Faculty of Education and Language Studies: Case study final report: March 2012

The impact of early learning design on the efficiency and effectiveness of curriculum design processes and practices

By Rebecca Galley, OULDI-JISC project officer, IET, The Open University

Abstract

The aim of this pilot was to develop and trial an approach to module design which drew on both the Course Business Models (CBM) project and Open University Learning Design Initiative (OULDI). In particular this pilot sought to develop an approach which provided greater emphasis on pedagogy and support for learning design, and that would lead to the design and development of modules which met the aims of a faculty's learning and teaching strategy. That is, modules which evidence:

o   an increased proportion of active student learning compared with passive assimilation of presentation content (i.e. reading, watching, listening)

o   the full integration of student digital literacy skills into the module design

o   an increased proportion of student activity on the VLE

This was achieved through the development and delivery of module team workshops and support early in the design process (i.e. prior to the submission of the Business Appraisal and early specification documents).

This pilot appears to have worked very well both in terms of promoting the development of a coherent structural design for student engagement and improving the efficiency, effectiveness and reliability of the business and production process. Although it is not possible to identify how much money might be saved by engaging in this 'front-loaded' design process, it seems clear that the module team have been able to make design decisions faster than they might usually, have higher levels of confidence in these decisions and that module team meetings have been shorter and more focused.

However, until the university's business and production process (the stage gate process) fully integrates learning design and CBM, module teams are likely to require additional design support particularly in relation to the 'translation' of design decisions and outputs into the stage gate forms. In addition, the module team chair at the centre of this pilot has voiced concerns that the use of the term 'front-loading' may actually be unhelpful. She believes that key to the successful roll-out of this process - even once the new stage gate process is in place - will be targeted support for the module team at key points in the production process. This could be through a new role which oversees and supports the pedagogical coherence of the module primarily at the beginning of the design process as trialled in this pilot, but also at key points throughout to ensure that early design thinking is effectively integrated into the development of student activities, assessment tasks and guidance and support strategies. It is the view of this project that this role would be most effective if faculty based, and that faculties should support the role as appropriate within their structures.

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1. Introduction

This pilot sits with eight other OULDI-JISC project pilots: three of these are located in the Open University (one in the Library Services unit, another in the Learning and Teaching Solutions (LTS) unit, and the third a cross faculty/unit OER project 'Bridge to Success') and five are located the project's partner universities (University of Reading, Cambridge University, London South Bank University, Brunel University and the University of Leicester).

2. Context

2.1 The Faculty of Education and Language Studies

The baseline mapping of university curriculum design processes and practices carried out at the start of the OULDI-JISC[1] project highlighted a misalignment between the stage gate requirements and a logical or coherent curriculum design process. For example, early approval and specification documents assume that a number of pedagogical decisions have been made prior to their completion, even thought the module team is not convened or resourced until after these documents have been passed by committee. As a consequence much of the design for learning happens in informal or ad-hoc spaces around the formal institutional (stage gate[2]) process and module team chairs and curriculum managers have to insert 'best guess' rather than considered answers into these documents. This impacts on the ability of faculties to generate reliable early costing profiles of modules, or fully consider the value or impact on learning of different media, technologies or pedagogical approaches, and can also lead to inefficiencies later in the production process (i.e. expensive last minute decisions, ineffectively scoped contracts for authors, overlapping or contradictory student facing support documents etc):

> *"I know what happens is that it becomes fictitious because you have a set of questions that you really, really don't have the answers to and so a module team chair could sit there and make up statistics or just say things in that form. And I do think that is what happens, and then those decisions come back to haunt you because further down the line that's how budgets are made and all the rest of it".*

> **Module team chair**

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[1] Cross, S. et al (2009) OULDI Baseline report (c.60pp) for a summary see *Interim Project Report to JISC Number 1: Sept 08 – Oct 09*, 16pp available from
http://www.jisc.ac.uk/media/documents/programmes/curriculumdesign/ouldiinterimreport.pdf
[2] The 'stage gate' framework is an approval and production process which aims to support "*curriculum investment decisions*" throughout the lifecycle of a qualification or module. There are 5-stages to the process, three of which are prior to the module launch and are of particular interest to the OULDI project.

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In addition, data does not flow well between the approval and early specification documents, for example the information asked for at Business Appraisal about the tutor role has a slightly different focus to a similar question in the module specification (REP03[3]) PLANET[4] form. This means that the information must be rewritten at each stage and the impact of this is two-fold. Firstly, it is not time or resource efficient to require duplication of effort, secondly curriculum managers or module team chairs do not find value in referring back to the information in the Business Appraisal when they complete the module specification - this can lead to significant differences between the two documents, especially when several months pass between the completion of the documents, or where there is a change of staff between the stage gates. This means that the module that is approved is not always the same as the module that is specified, designed and produced.

The Faculty of Education and Language Studies (FELS) was the first faculty in the university to engage with the OULDI project, and was involved in developing and piloting of the original Design Challenge workshops[5] on 24th September 2009where 63 faculty staff attended the day of learning design training. The workshop was very well received by staff, and the faculty's Associate Dean of Learning and Teaching began to see how the OULDI approach might significantly impact on both staff practices and the efficiency of faculty curriculum design processes (see section 5.1). Aware of the findings of the OULDI baseline mapping activity, she saw value in developing the faculty's learning design practices together with the new business and production processes being developed by the university's associated Curriculum Business Models (CBM) project[6] - despite the university at this time seeing the two projects as separate, albeit aligned, initiatives:

> *"I just didn't think it was logical to work with Business Models on one side without learning design - and if you want learning design, then [module teams] need time to do that".*

Associate Dean of Learning and Teaching

Although the stage gate process and its associated documentation were already under review, it was unlikely that the problematic stage gate forms used in the module production

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[3] The REP03 is a module specification document which includes costing, an outline syllabus and top level pedagogic strategies i.e. tutor model, learning outcomes and assessment plan.

4 PLANET stands for PLanning on the NET and is the university's database system that stores information about qualifications, their modules, approvals, presentations materials and schedules.

[5] for a 'Design Challenge' workshop template and links to associated resources see http://jiscdesignstudio.pbworks.com/w/page/33043344/OULDI%20-%20Design%20Challenge%20Workshop

[6] For a description of the CBM project see http://www.open.ac.uk/blogs/OULDI/?page_id=833

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process would change in the lifetime of the pilot. It was therefore decided that alongside the OULDI-JISC pilot, the faculty's Learning and Teaching Technologies Manager would develop a template which would enable module teams to more easily 'translate' the outputs from the learning design activity into the existing Business Appraisal and module specification (REP03) forms (although it was hoped that in the longer term, learning design and CBM would be fully embedded in the stage gate process and this translation activity would no longer be necessary). It was hoped that in the short to medium term this template would help manage or 'bridge' the disconnections that module teams experienced between the learning design and the production processes (Appendix 1).

This pilot is located in the faculty's Centre for Childhood, Development and Learning and is focused around a 'remake' (the refreshing and updating) of a popular and well regarded level 3 module 'Research with Children and Young People'. This module was chosen for a number of reasons: firstly, in the current financial climate it was anticipated that most of module teams' design work across the university will be on remakes rather than entirely new modules, so it was important that new practices and processes worked with remakes; also this module was almost certainly not going to be suddenly discontinued as it is a compulsory module in the degree qualification; finally, this module was seen as an 'easy' one to start with, as it remains successful in terms of retention and achievement and is generally popular with students:

> *"We were hoping that this pilot would provide us with a sort of exemplar where we could say "Do it the way they've done it in this module – it was brilliant!" […]So we wanted to go for an easy (well not dead easy but not a difficult) case [...] an easy win but not trivial, so where there was substantive work to be done".*

Learning and teaching technologies manager

2.2 Project focus

This pilot project trialled a module design process which 'frontloaded' learning design activity in advance of the Business Appraisal and REP03 documents being submitted.). In particular this pilot sought to develop an approach which provided greater emphasis on pedagogy and support for learning design, and that would lead to the design and development of modules which met the aims of a faculty's learning and teaching strategy (see success criteria 2,3 and 4 below). Two learning design workshops were developed and delivered using the OULDI methodology (i.e. the use of representations and conceptual frameworks to support collaborative design discourse) and were designed to sit alongside regular module team meetings where administration, marketing, content and presentation of modules were considered. Workshop activities and outputs were closely mapped to the module design questions in the Business Appraisal document and REP03 PLANET forms to

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ensure relevance and clarity of purpose. One of the features of the workshops was that they provided a structure for considering parallel design questions from both documents in a logical sequence, helping to avoid duplication of work and misalignment between documents, and supporting faster submission of the REP03 once the Business Appraisal is approved.

This pilot report will document and evaluate design activity from the first learning design workshop in August 2011 to the approval of the REP03 in May 2012, a period of 9 months. Unfortunately it will not be possible to evaluate the finished module, or capture student satisfaction data as the pilot will be launched after the completion of the OULDI project; although this will be captured by the team working with the faculty on the ongoing institutionally funded CBM project after the module is launched in February 2014.

The pilot will be deemed successful if there is evidence that the changes to the design process enable:

- o **Success criteria 1:** Greater emphasis and support in the design phase for pedagogy and learning design.

- o **Success criteria 2:** A design that evidences an increased proportion of active student learning compared with passive assimilation of presentation content (i.e. reading, watching, listening)

- o **Success criteria 3:** A design that clearly shows how student digital literacy skills will be integrated and developed during the course

- o **Success criteria 4:** A design that evidences an increased proportion of student activity on the VLE

- o **Success criteria 5:** The module team's awareness of design tools/techniques will have been broadened, and there will be improvements in the confidence of the quality of the tools/techniques used

2.3 Project barriers, challenges and enablers

There are a number of contextual factors which can be seen to have impacted on this pilot project:

- o This project has been instigated and championed by the faculty's Associate Dean of Learning and Teaching, and a set of directorate level objectives have been clearly identified. There has been good support in the faculty for this pilot at all levels.

- o Resources were made available to support the pilot. In particular faculty and support unit funding and staff time was allocated to enable the module team to be convened prior to the acceptance of the Business Appraisal and REP03 so that team

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members could attend the learning design workshops and module team committee meetings (as discussed above, the module team does not usually come together until after the REP03 has been accepted).

"It's been [the Associate Dean for Learning and Teaching] championing learning design and Curriculum Business Models through the committees, it's been her championing through up to faculty executive this critical agreement about shifting the staff time so you can have more time and effort devoted to the early stages."

Learning and teaching technologies manager

o   The academic members of the module team who have trialled the new process are education academics and as such have a sound knowledge and understanding of pedagogical principles and best practice. In addition they have demonstrated consistency in their enthusiasm, engagement and commitment to the learning design process.

"It works very, very well with them and it may well be that they've been a bit of a dream!"

Curriculum Manager

o   There are a number of changes in the university that it is anticipated that learning design tools and activities will enable module teams to manage better. For example as a result of changes in funding for HE, university systems have shifted their focus from modules to whole qualifications:

"So one of the challenges for them is to actually see what the role of the module is in the qualification […] learning design should help you more work out what level you are pitching your learning activities at, not because before you didn't know what that level was but because when you look across the qualification then you'll see much better the relationship between the two, and learning design will help make explicit that relationship better. I think it's about thinking about the whole experience rather than just producing the books and the activities that is something the learning design will help them see through more easily".

"Before it was module focused and students were not required to declare an intention for a qualification. They could be satisfied with that module but now that we actually expect them to go through [...] student satisfaction will be absolutely core to getting students to succeed because if they are not happy they will be less likely to make it through and therefore progression is not going to happen. So that is absolutely essential at the moment".

Associate Dean of Learning and Teaching

o   A number of reviews of key university systems are underway including a review of the university's IT production and delivery infrastructure, the stage gate process and the costing tool (called FACT) used in production. These reviews offer significant opportunities for institutional embedding of learning design but they are 'owned' by different groups and are progressing at different rates. It has been important and challenging to ensure that this pilot remained informed by and aligned with developments across each of these reviews.

3.   Methodology

3.1 Measuring impact

In this report we will focus on impact evaluation and assessment; the methods chosen for data collection have therefore been chosen to inform this assessment at a number of levels: personal practice, faculty process/practice and institutional process. We have also taken care to capture data which may indicate why the impact occurred, or did not occur, and how impact could be enhanced.

In common with the other OULDI-JISC pilots, we have used the HEA '6-level Impact scale'[7] to measure levels of impact.

Level	Label	Intended outcomes at this level. Individuals/ Schools/ the institution will:	Link to the next level:
1	Awareness of…	Recognise the learning design methodology as enhancing learning and teaching, and thereby…	…make an informed choice to learn more about or engage in some way with learning design.
2	Reactions	Feel positive about the learning design methodology as a whole and/or particular activities, tools or resources, and thereby…	…make a further informed choice to engage in some particular way with the learning design methodology.
3	Engagement	Engage with enhancing learning and teaching by using a learning design approach, and thereby…	…begin to learn and develop some ideas relevant to their practice.
4	Learning from…	Learn and develop learning design approaches relevant to their work, and thereby…	…begin to plan how to use these approaches in their practice
5	Applying the learning	Apply what they have learnt or developed to their practice, and thereby…	…begin to identify the effects of applying these new approaches in practice.
6	Effects on students	Identify instances of students learning better as a result of enhanced practice, and thereby…	…develop evidence-based confidence in these new approaches and more broadly in informed and explicit pedagogic innovation and enhancement

Figure 1: HEA '6-level Impact scale' framework

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[7]For more about this framework and the impact levels used see
http://www.open.ac.uk/blogs/OULDI/?page_id=828

3.2 Evaluation questions

In order to evaluate whether the success criteria identified in section 2.2 have been met, the following questions have been researched:

- **Success criteria 1:** There has been greater emphasis and support in the design phase for pedagogy and learning design.

