

Collaborative activities for curriculum design

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Three Principles

- The use of **representational frameworks** as a means of describing learning activity
- Mechanisms to encourage the **sharing and discussing** of learning and teaching ideas
- The development of **empirical research and conceptual tools** to help guide the decision-making process

Representational frameworks

- Allow for scrutiny of one aspect or level of the curriculum (whilst ignoring others)
- Make the structures of intended teaching and learning more visible and explicit, thereby promoting understanding and reflection
- Highlight connections and relationships (or lack of) between pedagogical features
- Provide a shared language so that individuals or small teams can better discuss and share designs

Design is a messy, creative and interactive process...

"It's not in one direction. Not sure if I always start with aims, sometimes I do! Broad aims then thinking about the mix, go to the palette and look at existing resources, what will the budget allow us to do (Chair's hat on), what additional resources do we need, which would be most effective...sometimes start with study guide, then with activities...it's chicken and egg"

Design is a messy, creative
and interactive process...

...which calls for a number
of different representations
to foreground different
aspects of the 'master'
design

Module Map: H810

Guidance and support

Tools/Resources

- StudentHome (student support portal)
- MAODE Programme website
- H810 Course website
- Course Guide
- Assignment Guide
- University Library Website
- General forum
- Technical self-Help forum
- Café forum
- Tutor group general forum
- eTMA help
- Specific guidance and information (i.e. Delicious)

Roles and relationships

It is expected that students will be already using graduate level study skills

A spirit of mutual encouragement and support is encouraged

Tutors use a developmental mentoring approach

Content and activities

Tools/Resources

- Three blocks of study activities
- A set of detailed learning outcomes
- Module material (categorised as core, further and background) which includes articles, reports, readings.
- One set book
- JISC TechDis website
- Delicious bookmarks

Roles and relationships

Students study for approx 15 hours per week (Including course- and self-directed study and the completion of assignments)

Variety of activities include reading, discussing, practical tasks and collaborative activities

Students will use a real or adopted professional perspective throughout to frame their discussions and reflections and in their assignments

Activities

Reflection and demonstration

Tools/Resources

- Personal reflective blog
- Tutor group wiki
- ePortfolio (student optional)
- Tutor group forum (10% of module marks)
- TMA1 (1500 word report 15% of module marks)
- TMA2 (3000 word report 30% of module marks)
- ECA (6000 word report 45%)
- Assessment guide
- Marking criteria for each assignment

Roles and relationships

Use of a reflective personal blog is encouraged throughout the module

Assessment of the module integrated with the teaching and learning activities so that all assignment work is a learning experience

Assignments relate to personal context and practices

Students and tutors use a shared marking criteria

Communication and collaboration

Tools/Resources

- 4x Asynchronous online forums
- Live online discussions via Elluminate (optional student)
- Telephone (optional tutor)
- Email (optional tutor)
- Delicious (optional student)
- ePortfolio (optional student)
- Personal blog
- Tutor group wiki
- Access to an international professional student community

Roles and relationships

Strong emphasis on peer communication and collaboration, and learning from one another's experiences

Wide variety of communication methods and tools used with an emphasis on the use of the tutor group forum

