic needs in a changing context? Say for example, improving efficiency and perhaps where you have a student body which increases. Do you think this approach might help or have a role to play in design within these constraints?
10:26	JD	Well yeah. I suppose the word efficiency...you mentioned that...
	MP	I'm sorry I shouldn't perhaps...
	JD	Was that the question?
	MP	Well the question is – there is a change in context, and your context could be for example changing student expectations, or managing your workload or whatever...whatever that might be. So, do you think these kind of approaches have a role to play in this?
10:53	JD	Well yes, I see – this is a broad strategic question – yes I do. And there is no doubt that the kind of process you go through like this...it does make you think about what the students are going to get out of it, or should be getting out of it. So in that sense...well the feedback certainly is that the students are getting things out of it. They are, you know, enjoying learning better (we think), so the feedback is good. And, as I said, to the rest of the staff in one of those early staff meetings when we were introducing 'Prep 1', I said, "You know, this is going to raise demands guys. You know everyone's going to be asking...you know, for more online stuff. They're used to doing online discussion. They might be wanting more of it in other modules. So you know there's going to be some more demands on us all, probably, arising from this change." And I think its happening.

		<p>What's happening... it's interesting because, you know it is raising the anti- I suppose on thinking and sophistication of learning processes. The other thing its done – and this is the interesting thing – is implementation of Prep 1 and 2 has been hard. There's no doubt (you know, going back to efficiency) that certain members of staff have had to work very hard on this and I think what has happened is that we have all put a lot of effort in to deliver Prep 1 and now Prep 2 – and we have put a lot of effort in and committed our personal resources in – and in implementation we are starting to refine it. And I think to be honest we are starting to refine it <i>down</i> a bit, you know. It was almost all singing and all dancing you know, and we said “well we could get a discussion board going there and we could get them doing a role-play here, and oh, they'll do feedback and they'll do annual meetings and they'll do reports.” You know? And it was kind of a very sophisticated infrastructure we had set up and you know, in running it we though “you know there's a lot of stuff here” and in reviewing it, and we're saying, you know “Did that add value? From our point of view, from the students feedback on the learning process. And if it, you know, did, was it worth the effort and we ended up, I won't say stripping out, but refining. We got rid of a couple of things in there, based on the review process, to make it more efficient. So the thing about the process is that it blows your mind, you know, almost like “What can we do?” You know? “What would be interesting and different” but once you've blow your mind, you know, you've got to say “Well what can we actually <i>manage</i> here?” And there is an element of coming down to earth with the implementation processes and then a review. I think, you know we're tweaking it. I don't think we're radically changing it you know, it works but there are some things we can do without. So that's what we're doing.</p>
13:57	MP	<p>OK, I think that's probably enough of what we wanted to cover ...in terms of impact...so, you're going to use it again?</p>
13:58	JD	<p>Yes, and I certainly have it...you know I'm going to another meeting in a little while and I've used it for another reason. I've used it for research. This is a ...I had to write an article on the retail development process for a journal, and I actually used it. And I though, you know CompendiumLD is a good sort of bit of software to represent some of my ideas about how I think about, well especially networks, which is what it is, a series of network relations between different actors and then around it different sorts of resources that are brought in to the process so I actually used it for an article. I wonder if I should have ...I probably didn't acknowledge use of it!</p>
15:01	MP	<p>Ok that's really great! Do you think you could actually send us this?</p>
	JD	<p>Ok, if you want a hard copy?</p>
15:13	MP	<p>I think I would like a...</p>

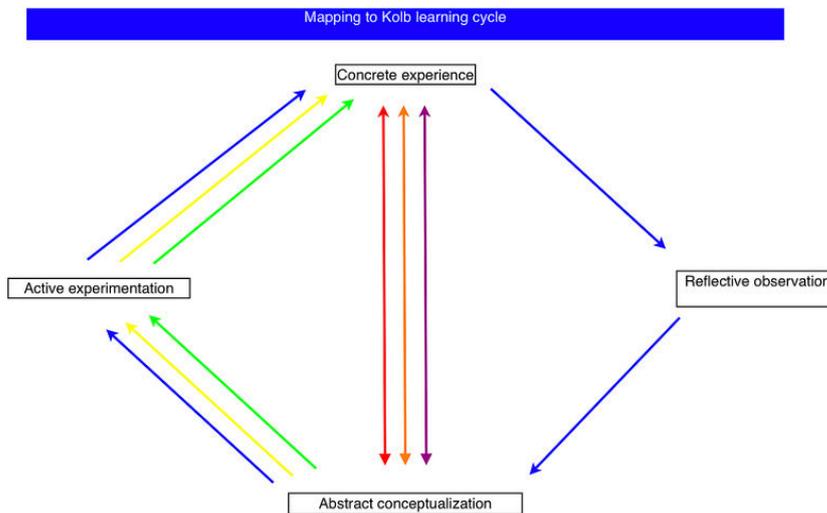
	JD	Electronic copy?
15:16	MP	Yes, and then I've got it – because this is great because it shows how you have embedded into practice for another reason
15:21	JD	Yes, that's right – it's an adaptation of things.
15:28	MP	So this is a really worthwhile visualisation tool?
	JD	Yes I think so – I mean I didn't...I mean that...certainly...that diagram is created at one level of sophistication but it did the job. I'm sure I could have done something on PowerPoint the same but I thought actually, it suits what I'm doing. So I did use it and got published in a journal.
	MP	And this is part of your article?
	JD	Yes
	MP	Oh, excellent
15:55	JD	So I can send you a copy of the full article so you can see how I used it for the diagrams inside the article.
16:03	MP	Thank you so much – that's brilliant.

3.2 Andrew Charlton design outputs and video diary transcripts

Module title: Atmospheric science field course



Pre-redesign Atmospheric science field course: Course Map



Pre-redesign Atmospheric science field course: Course Map dimensions mapped to Kolb's Experiential Cycle

**Course Map: Atmospheric Science field course**

**Content and activities**

*Course materials*

- Course handbook ●●●●●●●●●●
- Student collected data ●●●●●●●●
- Collected data from local instruments ●●●●●●●●
- Downloaded current data from other Met. services ●●●●●●●●

*Learner-generated content*

- Observations of meteorological conditions ●●●●●●●●●●

**Guidance and Support**

*Structure*

Residential course (early Sep.), activities throughout week, seven staff plus demonstrators present (high staff-student ratio ~ 3.5)

*Timetable (chronological order; residential day number indicated)*

- Startup lecture (Jun) ●●●●●●●●●●
- Introductory lectures (day 1) ●●●●●●●●●●
- Ozonesonde research proposal (day 1 pm) ●●●●●●●●●●
- Forecasting (day 1-6) ●●●●●●●●●●
- Hill Walk (day 2) ●●●●●●●●●●
- Other activities (day 3-4) ●●●●●●●●●●
- Informal student working (staff present, day 4-6) ●●●●●●●●●●
- Observing system (Oct-Nov) ●●●●●●●●●●

**Course elements**

- Weather forecasting
- Radiosonde
- Chemistry
- Hill Profile
- Surface Energy Budget
- Surface Layer Profile
- Ozonesonde
- Observing system

**Communication and Collaboration**

*Between students*

- Group working ●●●●●●●●●●
- Forecast presentations ●●●●●●●●●●
- Research proposal presentations ●●●●●●●●●●

*Between staff and students*

- Timetabled session for each activity ●●●●●●●●●●
- Informal contact, staff present in student work room ●●●●●●●●●●

**Reflection**

- Practice weather forecast ●●●●●●●●●●
- Observation of other students forecast presentations ●●●●●●●●●●
- Validation of previous forecasts ●●●●●●●●●●
- Comparison of other research proposals ●●●●●●●●●●
- Comparison of other obs. sys. proposals ●●●●●●●●●●

**Demonstration**

*Formative*

- Assessment of research proposals ●●●●●●●●●●
- Tutorial assessment of obs. sys. design ●●●●●●●●●●

*Summative*

- Student workbooks (in-text questions) ●●●●●●●●●●
- Forecast presentations ●●●●●●●●●●
- Numerical forecast ●●●●●●●●●●
- Textual forecast ●●●●●●●●●●

**Course Summary**

Level: III and IV (M-level)

