



### ***Encouraging creative and innovative 'Viewpoints' in Curriculum Design***

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<http://viewpointsproject.blogspot.com/>

Project resources available for download from:  
<http://wiki.ulster.ac.uk/display/VPR/Home>

#### **Session Outline**

- An Introduction to Viewpoints.
- Hands on activities with resources
- Some evaluation findings
- Alignment and embedding issues (discussion)
- Questions and close.

#### **An Introduction to Viewpoints**

- Viewpoints is a JISC funded curriculum design project.
- It has a remit to create a series of reflective resources to promote & enhance effective curriculum design.
- Open process:
  - <http://viewpointsproject.blogspot.com/>
  - <http://www.flickr.com/photos/viewpointsproject/>
  - <http://www.slideshare.net/Viewpoints>
- Resources available (under Creative Commons)
  - <http://wiki.ulster.ac.uk/display/VPR/Home>

### Viewpoints Overview

The Viewpoints “approach” uses a card sorting metaphor with the resources providing semi structured prompts and suggestions with a learner centred timeline

The tools use a learner timeline with established principles to help staff consider key interactions of the learning process (i.e. essence)

1. Expectation and performance
2. Activities and people
3. Information and resources

### Viewpoints Overview

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1. Assessment and Feedback
2. Learner Engagement
3. Information Skills / Digital Literacy

### Assessment and Feedback Principles

REAP (<http://www.reap.ac.uk/>)

1. Clarify good performance.
2. Encourage time and effort on task.
3. Deliver high quality feedback.
4. Provide opportunities to act on feedback.
5. Encourage interaction and dialogue.
6. Develop self-assessment and reflection.
7. Give assessment choice.
8. Encourage positive motivational beliefs.
9. Inform and shape your teaching.



\*Implementation ideas for each principle on back of cards.

### Learner Engagement Principles

The principles of learner engagement are based upon the [8 Learning Events Model](#) developed by LabSET, University of Liège, Belgium.

1. Receive.
2. Create.
3. Debate.
4. Explore.
5. Imitate.
6. Experiment.
7. Practice.
8. Meta-Learn.



\*Implementation ideas for each principle on back of cards.

<http://www.flickr.com/photos/viewpointsproject/>

## Information Skills Principles

SCONUL 7 Pillars (<http://www.sconul.ac.uk>)

1. Define the task and understand the topic.
2. Identify appropriate resources.
3. Search effectively.
4. Find and extract information.
5. Compare and analyse information.
6. Organise and share information ethically.
7. Interpret information and create new content.

**Define the task / understand the topic**

Help learners to fully understand their course content, understand their own responsibilities and the responsibilities of others, and to be able to apply this knowledge to their own learning.

Make sure they have access to go to gather background information to help them understand the task.

**Define the task**

Help learners to:

- 1. understand the course content and their own responsibilities
- 2. understand the responsibilities of others
- 3. understand the course content and their own responsibilities
- 4. understand the responsibilities of others
- 5. understand the course content and their own responsibilities
- 6. understand the responsibilities of others
- 7. understand the course content and their own responsibilities
- 8. understand the responsibilities of others
- 9. understand the course content and their own responsibilities
- 10. understand the responsibilities of others

\*Implementation ideas for each principle on back of cards.

## Inform – Inspire - Plan

VIEWPOINTS  
GENERIC WIREFRAME OF REFLECTIVE TOOL STRUCTURE

The user:

- drags the principles into the timeline (INFORM)
- chooses from suggested examples (INSPIRE)
- writes up their own notes/ideas (PLAN)

They then receive tailored outputs when they hit 'Save' or 'Print'.

| Best practice pedagogical principles | Semester phase  | Add your selected principles to the timeline: | Suggested examples        | My plan  |
|--------------------------------------|-----------------|---|---------------------------|--|
| Principle no. 1                      | Induction       |   |                           |  |
| Principle no. 2                      | First few weeks | Principle no. 3                               | 11 of 5 examples selected | Some notes about how I will tailor these principles to my course |
| Principle no. 3                      |                 | Principle no. 4                               | 11 of 3 examples selected |  |
| Principle no. 4                      |                 | Principle no. 5                               | 11 out of 8 selected      |  |
| Principle no. 5                      | Mid-semester    | Principle no. 3                               | 11 of 7 examples selected | Some more personal notes and comments for my plan                |
| Principle no. 6                      |                 | Principle no. 4                               | Choose from 5 examples    |  |
| Principle no. 6                      | Final phase     | Principle no. 7                               | Choose from 3 examples    |  |
| Principle no. 7                      |                 |   |                           |  |

The user selects what purpose they are using the tool for.