    - Has there been a change in the emphasis given to the way the module is taught and learners learn (pedagogy)?

    - If the pedagogical aspects of the design have received more attention than they would generally, has this led to a better design overall?

    - Has an early focus on the pedagogical structure of the module made the design process more efficient?

- **Success criteria 2:** The design evidences an increased proportion of active student learning compared with passive assimilation of presentation content (i.e. reading, watching, listening)

    - Has the activity profile of the module changed? Is there a greater ratio of active learning opportunities?

    - Has this, or is this expected to, lead to a better student learning experience?

    - Has this, or is this expected to, impact on costs?

- **Success criteria 3:** The design clearly shows how student digital/information literacy skills will be integrated and developed during the course

    - Have digital/ information literacy skills been identified or highlighted in any way?

    - Are they integrated into the design (i.e. have digital/ information literacy outcomes been identified, have digital/ information literacy tasks been embedded in module activities and are there opportunities to demonstrate and receive feedback on these skills?)

- **Success criteria 4:** The design evidences an increased proportion of student activity on the VLE

    - Have learning materials moved online?

    - Is the VLE used to support student activity or just used to deliver content (e.g. are forum activities used for collaborative learning?)

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- o **Success criteria 5:** The module team's awareness of design tools/techniques will has been broadened, and there are improvements in confidence in the quality of the tools/techniques used

  - o Can members of the module team describe the difference between a module design process that uses a learning design approach and one that doesn't? What are the perceived differences?

  - o What tools and activities did they find particularly useful? Or not?

  - o What tools or techniques will they use again? Why these ones (what was the impact)? If none, why not?

3.3 Data collection methods

Because our interest is in capturing a rich picture of impact across the University, we have used a rich multi-method approach which includes video and audio recording, images and photographs, curriculum materials, discussion dialogue from e-mails and the Cloudworks site, surveys and workshop evaluations.

3.3.1 Individual practice impact

Use of semi-structured interviews, representations of designs, workshop surveys, e-mail correspondence, Cloudworks and reflections of the module team

3.3.2 Impact on the Unit

Use of semi-structured interviews, design artefacts, presentations, changes in faculty level design processes and curriculum documentation

3.3.3 Institutional process impact

Use of policy documents, meeting minutes and interviews and surveys

4. Overview of interventions and activity within the project

4.1 Curriculum Design workshop: Reviewing 'as is' September 2011

This first 3-hour workshop was designed to 'kick-off' the design process with a detailed review of the existing module ('as is'), and was followed by another workshop one month later which focused on the design of the new module ('to be').

In preparation for this first workshop, the OULDI project officer and module team chair met for two 3-hour sessions to prepare the Module Map and Pedagogy Profile of the existing module (See appendices 2 and 3 and section 4.3 for more detail of this activity). In addition, the OULDI project officer mapped two other modules in the qualification for comparison.

The workshop was introduced by the Associate Dean of Learning and Teaching and she and the Learning and Teaching Technologies Manager stayed to observe the workshop and submitted emailed feedback afterwards.

The ultimate aim of these early learning design workshops was that they would inform and structure design activity and dialogue so that the module team would be able to answer the questions required by the stage gate process coherently and reliably. It was anticipated that after this first workshop the team would be able to begin to answer the following questions. Where these questions map to questions in the Business Appraisal (BA) form or module specification forms on PLANET, this has been indicated:

- o What is the module team's overall perception of the existing module?

- o What do students spend their directed study time doing on the existing module? (PLANET screen CS004)

- o What students think about the existing module?

- o How well does the existing module meet programme and/or unit curriculum objectives? (BA 2.3)

- o How do the existing module materials support learning and learners? (BA 1.1, 1.2, 2.2)

- o Is this remake likely to be 'lightweight' or something more substantial?

- o Approximately what % of materials will be new? (PLANET screen CS002)

The workshop consisted of 5 OULDI activities that have been extensively trialled and evaluated in this university, and in five other UK universities.

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Activity 1: Module map

The module team reviewed the existing module against four dimensions of student experience:

- o Guidance and Support;

- o Content and Experience;

- o Communication and Collaboration;

- o Reflection and Demonstration.

Figure 2: 'As is' Module Map (see Appendix 2)

Activity 2: Pedagogy Profile

In this activity the team considered the distribution of directed-study activity (i.e. what students are asked to spend their study time doing) and reviewed student workload. They then compared this with two other modules in the qualification which students may study either side of this module. In particular this activity asked the module team to consider: 'What does this module ask of students?' and 'What does this module ask of tutors?'

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Course/module hours (as stated in course/ module guide)		
Contact/ teaching hours	16	e.g. classroom/online tutorial activities, lectures
Directed study	447	e.g. reading and research, revision, assignment writing, discussion forums, reflective diaries, data analysis (where directed)
Self-directed study	137	e.g. administrative tasks, refreshing skills, extra reading, extension activities (usually 10-20% of total hours)
Total stated module/course hours	600	

Figure 3: Pedagogy Profile 'As is' (see Appendix 3)

Activity 3: Key words and module features card sort

The module team identified and reviewed the key features of the existing module and considered which features the team might want to keep and which features should be changed.

Figure 4: Wordle of the team's perceptions of the key features of the existing module

Activity 4: Next steps

The team identified the actions that they would take as a result of the workshop and in preparation for the second workshop.

Activity 5: Workshop evaluation and close

Finally, the module team evaluated their design work so far and gave feedback on the workshop to the OULDI project officer who was facilitating the workshop (see Appendix 4).

Initial feedback from workshop participants and observers was very positive. In particular three themes emerged:

- o That the workshop 'mix' provided a useful structure for reviewing the existing module which would inform future planning

- o That the activities enable them to make links and connections between elements of the module they would not have otherwise have easily been able to do

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o   That the workshop successfully engaged the wider module team, and enable the team to get to know each other and pool experience.

"I think the set of early questions opens it up to all the team members to say "well, let's look at what we've got". So for example our team has a couple of people coming in from different departments and whereas the bulk of us might know the existing module not everybody will, and I think increasingly that will happen - that people are drawn together from different bits of the OU to advise or write - so this is also a way of bringing different people up to speed with what you already have"

Workshop participant

The Module Map was seen as the tool which had the most positive impact on the design review process:

"[The Module Map] takes it beyond an inventory so its not just about sitting down and just ticking off the materials at a very basic level it's actually looking pedagogically at what you've got and that I think is its main value. "The materials fit here, and this is doing this, and this is doing this"

Workshop participant

The Pedagogy Profile was generally seen as less useful at this early stage in the design process:

"I think when we got down to the percentages and doing the graphs it felt a bit more clunky and needed a bit more translation [...] from how it was devised and how module teams could work with it and I think for me - and its probably a learning style thing for me as well - that when we got onto percentages over the weeks [...] it started to get quite far removed from what I already knew about the module and where we wanted it to get to"

Workshop participant

The Associate Dean of Learning and Teaching wrote in emailed feedback:

"*I was very impressed with how the session went. The main point of this exercise for us is to get module teams to think about the pedagogy driving the learning design, detach themselves from the content and the resources to concentrate on the student learning experience. I think [the OULDI project officer] steered them through this thinking very successfully. So, from my point of view, progress to date already shows benefits for the module team as they develop their thinking together. In turn this fits with the faculty's objectives to develop modules that integrate learning design from the early stages. I am very optimistic that the results will deliver the objectives of a more efficient process*

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and a module that makes effective and increased use of the online environment for pedagogic advantage as outlined in FELS business models".

Emailed feedback from Associate Dean Learning and Teaching

One workshop participant shared some disappointment that the workshop had too quickly focused on what should be changed rather than identifying what should stay the same. The OULDI project officer who facilitated the workshop agreed that the team had moved unexpectedly quickly to identifying design solutions before they had fully investigated what the existing design problems might be, and wrote in her reflective log after the workshop:

"I don't know whether it was the activities and representations that tended to point the team to the negatives, or whether that this was a consequence of meeting about a remake i.e. that their focus was on improving with the implication that the 'as is', should automatically be seen as deficient. I certainly intended that the discussion would be about objectively identifying what should be kept and what should be changed"

From the OULDI project officer's reflective log

In emailed feedback the Learning and Teaching Technologies Manager similarly reflected on the tendency of the team to shift to thinking about making changes to the new module before focusing properly on the old, and suggested that the team needed firm facilitation to stop them entirely focusing on the new:

"Sitting in on one of the Module Map groups, I noticed how readily thinking about the As Is prompted them to think about the To Be – i.e. what they would like to see in the new module or what they could do with it. This wasn't a problem, but I suggest this was the case only because there was enough discipline to park these useful new thoughts and keep them separate from the task at hand, so that they didn't lose the focus on thinking through the As Is".

Mindful that it was the intention for module teams to be able to complete these activities un-facilitated in the future, he highlighted the importance of recognising the potential impact of the facilitator's skills, and the skills and experience of the module team in any evaluation:

"It did occur to me that […] it was well-facilitated (I particularly noticed how several times [the OULDI project officer] weaved the work together, e.g. connecting an earlier comment about the As Is module being "words, words, words" with what they could now see in the pedagogy profile – this is the kind of "added value" which a skilled worker brings to the job, and isn't in the activity design itself!), and [secondly] the module team were very much up for creative thinking (as seen by the key words

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activity which they did on their own in the morning, their sparky ideas about non-textual production while thinking about assessment on the Module Map, and the curriculum issues they saw arising from the Pedagogy Profile, e.g. the implications of focusing on research issues rather than research methods). It would have been a lot more difficult with the kind of module team which wants to do nothing more than what they did before, only with updated references!"

emailed feedback from the Learning and Teaching Technologies Manager

In a later interview he suggested that it is in the nature of module teams to want to put their own stamp on a module, and that this might well be expected to impact on the remake design process particularly if not well led:

"Being academics, the first thing they would do is unmake what the first academic has done [...]And that's why you need the external authority figure because they are not going to do it spontaneously [...] [someone needs to be] to be a parent in that sense and say "look I want you to focus on this. These questions are out of bounds to you at the moment but we will come back to them again" and actually most of us, especially in an academic environment are actually quite inhibited from being that directive"

Learning and Teaching Technologies Manager

After this workshop all the design outputs were added to a shared team space in the Moodle VLE, so that they could be viewed and amended by all members of the module team (Appendix 5 and section 4.4).

4.2 Curriculum Design workshop: Initial Planning 'To be', October 2011

In this second 3-hour workshop the team built on their review of the existing module to construct a top-level overview of the structure, features and aims of the remake. Particular attention was given to predicted student profiles and pathways, and the alignment of learning outcomes, student activity and assessment.

It was anticipated that this after this second workshop the team would be able to answer the following questions. Again, where these questions map to questions in the Business Appraisal (BA) form or module specification forms on PLANET, this has been indicated:

o   How does the module fit into existing or new qualifications and intended pathways? (BA 2.1, 2.2)

o   What are the pathways of students through the existing module? (BA 2.2, PLANET screen CS004)

o   How well does the existing module perform (enrolments, retention, progression and achievement)? (BA 2.2, PLANET screen CS004)

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- Who are the target students for this module? What are they like, and what are their needs? (BA 1.2)

- Why might students want to study this module? What are its key features? (BA 1.1, PLANET screens CS002,CS004,CS011, S140, CS141, CS142,)

- What will students learn (learning outcomes)? (BA 1.2, PLANET screen CS004)

- What are the main high level learning outcomes which the course is intended to fulfil (BA 2.2)

- How do the module's learning outcomes fit within the appropriate level/pathway/qualification structures? (PLANET screenCS004)

- How does the planned media strategy enable the learning and teaching strategy to meet the aims and objectives of the course? How will the module use of different media? (PLANET screen CS140)

- What does the assessment strategy look like? (PLANET screen CS010)

- What transferable skills will the module develop which are relevant to students' future employability? (BA 2.2)

Activity 1: Pathways and programmes

In this activity the team reviewed statistics about which study pathways students who studied this module generally came from, and which modules then generally took next. The aim of this activity was for the group to identify any overlaps in terms of learning outcomes, and any significant gaps between key modules in terms of knowledge and skills.