Credits: 10

Duration: 1 week residential

Key features: In field experience of Meteorology

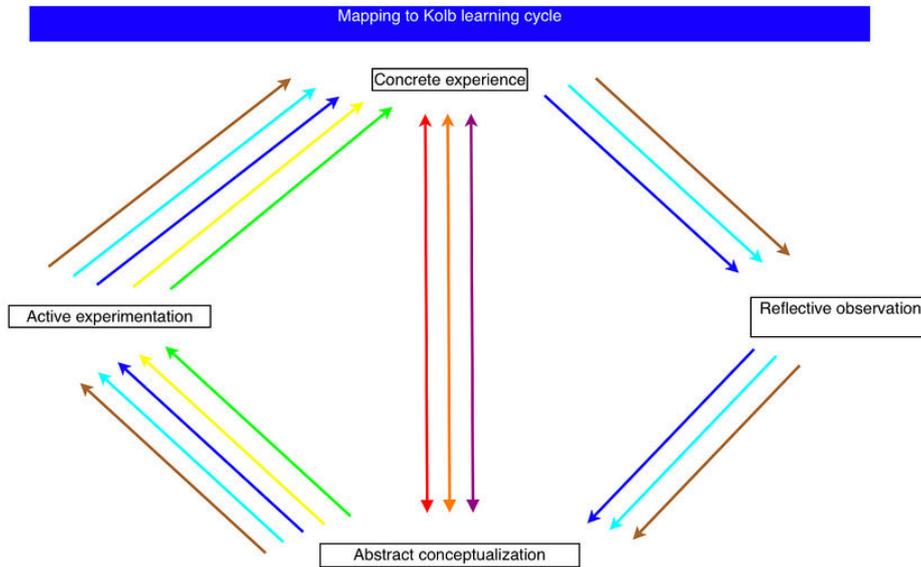
**Key words**

Experiential learning

Group working

Analysis of real data

After-redesign Atmospheric science field course: Course Map



**Pre-redesign Atmospheric science field course: Course Map dimensions mapped to Kolb’s Experiential Cycle**

**Transcript of Video Diary 1**

<http://cloudworks.ac.uk/cloud/view/3813>

ACP Video Diary 1: <http://vimeo.com/12358473>

Slide and time log	
<b>(00:00)</b> Introduction and project scope	My name’s Andrew Charlton Perez and I’m a second year lecturer in the department of meteorology at the University of Reading and this is my first video diary for the OULDI project. And I’ll be making several of these diaries to describe the development of my project on problem based learning approaches in meteorology.
<b>(00:27)</b> Thoughts about course	So before I talk in detail about the project that I’m involved in specifically I thought it would be useful to put down in my video diary a few thoughts about course design in general as it goes on in our subject and in our department. So I think having spoken to Rebecca and Maria about the project it’s clear that when course design goes on in many academic

<p><b>design in general</b></p>	<p>departments, I think we're fairly typical, the kind of principles underlying learning design are not a big consideration in that, although people informally care about the structure of their course and how the course is designed and they want to maximise the learning that their students can do from their course, most of the consideration for the construction of the course comes from delivery of the specific subject content which is desired, and thinking about the structure of the course and how the course is delivered is often a very secondary consideration. And I would consider myself...that model to be the one that I've adopted in designing courses in the past. And that I think is a very difficult barrier to break down. Hopefully through my participation in this project I'll learn some things about, generic things about course design that might help me in the future but I think given the time pressures that are involved for the typical academic and their typical academic life, and also their interests and motivations in studying a particular subject, it's always going to be the case that there's a battle that people in higher education are going to be fighting in terms of getting a standard, generic, evidence based approach to course design.</p>
<p><b>(2:25)</b> <b>Project: Problem based learning approaches in Meteorology</b></p>	<p>So now I'd like to talk in detail about the project I'm involved in, and the course design aspects of that project. So, I'm the course convener for a field course module that's run jointly between the University of Reading and the University of Leeds for final year meteorology and environmental science students and the field course is a residential field course that takes place on the Isle of Arran usually during the first week of September each year. Currently the field course involves lots of different observational activities in the environment particularly to do with atmospheric dynamics and chemistry. And one shortcoming of the course we identified...so I've been convening on the course for four years...one shortcoming that we identified was that many of the activities involved fairly traditional directive learning approaches. So students took data in the field and then were asked to answer a series of questions related to that data. And one frustration that we felt about that was that a big educational advantage of the field course and the residential aspect of the field course, in our opinion, is that students are able to access and understand many different aspects of the atmospherical circulation at once. What we want to do particularly for the more gifted students is to push them to try and fit the different pieces of the puzzle involved in understanding what's happening in the atmosphere together by combining their knowledge from the different activities. One of the disadvantages of a very directed approach is that that isn't really possible. Students typically answer the questions and kind of leave it at that if you like. So what we decided to do was introduce two new elements to the course and these elements take a more problem based learning approach, so although criteria are set out for the students and a problem is introduced for them to solve, the way that they go about solving that problem is very different in each different context for each different group. So the two activities that we hoped to have introduced in</p>

<p><b>4:09</b></p>	<p>the first instance are a large activity for all the members of the group in which...an Ozonesonde which measures the concentration of ozone at different vertical points in the atmosphere is launched and the problem involved in this part of the project is that we only have one instrument so students are asked to design an experiment for when and why we should launch the instrument and then several reflective elements are introduced so that they can compare their experiment with the Ozonesonde with other groups. So that's the first activity. The second activity is for a smaller subset of the students taking the course, just really students in this case and just students who are taking the course at a higher masters or level 4 level. And for them we wanted to introduce an activity which really would challenge them and take them beyond the kind of standard undergraduate level work that they do in their enquiry. So we devised a second activity in which they are kind of asked to pool together all the information they have to produce a design brief for a new monitoring station on Arran and this activity really is much more open ended than the Ozonesonde activity itself. So those are the activities which we want to introduce to address the problems that we outlined at the start.</p>
<p><b>(6:40)</b> <b>Current status of project</b></p>	<p>So where are we at present with this project? So as I mentioned briefly in the previous section we have begun to introduce these problem based learning approaches within the course, and we've done that for a single year and collated data from the students and staff about the implementation of those activities and their success. And so what I'd like to do going forward is assess how well those activities have worked and think about how they might be improved in general. But through being part of the OULDI project, its clear to me that although we have a kind of prior understanding about why we want to introduce these activities and the problem we're trying to solve, we don't really have a picture of the structure of the whole module in general in which to kind of understand where these activities fit and whether the whole module is delivering on the learning objectives we set out for students and whether these activities in particular are plugging these gaps. So what I'm going to do in future video diaries and in future weeks is kind of so a retrospective analysis of what the module currently looks like in its structure and then compare and contrast with before these activities were included and with these new activities included. And then as we go forward what I hope to do it talk about how we'll implement these activities in the second year given the feedback that we've received, and again how the changes that we make will hopefully make our course design more robust so that the course design learning objectives are met fully.</p>

**Transcript of Video Diary 2**

<http://cloudworks.ac.uk/cloud/view/3813>

Discussion of Initial Course Map: <http://vimeo.com/12484297>

Slide and time log	
00:00 OULDI Diary 2: Initial course map	In the second video diary for the OULDI project I want to talk about my initial map of the course using the course mapping tool designed by colleagues at the Open University, and how that process has worked and how it has helped me to kind of see where the holes were, if you like, in the course before we added the elements that I talked about last week.
00:33 Initial course map	So on screen you can see the initial course map [ <b>Appendix 1</b> ] that I've produced for the atmospheric science field course. In general I've found using the course map very easy and a very useful process. Two things which I did which were slightly different to the original set up – for our module because it involved several different self contained elements that are designed and produced by different people, I found it useful to highlight the different sections with coloured dots corresponding to each section so I could get a map of how those different sections worked within the course. And secondly, because one of the things we thought previously was that the reflective elements were somewhat lacking in our course, I've separated those off from the demonstration elements, and I think that that is again very informative as I will mention in the next section.
01:32 Reflection on the course map	So having constructed the course map, two things are really apparent about the structure of the module. The first of those is that the weather forecasting element sits rather on its own in comparison to the other elements of the course, that's both in its assessment, in that it allows for reflection whereas other components don't, and in how the data are collected and that is something that's different between the different elements of the course. Secondly, it is clear that there is a strong lack of elements for reflection in the other parts of the module, and also formative assessment, so most of the assessment of the module is done by students answering in text questions and handing in those answers in a course handbook at the end of the module and they really have very little opportunity for feedback from us before they do that.
02:32 Comparison with Kolb Learning Cycle	So finally for this diary one of the other things that the course map has enabled me to do is kind of think about how these different elements of the module fit within Kolb's Experiential Learning Cycle which is displayed on the screen now [ <b>Appendix 2</b> ]. I've shown each activity with the same coloured arrow and it's clear actually that the activities map to different degrees onto that cycle and in particular some of the activities - the surface layer processes and the balloon launch, the technigram [ <b>03:04</b> ] activities - really miss out key elements of the cycle and although it would be hard to change those activities in any way to make them better, it's clear that we need to implement more activities in the course which allow for these - both active experimentation and reflective elements - in order to fulfil a broad remit that matches that learning cycle.