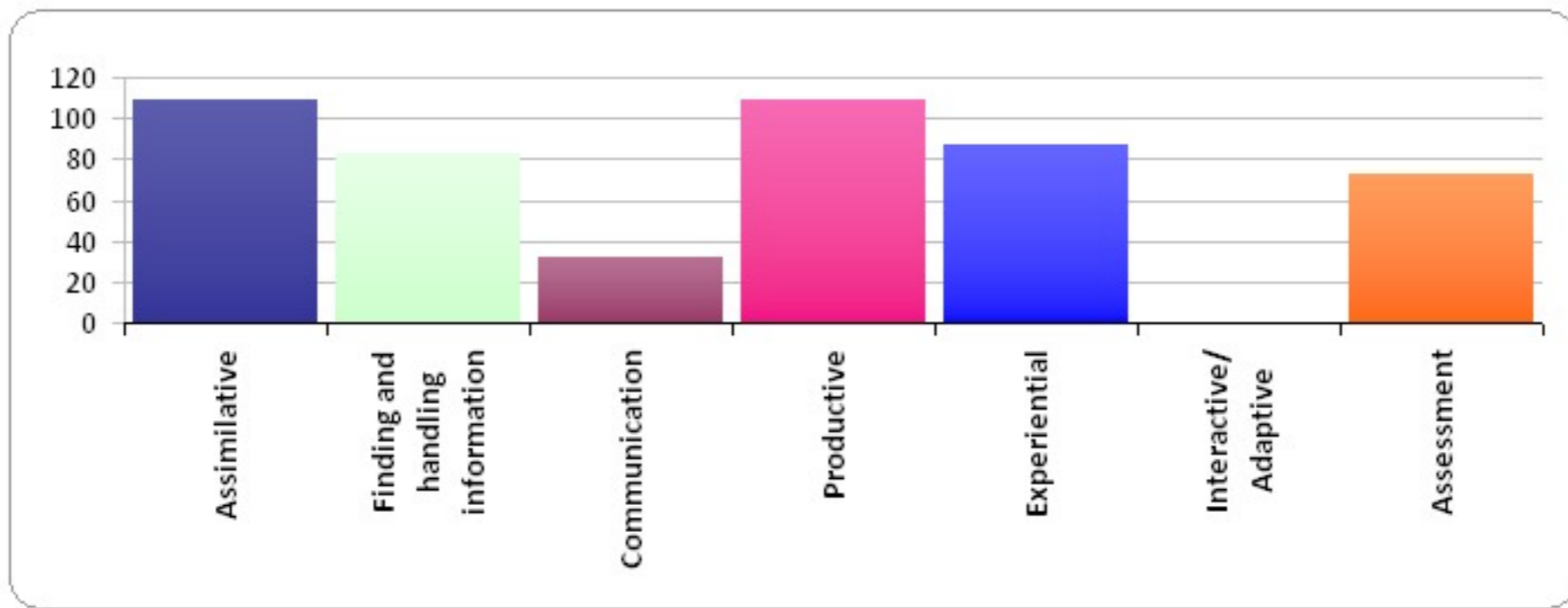
Student activity on the forum is supported, guided and assessed