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B23: BA (Hons) Childhood and Youth Studies pathways

Level 4 (MA in Childhood and Youth) 2 compulsory and one other 60 credit module	**E807: Children and young people's worlds: frameworks for integrated practice**	**K802: Critical practice with children and young people**	U810: Continuing professional development in practice	TU871: Development: Context and practice	180 credits
			E856: Educational leadership: context, strategy and collaboration		
			E805: Critical issues in equity, diversity and educational practice		
			E855: Leading professional practice in education		
			ED841: Understanding children's development and learning		

Level 3 1 compulsory and one other 60 credit module	**EK310/311: Research with Children and Young People.** The ethics of research and the responsibilities of researchers. Develops research skills using audio, video and interactive materials. *100% B23 graduates take this module*	KE308: **Youth: perspectives and practice.** How have young people's lives changed in recent years, and what does this mean for those who work with them? *47% B23 graduates took this module* KE312: **Working together for children.** Policies, legal developments and practice innovations that promote children's wellbeing across universal and specialist services *53% B23 graduates took this module*	120 credits

Level 2 1 compulsory and one other 60 credit module	**U212:Childhood** What does it mean to be a child in today's world? *100% B23 graduates took this module*	ED209: **Child development.** This course shows how psychological enquiry can help us to improve our understanding of the development of children and young people. *45% B23 graduates took this module* K204: **Working with children and families.** The changing nature of childhood and family life. Includes: assessment and safeguarding children; promoting quality parenting; services for children and families; and children's participation, development, and rights. *55% B23 graduates took this module*	120 credits

Level 1 Choose from a mixture of 30 or 60 credit modules. Including:	DD100: (disc) 60 credit **Introduction to the social sciences** *26% B23 took this module*	K100: (disc) 60 credit **Understanding Health and Social Care** *22% B23 graduates took this module*	E123: 30 credit **Working with children in the early years** *19% B23 graduates took this module*	E124: 30 credits **Supporting children's learning in the early years** *19% B23 graduates took this module*	DD121: 30 credit **Introduction to the social sciences Pt 1** *4% B23 graduates took this module*	DD122: 30 credit **Introduction to the social sciences Pt 2** *3% B23 graduates took this module*	KZX100: (disc) 60 credit **Understanding health and social care** *2% of B23 graduates took this module*	120 credits

Figure 5: Mapping of student qualification pathways

Activity 2: Learning Outcomes View

They then focused in on the learning outcomes of the existing module. They used a table version of the Learning Outcomes View[8] which mapped existing module level learning outcomes to activity outcomes and assessment criteria to do this. By doing this they were able to more fully explore what the assessment was required to achieve and begin to think creatively about how the formative Tutor Marked Assessments (TMAs) could better scaffold the summative End of Module Assessment (EMA) and reduce student workload in relation to assessment (an existing design problem highlighted through the first workshop). Learning outcome 1 has been given as an example in Figure 6 below.

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[8] http://jiscdesignstudio.pbworks.com/w/page/33031528/OULDI%20-%20Learning%20Outcomes%20View

OU Learning Design Initiative

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Module level outcomes	Unit level outcomes (first introduced in time for: TMA01, TMA02, TMA03, TMA04, TMA05, TMA06)	EMA outcomes
Appreciate a range of research methodologies involving both qualitative and quantitative approaches, including integrated approaches and multiple methods;	**U1:** Have an awareness of what research is and why it is undertaken; **U2:** Begin to understand observation as a research method and have practised some observation; **U2:** Understand the difference between quantitative and qualitative research; **U3:** Have a greater understanding of what is meant by quantitative research; **U3:** Be able to recognise the characteristics of experimental method; **U4:** Have an understanding of the interview as a research tool and the differences between structured, semi-structured and unstructured interviews;	Evaluate different research methodologies
	U5: Know about a range of qualitative research methodologies; **U7:** Appreciate the basic features of a grounded theory approach to data and theory;	
	U12: Have extended your understanding of observation approaches to include participant observation; **U12:** Appreciate the use of case studies as data;	
	U16: Extended your understanding of qualitative approaches to data collection; **U16:** Have an appreciation of the range and scope of different approaches to Qualitative data analysis;	
	U21: Develop your understanding of the meaning of 'empirical research';	

Figure 6: Learning outcome 1 mapped to student activity, TMA and EMA outcomes

Activity 3: Integrating Information Literacy

The university's Library Services have developed a set of facilitation cards which are designed to support module teams integrate the Information Literacy (IL) Levels Framework into modules.

Figure 7: Library Services information literacy (IL) levels facilitation cards

The cards were developed in collaboration with the OULDI team and have been trialled across the university in another pilot[9]. The module team used the cards to identify where students should be in terms of their IL skills and how IL outcomes, activities and assessment might be more fully integrated into the existing module.

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[9] See http://www.open.ac.uk/blogs/OULDI/?page_id=895

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Activity 4: Reviewing the learning outcomes verbs

During the first workshop there was some discussion about whether the module should primarily focus on research methods or issues i.e. whether it should focus on 'how to do' research or more on the complexity of the research space. It was decided to use the University of Gloucestershire's CogenT vocabulary builder[10] to help support a design discussion at a top level about the relationship between what these level 3 students would learn (content), and what they would do to learn (activities).

Activity 5: Next steps and workshop evaluation

At the end of the workshop, actions were allocated to module team members and this time, due to time restrictions, feedback was requested by email.

Although only three participants submitted feedback, generally the feedback on this workshop was positive. Only the activity using the CogenT tool was seen as being less successful than the others:

> *"Some of the tools were more helpful than others and we looked at one that I think we decided together wasn't as useful […] it was a software package that had come in from another university"*

Workshop participant

After the workshop the OULDI project officer who facilitated the workshop noted:

> *"The [fourth] activity didn't really work because it was decided that actually most outcomes verbs could apply to both an 'issues' or 'methods' focused curriculum. [The team] discovered that actually what was key was how far students would be expected to engage in, practice and reflect on research or not i.e. what route they take to 'understanding' and 'appreciation'. I would have liked to have re run the activity with a focus on which verbs indicated 'active' learning and which 'passive'".*

From the OULDI project officer's reflective log

The team appeared to find the Learning Outcomes view (used in activity 2) most useful for giving them a better understanding of how the module 'worked':

> *"It feels more holistic in that there is a greater sense of the whole module and how it impacts upon the learning experience. We have had time to consider assessment, teaching and LO's - which is very effective for presenting a whole package rather than an ad-hoc approach in which certain aspects of the module are bolted on".*

emailed feedback from workshop participant

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[10] http://www.pebblepad.co.uk/cogent/Vocab/List

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"I found the pictures/diagrams an especially helpful way of 'seeing' the module [and] make me think about all sorts of aspects of the current module which I wouldn't have done before (am sure I would probably have only thought about the academic content!) But 'seeing' the assessment patterns, the different types of task we ask the students to engage with really made the module come to life and definitely presented it from a student's point of view"

emailed feedback from workshop participant

4.3 Small group design work

So that best use could be made of the learning design workshops, the module team chair and the OULDI project officer met for two 3-hour sessions with a focus on preparing the Module Map and Pedagogy Profile 'as is' representations prior to the first workshop, and one 3-hour session with a focus on preparing the data (i.e. learning outcomes and assessment criteria, and student progression and pathways data) for the second workshop. In particular, the module team chair appeared to find the activity of 'retro-fitting' the existing module into the Module Map and Pedagogy profile valuable. It appeared that there had already been some thinking done in relation to choosing a set text even before the design work had started. Being able to view the module from the different perspectives that the two representations enable seemed to be helpful in challenging this, and helping her to better understand and contextualise the set text in relation to student experience and the pedagogic intentions of the module. At the time, the OULDI project officer reflected:

"It took the morning to complete the Module Map (including expectations) and the afternoon to do the Pedagogy Profile as expected. [The module chair] seemed to find the process very useful and in our discussion at the end showed that she recognised the value of thinking about the pedagogical structure and intended student experience before thinking about the set book, or the content – which they had actually already started to do. She realised that if the pedagogy shifted to a more problem-based, [...] model, it might not be appropriate to use a set book at all. This realisation seemed to me to be expressed less as an 'ah-ha' and more of an 'oh-heck'! She voiced concern about how she might move the module team over to this way of thinking and seemed to be thinking (although I couldn't of course read her mind!) that this would be problematic and challenging".

From the OULDI project officer's reflective log

In addition, a number of small group sessions were scheduled after the workshops in response to some concerns about whether this large and heterogeneous module team might find it hard to focus on making decisions in relation to the new module and the impact this might have on the efficiency of the learning design process:

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"Quick and creative thinking has [so far] been more important than accuracy or endurance. At some stage, we're going to be asking them to make decisions which we DO want them to be prepared to live with, preferably until first presentation and beyond! Which may require a different way of thinking / working […] the tricky bit for next time is going to be to get them to be sufficiently focused that they can end up feeling themselves on a track to making all the decisions required to produce a Business Appraisal and REP03, preferably without having to meet again as a group."

emailed feedback from the Learning and Teaching Technologies Manager

In fact, the team did work in a focused and effective way together, making quite robust decisions in the workshops themselves or the module team meetings afterwards which in turn informed the development of the 'to be' representations (see appendices 6 and 7). In part this is likely to have been due to effective chairmanship of the module team meetings, and it was also suggested that the strong focus in the first workshop on reviewing the original module and identifying clear 'design problems' was also an enabler:

"I think the much more real risk for me was "what if this is not focused enough and people just talk and don't get down to earth?"[...] but I think something that happened at the very beginning that was very useful, was looking at the previous module – I think that focused quite a lot of the thinking".

Associate Dean of Learning and Teaching

However, in order to manage the potential risk of the workshops losing focus, three short 1.5-hour meetings before, between and after the learning design workshops were scheduled so that 'divergent' design thinking generated by the workshops could be 'converged' into practical design decisions for production. In particular, these sessions were intended to support the module team chair in developing the Module Map, Pedagogy Profile and Module Design Planner representations of the module 'to be', however in practice these sessions became more about how to fill out the stage gate forms than about design proper. This highlighted again the disruptive impact of the disconnect between the existing stage gate forms and the learning design process, and was the first indication that two workshops which 'front-loaded' learning design activity, were unlikely solve this issue as a standalone interventions. After the first of these meetings the OULDI project officer reflected on the shift in role she felt from 'design facilitator' to 'stage gate coach' which she felt was out of the scope of her expertise:

"[...] the focus changed significantly to a focus on the Business Appraisal forms, and became more about interpreting the design work done so far so that the form could be filled in. In retrospect the module chair may have [...] had some anxiety about how far the design work would be useful in helping her complete the administrative activities

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she had to do. I had already started doing some mapping of the forms against the design work so was able to offer some reassurance but at the end of the day, these forms are not about design [...] I felt concerned that my role was becoming like a coaching role rather than purely facilitative"

From the OULDI project officer's reflective log

Despite this support from the OULDI project officer, and the support of the bridging template developed by the Learning and Teaching technologies manager, both the module team chair and the curriculum manager found the business of translating the learning design outputs into the stage gate forms frustrating and difficult, and the module team chair in particular emphasised the need for ongoing support with the translation of design thinking and decisions into the business and production process (see also section 5.3):

"I think the work that [the Learning a Teaching technologies manager] has done to make the REP03 form more accessible has really helped but there is still a gap between what he has done and what the form is asking basically"

"I keep using this word 'translation'. It seems to me that there are these points where you need to be able to translate the thinking that has happened in the learning design process into the [university] systems [...] otherwise there is the danger that you will just get frustrated teams who feel like "Well, we did that early on but we lost it on the way [...] I think [the university] will get a much lower return on their investment in learning design early on if support is not sustained through the process because it will stay as this isolated set of information that module teams do not have the skills to fully incorporate [...] because you've done the thinking, but you need help with showing where that thinking fits into the next [university] decision".

Module team chair

4.4 Online team workspace

One of the key features of the OULDI approach is that the tools, representations and conceptual frameworks enable greater design collaboration, sharing and dialogue. To support this, a VLE module team workspace was set up to hold the design outputs, and enable ongoing sharing and discussion with the wider module team and associated stakeholders(see Appendix 5). It was important for this team that the space was 'invitation only' and so Cloudworks, another of the OULDI-JISC developed tools, was not considered in this case. The space appears to have been only partially successful in enabling sharing and discussion. Library Services have used the space particularly well to share links and a framework for integrating information literacy outcomes and activities, and the module

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team chair believes the ability to archive design discussion and decisions extremely important and a key impact of the OULDI approach:

> *"Alongside those early workshops it was important that we established the workspace where that information was stored. It strikes me that one of the difficulties with the OU system works is that in some senses it's very protracted and you do the thinking and then there's pauses and then you are asked to do something else where you need to draw on that thinking. So you really need to know where the information is and keep a track of where your thinking is up to"*

Module team chair

However, although there have been some discussion between the module team chair and OULDI project officer in the workspace forum, there has been very little wider team engagement in the space to date.

4. Case study narratives

The following narratives tell the story of three individuals who have engaged with and piloted the OU learning design methodology, and have been written in close collaboration with the individuals involved. They should not be seen as representative of the experience of all those who attended workshops or have otherwise been involved in the pilot, rather the aim of these narratives is to draw out the potential impacts on individuals' practice and tell the story of the pilot from an authentic 'insiders' point of view. These narratives sit alongside 24 others from the other pilots and it is hoped that a synthesis of these will enable the project team to identify the key impacts, barriers and enablers of the project as a whole.