<p>03:36 Next steps</p>	<p>So having now mapped the structure of the course in detail, and having a good view of how the course works on a single sheet of paper, and being able to identify some of the elements of the course which are lacking, what this now enables me to do is go away and think about how the new activities - which I'd already planned on including, and have included - how they map onto that course map and if they do meet the kind of lacking criteria that we identified through this analysis and that's something I'll do over the next week or so and put in the next video diary. And really to reiterate, the key element there is to include lots of chances for active experimentation and for reflection in these new activities, and also to if possible to include some more formative assessment to the students so that they are able to get structured feedback from us during the course itself.</p>
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**Transcript of Video Diary 3**

<http://cloudworks.ac.uk/cloud/view/3813>

Discussion of Modified Course Map: <http://vimeo.com/14634341>

<p>Slide and time log</p>	
<p>00:00 OULDI Diary 3: Adding PBL elements</p>	<p>In this third video diary I'd like to talk about the Problem Based Learning approaches which I have incorporated into the Atmospheric Science field course module and talk about how I believe they fit into the course and how I've been able to assess that using the Course Map tool.</p>
<p>00:22 PBL Activity 1: Ozonesonde launch</p>	<p>So first of all, I just want to introduce you to the Problem Based Learning activities I've incorporated into the module. The first of those is an activity which involves all the students on the module and it takes place during the residential portion of the module in Arran itself. This activity involves the launch of an Ozonesonde. An Ozonesonde is a moderately expensive piece of kit - it's about £200 per Sonde – which we can launch to sample the profile of ozone which is an important reactive species in both the troposphere and the atmosphere. So the activity works through two parts of a sequence. The first part is to tell the students briefly about the Ozonesonde and how it works, and then ask them to come up with a research proposal telling us (a short proposal - one page proposal) telling us how and when they would like to use the Sonde. So this is very much a time-limited activity; they're given around about 2-hours to come up with this plan, and then at the end of that two hours one of the members of the group is asked to present for 5-minutes an outline of what their plan is, and all the students watch this presentation. What we do then is a few members of staff take these 6 or 7 plans and assess which one they think is in fact the best</p>

	<p>of the plans, and then inform the students which of the plans we will be following - which is the winning proposal if you like - and that's when we launch the Sonde. So that's part one and that's very much a kind of 'defining and understanding a problem', figuring out in the group what the students need to know (which is a classic part of the PBL technique) and then using the resources available - the textbooks and the staff that are available on the course - to find out about key information that they need for the launch of the Sonde.</p> <p>Once the Sonde is launched then data is obviously collected, and data is available to the students and the assessed - the summatively assessed part of the activity - again falls into two parts. So that's the second part of the activity as a whole. And what the students are asked to do there is to firstly reflect to some extent on their proposal and the winning proposal (or in the case of the winning group another group's proposal) and talk about what they think they could have done differently, why they think that group's proposal was successful, and just reflect in general about the process - the very much real world process - of designing a scientific experiment. And then following up on that, what they're asked to do is look at the data, and look to see how well the data that was collected, how well it matches up with the scientific questions which were proposed in the research proposal itself.</p>
<p>03:36 PBL Activity 2: Observing Station Design</p>	<p>The second PBL activity that we've incorporated into the course is an activity that's called 'the observing system design' activity, and that activity is undertaken after students return from Arran, and its just taken by the students who are taking the module at level 7 (most students take the module at level 6). And what we do in this activity is to encourage students to think in a real world way about how (very broadly) observing stations for climate and meteorology are designed. So we pose the students what might be a quite a real world problem, and we say that they have to come up with a proposal to give to the government about the design and costing of a new research station to study the climate on Arran. And then through a series of tutorials - three 1-hour tutorials – they're asked to explore that question, and to determine what they need to know in order to effectively design a research station, and to make use of (make optimal use of ) the resources that might be invested in that station. The PBL aspects here come from the fact that again this is a real world problem, and it's very open ended - students can go in many different directions here – and also from the tutorial format: again we ask them to work in small groups; we provide some direction in terms of facilitation (both myself and post-doctoral research assistants who help me on this end of the course); we ask them to use the resources, use myself and the PDRAs to come up with key unknowns in the problem, and to go away and research those in between tutorials and to do that as a group, so to share the load of that research. In the third tutorial we ask students to present an outline of their design for the new observing system, and the other students are encouraged to critique</p>

	<p>that outline along with ourselves, in order that they again have some time for reflection, some time for some formative assessment before the final submission of the final summative piece, which is the design for the observing station.</p>
<p>06:21 PBL activities in the Course Map</p>	<p>So let's now look at how these new activities fit into the course by putting them into our Course Map [<b>Appendix 1</b>]. So, I've added the Ozonesonde and observing station activities in cyan and brown symbols, and I've highlighted in blue, areas which are kind of new by introducing these activities. What you can see is the key gaps we identified on both 'allowing students to reflect on their work' and on the 'formative assessment' that we saw on the previous version of the map have now been filled by these new PBL activities, and that hopefully is a big bonus to the students as we'll discuss when we look at the Kolb Learning Cycle. Secondly, by filling the other parts of the Course Map, looking at the content and structure, the resources required for the activities, we can see that actually these activities don't place too much of an undue burden on the resources we have available, and they also don't overlap in a negative way with the activities we already have in the module. So again, putting the course all on one sheet of paper as we have done here, really helps us to understand how these activities fit within the existing structure which we have.</p>
<p>07:53 Fit to Kolb Cycle</p>	<p>Finally then we can see how these new activities fit to the Kolb Learning Cycle [<b>Appendix 2</b>], and as we hoped last time what we've done but introducing these new activities is to provide more opportunities for students to complete that loop, to go through the abstract experimentation and through to the reflective portion of that cycle. And what we will do next time is assess how well the students have gone round that cycle, and how well implementing these activities has worked.</p>

**Transcript of Video Diary 4**

<http://cloudworks.ac.uk/cloud/view/3813>

Evaluation of PBL elements and closing thoughts: <http://vimeo.com/19295780>

<p>00:00 Introduction</p>	<p>In this video diary I would like to conclude by looking at the evaluation of the new PBL elements I have added to the module, and by talking about the evaluation of the course design process in general.</p>
<p>00:19 Implementation</p>	<p>So the two new PBL elements I've talked about in previous video diaries were added to the module in the 2009 implementation. That implementation was evaluated, some changes were made and then again implemented again in the 2010 version of the module and again those changes were evaluated.</p>
<p>00:50 Evaluation</p>	<p>The evaluation of the PBL activities took three forms: the first evaluation was done via a carefully designed diagnostic questionnaire, specifically on the PBL activities which was given to students who participated in each activity and from that we get a quantitative evaluation; a similar questionnaire was given to staff members who helped in the implementation of the two activities and again we have quantitative information from the staff; I also conducted some informal interviews with staff who observed or participated in the activities to get some more qualitative, deeper feedback; and finally I looked at the outputs of the students both quantitatively in relation to the average marks, and also qualitatively, my feel for the work that they produced and if it met the initial criteria that we set out. Also, I recognise in a video diary, it's hard to give – particularly for the quantitative elements – give a very detailed breakdown of the results so what I've also done is that I've posted both .pdfs of the quantitative evaluation on Cloudworks associated with this video diary, and I've also posted a long project report for the whole project which you're welcome to download and read at your leisure.</p>
<p>02:13 Key Questions</p>	<p>So the key things for us to evaluate in the implementation of these two elements – firstly if we'd structured and included them well enough that the students could follow the learning process and understand the what the aim of the process was and what they were supposed to do. So we evaluated that. And secondly if, as we've discussed in previous video diaries, if the students either consciously or subconsciously were being more reflective in their approach to learning by the incorporation of these new elements, and if they were able to complete that Kolb Learning Cycle, at least in these elements we added that to the module, because we didn't feel it didn't exist before. One additional benefit of adding two different PBL activities, with quite different focuses to the module is that we could compare those two elements and because - I</p>

	<p>already mentioned in the previous video diary – some students participated in both of those two new activities it gave us the opportunity to ask very similar questions and compare the two activities to give us some guidance more broadly about what style of PBL would work in Meteorology.</p>
<p>03:29 2009 Evaluation</p>	<p>The results from the 2009 implementation were very positive, and across both the quantitative and qualitative assessment results were generally good however there were a few things that we picked up from this assessment which we wanted to change as we went forward into the 2010 implementation. The first of those was that the documentation for the Observing System activity, the longer more complex activity, was not perhaps as good as it might have been and certainly not as good as the Ozonesonde activity, so going forward into 2010 we worked on improving that documentation. Secondly, there was a clear discrepancy between staff and students on the realism of the task, with students thinking that particularly the Ozonesonde activity was a reasonable simulation of the real world and the staff not so much. But we saw that very much as a positive thing in that we had successfully simplified a real world activity to be something that the students could manage. Finally, there was some concern, both among the staff and the students about how reflective the activity was and how much it encouraged students to go round that Kolb Learning Cycle to complete their learning experience. And so, from our analysis of the questionnaire, what we decided was that the staff really did not have appropriate training in this kind of activity, using PBL, and so as we went forward to the second year what we did is make sure we talked to staff much more before we implement the activity, and really stressed that their role was much more one of a facilitator – we didn’t want them to almost suggest ways forward with the students, we just wanted to present them with opportunities which the students could develop for themselves.</p>
<p>05:35 2010 Evaluation</p>	<p>So in the second year of implementation in 2010 we are very pleased to see that the survey results were pretty similar to 2009 apart from in the areas where we had identified some concern, and the changes that we’d made to the module – the improving of the documentation for the Observing System and including some introductory lectures and the improved staff training and all the description in the reflective part, all very much improved the activity, and improved the scores for questions where we had identified some concern. The other thing that was interesting about the 2010 evaluation in particular was the lack of preference for a particular style of ...the time-constrained Ozonesonde activity and the longer Observing System activity ...that was observable in 2009 and that really showed to us that you have to be quite careful about making sweeping conclusions especially with the small cohorts that we had in 2009.</p>

