



Course Design Intensives

Rhona Sharpe & Greg Benfield

Oxford Centre for Staff and Learning Development

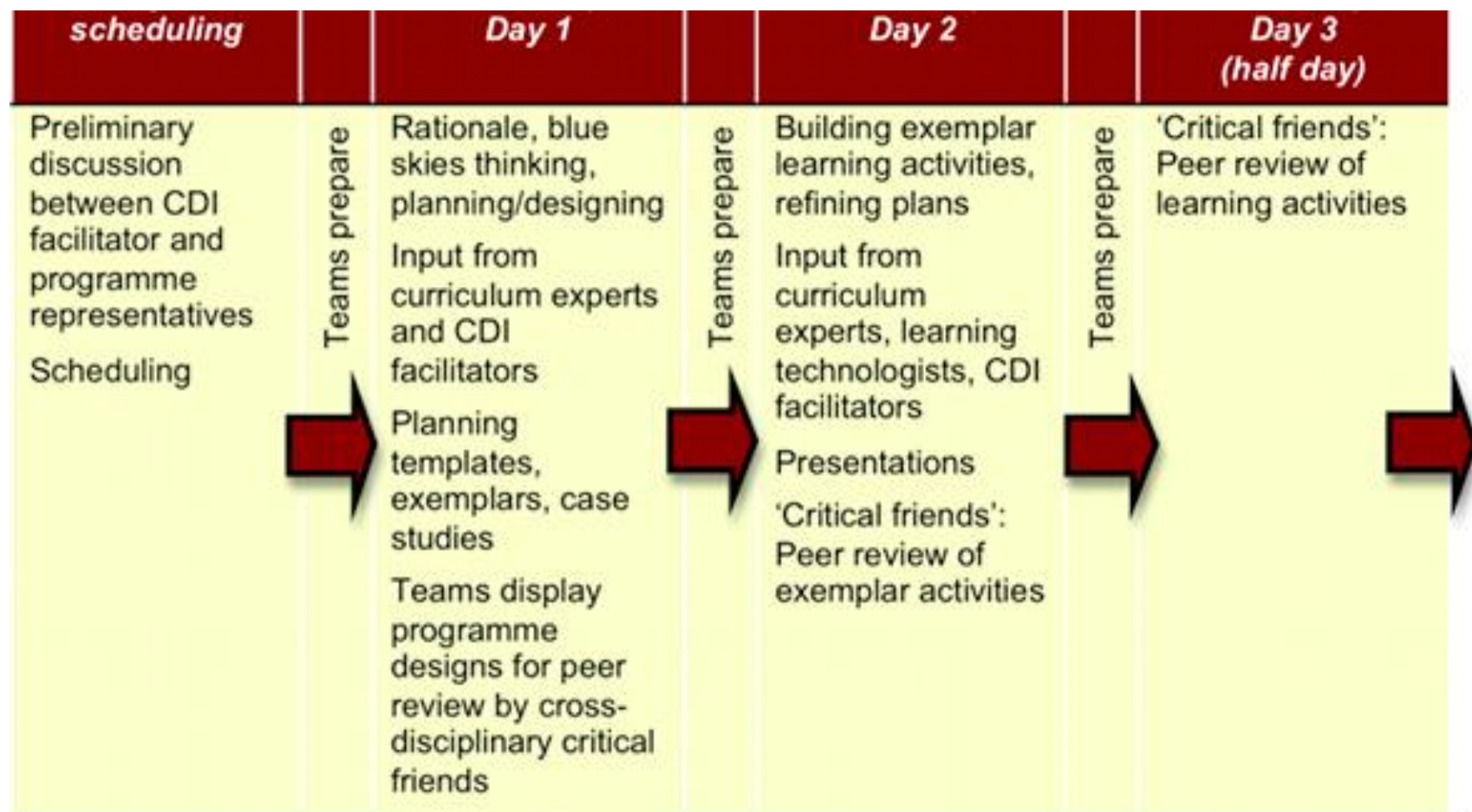
Oxford Brookes University, UK

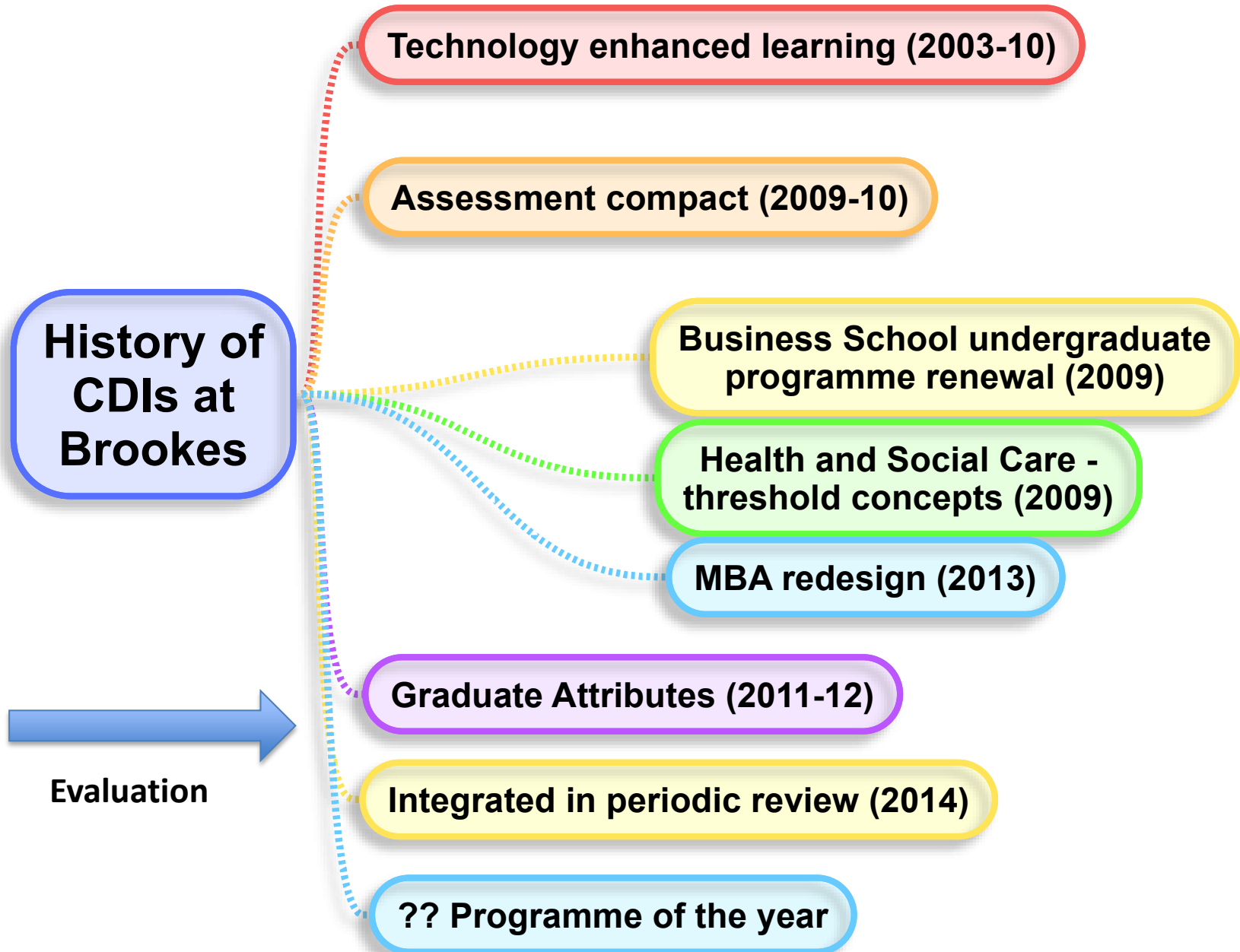


@rjsharp

<https://wiki.brookes.ac.uk/display/CDIs/>

What's a CDI?





Evaluation

(Dempster, Benfield & Francis, 2012)

Data from 5 years of reports, workshop feedback, and interviews with 9 participants from 6 course teams.