5.1 Cecilia Garrido

Cecilia Garrido is the Associate Dean on Learning and Teaching in her faculty. She has been associated off and on with the OULDI project for four years, and she co-developed the first Learning Design Challenge 1-day workshop which was held in her faculty in 2009. In that first workshop Cecilia was struck by two things in particular. Firstly that in engaging with the OULDI activities and tools, teams were able to complete a significant amount of design work in a comparatively short amount of time, and that secondly, when teams had the usual constrictions of approval processes removed, they seemed able to focus more clearly on the whole learning and teaching experience rather than the *"bits and pieces"* i.e. the study texts, media, images etc:

> *"It actually illustrated in a very short period of time, how much you could achieve if you had the time to plan [...] and at the end of the day, they could show something for it.*

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[Module teams] said that if they had been using a real traditional way of designing it would have taken them a much longer time and they wouldn't have been so successful because they were focused on the approach. So that was one thing – how much you could achieve by planning up front. The other thing was that in that experience we wouldn't allow them to start with "well, I want 3 pieces of that" [...] people were not constrained by the things that happen in a traditional way of designing a module. The thing they usually do it start by putting in a Business Appraisal without any planning".

This workshop highlighted for Cecilia the tensions between the university's module production system (called the stage gate process), and in particular the Business Appraisal document and module specification (called the REP03) associated with it, and the effective design of a coherent learning and teaching experience:

"So people, [take] things that they have plucked from the air and put them into a form that hasn't got much meaning for other people, then when you actually start the planning for the REP03 you start with bits and pieces that don't actually make sense and the whole [module] is unpicked, turned upside down, it takes much longer and is unreliable and so I was very keen to actually try and turn the process round. So that little exercise actually showed us a lot of things that we could follow up"

"[The Business Appraisal and module specification] are very bitty forms, not coherent at all. It doesn't help pedagogic thinking [...] I think that is very frustrating and it's very frustrating for everybody concerned because it's restrictive to [the module team] to deal with because it doesn't help them, it's restricting for me because if I haven't been involved much with the teams I cannot see the pedagogic thinking behind it and so I often have to send them back, or I send quite a lot of comments to say "can you revise this, can you revise that because I can't see it from here""

Cecilia was disappointed when the university decided to consider the business and production elements of the university's curriculum design process and the pedagogical elements separately in two projects (CBM and OULDI), and began a programme of faculty-led work with both projects to develop, pilot and embed a new faculty process that 'front-loads' learning design activity to before the Business Appraisal is conducted, thus enabling module teams to engage in meaningful and effective learning design activity, and meet production requirements and deadlines:

"Whatever happens I think it should be the two things together rather than [teams] doing some learning design and then having a [business and production] process parallel to it that is not closely related to it [...] From the very beginning, the intention was that you would be working together and then when it was split I decided that I

didn't really want to do that so against perhaps what everybody else was doing, we decided that we were going to push it through"

Cecilia recognises that module teams across the university are under increasing pressure to develop higher quality student learning experiences within shorter timescales and with an eye to cost, and she sees these pressures acting unhelpfully on team practice. For example, progressively tighter production schedules put particular pressures on module teams to start writing materials before they have had an opportunity to think about how these materials will be used in the learning and teaching process. She believes that this has a significant impact on cost and efficiency and sees early learning design work as crucial to correcting this practice:

"Practice has been that people start writing without having any thinking about the design and suddenly you hear "Did you know they have just finished writing the first block" but how? If it hasn't been a approved or anything? People just try to get ahead of things and that isn't always very productive".

Cecilia's expectation is that the new learning design led module production process will have a dual impact. Firstly it will enable more coherent and student-experience focused design and delivery practices, and will also make faculty processes more efficient, and module teams more accountable for student experience:

"In terms of module team practice, [the aim] was to have the pedagogy driving the process not the 'bits and pieces' [texts, readers, videos etc] […] At the moment – in many cases –[…] you have a module team chair that leads the module to production […]and then somebody else takes over for the first year of presentation and that makes a complete division of the two parts of the life of something that should be integral from beginning to end because [otherwise] you don't know how students are experiencing the learning […]From the point of view of the faculty it's to have a more efficient way of working"

Cecilia recognises that there are risks in embedding an approach which 'front-loads' learning design. In particular it might mean that time and resource spent on early learning design activities might be wasted if a module is turned down at Business Appraisal, or otherwise withdrawn. She also recognises that if this approach is to work, then module teams will need to use the design activities in a highly productive and focused way:

"I think the much more real risk for me was what if this is not focused enough and people just talk and don't get down to earth"

Cecilia observed a learning design workshop being held in her faculty as part of the pilot of the new module production process. The module team were preparing for 'remaking'

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(updating and refreshing) an older module. The aim of the first workshop was to review the existing module using the OULDI tools and representations. She felt that the workshop was very effective in helping the module team identify areas of focus for the remake:

> "I think something that happened at the very beginning that was very useful was looking at the previous module – I think that focused quite a lot of the thinking […] for me it was quite enlightening to see everything that made up that module […] I think that is a very, very useful exercise to focus the mind and getting [the module team] down to the real things that they have to think about. So, I felt "it's going to be ok". That was my worry that there might be too much talking and very little focus. Of course [the OULDI project officer] played a part in getting [the team] to focus but I think there were [activities] that happened to help that process happen organically".

Cecilia recognises the role of the module team chair played in ensuring that the workshop worked effectively and she comments that it is difficult to fully understand what that impact might have been, however the skills of module team chairs are likely to significantly impact on the success of embedding this learning design approach across the faculty:

> "Obviously [the module team chair] is a very good chair so that has helped – I was just thinking what would have happened if she hadn't been so good but I think it's just going to be one of those things that is very hard to evidence"

Cecilia recognises that the faculty still has work to do but is confident that they are on the right track. The next stage for her is writing up a progress report on the work to the faculty executive, she plans to continue to gather evidence of impact on practice, process and learner experience but recognises that more needs to be done in terms of ensuring full engagement across the faculty:

> "We are going to be following it through but of course that will take some time before it's in place and we can actually see how its been for students but I think there has been much more thinking about the student and the learning experience"

> "What I want is to reinforce the case that this thinking in front has got benefits both pedagogically and financially, and that at the end of it all the student experience [is better]. So yes, if I can prove that to the faculty then I feel there will be more motivation from everybody around the executive team to really embed this approach. I don't think its so much that they will follow it or not because I think that should be faculty policy - which it is kind of now- but I do find sometimes that it is difficult to reinforce"

Cecilia recognises that despite a general agreement across the faculty that taking a learning design approach is good practice, given the pressures they are under, many module teams

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still tend to default back to inefficient practices, in particular the practice of writing material before designing the learning. She recognises that she needs a mechanism for 'catching' and supporting module teams before they go down that route:

> "Before I know it people have already started thinking along the old lines so what I actually need to work out is how we are going to do the right interventions at the right time [...] I have to be thinking about when the lifecycle review is due and actually say "so this happens next" so we can actually get them going and still [recently] this team [another module] has started to run before anything has happened in term of thinking and they are doing their thinking behind closed doors in terms of what content they want and so I want to get them out [from behind closed doors]! That's my challenge".

Additionally, there are significant variations in production schedules, budget, and module team availability and skills which impact on teams' ability to engage in early learning design workshops. So Cecilia and the faculty's Learning and Teaching Technologies Manager are developing a template to help module teams choose specific learning design tools and activities that are most likely to support the design work that they need to do within different design process constraints:

> "The problem is that there are many cases when the process has to be compressed [and] we don't have time to do all the hand holding that happened with [the remake module] so we [are developing] a little template that says, "this is what you have to do" and then we actually go through the process "that you have to think about this, and then..." you know, so that even if it is not facilitated then the thinking is directed in a way that will get us to the outcomes that we want in a short period of time [...] I think the idea would be that every time a module comes for Business Appraisal we would have a discussion with the team"

> "We will have to make it transferable but it will have to be different according to the team. So for instance [one team I know] is very good in learning design without specifically calling it that. They are very good, so with them I have to have a light touch because they have better ideas than any of us have - but there are other teams that are really hard work".

Cecilia recognises that the faculty will need to continue to develop the process iteratively and is aware that until the stage gate review is completed there will continue to be a problematic tension between the stage gate documents and the learning design process:

> "I think that we need to go though another two or three exercises of this kind to actually see how we need to tweak the process and I do think that we need help from the university in terms of changing those processes that are getting in the way so that we have a better way of integrating the whole thing. The REP03 form gets in the way

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of what we are trying to do. It runs against what we are trying to do […] it would be useful to have some help from above to set up something that has pedagogy in mind"

5.2 Catherine McNulty

Catherine McNulty is a faculty based Curriculum Manager whose role involves her in three main tasks: she provides project management and administrative support to module teams at all stages of module development and delivery; she is required to contribute to module creation and maintenance as a member of the module team; and finally she acts as the primary information and communication interface between the module team and other areas of the faculty, university, students and other external bodies. Catherine has been a Curriculum manager for six years and has experience of working on a range of modules. Usually Curriculum Managers are allocated to modules after the Business Appraisal has been approved, and will begin by giving administrative support the Module Team Chair in completing the module specification documentation (called the REP03). However, for this module remake (a 'remake' is where an old module is being refreshed and updated rather than designed from scratch) the entire module team was convened soon after the Opportunity Review so that all members of the team, including Catherine, could be engaged in three learning design workshops prior to the early approval documents being submitted. These workshops provided opportunities for the team to review the original module, and engage in design activities, dialogue and thinking about its redevelopment.

Overall, Catherine found that the workshops impacted very positively on her role in the design process:

> *"From a Curriculum Managers point of view, it's definitely been positive. It's definitely helped me with getting involved with the whole module [...] I don't think there has been more work for me to do apart from those early workshops which is not much to be involved in, just half a day each and I've definitely benefited from it "*

Catherine had taken over management of the module just prior to it coming up for remake and had not yet seen it through a complete delivery and evaluation cycle. As a consequence she did not feel that she knew the module well in terms of both what it contained and how students felt about it. She felt that involvement in the learning design workshops, and particularly the first workshop which focused on reviewing the original module, enabled her and other members of the team to develop a much more comprehensive understanding of the module and how it might be developed:

> *"This approach is particularly helpful to people involved who don't know the original module. When you are working on a remake, not everyone is going to*

know it and even the Chair of this one isn't the Chair of the presentation. I just think the whole thing has been really positive"

She feels that she is now better placed to perform her role than she would be usually because she has been able to develop a more comprehensive understanding of how it is intended the module will be changed and developed:

"It is so much better for a Curriculum Manager to know the module that they are dealing with rather than coming into it once all of those planning stages have passed through. So for me it's a really good opportunity to know a lot more than I would have had I been involved in a normal process of production. I would have come into it for the REP03 so the Business Appraisal would have been a completely new document to me. I would have had to take all that in and put it into the REP03 with the Chair as well. I feel I know a lot more about the module and what [the module team] are planning and about the presentation proposal as well"

Catherine feels that one of the problems with the existing module design process is that key decisions have to be made before the Chair has the opportunity to properly consult the module team or support units. This means that some decisions have to be reversed later in the design process:

"The problem I've seen before is that when more people become involved later on - particularly after REP03 – then other issues arise and they need to go back and change things"

Additionally her experience has been that module teams can struggle to make sense of the module when they come to the process later and this can impact on the team's ability to make timely decisions:

"I've seen a lot of Module Teams [...] after the REP03 struggling to pull things together [...] I've been involved so often after the REP03 and when they're doing the [materials] specification where teams have been saying "we don't know yet, we can't tell you this, we can't tell you that". And there's always that worry that they've gone ahead and ...you don't want to push them into decisions just because you have to [...] that's when I start to get a bit worried, that three meetings down the road we still don't have a decision but that has never happened with this module team."