<p>06:38 Final thoughts on PBL</p>	<p>So finally I just wanted to close with some thoughts on PBL in general and it's use in Meteorology. What we found in implementing some PBL elements to our field course module was that it provided a very good way of getting reflective elements into the course and completing that Kolb Learning Cycle in the ways that we talked about before and so just from a practical point of view, it introduced some variety into the course, some things that students had perhaps not experienced before and I think they enjoyed a more challenging, open ended activity than they had seen before. I think my thoughts on PBL in general is that it is certainly a useful tool in our teaching armoury which we could incorporate more in Meteorology and in the project I have suggested ways in which this kind of approach could be applied to individual modules or to parts of modules. However, I don't think that given the time involved in an activity like this and the very limited curriculum it can deliver it is something that we can deliver on a very large scale but certainly it has it's place in the curriculum and I hope to include some more elements of it in courses as I go forward in my teaching career.</p>
<p>07:53 Course Design</p>	<p>And finally, since this is my last video diary, I thought it would be useful to think about course design in general and what being involved in this project has taught me about course design. I think as I mentioned even in the first video diary, it's been my experience that academics don't typically approach the design of a course from the view point of how the course is laid out and it's structure. They tend to start with the material and then try to plan a set of lectures around the material and I've certainly found it beneficial to think about a course in these terms and to try and lay it out in a simple way on a single sheet of paper. Of some of the other tools which I saw when I started on the OULDI project, it wasn't clear to me that those more complex tools would really be useful for a course where it is taught by a single person and they seem to involve a lot of upfront investment before you could really get down to the process of designing the course. But I certainly like the Course Map and it is something that I would use in the future. And even the idea of using video diaries to document your own thoughts, I think that's also been quite useful and something I might try again since it can often be hard to kind of capture your thoughts when you are writing them down or something more formal.</p>

2009 Assessment of PBL Meteorology activities

**2009 Assessment of PBL Meteorology activities**

CRITERIA	O3 STUDENTS	STANDARD DEVIATION	O3 STAFF	STANDARD DEVIATION	OBS. SYS. STUDENTS	OBS. SYS. STAFF
How well did students understand the task?	3.2	1.2	3.5	2.1	6.0	3.5
How easily did groups quickly focus on the key questions required?	3.5	1.6	2.3	1.9	4.3	2.5
Was the activity a good simulation of a 'real-world' case	4.4	1.6	6.3	1.0	4.7	3.5
Did you anticipate the activity would improve your specific subject understanding?	3.7	1.7	5.0	2.9	4.7	3.5
How well did students engage with specific reflective activity	2.9	1.3	2.7	2.0	2.0	1.5
Was all the information required provided to you in the project text?	3.9	2.2	5.3	2.1	7.7	1.5
How much were staff used to give subject specific information	2.8	1.9	5.3	2.1	1.7	4.5
How much were staff used to give generic skills information	4.9	2.7	6.8	2.1	1.7	4.5
Did comparison with other groups/ students help students to reflect on their work?	3.0	1.7	6.3	2.8		1.0
Did reflection help students improve their understanding?	5.3	3.0	4.7	1.5		6.0
Did students agree with the staff assessment?	2.8	2.3				
Did the activity improve students generic skills?			2.7	1.5		3.0
Did the activity improve students subject specific skills?	3.7	1.5	3.3	1.5		2.0
Did you prefer the time constraint in the O3 activity to the open-ended Obs. Sys. activity?					3.0	
Did you prefer working on your own in the Obs. Sys. activity rather than in a team in the O3 activity?					5.0	
The Obs. Sys. Activity improved my subject specific knowledge more than the O3 activity?					4.0	
The Obs. Sys. Activity was at a higher educational level than the O3 activity?					2.0	

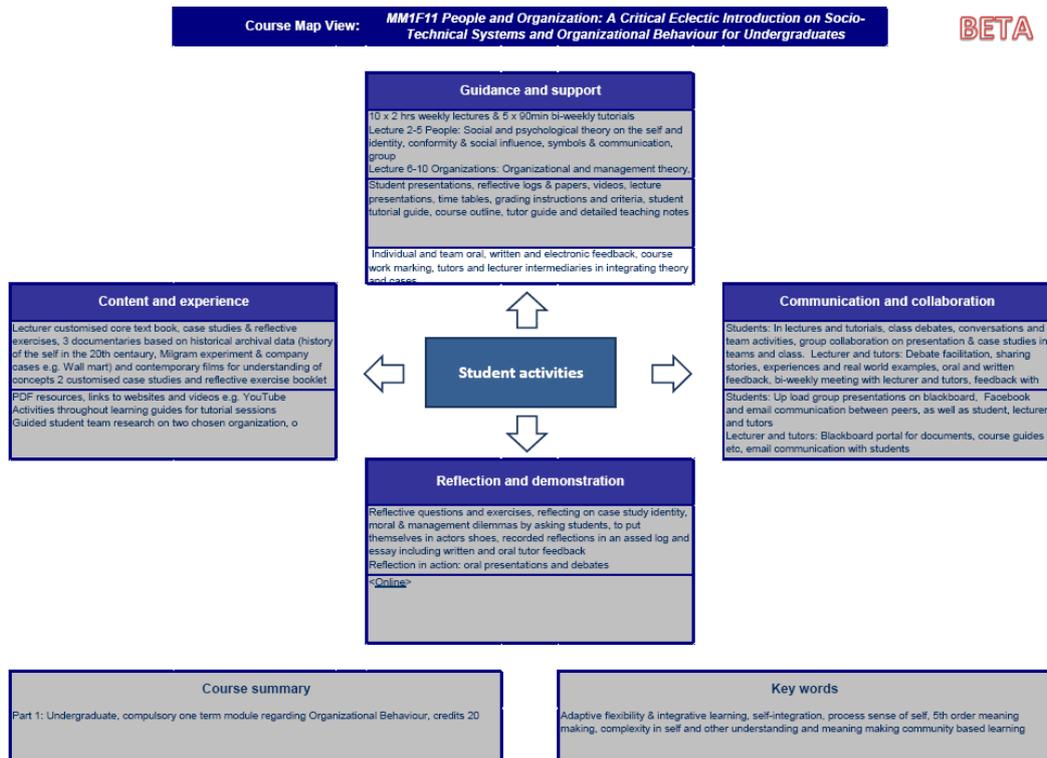
2010 Assessment of PBL Meteorology activities

**2010 Assessment of PBL Meteorology activities**

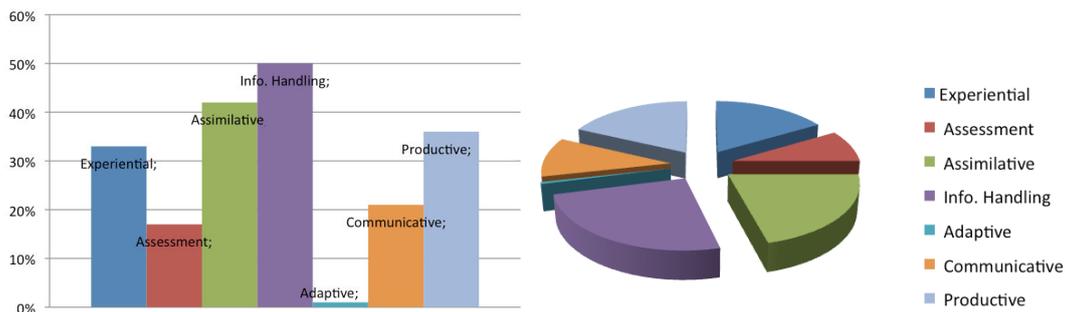
CRITERIA	O3 STUDENTS	STANDARD DEVIATION	O3 STAFF	STANDARD DEVIATION	OBS. SYS. STUDENTS	OBS. SYS STAFF
How well did students understand the task?	3.2	2.1	4.0	n/a	3.2	3.0
How easily did groups quickly focus on the key questions required?	4.2	1.9	3.0	2.7	2.6	3.0
Was the activity a good simulation of a 'real-world' case	4.2	2.3	4.7	3.8	2.4	2.5
Did you anticipate the activity would improve your specific subject understanding?	3.7	2.3	2.3	1.5	1.6	2.0
How well did students engage with specific reflective activity	3.4	2.2	3.7	3.8	1.2	2.0
Was all the information required provided to you in the project text?	3.5	1.7	3.5	3.5	2.8	2.5
How much were staff used to give subject specific information	2.2	1.1	6.7	2.3	1.4	5.5
How much were staff used to give generic skills information	3.8	2.7	4.7	3.1	3.4	4.5
Did comparison with other groups/ students help students to reflect on their work?	2.3	1.1	2.5	0.7		2.5
Did reflection help students improve their understanding?	2.8	2.6	3.5	0.7		4.5
Did students agree with the staff assessment?	3.6	2.6				
Did the activity improve students generic skills?			3.0	1.7		3.5
Did the activity improve students subject specific skills?	2.6	1.7	3.3	2.5		3.5
Did you prefer the time constraint in the O3 activity to the open-ended Obs. Sys. activity?					6.8	
Did you prefer working on your own in the Obs. Sys. activity rather than in a team in the O3 activity?					3.6	
The Obs. Sys. Activity improved my subject specific knowledge more than the O3 activity?					3.4	
The Obs. Sys. Activity was at a higher educational level than the O3 activity?					3.6	

3.3 Kleio Akrivou design outputs and case study report

**Module title: People and organizations: A critical eclectic introduction on socio-technical systems and organizational behaviour for undergraduates**



**People and organizations: A critical eclectic introduction on socio-technical systems and organizational behaviour for undergraduates: Course Map view**



**People and organizations: A critical eclectic introduction on socio-technical systems and organizational behaviour for undergraduates: Pedagogy Profile**

**Case study account written in collaboration with David Brannon**

By Dr. K. Akrivou and Mr. D.Brannon

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 navigate –as managers, actors and decision makers - a complex world. 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.