What are the pre-requisites for teams to benefit from CDIs?

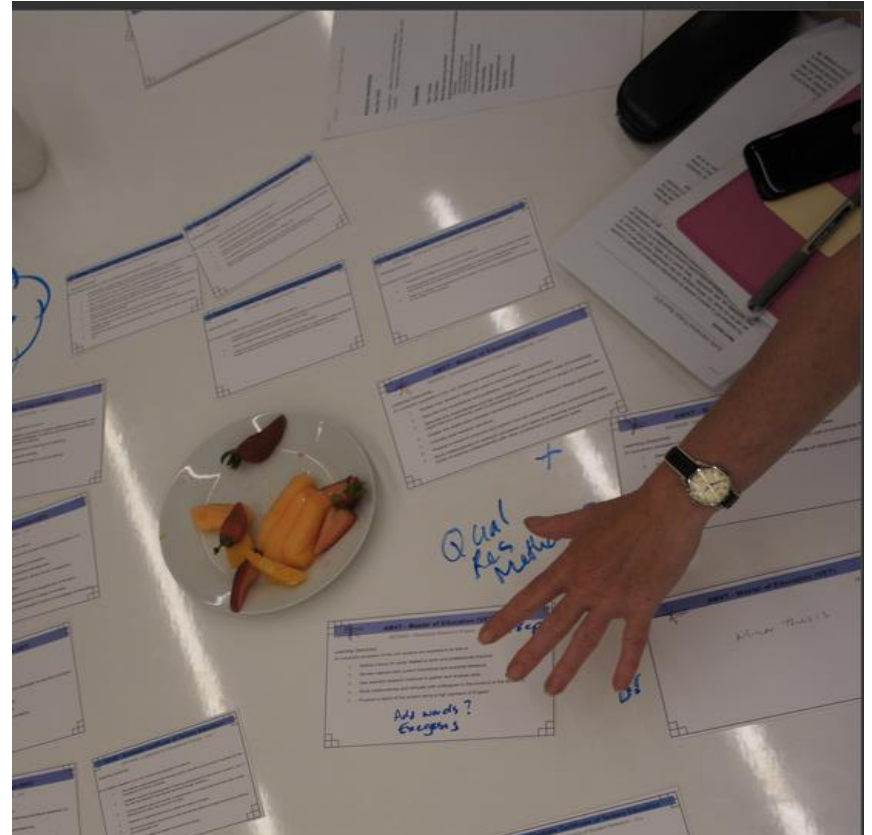
- A real reason for design e.g. change in recruitment patterns, new markets, strategic priority
- Motivation to develop personal and team skills
- A team! Because it provides support and expertise
- A license to innovate
- A need for tangible outputs e.g. validation documents, Moodle site.