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This in turn can impact on other roles in the design and production process, and can lead to significant inefficiencies across units:

> "At the [materials] specification stage as well, where there is lots of uncertainly and the [media project manager (MPM)] is also struggling to try and get the team to think about things. [...] One of the things the MPMs often struggle with is so many versions going back and forth. They always struggle to get the team to pinpoint exactly what it is that they need"

Catherine feels strongly that - at least in this case - using a learning design approach has made the process of redesign more efficient than it usually might be. She believes that the module team has been able to work in a more confident and focused way, and that as a consequence meetings are shorter and working relationships are more effective:

> "I've noticed with the involvement of the library [...] and the other non-academic members of the team that they've really jelled together and the academics are listening to what the non-academics are saying. I'm not saying that they don't usually but sometimes you find in the early stages that academics will be focusing on their part of it [...] when we held that planning meeting we just flew through it because we had covered lots of those areas so early on"

> "I think all the academics have really pulled together, they've all been very involved and all the meetings have gone very, very smoothly. I think our module team meetings are shorter than they would be had we not thrashed out these things so early"

> "I know in the last meeting [someone] mentioned a concern about the amount of [audio-visual material (AV)] we were having - and I was just so confident that I knew the team was so focused on it. I knew they had already thought about it and straight away [the module team chair] was able to say "that is the nature of the module". Whereas there could be other times when – and I don't know if it is to do with that early design – but there have been other situations where you mention to somebody "there's a lot of AV here" and there's a bit of a wobble in the team, but they're so confident in what they are doing and what they are planning"

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Catherine felt that the Module Map and the associated CBM-developed tool, the Module Design Planner had had most impact from her point of view:

> *"I think that having that map of what the existing module has already and then working on what this team wants to include week by week, it's really, really helpful I think - it helps you conceptualise everything [...] and with the [...] Module Design Planner I think they are really having to think about what the students is having to focus on, and looking at the workload and of course I have had to drum that in a little bit but not as much. I don't know whether it's the module team but I [barely] had to mention the student workload planner. They just seem to have such a good idea of what the student is going to do each week"*

But that the combination of tools and activities used had worked well to ensure that the design thinking required so that the Business Appraisal and module specification documents could be completed in an informed and coherent way, had been done:

> *"We haven't had out REP03 approved yet but the Business Appraisal (BA) that went in was very, very thorough [...] All the planning documents and the design documents that [the OULDI project officer] had worked with [the module team chair] to provide meant that the REP03 was more or less done by that stage [...] it was more or less there when it came to doing it. I've been involved in other modules where for each area you are going back and starting afresh because the BA doesn't always feed into the fields of the REP03 but all the information that we had that didn't get used in the BA was for the REP03 so in that sense it cut down on the time we needed to process the REP03 [...]I feel that if we hadn't covered it as we have, there would be lots of areas where ...I think that it was pretty much there"*

Finally, when asked what advice she would give other Curriculum managers about using the learning design approach used for this remake Catherine focused on the importance of Curriculum Managers familiarising themselves with the process, getting involved in the process early and ensuring the commitment of the whole team, which she recognises is not always easy for logistical reasons:

> *"There is something about time and making sure you are available for the workshops at the beginning [...], getting round the materials that you provide*

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and looking at them and knowing about the process before they get started and how it's different from the procedures that we've used before"

"I'd find it hard to understand why anybody wouldn't want to go with it because it's not much more in terms of time. I can just see at this stage how its cut down on so many other things but you do need that early commitment from all the other members of the team though, and I think[in our case] as we've got so many academic members on site, its been easy to arrange those meetings so that everybody could attend"

5.3 Alison Clark

Alison Clark is the Module Team Chair for the remake of a level 3 module at her university. The aim of the remake is to refresh and update an existing module. The module in question - despite being 8 years old - is still popular and performing well, although students do complain that their workload seems very high. In her role of Module Team Chair, Alison is responsible for providing academic leadership to ensure the coherence, cohesion and quality of the learning experience, and setting and maintaining academic standards. Alison has been a member of a number of module teams but this was the first time she has chaired the process.

Alison took a very proactive role in developing the learning design process used by the team, and offered very clear leadership about how the design workshops would integrate with regular module team meetings. Alison co-designed the three half-day learning design workshops, and additionally met with the OULDI project officer prior to each workshop to update the representations (Module Map, Pedagogy Profile, Module Design Planner and a table version of the Learning Outcomes view) and gather data about the module which would inform the workshop activities. Overall, Alison has found that using the OULDI tools and approach has had a positive impact on the early design process:

"It's certainly given me as module chair a great deal of confidence in that we are heading in the right direction with this because we have done the early thinking through [...] I think that anything that can tighten up the thinking about why we are producing what we are producing is a good thing and it is financially a good thing because it can speed up some of the other decisions [...] You actually come with a process whereby you can unpick the different components - and in our case of an existing module - to look at the different components and the relationship between the different components and review

them in a systematic way. I think it would be much more haphazard if it was just the module team sitting round and looking at a pile of resources. So it's not only thinking it through, but it is then visual so it gives you a way of documenting what you've got and where you want to go".

For Alison, the primary benefit of utilising the OULDI approach has been that it structured the process of reviewing the original module so that the team was able to make informed and purposeful decisions about its future development:

"The first thing that it's done is formalised the importance of looking at what you already have – because this is a revision it's made us look very systematically at the module aims (the learning aims) and the materials and using that as a starting point [...] and then coming up with the visual ways of looking at what you've got. To me that's been one of the most helpful things – it's giving a process for reviewing the existing material. Secondly it's given us a set of questions to ask "well what do we want the revised or new module to do""

"You actually have an artefact at the end of the process or at the end of those early workshops [and] you can return back to them and say [...]"this is how the different components fit together in the existing module, and we can see what decisions the original team made, and this is how we want it to be and this is the thinking that we have done in terms of the new material""

Additionally, her experience working on other module teams has been that one of the particular challenges of the usual module design process is maintaining team focus and momentum over a period of time – *"holding the thread of those early ideas"*- and she feels that the archiving of the artefacts created by the learning design process, in a shared online workspace has helped with this and that being able to check decisions later in the process against early design thinking will make the process of learning design more efficient and effective, and that already she is seeing evidence of the impact of this in regular module team meetings:

"We did those workshops and the workshops then meant that the regular team meetings started from a different point. We didn't have to go over some of that ground in subsequent team meetings [...] one of the difficulties I have witnessed in other modules is where the thinking hasn't really be made explicit, so therefore you have to spend a lot of time checking what you all as a team think

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and where you are heading [...] whereas it feels like with the early thinking that has been done, we can make the subsequent learning decisions more quickly".

The OULDI approach requires module teams to work together in new ways. Not only is the core module team convened earlier than usual, but the support units are brought into the design process earlier, and are encouraged to play an active role in making top-level/ structural design decisions. Alison recognises that this approach may well impact positively on the quality of the final module, but she stressed that, in a context where there were pre-existing tensions around roles in the production process, it was important to make the decision to design collaboratively explicit, and to identify the purpose of a collaborative approach. This would ensure that everyone in the team is clear about what was expected:

> *"To set up a system which is more about acknowledging different contributions actually goes against the reality of how it usually works [...] so I would say instead of assuming that this can bring different people together – and maybe it has – but in order for it to work well, it would need us to explicitly say "we are deliberately doing this [...] For this pedagogical purpose we want to look together at what this was trying to achieve and what we want to be different".*
> *So maybe it's about acknowledging that this is a shared enterprise"*

> *"I think we have managed to do it in a way that's taken (I hope, it will be interesting to see the feedback) a team approach. It's been a team exercise so it's not just been me in a corner sort of thinking it through".*

Alison has found that the learning design activities she engaged in prepared her and the Curriculum Manager well for the Business Appraisal, and quite well for the module specification documentation (called the REP03). A document she describes as *"a nightmare"*:

> *"It felt like we started from a much stronger more informed point of view. So when we were being asked very, very detailed questions we had thought through most of those questions for that particular stage gate form [...] the level of question on that REP03 was just ridiculous in relation to what we are asked to say that we are doing and it was less of a nightmare because we have been working with learning design. I mean, I really don't see how I could have done the REP03 without it".*

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However she found that the disconnection between the creative process of learning design, and the technical, business-driven questions about learning and teaching in the module specification document, highly problematic:

> *"I felt like [...] we'd been taking on this new way of working and we were finding it very creative, and then - wham! - we hit the system again where it wasn't asking these [design] questions and it was only seeing these questions as supplementary to a whole lot of other questions that we hadn't really though through yet. I think that mismatch is still a problem [...] I keep using this word 'translation'. It seems to me that there are these points where you need to be able to translate the thinking that has happened in the learning design process into the [university] systems"*

Additionally, she felt that there was a significant risk that early design thinking could be lost or not effectively utilised later in the process, particularly when the module team are under pressure to write materials to increasingly tight production deadlines. In part, Alison thinks that both these issues could be alleviated by re-considering the timing of key learning design activities so that the translation of learning design outputs into the stage gate forms could be better supported at key points in the process. This appears to translate into more learning design interventions, rather than simply the reallocation of the three workshops:

> *"This pilot [...] has been really good in the early stages in terms of looking at what we've got and how we want things to be different, but it feels like it could have a contribution later on down the line when we are writing those online materials, at least in an initial workshop type idea which would kind of make us ask these questions, and find out what we don't know"*

> *"I really do think [learning design] is a very constructive and important intervention in the production process but I think there probably needs to be some more thinking about the timing of those interventions. Certainly for me it raised this issue of [...], how you integrate early thinking into the next bit of bureaucracy"*

Alison argues very strongly for ongoing support for pedagogical design through the module redesign process, not just at the beginning, by means of what she has begun to call a 'learning design mentor':

"I think the advantage of [taking a learning design approach] would be increased if there was a place on this module team for some of this input to continue. [...] It feels like you need a pedagogical jiminy-cricket who says "Oi! You said this when you were having those early workshops, and how does what you thought then inform the decision you are making now?""

"There are so many people that [...] seem to sit around that table [...] it's kind of weird but out of all the people I'd like to sit around the table, I'd like to have someone sitting round the table who actually has a pedagogical hat [...] It seems an important enough issue to be able to resource that through the process. I wouldn't see that as meaning attending every meeting [...] [but] it feels like the learning and teaching is such a crucial part of the process"

Alison thinks it would be better if this role was performed by someone externally, for example from one of the support units, rather than from within the faculty:

"I think its better that someone is outside really. I think you could train up someone like myself who has been through it to do it with other modules but to me that seems like it wouldn't be as good as actually using someone [...] who has developed this way of working and can do it. [...] I think that would be second best because we come with experience of our own module but we wouldn't have much of an overview."

However, again she emphasises the need for sensitivity to, and awareness of, some of the cultural and role frictions between some academic and non-academic staff groups in relation to the production process:

"What we don't want to do is advocate another role that then ends up (which is maybe what I've done when I've said we need a learning design mentor) creating friction with existing parties but it's tricky because institutionally there is this friction between the academic teams and non-academics [...] that doesn't mean that [the learning mentor role] shouldn't be, but there would need to be some work done to make that positive, I think".

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5. Impact analysis

6.1 Greater emphasis and support in the design phase for pedagogy and learning design. To be achieved by workshops and support around the learning design tools the OULDI team have developed

There is strong evidence that the tools and the early design activities have enabled module team members to consider the design of both the original and new module from the perspective of student experience in a way that they are not usually able to do, and that they are able to identify the effects this is likely to have on learners and learning (impact level 5+). In particular they have found that the 'retro-fitting' of the original module into the OULDI representations very useful in helping them identify areas for design focus.

> *"I've been really interested in this process and that visual of seeing all of those things – that exist in the existing version of the module - brought together is really useful. I like to see everything that is involved in a module and I've never seen it laid out like that before "*

> **Module team member**

In addition, module team members - and external observers of the module team process - say that they have been able to understand better the relationships between different elements of the module, and that this has enabled them to make better and faster design decisions.

> *"It's about getting people to focus on it at such an early stage isn't it? And making sure that they are thinking about all those different areas like the tutor support"*

> **Module team member**

> *"Overall, what I am seeing is that [the module team] are at a much later stage of planning than most modules are at this stage. They are much more focused on what they are doing and I can't see how that wouldn't impact on a greater student experience. I just think that having that sort of planning can only be a positive thing"*

> **Curriculum manager**

A key feature of the OULDI approach is the use of design representations to mediate design discussion and promote collaboration and sharing. There is evidence that the activities and representations have been effective in supporting a wider more heterogeneous group in engaging in design dialogue, and sharing ideas and expertise more effectively than they might usually.

> *"There were so many people with difference types of stake in the process and that, in itself, helped them work well together in terms of "this is how we are going to do our*

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thinking together and everyone can contribute with whatever their contribution's going to be". I think that was very successful. It's helpful to have people from different backgrounds, different strengths getting together to work something through [...]. I think the [learning design] process helped them work together because they were all looking at the same things. They were independent stakeholders in the same process with a common aim so I don't think that there was anything about people having different perspectives that they might want to defend and whatever with the rest of the group. I think they were quite open in their thinking and how they were going to look at ".

Associate Dean of Learning and Teaching

In addition, it is felt that the design outputs will continue to be useful in sharing and explaining the team's vision of the module later in the process. However, there is no evidence that the team has shared these with other teams in the faculty or more widely across the university. Nor has the team been able to use the online module team space to engage in extended design discussions.

6.2 A design that evidences an increased proportion of active student learning compared with passive assimilation of presentation content (i.e. reading, watching, listening)

Throughout the workshops the module team was very much focused on how they might reduce the amount of text based content and enable greater student engagement in finding and synthesising both literature and data. The early design representations suggest that they have been successful so far in achieving this aim (impact level 5+)

However the module team chair is concerned that as they move into the production phase with tight deadlines and heavy workloads they might default back to 'business and usual' and lose their focus on student activity.

"I think there's a danger that you do the thinking really early on and that is productive and then that thinking is not threaded through the future decisions and you go through [...] So, [...]as the pace increases, how can we keep that pedagogical focus there?"

Module team chair

She feels very strongly that there is a need for someone to review their work from time to time throughout the production process to check that their early design thinking is integrated into later work:

"I suppose that where I would like to end up as a result of this pilot is that we don't have someone that just does a couple of workshops at the beginning but

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that actually there is a recognised need for some kind of pedagogical sounding board through the process".

Module team chair

As discussed previously, it will not be possible to evidence impact on students until the summer of 2014 however, when asked whether they feel that the learning design work they have engaged in will have an impact on student experience, module team members reply with a high degree of confidence that it will:

"Yes - the module will feel more structured with the learner in mind. Early planning and conceptualisation has allowed for all aspects of teaching and learning to be considered".