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. In Kleio's view, a path to doing this is to develop learning architectures that enable *lifelong learning* in our graduates. She argues that to do this we must:

*“nurture and develop students openness and capacity to engage with the world in its complexity and layers of meanings it entails, rather than just learning how to “pretend as if” all is knowable about management and that the mastery of management comes with simple or prescriptive recipes...In addition, we need to grow students ability to engage with diverse and multiple perspectives”*

In Kleio's view, this can be achieved via complicated designs of certain modules without needing to change the entire curriculum.

**A. THE LEARNING DESIGN OF THE MODULE AND ITS INTENDED PEDAGOGY AND RELATED CHALLENGES**

Kleio shared her thoughts with the Director of the Undergraduate program, who was overseeing the re-design of a four year degree undergraduate program in Management and Business Administration, as she thought this program could benefit from the design of new modules in Part One. Kleio agreed to design a foundation module in organizational behaviour for students entering the University.

“I was aiming to develop a foundational module in Organizational Behaviour which would set not only the foundations of the subject matter, but also start up and nurture lifelong learning capacities..., I thought this would offer great value to our program and therefore I started the design with the following three broad learning aims in mind:

(1) A module that provided **foundational knowledge in a way that focuses on the whole rather than the tree(s)** given that the latter would be the focus later in the curriculum. This would allow students integrative understanding prior to forming an opinion, or choosing their specialized perspective. As this may entail a good degree of assimilative learning, which would not on its own improve lifelong learning skills, I had to take care to counterbalance the design with an emphasis on **communicative and interactive learning**. In addition, I knew that this would also involve **substituting part of the teacher based assimilative teaching**

**with emphasizing student tied information handling learning.** This would mean that some burden of information handling would pass from the teacher to the learner, motivating students to take responsibility for their engagement with the information in both a complex and a personal way, rather than passively memorize lecture material.

(2) A module that would systematically encourage students to **learn how to re-learn what knowledge itself is about, by developing their capacity for “grappling with ambiguity”** in the Higher Education and the “adult” world of business and society. Ambiguity and complexity will soon be their reality if they want to succeed in management careers in the UK and globally, and market and alumni information suggests that developing skills to cope with these would improve employability. It was recognised that students may feel emotionally and cognitively that the learning would be harder, but that on completion of the module they would be able to reflect, reconstruct and narrate in distance not only what they learnt in terms of content, but also the fact that a new kind of learning has occurred.

As Kleio finds that, ambiguity is itself “a state of mind” she wanted to avoid this to become an explicit focus on the content and pedagogy of the design. **Instead she chose to couple assimilative student activities with a number of especially designed class assignments and coursework pieces of productive and applied nature.** For example she used reflective essay type of assignments where the students had to write on their identity and the kind of management they would like to be known for. Equally she designed, customized case study original material combining assimilative, practical and self-reflective type of issues and discussion areas, and active tasks of student teams constructing presentation with a critical edge, drawing from organizational theory, psychology, sociology and semiotics to compare and contrast organizational cultures and practices. **This coupling was intending to achieve integrative learning and learning flexibility in Kolb’s experiential learning theory. She combined abstract learning, applied learning, reflective learning and involve the concrete feelings of each student in relation to “how is this all relevant to who I am”.** These were all provided in a form of a student booklet /guide, and were discussed mainly in the student – lecturer-tutorial contact hours as well as during the lectures. Although each lecture would give partial answers to some questions, it would still maintain a feeling of “not fully knowing, or understanding”, and yet understanding would feel becoming a “complicated and unified whole” by the end of the module, as lectures, reflective and active exercises and group work in the class and outside would build up multiple experiences and interpretations. For example, an early lecture on understanding theory on identity and the self is very valuable on its own to understand managers do have identities and manage others who also have various identities inside and outside the organization. Yet, still this is still a bit unclear as generally 18 year old students do not quite understand “management” (apart from the movies and adverts with “cool” looking and acting managers. Intentionally students would have to get the first level of theoretical understanding on identity, but be allowed to grapple, until in later lectures, they start compiling various understandings that management theory and identity theory, are quite intersecting as managerial decision making involves moral and personal dilemmas rooted in the manager’s and other stakeholders multiple identities and accountabilities and that if one solves this superficially one may end up practicing “bad management”. This

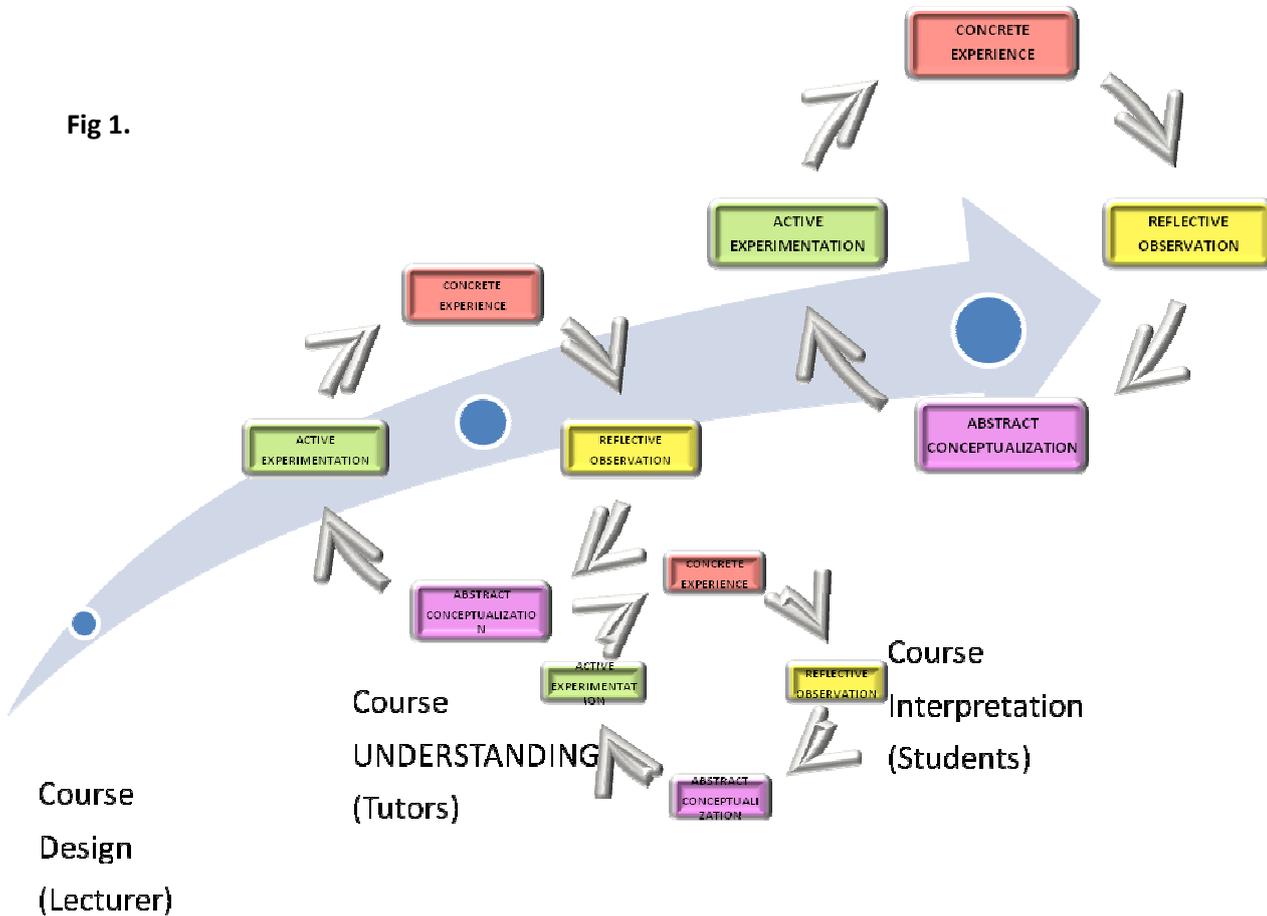
may occasionally create feelings of restlessness, or “a press” (to lecturers and the tutors) for wanting to “know (all) the answers” right from the start – from which ideally the latter would have to resist to answer. Thus, it may mean a felt discomfort in the lecturer and tutors themselves, in a kind of self-questioning and questioning the idea that lecturers should be giving in to conforming to such demands and expectations from the students themselves.

(3) a module where the overall focus on an **experiential learning approach is the process by which the theory/knowledge is conveyed rather than its substitute, as in Kleio’s view it is often a trap for educators to develop experientially rich modules that they end up neglecting research based teaching.** Following Kleio’s own identity as a research active member of academic staff in a rather early point of academic career this sort of enabling teaching and research integration was a way for allowing her to remain authentic while focusing on the student as learner. So, the focus would be in developing a thorough understanding of organizational behaviour theory and its role for management, while enhancing reflective and feelings oriented (a highly personalized kind of) understanding of the subject matter, and of course a focus on theory application in real life situations (via case study applications of theories). Thus, a focus on experiential learning will allow us to develop our graduates reflective and feelings oriented thinking, *in addition to* students who know and achieve a critical understanding of theory and how to apply it. **In Figure 1**, the above intended learning aims appear summarized in the level of “course design”.