Course summary

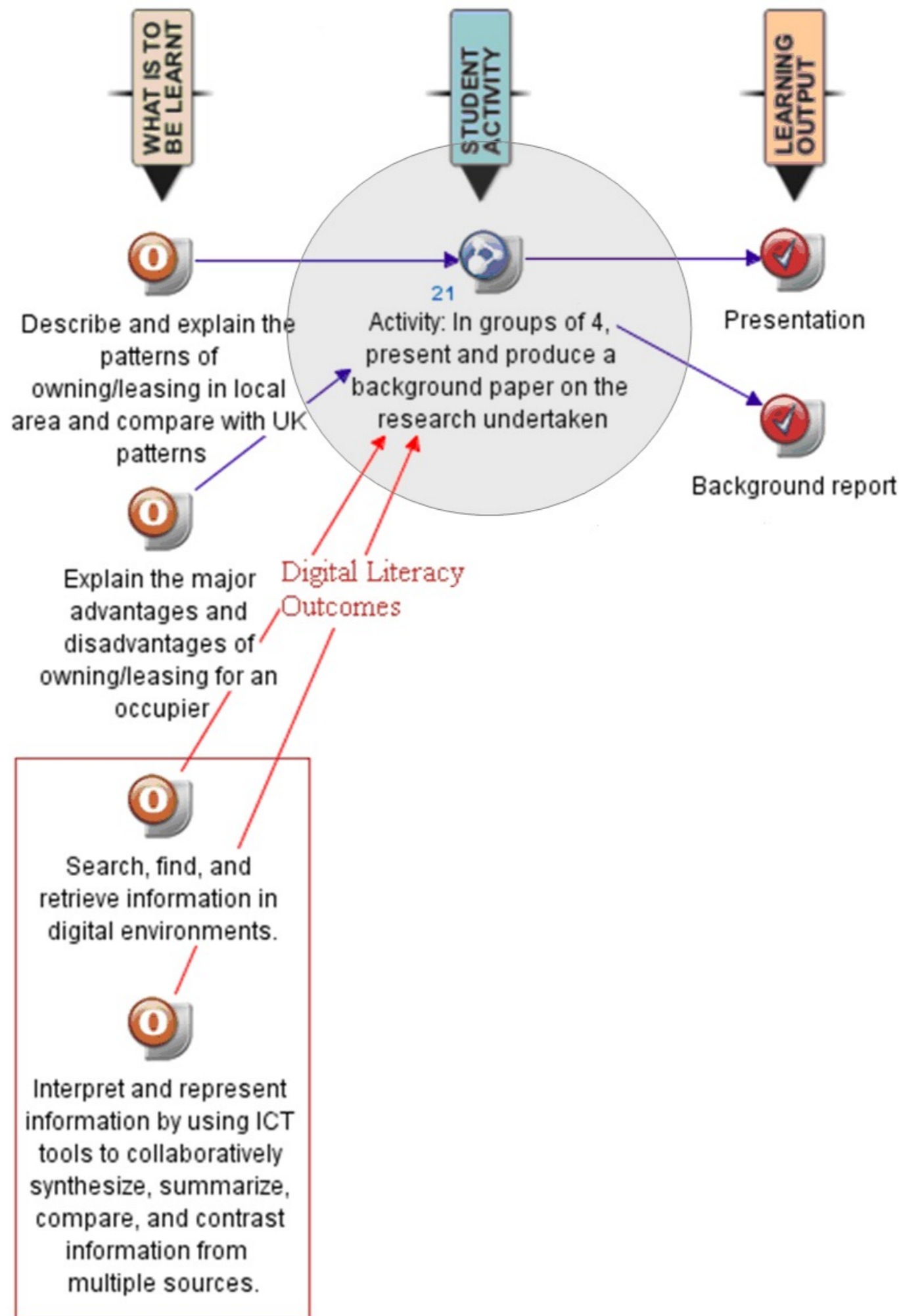
This online postgraduate module has been designed to promote accessibility and improve access for disabled students. The module is structured around a series of activities that ask students to collaboratively read, think, debate and write about the subject with reference to their own, or an adopted, context and practice.

Keywords

accessibility; teaching and learning; postgraduate; professional; international; online; collaborative learning; activity based