Module team member

"[The approach] makes us think more from the point of view of the students and what their needs are"

Module team member

6.3 A design that clearly shows how student digital literacy skills will be integrated and developed during the course

The learning outcomes from the module include information literacy outcomes and the module team has built in opportunities for the development and demonstration of these skills throughout the module (see Appendix 8) (impact level 5+). It was generally felt that the learning design activities enabled the module team to unpick the way skills were developed in the existing module so they could improve and develop them:

"I think things like setting out the Module Map [...] has made us more aware of what the existing material was trying to do in terms of the different skills including Information Literacy and so I think we stand a better chance of saying "ok, across the module as a whole, how are we going to embed this and where so its alerted us to what was already in there in terms of the different skills that were covered and therefore that's a better basis for us to decide how we are going to revise it"

Module team member

The Learning and Teaching Librarian has been involved in both learning design workshops and has made good use of the online module team workspace.

6.4 A design that evidences an increased proportion of student activity on the VLE

The module team has been successful in moving to an online model, although the Reader will be available in print form as well as online. The OULDI activities do appear to have been

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useful in enabling the module teams to perceive of how the structure of the design should change to better enable online learning. In particular the 'to be' Module Map (Appendix 6) shows more integrated use of VLE tools such as the forum and glossary, and other synchronous and asynchronous tools like Elluminate. However, the learning design activities have also revealed to the team the limits of their understanding in relation to online pedagogies and learning and teaching strategies, particularly in relation to establishing student engagement and collaboration online (impact level 4+):

> *"I wonder whether pedagogically there are implications in this shift that we haven't explored thoroughly as module teams and I think there may well be and there may well be questions about how students engage with material that is purely online. Even if the same thinking has gone into the activities, the thinking process is going to be slightly different and I do think its an area that we don't know enough about at the module team level"*

> **Module team member**

The module team chair again felt that a learning design intervention later in the process that supported the design at activity level would be really helpful:

> *"I feel there is more to learn[…] it feels a bit intuitive at the moment as to how to make that change [...] at the moment the discussions I've been part of on other modules have been more about format so for example length of paragraph and chunking of film into small pieces – that kind of technical type change – whereas I haven't heard it talked about in terms of learning […] what it feels like in this pilot is that it has been really good in the early stages in terms of looking at what we've got and how we want things to be different but it feels like it could have a contribution later on down the line when we are writing those online materials at least in an initial workshop type idea which would kind of make us ask these questions, and I think to find out what we don't know [...] – hopefully because we've done this early thinking – [...] we won't just write in time to do the study guide after all the other study materials have been finished and [instead] we see it as going on in parallel. So, having this conversation reminds me that actually it would be helpful to have more input at that stage"*

> **Module team chair**

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6.5 The module team's awareness of design tools/techniques will have been broadened, and there will be improvements in the confidence of the quality of the tools/techniques used

Although no one in the team had experience of using a learning design approach before, levels of understanding about what learning design did, that was different to the usual process were clearly articulated:

> *"I would probably use two words. I'd say systematic and visual, ok? So systematic - you actually come with a process whereby you can unpick the different components - and in our case of an existing module - to look at the different components and the relationship between the different components and review them in a systematic way[…]. So it's not only thinking it through but it is then visual so it gives you a way of documenting what you've got and where you want to go to. So, it's systematic, visual and about documenting. You actually have an artefact at the end of the process".*

Module team chair

Overwhelmingly the module team found the 'retro-fitting' of the existing module into the Module Map the most useful exercise because it enable the team to identify areas of design focus, making the team design process more purposeful and efficient. Additionally they found the Learning Outcomes view which articulates the relationship between learning outcomes, activity and assessment useful as they came to redesign the new module. The CBM Module Design Planner has also been very well used and it is likely that this will be the representation most used as the module is designed in finer detail (i.e. at activity level)and the team begin to produce learning and teaching 'assets'. The module team generally found the Pedagogy Profile less useful but it was the view of the observers, including the OULDI project officer, that this representation very powerfully communicated the shifts in learner activity from the original to the new version.

All team members asked felt very positively about using the approach in the future but no one thought they'd be able to do it with out the support of a facilitator:

> *"I feel the workshops have been really useful and I have certainly benefited from them - but as with so many approaches with the [university] - you tend only to hold in your head what is required at the time. I feel this approach is more effective - but I couldn't replicate what has been provided without a steer from the design colleagues such as [the OULDI project officer][…] I would like to use them [again] but feel ill equipped to do so"*

Module team member

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"[I] had NO awareness of the learning design tools before so this has been a real eye opener for me! […] I would very much like to [use the approach again]as I think it's a very useful starting point. I guess the issue is the extent to which this will be rolled out across the University (funding). Also depends on relationships, too - [the OULDI project officer] has been very easy to work with but I guess somebody more directive might make the experience slightly less positive!"

Module team member

"I truly hope this way of working does become the model. I believe the module team will benefit, the programme and qualification will benefit, faculty and the university, students and tutors, and all people involved in the production. I'd like all units involved in production to be involved in this very early stage […] The worksheets you prepared were very user friendly - it would be good to be able to use those on other modules. Can I use them? […] Learning design awareness is still rather vague around the university as a whole. Perhaps with the help of a University push, with HR courses etc, it might carry more 'clout'?"

Module team member (non-academic)

There is no agreement about who should perform this facilitation role. It is the view of the OULDI team that usually it would be most appropriate for this to be done from within the faculty, although it is recognised that in this case the module team valued the input of an external facilitator. The Associate Dean of Learning and Teaching suggested that this role might be usefully done by the Head of Qualification, and this may well work, with the support of prompt questions and templates:

"We should be able to do something in the faculty about that but the thing is that people are so stretched […] People will say "well how do you expect me to be able to do that?" but I think for the people doing the scrutiny there might be a tool, some questions to prompt them to look at the detail of this and maybe earlier than what we are doing now [...] and maybe that should be the head of qualification because they are the ones who have a big stake. It makes me think that it is something that heads of qualification could look at.[…] hopefully the thinking around the engagement with the activities will become more second nature than looking at the content and how many things you are going to have etc".

Associate Dean of Learning and Teaching

6. Conclusions and recommendations

This pilot appears to have worked very well for this module team both in terms of promoting the development of a coherent structural design for student engagement and improving the efficiency, effectiveness and reliability of the business and production process. Although it is not possible to identify how much money might be saved by engaging in this 'front-loaded' design process, it seems clear that the module team have been able to make design decisions faster than they might usually, have higher levels of confidence in these decisions and that module team meetings have been shorter and more focused.

> *"They know what areas they are rewriting, they know what they are focusing on and they've got this very specific plan for the Reader as well which has already gone out and we've had comments back from the publishers [...] I think the commitment to the workshops at the beginning – that was 2 full days – I think that has really paid off for the later stages. Because they haven't got time to be floundering around, especially with having a tighter production schedule, there isn't that time to be thinking about it later on and pulling it together then. They need to have this outline which I think they've already got."*

> *"It's the early involvement that is having this impact on everything I think and it's very hard to say now but I would say having it so well planned out early means that they have got much more time to put into actually writing it which is what the academic time needs to be spent on. And I hope that thinking about it already will cut down on any last minute problems that we might have and will mean that we meet the schedules for handover which also means that...I feel like everything is going to have enough time for the writing because they are not spending as much time later doing what has already been done.".*

> **Curriculum manager**

Module team members appear to have enjoyed the process of design more than they might usually and they are positive about championing the approach

> *"A very positive and enriching way of working - great, from the point of view of being an academic, not to be trussed up in my ivory tower and to have many of my assumptions challenged".*

> **Module team member**

> *"This approach has been highly effective and demonstrates a good way to move forward in how modules are designed during production for enhancing student learning and higher student satisfaction".* **Module team member**

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"It is early days but I think it has worked well for that module team. They certainly feel good about it and are prepared to go ahead and be advocates for it which is the clear, immediate, obvious answer. The benefits in terms of measurable savings of staff time and increase in design quality are going to be much more difficult to identify - much more difficult to quantify certainly – although I'm sure that there have been real benefits and improvements.

Learning and Teaching technologies manager

However, until the university's business and production process (the stage gate process) fully integrates learning design and CBM, module teams are likely to require additional design support particularly in relation to the 'translation' of design decisions and outputs into the stage gate forms. In addition, the module team chair at the centre of this pilot has voiced concerns that the use of the term 'front-loading' may actually be unhelpful. She believes that key to the successful rolling-out of this process - even once the new stage gate process is in place - will be targeted support at key points in the production process. This could be through a new role which oversees and supports the pedagogical coherence of the module. Primarily she thinks this should be at the beginning of the process but also at key points throughout to ensure that early design thinking is effectively integrated into the development of activities and guidance and support strategies:

"[We have been] talking about this term 'front-loading' and I wonder if that is a disadvantage, that it's not helpful, and I've only just thought it really but it implies then that as a university, if we put the money in here, then it will speed everything up and will save us money and I think that maybe could be a disadvantage so I don't think it should be just front-loaded, it's about having a different 'learning mentor' almost through the process".

Module team chair

7.1 Recommendations for the institution

o The approach has been seen by all participants as a very positive experience overall, and there is a strong belief that the piloted process will be effective if rolled out both in terms of making the process more efficient, and improving student experience. It is recommended that the faculty formally adopts this 'front-loaded' design process.

o To support this process, module teams should be formally convened after the Opportunity Review is passed, and resource provided for one 3-hour review workshop (see next bullet point below), and two module team meetings prior to submission of the Business Appraisal, and for one further module team meeting

between Business Appraisal and REP03. It is anticipated that it will be possible to reduce and shorten module team meetings, and that the Planning meeting will be significantly shorter as a result of teams engaging in earlier design work which should alleviate some of the extra costs.

o In the case of remakes, the original module should be first 'retro-fitted' into the Module Map and Pedagogy profile (i.e. at or immediately after Opportunity Review), and that the wider module team - including where possible representation from LTS, Library Services, tutors and students - engages in a thorough 3-hour design review workshop before embarking on any other design or production thinking.

N.B. Once the review of the stage gate process is complete and CBM is embedded, it is likely that a similar review workshop around the chosen model, or exemplar would also be found to be effective in enabling teams to focus their design thinking, ensuring efficiency and a student experience focus.

o Feedback from the module team suggests that after the initial review workshop, smaller but more frequent learning design interventions would be preferred, tied more closely to the completion of documents for the stage gate. The activities of the second workshop might be more usefully used in module team meetings as and when required, although the mapping of the 'to be' Module Map, Pedagogy Profile and Learning Outcomes View should be considered required outputs of the process and working documents should be submitted to committee at both Business Appraisal and module specification (REP03) stages

o The university should consider the implementation of a role with responsibility for facilitating the design/exemplar review workshop, the translation of design outputs to stage gate forms and generally overseeing the pedagogical coherence, or design of modules within qualifications as a 'learning mentor'. It is the view of this project that this role would be most effective if faculty based, and that faculties should support the role as appropriate within their structures.

7.2 Recommendations for the sector

o That university's curriculum design processes require and provide time and resource for a detailed review of the design problem space prior to commencing design work proper.

o That universities consider using the OULDI tools, activities and representations to support design processes at all stages in the curriculum design process. The Module Map in particular can be seen as having a significant impact on how academic teams

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understand and can develop a qualification or module, from a student experience perspective.

- o That universities ensure that there is oversight of the pedagogical design and coherence of learning, i.e. via learning mentors/ critical friends

7. Plan for sustainability

- o The Associate Dean of Learning and Teaching and Learning and Teaching Technologies Manager will submit a report to FELS Faculty Executive to communicate the outcomes of the pilot and reinforce the need for this approach to be embedded in faculty practice.

- o A set of resources will be developed to support a 'learning mentor' type role and will be included in a proposed CBM pack for faculties and support units.

- o Use will be made of the module team who engaged in this pilot as 'champions' of this approach

- o Findings of relevance to the stage gate review group will be passed to them for consideration

8. Acknowledgements

Thanks are given to the Associate Dean of Learning and Teaching, the Learning and Teaching Technologies Manager and the whole module team, especially the module team chair and Curriculum Manager who engaged so actively in this pilot.

9. Project resources

Module (or Course) Map	http://jiscdesignstudio.pbworks.com/w/page/33031185/OULDI%20-%20Course%20Map
Pedagogy (or Activity) Profile	http://jiscdesignstudio.pbworks.com/w/page/33031409/OULDI%20-%20Pedagogy%20Profile
The Learning Outcomes View	http://jiscdesignstudio.pbworks.com/w/page/33031528/OULDI%20-%20Learning%20Outcomes%20View
The Module Design Planner	http://jiscdesignstudio.pbworks.com/w/file/fetch/54549229/EK310R%20Module%20design%20planner_Blank.doc
Information Literacy Levels Facilitation cards	http://jiscdesignstudio.pbworks.com/w/page/48915295/OULDI-Information%20Literacy%20facilitation%20cards
Pedagogical Features card sort	http://jiscdesignstudio.pbworks.com/w/page/47937543/OULDI%20-%20Pedagogical%20features%20card%20sort

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Appendices

Appendix 1: FELS Template for curriculum business models (V5)

1 Overall module design

PURPOSE	STUDENTS
What is the purpose of this module? What does it offer a student?	Who will the students be? What characteristics or special needs may they have?
Level? size? duration? Relation to Qualification? Unique selling points in the marketplace? What is this module about? (eg top-level teaching aims, the changes we want to bring about in the students)	(eg what distinct groups, what previous knowledge and experience, special needs requiring support eg WP, drives and motivations, locations)

CONSTRAINTS	UPDATING
What constraints are there on the module?	What is the life of the module? When should it be reviewed? How will it be kept up to date?
(eg regulatory bodies, coherence of qualification, other faculties)	(eg dynamic content taught through VLE)

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2 Learning design

GENERIC LEARNING OUTCOMES

What will students be able to do as a result of studying this module?