AN UNEXPECTED CHALLENGE: If we imagine me (OR, any lecturer) in the role of a learning architect, all this was quite well in the overall design of the module and its pedagogies used and if my understanding when designing a rich module as MM1F11 would directly be internalized by students we would all be blessed with happiness. Yet, as **FIGURE 1** shows, in teaching the module there are two levels of “translation” that need to occur effectively: on one hand one needs to make sure tutors interpretation of the module content and pedagogy is what the design is about, then that students will understand it as it is intended, say Kleio. She adds that only when teaching the module in Autumn 2011, did she truly become aware of this experiential challenge involved. Theoretically I should have known says Kleio, but when I was in the design phase, I was myself in an assimilative and reflective design “mode”, and I had no observation material, concrete feelings or data to inform on the implementation. Although accustomed to working often and well collaboratively through my PhD years in Case Western Reserve University and here in the University of Reading with colleagues involved in research and the teaching of for undergraduate and postgraduate programmes, I was more socialized in my past teaching experiences in the USA norm of experienced “teaching assistants”. There the culture is for tutorial session leaders to be either one’s doctoral students, or external contractors specialized in the teaching of a given subject matter, comfortable with its assumptions and its conventions (for example, Organizational Behaviour is by definition a multi-disciplinary subject and where emphasis on combining assimilative and experiential teaching is the norm, in most business schools around the world). So, I had not expected or foreseen that the very decision I made to utilize a team of four tutors to teach the tutorials would create another layer of communication complexity in the achievement of the intended

learning as tutors (some quite not familiar with the subject matter) would wrestle or count on their interpretations, which were not always the ones “in paper”.

Fig 1.



In between the three experiential realms it became evident to me that the tutors capacity for understanding the module and its components, as well as their ability to mutually share understandings with other tutors and the lecturer (myself) was not only mediating the effective delivery of the module, but also a core aspect of the experience of learning by the module.

**ONGOING REFLECTION DURING THE FIRST DELIVERY AND THE USE OF OULDI PEDAGOGY PROFILE AND COURSE MAPPING TOOL TO COMMUNICATE ON HOW THE PARTS RELATE TO THE WHOLE.**

The way we tried to respond effectively to the challenges during the first academic term of the delivery of the module was by holding a bi-weekly meeting with the tutors to discuss current and further events as well as related coursework and tutorial session segments. This has only partially worked, in Kleio’s view. In reflecting on this experience she strongly felt that some sort of communication vehicle was necessary for effectively dealing with the communication barriers involved in harmonically co-delivering the module and understanding between the lecturer-each tutor and the tutors as a team. The above problem is described by one of the tutors, Mr. David Brannon, and as he is supervised by me in his PhD, I had opportunity to discuss this more often. David and I thought that, it was decided that a communication aid, ideally utilizing technology, would allow for a simple and straight forward communication. This would help clarify the

module's overall pedagogy profile, components and the interconnection both holistically as well as weekly breakdown on the module delivery and overall assessment. This offers a more collaborative process which intends now to address module effective delivery and students learning. This valuable collaborative engagement with David, his questions and stories, brought light to on what was not evident in the first round of module delivery. Especially in how the tutors would see the module's components as well as how the OULDI platform could help enhance communication and a shared understanding guided Kleio's thoughts on using the OULDI project offered tools. This invited subsequent discussion with the UoR responsible liaison Maria Papaefthimiou and Rebecca Galley from the Open University. This comprised of online sessions, an interview and workshop at their HEI, where staff members were given an opportunity to explore some of the OULDI Learning Design tools.

Having received personalized guidance as to which tools would help me summarize and communicate best in the OULDI overall toolkit; I used the Course Mapping and the Pedagogy Profile with support from the team. My conversation with David on module content and perspective and how its parts are related together allowed me to effectively summarize the module using the OULDI tools. **Figures 2 and 3** represent some of the OULDI tools and resulting "codified" information. [Figure 2](#) allowed a mapping of the various activities and how they relate with the student's learning as central. Also, it allows a categorical mapping of the nature of this activities (experiential, assessment, assimilative, info handling, etc). In a way that shows its relation to Kleio's initial learning aims with the design of the module. [Figure 3](#) achieves a clear and simple way to "translate" Kleio's overall abstract learning aims in categories that can be easily understood by students and tutors (experiential, assessment, assimilative, info handling, communicative, productive etc). The tools accompanying Figure 3 in OULDI allowed Kleio to also use similar bar graphs to map week by week all the teaching and learning pedagogies, as well as assignments and coursework pieces taking place, allowing also to explain the progression and relative weight of pedagogies used in the passage of time in the term. Furthermore this also highlighted and modelled conversations that should be taking place between the tutors, between the lecturer and tutors and towards the students for the next academic year (2011-12) when the module will be taught again.

University of Reading pilot project: Final Report: February, 2012

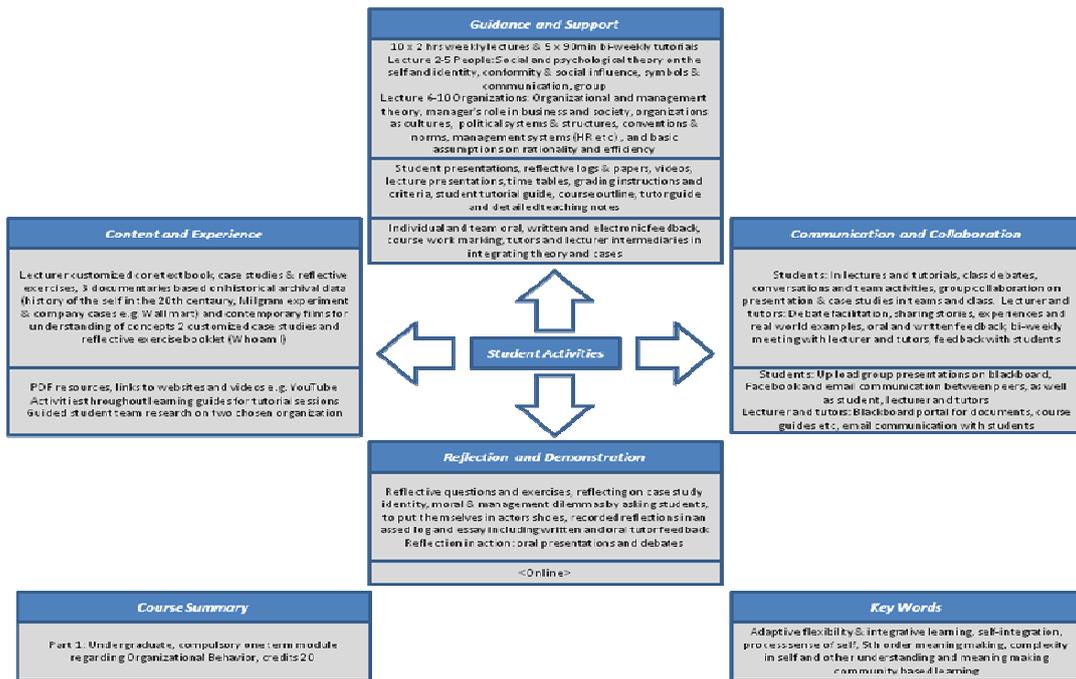


Fig 2.

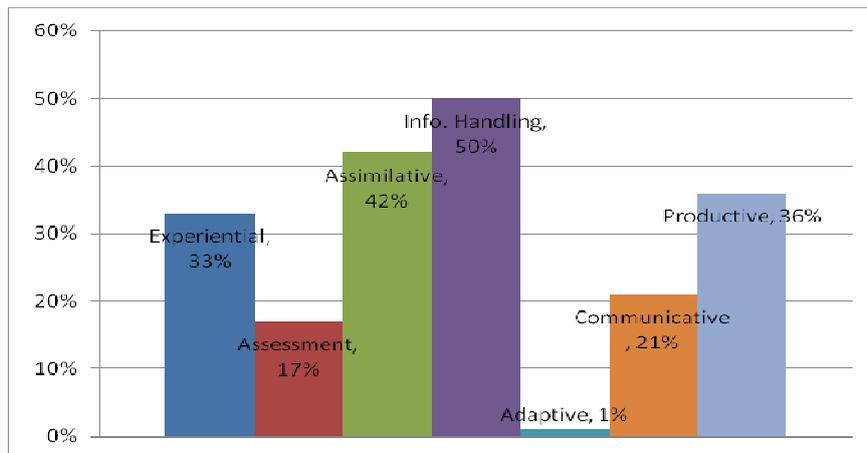


Fig.3

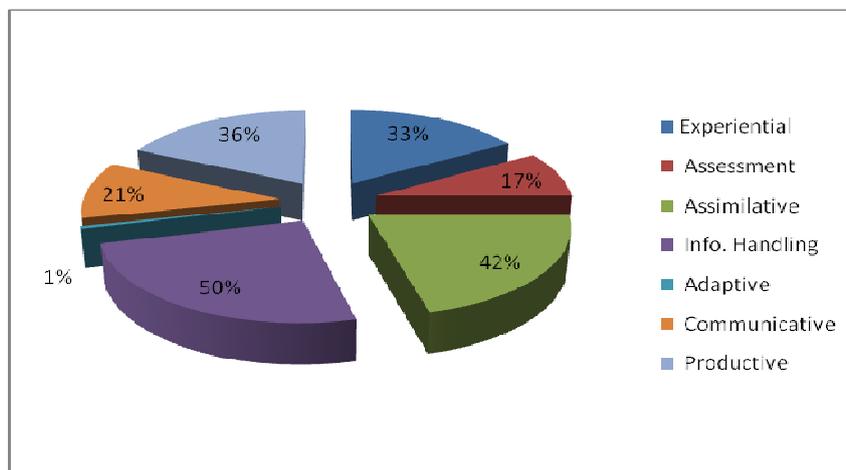


Fig.4

## BENEFITS

At a first level results achieved will enhance tutors understanding of the module and their competence to co-deliver its pedagogy. David Brannon summarizes how the use of the OULDI templates enhanced his understanding and how he sees the module now. Says **David Brannon**.