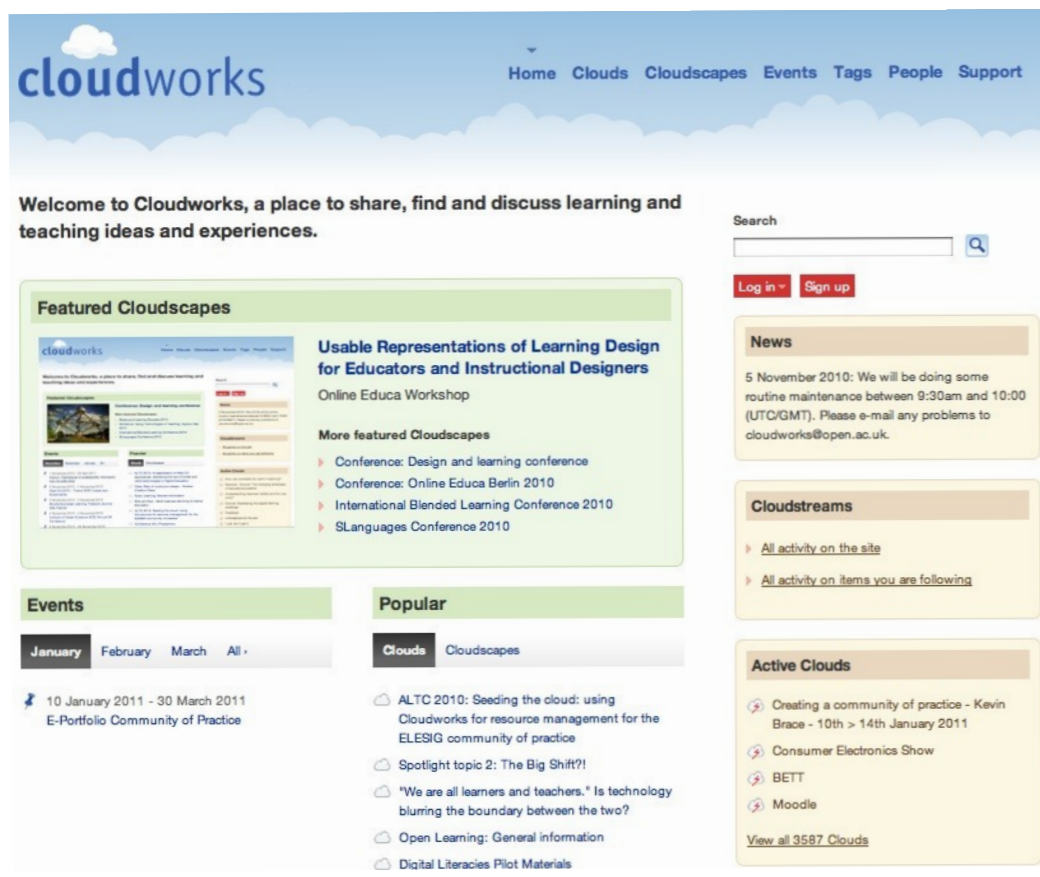
Topic/ week/ session	Assimilative	Finding and handling information	Communication	Productive	Experiential	Interactive/ Adaptive	Assessment	
0	5							5
1	3	1.5	1	6	3			14.5
2	2	3.5	1	4				10.5
3	1	1.5	1	3.5	6			13
4 (self-directed)								0
5	3	1.5	1	2	3			10.5
6 (TMA01)	3	2.5	1	4	4		4	18.5
7	4	2	1	6	3			16
8	6	3.5	1	4				14.5
9	3	1.5	1	3	3			11.5
10 (TMA02)	5	2.5	1	5	4		3	20.5
11	6		2	2	1			11
12	3.5	1.5	1	3	2			11
13	3	1.5	1	3	2			10.5
14 (TMA03)	3.5	2.5	1	5			4	16
15	4	1.5	1	4	1			11.5
16	2	4	1	3	3			13
17 (TMA04)(self-directed)							2	2
Pt2	52	52	16	52	52		60	284
Total	109	83	32	109.5	87	0	73	493.5
	Assimilative	Finding and	Communication	Productive	Experiential	Interactive/	Assessment	



Sharing and discussing

When asked what they think would most help improve their practice, practitioners often say they want examples from others and access to a network of practitioners to share and discuss ideas

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



Social networks and collaborative online workspaces allow for ongoing discussion, debate and development of practice

Workshops provide opportunities for multi-disciplinary staff to come together, spend time designing and share expertise