Key learning outcomes?

Knowledge and understanding?

Cognitive skills?

Key skills (including ICT)?

Professional skills?

Personal and carer development?

LEARNING ACTIVITIES

What will students do, to help them develop the desired skills and capabilities?

What assimilative activities?

What information-handling activities?

What communicative activities?

What experiential activities?

What adaptive activities?

What productive activities?

Role of practice hours (where required)?

Role of ALs, tutor groups and tutorials in supporting these learning activities?

Balance of student workload?

ASSESSMENT TASKS

On what kinds of tasks will students assess themselves or be assessed?

(Which learning outcomes is it most important to assess?)

(On which learning outcomes is it most important for students to receive formative feedback, to enable iterative development?)

(Role of ALs, tutor groups and tutorials in supporting these assessment tasks?)

SUBJECT MATTER

What topics or subject areas will the module teach?

Key themes

Key concepts

Block outline

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3 Production and presentation design

CONTENT AND EXPERIENCE		
What materials? what practical experience required?	*What teaching and learning functions do these support?*	*Notes on variations and exceptions*
Directed study text (study guide)? Extent? Print or online?	(eg study guidance, knowledge presentation, learning activities to develop understanding and application)	
Reader(s)? New or re-used material? Extent? Printed (co-produced or internally-produced) or online?	(eg familiarisation with core or classic texts, application and development of skills using reader texts as source material, engagement with professional resources)	
External resources? Set books? Online resources?		
Student-found or student-generated resources?	(eg development of information literacy and digital literacy, development of independent and collaborative working, personalisation of learning to student's own needs and interests)	
AV materials? Extent? New, re-used, external? Delivered on physical media or on website?	(eg provide rich resources showing context and practice in real environments, for analysis or familiarisation)	
Interactive structured content? Extent and complexity?	(eg development of specific discrete skills, support for assimilation and understanding, formative self-assessment)	
Personal practical experience required by the module? how organised and confirmed?	(applicable to work-based learning modules only)	

3 Production and presentation design (continued)

COMMUNICATION AND COLLABORATION		
What communication settings provided?	*What teaching and learning functions do these support?*	*Notes on variations and exceptions*
Directed communicative or collaborative activities? Workload for students and tutors?	(eg development of key skills such as effective communication, constructive participation in discussion, evaluation and use of information)	

3 Production and presentation design (continued)

GUIDANCE AND SUPPORT		
What guidance materials? What AL workload?	*What teaching and learning functions do these support?*	*Notes on variations and exceptions*
Guidance materials? New or existing, or shared with other modules? Extent? Print or online?		
Tutor workload: • F2F: total hours and number of sessions? • online: group asynchronous (forum moderation), group synchronous (Elluminate), individual?	What are the intended functions of tutorials? (eg support for student motivation, identification and resolution of student difficulties, aspects of guidance and support which require face-to-face or synchronous contact)	
AL salary band? Student-tutor ratio?	(eg provides students as individuals with formative feedback on assignments and moral support)	
Tutor group forums? expectations of use and moderation time requirements?	(eg provides students as a group with practical advice and moral support)	
Other support? (eg module-wide or subject forum?)	(provides students with moral support)	

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3 *Production and presentation design (continued)*

REFLECTION AND DEMONSTRATION (including assessment)		
What productions required of students?	*What teaching and learning functions do these support?*	*Notes on variations and exceptions*
Journal or work record?		
Number of TMAs?		
Examinable component?		
Electronic submission policy?		

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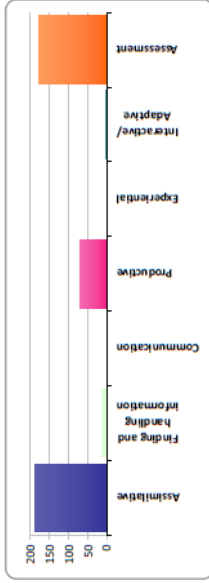
Appendix 2: Module Map - original module

'At a glance' Module Map

Course/ module title: E891/E311_20108

This worksheet has been created by the JISC-funded BOLDA project.

Guidance and Support

Tools and resources

1. Associate Lecturer 1:20 students 16 hours face-to-face tuition plus tutor forum support.
2. Tutor group forum (tutor led)
3. Student Home
   3.1 Assessment Handbook
   3.2 'Develop Effective Study Skills'
4. Chair's/ Welcome letter.
5. Study Calendar.
6. Course Guide.
7. Study Guide
8. Media Guide (includes Media Kit CD-Rom)
9. Project Guide
   9.1 EK310 topic 1-3
   9.2 EK311 topic 1-3
10. Assignment Guide
   10.1 Assessment Criteria
11. Key Research Terms/ Glossary
10. Self Help Study Group - optional (referred to in Course Guide, in practice superceded by Combined Module Student Forum - optional)
11. Library activities and resources (links to specific activities in Study Calendar so partially embedded)
12. Good writing Guide
13. SAFARI (Links in Calendar as above and also in two module activities)
14. Study at the OU module page (module details and description)

Narrative

- Students have the opportunity to attend 16 hours of face to face tutorials.
- Tutors are not given specific guidance about how students should be supported and guided.
- It is anticipated that students will be experienced learners and will ask for the support they need, and that tutors will respond as appropriate.

Content and Experience

Tools and Resources

1. Set text (Printed book)
2. Readers x2 - Reader A Ch 1- 14, Reader B Ch1-18 (Printed books)
3. Study Guide (Print and online .pdf)
4. Audio 1-6 (3 hours) (DVD)
5. Video 1-5 (2 hours)(DVD)
6. FOCUS interactive computer based activities- embedded (incl 55 mins of video) (CD-Rom)
7. SAFARI interactive website- optional (except for two embedded activities)
8. Scrapbox - optional
9. 'How to develop children as researchers' 2005 - optional (in Chair's letter) (Printed book)
10. Children's Research Centre website - optional
11. Listening to Children website - optional
12 'Useful texts' x8 listed for EK311 only on module website

Narrative

- Students are expected to be experienced and mature learners by the time they start this module
- Opportunities for developing study skills are pointed to (i.e. library resources)
- This module focuses on the concepts, theory and methods of research
- There is a strong steer from the study guide - in general approx 14 hours directed and 2 hours undirected study each week
- Activity is largely book based with some activity focused around FOCUS and SAFARI
- Strongly recommended undirected study activities include: collation of articles, policy documents, pictures etc (in Scrapbox): reflective log; additional reading; forum activity/ Self-help study group
- Some significant shifts in the character of the module have been introduced over time, for example, increasingly students are expected to locate "most" of their literature for the EMA (from guidance on module website).

Activities

Reflection and Demonstration

Tools and resources

1. Assignment Guide
   1.1. Marking criteria
2. Project Guide
   2.1. EK310 1-3
   2.2. EK311 1-3
3. Marking grid
4. Reflection notebook - optional

Narrative

- It is anticipated that students will already be reflective as part of their professional practice, and have developed strategies and tools to do this independently, including experience of using a portfolio system (either paper-based or online)
- Many module activities finish with a reflective opportunity
- Assignments have been more recently developed to build Information Literacy incrementally. By the EMA, students must be locating most of their own sources
- Feedback is given to students after each TMA on PT3 form

Communication and Collaboration

Tools and resources

1. Face to face group tutorial (tutor led) - optional
2. Early bird forum(monitored) - optional
3. Self-help study group (student managed and led) - optional
4. Combined student module forum (light touch moderation by an AL) - optional
5. Informal Facebook group (student managed and led) - optional
6. Tutor Group forum (tutor led and moderated) - optional

Narrative

- Communication and collaboration with tutor and/or peers is not a required element of the module but is recommended
- A range of optional supportive and collegiate spaces are available for students to access and use

Course/ module summary

(From 'What you will study') This is a practical project-based course using audio, video and interactive materials with no exam. The project will help you develop your own research skills and is focused on a research topic. The course covers all aspects of the research process, including searching for and reviewing existing literature; identifying research questions and hypotheses; selecting an appropriate research method; collecting and analysing data; interpreting and discussing results; and presenting and writing up findings.. The teaching is based around a set text and two readers, together with associated audio, video and interactive materials.

Keywords

Research; concepts; theory; methods; children; young people; ethics; literature

Appendix 3: Pedagogy Profile - original module

'As is' Pedagogy Profile representation

Course/module title: EK310/311 - 2010B

Topic/ week/ session	Assimilative	Finding and handling information	Communication	Productive	Experiential	Interactive/ Adaptive	Assessment	Total actual
1	12.5			3				15.5
2	8.5	1		3				12.5
3	9			3				12
4	9.5			3				12.5
5	11			3				14
6	10			3				13
7	8.5	1		3				12.5
8	9			3				13
9	9	1		3				13
10	9	1		3		1		14
11	10			3		1		14
12	10			3				13
13	7	2		3				12
14	10.5			3				13.5
15	3.5			9				12.5
16	3		5.5	5				13.5
17	6	1		5				12
18	8			1				11
19	12							13
20	8.5			3				11.5
21	11			3				14
TMA01							16	16
TMA02							16	16
TMA03							16	16
TMA04							16	16
TMA05							16	16
TMA06							16	16
EMA							80	80
TMA05 Total	**185.5**	**12.5**	**0**	**71**	**0**	**2**	**176**	**447**
	Assimilative	Finding and handling information	Communication	Productive	Experiential	Interactive/ Adaptive	Assessment	

Course/module hours (as stated in course/ module guide)

Contact/ teaching hours	16	e.g. classroom/online tutorial activities, lectures
Directed study	447	e.g. reading and research, revision, assignment writing, discussion forums, reflective diaries, data analysis (where directed)
Self-directed study	137	e.g. administrative tasks, refreshing skills, extra reading, extension activities (usually 10-20% of total hours)
Total stated module/course hours	600	

Task notes

For this part of the module you will need access to course/ module materials such as study calendars, course guides, course/ module handbooks etc.

Break your course or module into manageable chunks. This might be weeks, topics, activities or sessions. For each chunk calculate either the percentage of time spent on each activity type, or the actual time spent. Where possible take your information from the guidance learners are given, where this is not available work out your figures as accurately as you can.

Your representation will never be 100% accurate. You may find it difficult to decide which category an activity fits into, and your learners may not use the activity in the way that you want them to anyway (for example much of the time spent in a discussion forum is spent reading (or assimilating) others' comments rather than in actual discussion (communication)! Just go with what you think - a 'good enough' representation of what students are spending their study time actually doing.

Design Notes

When we completed this representation we made a number of assumptions. These were:

1. Reading, watching, listening and 'studying' were all categorised as Assi
2. All Study Guide activities were categorised as Productive as they inva
 - SAFARI activities were categorised as 2/3 Assimilative and 1/3 Adapti
 - FOCUS activities were entirely categorised as Finding and handling inf
3. The 16 hours tutorial time was not included because not enough infor
4. Undirected study time was not included
5. Assessment time includes all assessment time allocated in the Study G

This Pedagogy Profile will be updated where these assumptions are foun

Key

Category	Process outcomes (learners will...)
Assimilative	e.g. Read, Watch, Listen, Think about, Observe, Review, Study
Finding and handling information	e.g. List, Analyse, Collate, Plot, Find, Discover, Access, Use, Gather, Order, Classify, Select, Assess, Manipulate
Communication	e.g. Communicate, Debate, Discuss, Argue, Share, Report, Collaborate, Present, Describe, Question
Productive	e.g. List, Create, Build, Make, Design, Construct, Contribute, Complete, Produce, Write, Draw, Refine, Compose, Synthesize, Remix
Experiential	e.g. Practice, Apply, Mimic, Experience, Explore, Investigate, Perform, Engage
Interactive/ Adaptive	e.g. Explore, Experiment, Trial, Improve, Model, Simulate
Assessment	Include summative (graded) assessment only here e.g. Write, Present, Report, Demonstrate, Critique

Appendix 4: Post-it note initial feedback for the first workshop

Learning Design Workshop Ek310/311 27th September 2011 1pm-4pm

Participants: 2x LTS, 1x library, 1x OULDI facilitator (did not complete feedback here), 1x module team chair, 1x curriculum manager, 5x module team (plus AD learning and teaching and L&T technologies manager observing for first 2 hours – did not complete feedback here)

Participant	
1	LDI workshop has been extremely useful as it has given a fresh perspective on course planning. It has also offered a systematic framework for ensuring a balance of activities – useful as a planning tool.
2	This workshop: ○ provided an insight into existing course ○ looking at a different way of analysing where we are coming from to provide a better grounding for future planning ○ very positive to be engaged in these discussions at this stage in module development
3	1) Provided a way of gaining perspectives on the module in relation to other modules at other levels. 2) Useful to have a structured way of thinking about the existing module. 3) Provided a focus for getting to know new team members and pooling experience.
4	1) Found the workshop useful in exploring what [the module] currently does and scope development. 2) Enjoyed looking at how current module sets out objectives, learning outcomes and how these are met. 3) Really useful to see breakdown of module into assessment, teaching etc.
5	1) Positive from the start. Engagement of all module team members clear from the start. 2) [In my role] very useful way to find out who is involved, what their backgrounds are and how they feel about the module. 3) Module map very useful way of seeing what's there – could have more information on what students are expected to do with [i.e. forum]: degree of importance to the module rather than just (optional)
6	This has been very useful. To be honest, this is what I expected would happen for all courses when I joined the OU over 10 years ago as this is the kind of thing I did in a previous job. I've been disappointed it hasn't happened previously, even to the extent of [some people's] knowledge and experience not being requested/ accepted so it is extremely refreshing to find a team open to this. It is essential we consider what we want to achieve rather than starting from "we will have 4 books and a DVD…" Thank you!