The challenge in tutoring a module which one has not themselves designed is an experience mirrored by middle management, being both a coder and decoder of someone else's concept. 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. While in general the tutors limitations may focus on their unfamiliarity of the subject, this can be compensated for through additional reading and drawing on previous experience and skills gained from other courses. This is helped by the common understanding that is currently prevalent in management of applying a strong economic or positivistic approach to the material. In this manner there is limited distortion in the philosophical translation of the course convenor intentions and the tutors' insight. Management though has seen increasing attention to a more constructivist or social science perspectives which suggest a different epistemological view that may not inherently shared or understood by the tutors. Not only does this challenge the tutors' course appreciation but may equally influence their subject transfer to the students, which due to the course's inclusion of experiential learning may deliver slightly different accounts for the students and their learning. This was especially highlighted in the assessment of the reflective log and essay which offered a different understanding of the student's learning and skills. An assessment method not widely used in the school and thus not necessarily a skill tutors are familiar with.

The OULDI however offers a simplistic buffer to reducing such noise in the tutor's coding and decoding phase, by simple conveying an overall course perspective in a visualised fashion. 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 of the learning process.

At a second level the benefits will enable Kleio to teach well, a complicated module, for which she feels proud about in terms of its contribution to the Business School overall curriculum and be proactive in addressing students questions and needs at a very early point, in the teaching of the module next term,.

Remarks Kleio, “ 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 came a bit too late, as in initial stages of the module students were not always happy or clear with a number of questions. A related observation of mine was that in the module assessment questionnaire, although most of the responses were giving high levels of satisfaction (marks of approximately 4) there were a couple of questions asking for the students’ module evaluation which were then were critically scored around 3 overall, which overall reduced the module evaluation score. Of course I was not glad to hear students post-course satisfaction not portrayed in the evaluation and I do think the use of the OULDI tool helps me better communicate in advance the learning aims and the goals of the assignments, and do this effectively and clearly. The module evaluation questions that “suffered” were the ones on the benefits achieved, the perceived clarity of criteria of 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 to Kleio 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. Yet, this info came to Kleio in a rather late stage of the module, after assignments and feedback was already handed back. A few students doubted whether tutorial conversations and debates were useful for (their) learning and future careers, but again Kleio was not aware of it until later, as she realized that some tutors were not also sure of the answers to these questions.

Overall Benefits: Kleio found numerous benefits while using the above OULDI templates. First I feel that the tool frees up and helps me as a research focused academic who also is passionate about learning and teaching innovations but would hate to be “swallowed” by the very effort of successfully running innovative designs, including communicating their added value to colleagues and students. My key focus now is in research but I am passionate about contributions to teaching and learning, says Kleio. I now feel combination of the two is possible. Also, that there is more diversity in the process between a module’s conceptualization and its teaching, now that I have used the tool.

When an academic seeks to pedagogically design a module comprised of current theory in a way that will pedagogically help the students achieve lifelong learning, one is engaged in a more solitary process of assimilative nature. This fits well with my own learning style as well as my preference and my passion for teaching and research synergies.

However, to effectively deliver a module one needs step back from the mental model of being a “learning architect” and become more extraverted, communicative and focused in how others experience the module. There, one’s concern often focuses on students with a risk however to pay insufficient attention to the entire teaching team, with tutors as a central, whose complete support is necessary to guarantee the delivery of a

module aiming, in design, to enhance life long learning and composed of interdependent components of different natures.

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. It should be added here that as a person, I am genuinely more interested and active in meaning making, thinking and solving problems of academic nature than being concerned than communicating these. The OULDI tools helped me improve this without feeling I should repeat basic conversations to address key questions about the different module components over and over. This would bore me and perhaps frustrate me a bit. Instead, I can focus when I teach the module next year on catalyzing and enacting the learning process, but feeling that the tacit knowledge that I have is “mapped” and summarized in a way that is structured and easy for non experts to understand. This would make tutors feel more confident and in control, and also students feel there is no “mystery”, or “hidden rules” in this module, says Kleio. This will assist all as a learning community lecturer- students – tutors) in understanding TOGETHER and in reflecting and enjoying the module mutually.

“An additional insight for me”, says Kleio “is that now when I meet students who have been six months ago attending the module I hear so positive feedback, such as ‘this module has proven so useful to help us understand epistemological perspectives and theories taught in the second term’, or ‘I now appreciate so much the BP case we did in MM1F11 on management decisions and identity conflicts, and can feel how much of a managerial conflict was for Carlos in the BP case to decide on the press release given his own identity and emotional conflicts and passion for the environment and stakeholder inclusion and his role in BP’.

“ Hopefully, I feel the module has worked and they own now what they learn, even if they had to wrestle a bit with what it is to know, says Kleio in retrospect.

From what David shared, it appears OULDI assists this by facilitating communication between the various teams involved in delivering the course. This should enable them to be actively engaged in in-depth discussions linking assessed, experienced and assimilative components and conversations from lectures, tutorials and the students own free time alone and in their teams. As overall student feedback and outcomes indicate the course designs implementation was positive.

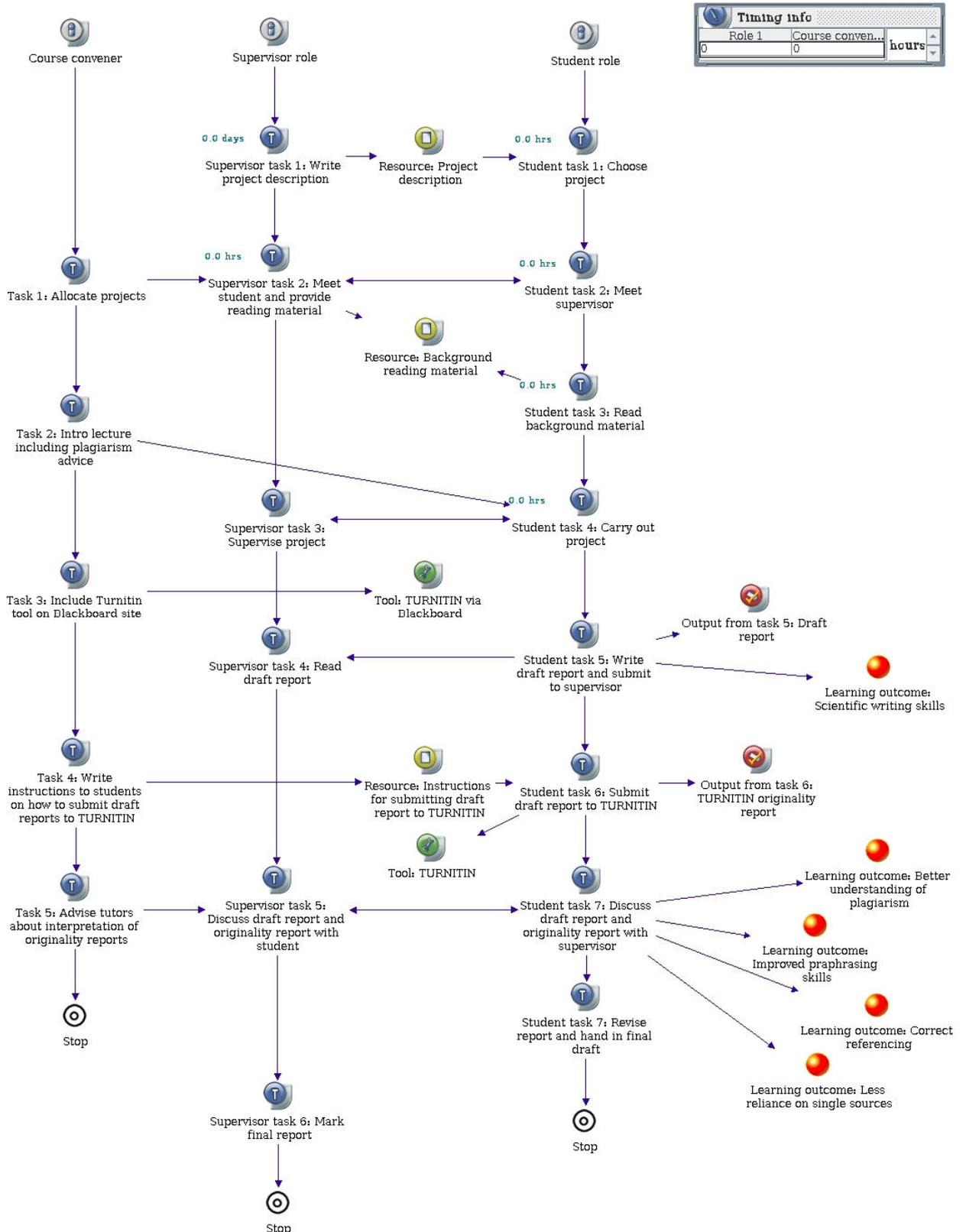
Kleio and David in a shared reflection: *“Our view is that it’s freed our thinking from micro managing each other or/and critical on each other...to being engaged in students learning and their experience. It also makes us feel proud of this module and wanting to involve more colleagues and doctoral students in the experience of co-teaching it, as its success depends on a dynamic and interdependent team”.*