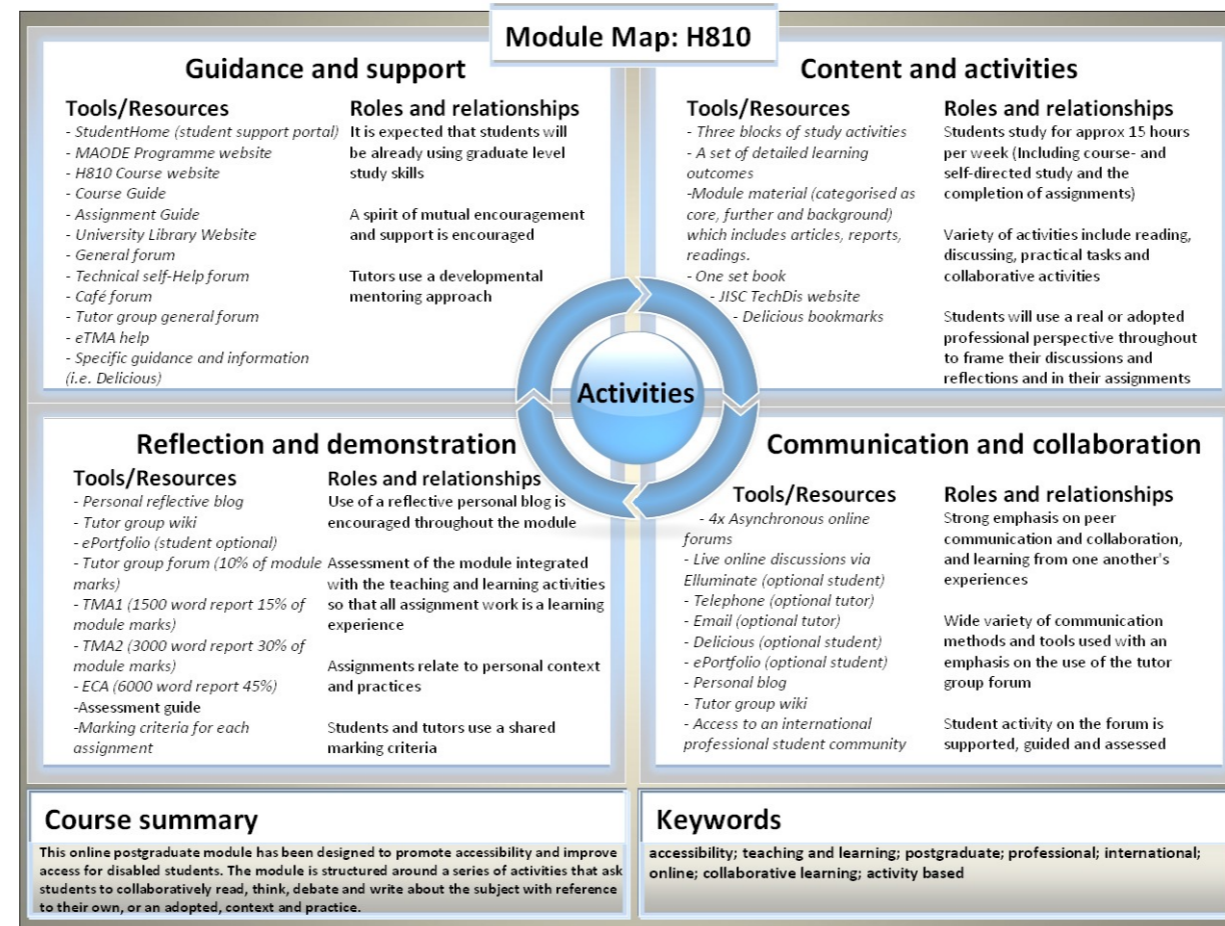


Design Activities are developed to stimulate and focus design dialogues



Empirical evidence and conceptual tools

- Primarily drawn from the OULDI-JISC work but also include related useful tools and resources produced by others working in the learning design field
- All of the tools have been rigorously tried and tested across a variety of learning and teaching contexts
- All of the tools are openly available in the Learning Design Toolbox in Cloudworks



Scenario and activity

*As part of your institution's widening participation strand, you have been asked to design an optional '**Study skills/ Preparing to learn**' module. This module will be offered to all students approaching level 1 HE/ level 4 FE and recommended to those who feel themselves to be less confident about study at a higher level.*

*The module will worth **10 credits** (100 hours of study) and will be delivered over the summer break using a '**Blended Learning approach**'*

Design problems include: study planned for the summer break, students at risk of not completing, mixed experience of learning and technology, low learning confidence...etc

Designing your own context specific curriculum design activities

Think

Identify a 'best practice' framework from your own institution or elsewhere, and a collaboration scenario. (3mins)

Pair

Share the framework and scenario with a partner and decide what representation would best expose the most useful aspect of the curriculum to work on (an OULDI one or another) (6mins)

Share

Buddy up with another pair and brainstorm activities for one of the ideas (or more if time) (10mins)

Discussion and questions