7	1) Good to look at the 4 elements [Module Map] and the assumptions we make and whether this needs changing. 2) Useful to get big picture overview of module – percentages of elements [Ped Profile] and how they need to be adjusted for remake.
8	1) feel we have focused on the negatives of the current module rather than positives we can take forward (but I realise we might cover this at workshop 2) 2) Really enjoyed the different tools used – helped to look at the module in a different way. 3) Good to have different 'constituencies' around the table.

EK310WS > Design resources

Turn editing on | Update this Resource

What is learning design? (354.6KB PDF document)

The EK310/311 remake module team is using a 'learning design' approach as part of their redesign process. This document outlines what this means at the Open University, and what this approach will add to the process.

'As is' representations

The files below hold the representations we have used to review the 'as is' EK310/311 module. Generally these have been produced using information from the 2010B presentation.

Wordle of the 'perceptions' keywords activity from the first module team meeting

'As is' module and unit level learning outcomes (63.1KB PDF document)
This table maps the module level outcomes to the unit level activity and TMAs, and the EMA (project).

'As is' performance views

These views are generated by the Stats and Surveys office, IET. They show some of the key module performance data for 'as is' EK310 and EK311 'at a glance' including:

- Student demographics
- Basic retention and completion data
- Student survey results

PDF document (9.1kB)
PDF document (10.7KB)

'As is' Module Map

Module Map

Guidance and support		Content and activities	
Tools/Resources	Roles and relationships	Tools/Resources	Roles and relationships

Activities

Reflection and demonstration		Communication and collaboration	
Tools/Resources	Roles and relationships	Tools/Resources	Roles and relationships

Course summary | Keywords

This representation shows how the existing learning and teaching artefacts support learner activity around the four aspects (Guidance and Support, Content and Experience, Communication and Collaboration and Reflection and Demonstration).

Download .pdf or the original Excel spreadsheet.

PDF document (259.7KB)
Excel spreadsheet (242KB)

'As is' Pedagogy Profile

The Pedagogy Profile provides an overview of the distribution of directed-study activities in the 'as is' EK310/311 module i.e. the types of activities students are instructed to engage in as they move through the module. It also documents the distribution of hours between 'contact' time (tutorials), directed- and self-directed study.

Download .pdf or the original Excel spreadsheet.

PDF document (72.3KB)
Excel spreadsheet (83.5KB)

'To be' design resources

From this point the content relates to the new design.

Design discussion
So far the images and discussion about the new design is in the discussion space. They'll be moved here when they are more complete.

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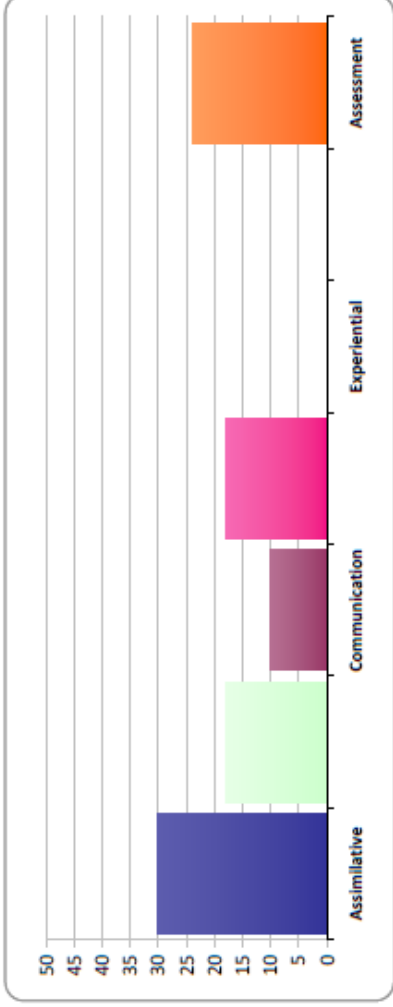
Appendix 6: Module Map – new module (planned)

'At a glance' Module Map 'To be'

Course/ module title: [E332/211.X]

This worksheet has been created by the JISC-funded BOUCD project.

Guidance and Support

Tools and resources

1. Associate Lecturer 1:20 students 16 hours online tuition plus tutor forum support.
2. Tutor group forum (tutor led)
3. Tutor guide (for tutors only)
4. Module student forum
5. Student Home
   5.1 Assessment Handbook
   5.2 'Develop Effective Study Skills'
   5.3 Good writing guide
6. Study Calendar (online)
7. Study Guide/spine (online)
8. Assignment Guide (online)
   8.1 Assessment Criteria and marking grid
   8.2 TMA guide
   8.3 Project (EMA) Guide
9. Key Research Terms/ Glossary (online)
10. Library activities and resources (embedded in activities)
11. Study at the OU module page (module details and description online)

Narrative

* Students enrolling on this level three module will be experienced learners whether they have come through an Open University pathway or via another route.
* There is no requirement that they should be practitioners currently working with children or young people for this module, although the majority of students may be engaged in such work.
* There is an awareness that the module will be of interest to a wide range of students. Care has been taken to ensure that students are given opportunities to share and explore differences in experience and perspective as is appropriate at level three.
* The study guide and calendar will provide a structure and focus that will run throughout the module; in addition students will be supported by 16 hours of structured tutor support and a tutor group forum and a module student forum will continue having received very positive feedback in previous presentations.
* Good use has been made of existing university support resources and materials available from student and library services, ensuring a clear and coherent support and guidan

Content and Experience

Tools and Resources

2. Reader (print, ePub, .pdf versions)
3. Resource Bank
4. Study Guide/spine (online)
5. Video set[predominantly 'found'/ currenly/ short life-span free at point of use]
6. Children's Research Centre website
7. Listening to Children website

Narrative

* The module consists of 32 weeks of study and TMA work, and 4 weeks preparation of a personal EMA project.
* The module is built around a reader together with online research articles.
* This module focuses on the three key themes ofissues, methods and reality in relation to conducting research with children and young people.
* Although this module is not practise based, students will design a research project, formulating research questions and hypotheses and selecting appropriate methods.
* It is expected that students will engage actively and critically with the themes through the module activities and in their assessments and consider in detail the role of research in contributing to academic, professional and personal understandings of the lives of young people.
* Student learning activity will be engaging and varied as shown in the student activity/pedagogy profile below:

* In addition, the module is structured to ensure that students will continue to progressively develop, practice and receive feedback on a range of key academic and professional skills throughout the module, for example through the Information Literacy strand.

Reflection and Demonstration

Tools and resources

1. Assignment Guide (online)
   1.1 Assessment Criteria and marking grid
   1.2 TMA guide
   1.2 Project (EMA) Guide
2. [tools and resources for reflection to be agreed]

Narrative

* This module consists of 4 TMAs, and a personal EMA project related to their interests. One of the TMAs will be a literature review for the final project and in the final 4 weeks students will be guided through the preparation of their final project.
* Students will receive feedback from tutors on their participation in online activities and on the PT3 feedback forms following the marking of their TMAs.
* The module forum will be another opportunity for reflection with peers. Students will also be encouraged to reflect on, and evaluate their own learning progress. This will be encouraged through the keeping of a reflective log.

Communication and Collaboration

Tools and resources

1. Online group tutorial (tutor led) - optional but strongly recommended
2. Early bird forum(monitored) - optional
3. Module student forum
4. Tutor Group forum (tutor led and moderated) - embedded in activities

Narrative

* Students will build knowledge and understanding both through critical engagement with the content of the module, and through discussion and collaboration with their tutor and peers.
* Emphasis will be placed on developing students' ability to identify articulate and debate key themes and issues, including ethical issues and considerations, in relation to the practice of research with children and young people.
* Largely communication will take place in forum spaces and will be closely liked to module activities and assessment, but is expected that students will also participate in online tutorials.

Activities

Course/ module summary

Keywords

This module is an important compulsory module in the BA (Honours) Childhood and Youth Studies qualification and the BA Early Years in addition to being an optional module in four BA/BSc (Honours) in Health and Social Care, Social work and Youth Justice studies.

The module approaches research with children and young people through challenging students to engage actively and critically with the three key themes of issues, methods and reality of research in the fields of education, health, social care and the social sciences. It also seeks to prepare students for progression onto postgraduate modules in Childhood and Youth, and for lifelong learning generally.

In terms of design this module will be constructed as a series of stand-alone activity-based units around two set texts and a case study reader. In addition to these 'long-life' materials, use will be made of 'short-life' 'found' materials such as videos and articles which will enable rapid updating and adaptability to other markets. These will be 'wrapped' around' an ebank of papers and e-learning research methods materials. The activity units are clearly linked to the learning

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Appendix 7: Pedagogy Profile – new module (planned)

	Assimilative	Finding and handling information	Communication	Productive	Experiential	Interactive/ Adaptive	Assessment	
	30	18	10	18	0	0	24	100%
Total Forecast hours	157	94	53	94		126	524	

Course/module hours (as stated in course/module guide)

Contact/ teaching hours	16	e.g. classroom/online tutorial activities, lectures
Directed study	524	e.g. reading and research, revision, assignment writing, discussion forums, reflective diaries, data analysis (where directed)
Self-directed study	60 (hours)	e.g. administrative tasks, refreshing skills, extra reading, extension activities (usually 10-20% of total hours)
Total stated module/course hours	600	

60

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Module design planner: Research with children and young people

BLOCK 1 — Issues in research with children and young people — Lead: VC and RF — Weeks: 1- 7	Guidance and support	Content and experience	Activity planner (What students will do)	Communication and collaboration	Reflection and demonstration	
Notes *Overview of issues and clarify that EK310 will focus on: power and diversity, inc. gender, race, disability; participants as co-researchers; ethics; introduce Children and Young Lives project?* *Overview of methods: (inc relationship btw methods and research outcome; how theory shapes research design).* *Overview of the purposes & outcomes of research.* *Being reflective (encourage students to reflect on their definitions of 'childhood and 'youth', and how they would identify issues and explore them in their own (working?) lives.*	1. Online study guide 2. Tutor 3. Introduction to using Elluminate (Library Online Training Session? http://www8.open.ac.uk/libra ry/training-and-events/online-training-sessions) 4. Tutor group forum	New Reader Section: Issues Ch1. Introduction [module team] *Old notes archive [Old Reader* *Section: Doing* *Chapter 1 – Needs rewrite by MT* *Chapter 3 – Images of Childhood (Develops a clear focus on the relationship btw images of childhood, research design and outcome. Needs a stronger global context, but could be revised and updated by authors).* ***Online Reader/ Articles*** *Possibly use one reading to encourage reflective approach]*	Unit 1 Introductions o **Read** the module's Welcome and introductory information o **Meet** the tutor and tutor group in the online forum (and Elluminate?) o **Practice** using Elluminate in preparation for online tutorials o **Study** Chapter 1 of the study text o **Identify** and reflect on own perceptions of 'childhood' and 'youth' o **Discuss** definitions/ perceptions of childhood and youth in the Block 1 forum o **Identify** issues and explore them in relation to own working lives	1. Block 1 forum (Cluster grouping?) 2. Elluminate	1. Reflective log/ blog?	1.3 Identify key issues involved in research with children and young people 1.4 Articulate ethical considerations in carrying out research with children and young people 2.5 Critically reflect on the role of the researcher and the role of children and young people in the research process
Notes *What counts as knowledge?* *How can researchers understand children and young people?* *Childhood and youth studies as a complex and diverse area.* *What approaches can researchers take to develop an understanding/insight/inform policy and practice?* *(What is truth? Different characteristics of research: to explore, examine, capture, measure etc.* *Diversity (signpost to gender, ethnicity, disability etc).* *Signpost different roles as a researcher.*		New Reader Section: Issues Ch2. What is research? [update of Fraser chapter – Doing] *Old notes archive [Old Reader* *Section: Doing* *Chapter 17 Education (Re-name as Ch 2 and update/rewrite with clearer focus on the nature of truth and knowledge. Plus signpost research paradigms).* *New chapter on diversity (to replace Chs 9, 13 and 157 Supplement this with online reader articles which focus more specifically on ethnicity, disability and gender).* ***Online Reader*** *Article on Children's Research Centre & Article on e.g. Alison's work]*	Unit 2 What is research?			