Save Print

## Programme or module perspectives

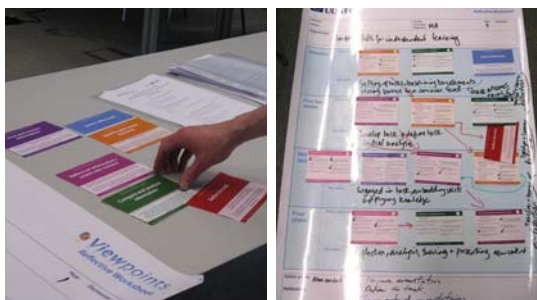
| Year   | Semester     | Phase           | Notes |
|--------|--------------|-----------------|-------|
| Year 1 | 1st semester | Induction       |       |
|        | 2nd semester | Induction       |       |
| Year 2 | 1st semester | First few weeks |       |
|        | 2nd semester | First few weeks |       |
| Year 3 | 1st semester | Mid-semester    |       |
|        | 2nd semester | Mid-semester    |       |
| Year 4 | 1st semester | Final phase     |       |
|        | 2nd semester | Final phase     |       |

## Workshop Scenario: Requires specific “challenge”

- Mapping the principles and implementation ideas to the timeline



### In less than two hours.....



### Users/teams define the outputs

These can be orderly or messy – it's up to the team.



### Alternative output formats

- Simple Word Table
- Annotated Image File



*N.B. Online tool in development in conjunction with Cambridge CourseTools project*

### Workshop outputs

1. Act as record of workshop discussions and agreed plan
2. Diagrammatic strategy overview (why, what, when and how) for curriculum processes
3. Diagrammatic representation of learner experience
4. Conversation piece for further development / review

### Activity 1a – Use of principles

- Consider the first semester of year 1 of your current or planned course provision .
- Look at the good practice principle(s) cards and select up to two which you think would be particularly important for this part of the course.



### Activity 1b – Use of principles

Identify when you think each principle could be important:

- Induction
- First few weeks
- Mid-semester
- Final few weeks



### Task 2 – Implementation ideas

- You have been asked to review the induction process for a "Certificate in Higher Education Practice" course.
- In pairs, identify what you believe to be priority assessment and feedback principles
- Review the implementation ideas on the back of the relevant cards and identify possible ideas to include in the induction process



**Some benefits we have observed from workshops to date**

### The Viewpoints Workshop Environment

- Informal room layout sets tone for activity;
- Flat surface - people cluster around worksheet;
- Tactile resources - encourage experimentation / enquiry;
- Open and flexible format - facilitates "ownership";
- Customisable resources and "user interface" - promotes creativity;
- Storyboard structure - focus on low risk conversations.



### User outputs (valued by teams)

- Form basis of an Assessment & Feedback (or other theme) strategy.
- Provide reference for future course team discussions (planning resource).
- Key information currently transcribed into table (Word or other format).
- Note: online tool to be developed to capture structured outputs.



### Building effective teams

- This can be done in a shorter period of time through:
  - Informal environment.
  - Establishing shared meanings and priorities.
  - Facilitating discussions and the sharing of ideas.
  - Consensus building.
  - Collaborative development of the workshop output.



### Shared meanings and priorities



### Interactive and engaging



### Use of action based principles

1. Structured choice provides support and promotes reflection;
2. Provide a more consistent meaning versus conceptual entities (i.e. lecture);
3. Defer decision making regarding "how" to the end of the activity;
4. Focus on storyboarding - encourage a more dynamic creative process;
5. Timeline and principles - focuses attention on learner experience.



### Facilitated discussions



### Informative and supporting



### Value of the Viewpoints' Process

- "Getting the team together to plan"
- "Comprehensive coverage of principles"
- "It is clear, thought provoking and engaging"
- "Flexibility and simplicity"
- "To start with a 'blank sheet' and to be more innovative in approach"
- "It brought out different voices and ways of thinking"
- "It made the team look at the course from a different aspect"
- "Helps to keep the student perspective at the forefront of each decision made"

*(Radiographers, School of Health Sciences  
...on a late Friday afternoon)*

### Teamwork/Collaboration

"Can stimulate discussion, collaborative team working and initiate new ideas for curriculum design. It also prompts teams to be mindful of the student learner"

"It was useful to be able to work in a common environment with other course teams and consider comparative approaches"

### Social/Collaboration

"Great to get together....It's good to talk"

"Time away from the office to explore your subject and think in a new way"

"...different opinions from colleagues to become discussed in an open forum"

"Allowed for different people to bring in their ideas and hear mine, which we could then use to work together in sorting out a problem"

### Creativity/Reflection

"Structured, yet creative"

"Excellent at facilitating thought development"

"The potential for new approaches to 'old' ideas"

"Good flow of ideas, we tapped into many areas of discussion"

"It assists you to step back from the course/module you are delivering and assessing if it is fit for purpose"

**Institutional embedding and  
engaging with key stakeholders**

**Institutional embedding exercise**

**Menu du Jour activity**

- Starter (process alignment)
- Main Course (stakeholders to target)
- Dessert (change agents / facilitators)

Discuss in groups of 3 (or 4) the menu options provided. Your order will be taken in around 10 minutes time ☺.

**Questions / Discussion**

**Further information**

Viewpoints project blog: <http://viewpoints.ulster.ac.uk>

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