Kleio, reflecting on the potential benefits at the HBS school levels says: *“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 complementarily if we want to achieve lifelong learning skills, and a focus on the students as the centre of the learning process”.*

3.4 Helen Dacre design outputs and reflective account

Short course title: Understanding plagiarism



Understanding plagiarism: Task swimlane (using CompendiumLD)

**Reflective account**

*1. Describe the project and its content of the PGCAP work, and the impact of your project on the school, (currently and in the future).*

The main purpose of the project was to evaluate whether or not output from the plagiarism detection software, Turnitin, is a useful tool for teaching meteorology students about good scientific writing practice. As a result of this project, next years undergraduate project dissertations will be submitted electronically, via blackboard, for the first time. The projects will be automatically submitted to the Turnitin software but the results will only be available to the students on request.

*2. Does the Learning Design methodology promote thinking, reflection and discussion? Do you have any evidence to show that it improves learning and teaching?*

The learning design methodology encouraged me to reflect on what I wanted the learning outcomes of the project to be and to think about whether my project design would achieve them.

*3. Did you share representations and visualisations of courses or modules (with colleagues, students etc)? For example, did you share your map with others? If not, why? Did you post on Cloudworks? If not, why?*

I shared my visualization of the course with Nina Brooke and Maria Papaefthimiou, at the University of Reading, and Rebecca Galley at the Open University. I did not post my visualization on the Reading University Curriculum Design Initiative Cloudworks site.

*4. Does a Learning Design approach meet your academic needs in a changing context (i.e. can it be said to improve aspects of efficiency with an increasing student: lecturer ratio? What about giving feedback, or managing workload etc?)*

Using the learning design approach produced a timeline for my project which allowed me to manage my workload better hence making me more efficient.

*5. Academics say that they give more thought and consideration to the structure and methods of learning and teaching than they did before. They say that they find it easier to share ideas and designs with others and get feedback or work collaboratively. Was this your experience?*

The learning design approach made me think harder about what I wanted the students to learn and hence forced me to decide on the best method of teaching that aspect rather than just opting for the easiest method.

*6. Provide some evidence to show that the learning design tools and approaches you used make it easier to share and collaborate, for example collaborative practice is mimicked by other teams and/or repeated by the original team, and designs are repurposed by other teams.*

I produced a timeline using the Compendium LD tool. This can easily be shared with others who wish to repeat a trial of the Turnitin software with other students.

*7. Has the methodology led to your satisfaction in terms of designing the curriculum? Have you repeated the practice elsewhere, or embedded it in your practice?*

I haven't repeated the practice elsewhere yet, but I plan to use the methodology in planning a new module I will teach next term.

*8. Provide the versions of the map you created, your analysis and findings, your PGCAP portfolio perhaps etc...*

See above.

*9. Have you made any explicit pedagogical decisions while designing for plagiarism? i.e. whether courses are content or learner focused?*

No, this project focused on trialing plagiarism detection software.

*10. Review the barriers and enablers, in terms of your beliefs, working styles, research vs teaching, institutional policy, practice and drivers.*

The main barrier to implementing some of the suggested actions resulting from the project is staff time. However, there are several online tools available at the University of Reading that can help, such as feedback forms, assignment checklists and online audits found on the feedback webpages ([www.reading.ac.uk/internal/engageinfeedback](http://www.reading.ac.uk/internal/engageinfeedback))

*11. Any Dissemination activity you have engaged with - even very small.*

The results of the project were presented and discussed in a Department of Meteorology staff meeting. In addition, a copy of my project was sent to Helena Cimarosti, a lecturer in the School of Pharmacy, who is also doing a project on plagiarism.

## Appendix 4 Dissemination materials

### 4.1 Article for University of Reading staff web portal

Meteorology lecturer Andrew Charlton-Perez has been hand-picked by JISC to take part in an online session next month to talk about the use of video for data capture following his outstanding contribution to the [Reading-OULDI learning design](#) project, part of the JISC funded Curriculum Design and Delivery programme (<http://jiscdd.jiscinvolve.org/wp/>).

Led by Maria Papaefthimiou (Enhancement Manager, CDoTL), the project aims to engage with academics at the curriculum design stage to promote and support the use of pedagogically appropriate technology in course design and delivery, and seeks to identify the most appropriate methods of doing so.

At the start of the programme, all projects were given a flipcamera to promote the use of video as way of capturing project impact in institutions. Many projects have made use of these and other video recording devices to capture stakeholders' views, collect other evidence, or just to reflect on progress, and there is a great deal of interest in finding out what value these videos add during a project's lifetime and afterwards in terms of outcomes.

As part of the Reading project, Andrew has posted detailed video diaries of his progress in applying OULDI tools and their impact on his thoughts about course design, which have so impressed the project funders that he has been invited to participate in an online session (using Elluminate) to talk about the value that video evidence can bring to projects, as well as the resources required to use it effectively.

Andrew's video diaries can be viewed on [www.Cloudworks.ac.uk](http://www.Cloudworks.ac.uk) - an open professional network for sharing, finding and discussing learning and teaching ideas and experiences:  
<http://cloudworks.ac.uk/cloud/view/3813>

Further information on the OU Learning Design Initiative can be found at [www.open.ac.uk/researchprojects/ouldi/](http://www.open.ac.uk/researchprojects/ouldi/)

### 4.2 Article for Teaching Matters, May 2011

#### **Designing the Curriculum: Learning design tools get the job done**

***Course design can be a tricky business, but the recently completed [Reading-OULDI learning design](#) project, part of the JISC funded Curriculum Design and Delivery programme, has given some lecturers the opportunity to try out new tools that might help them put their ideas into practice.***

Led by Maria Papaefthimiou (Enhancement Manager, CDoTL), and supported by project officer Rebecca Galley at the OU, the project aimed to engage with academics at the curriculum design stage to promote and support the use of pedagogically appropriate technology in course design and delivery, and sought to identify the most appropriate methods of doing so.

The project ran two curriculum design workshops in 2009 and 2010 where academics came to design their modules with great success. Commenting on the workshop held last summer, as part of Enhancement Week, one participant said: “The thing I enjoyed the most was that we had the chance to work in teams on other people's modules. I really enjoyed chipping in ideas and suggestions to my team, and helping out with the design of another person's module. This is something which it seems to me would be good more often?” Another said: “I wanted to complement your team on putting together a fabulous course I attended on Monday on blended learning/course design. It was very well run, and thoughtfully put together. I was impressed by the expertise of the local organizer as well as the colleagues from other Universities who worked on the project. It was a very productive day, where I was able to make substantial progress with redesigning a module, and I enjoyed the interactions with other colleagues.”

In addition, several academics – including a number taking the PGCAP – were recruited to pilot some of the learning design tools and approaches developed by the Open University Learning Design Initiative (<http://www.open.ac.uk/blogs/OULDI/>) as part of redesigning a new module or programme. These included Joe Doak from the School of Real Estate and Planning, Andrew Charlton-Perez from Meteorology, and Kleio Akrivou from the School of Management.

In collaboration with his teaching team, Joe used the OULDI Compendium LD - software which helps the user piece together the different components of a course or module – to visualise enhancements they wanted to make to an existing Part One module. “The thoroughness [of the process]...thinking through the learning objectives and what we wanted to get and what we were trying to do... was aided and abetted by the software process,” he said. The result has been very positive, and student feedback on the changes excellent.

Andrew - whose contribution to the project through the use of video diaries to record his reflections has been singled out by JISC as a case of best practice – selected the Course Map tool from the Learning Design Toolkit to provide a detailed overview of a residential field course into which he had decided to incorporate Problem Based Learning elements. He commented: “It’s been my experience that academics don’t typically approach the design of a course from the view point of how the course is laid out and its structure. They tend to start with the material and then try to plan a set of lectures around the material and I’ve certainly found it beneficial to think about a course in these terms [i.e. about the structure of the course and how it is delivered in terms of student learning] and to try and lay it out in a simple way on a single sheet of paper.”

In her capacity as lecturer in Organisational Behaviour and Management, Kleio used the OULDI tools to help communicate her learning design for a new entry-level module, and the ethos behind it, to the tutors who would deliver it. Using a combination of different Learning Design tools – including Compendium LD, the Course Map and a pedagogic profiling widget – she was able to show the rationale behind the module, making it easier for colleagues and students to understand. “I believe OULDI offers a communication vehicle potentially enabling outcomes of the design process for the School level of engagement,” she said. “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 complementarily if we want to achieve lifelong learning skills, and a focus on the students as the centre of the learning process”.

The project at Reading has received very positive feedback internally and externally. As demand for support on designing and delivering the curriculum has started gathering momentum at Reading, CDoTL are currently planning further workshops to assist academics.

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