What do participants say?

“Fantastic opportunity to have 3 days (unheard of) to work with like-minded colleagues.”

“I don’t know without having someone facilitate it whether we would have got to the point so quickly.”

“Having to explain our proposal to other people and defend it, and deal with their comments – that was useful”



Why did we do it?

Does HE need radical curriculum resign?

Innovations are more likely to be pedagogically appropriate and sustained (Carol Twigg, National Centre for Academic Transformation, USA)

Flexible pedagogies to develop student attributes, dispositions and values (Ron Barnett)

Innovative responses to changing environments e.g. authentic learning for engineers. (University of Queensland)

Your turn

Individually, use the **Blue Skies Checklist** to plan an **elevator pitch** for your course (5 mins)

In pairs, deliver your elevator pitch (1 min each) and then use the **Critic's Checklist** to ask questions of your partner about their Blue Skies ideas (3 mins each)

In fours, what did you notice about this process? (5 mins). Nominate someone to feedback.

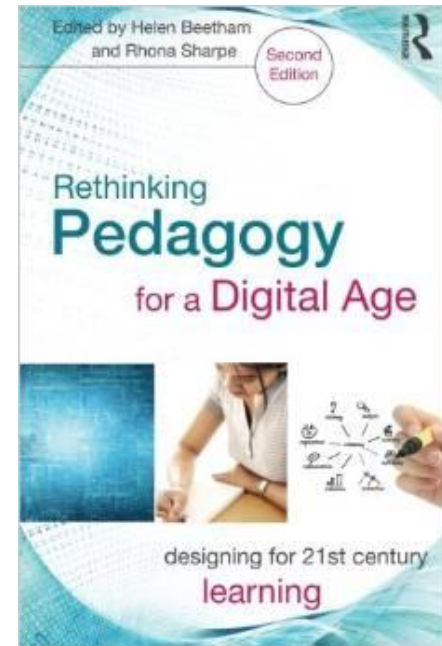
Peer review



<https://wiki.brookes.ac.uk/display/CDIs/>

What do we know about how lecturers design courses?

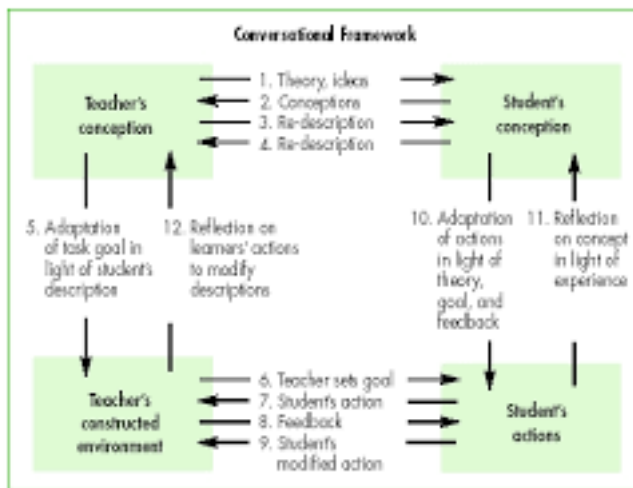
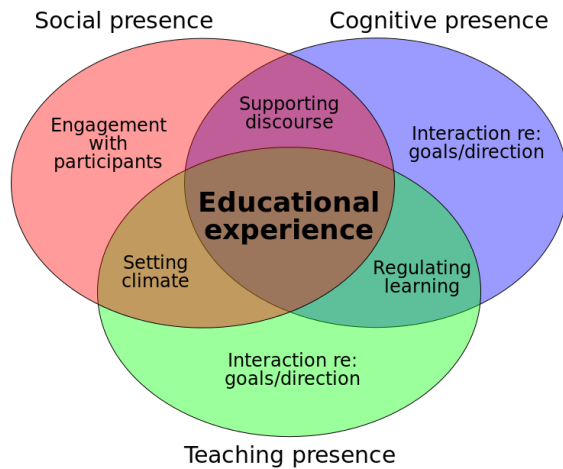
- no academics used rational models of course planning during design, although some used them retrospectively to justify what they were doing, particularly if required to do so for a quality audit (Oliver, 2003)
- A social practice, governed by precedent and habit (Masterman, 2013)
- Pragmatically, in response to changing circumstances e.g. increasing class sizes (Sharpe & Oliver, 2007).
- Within the constraints of practicalities e.g. timetabling (Masterman, 2013)
- Visually (Masterman, 2013)
- Informed by general design principles - rather than learning theory (Sharpe & Oliver, 2013)



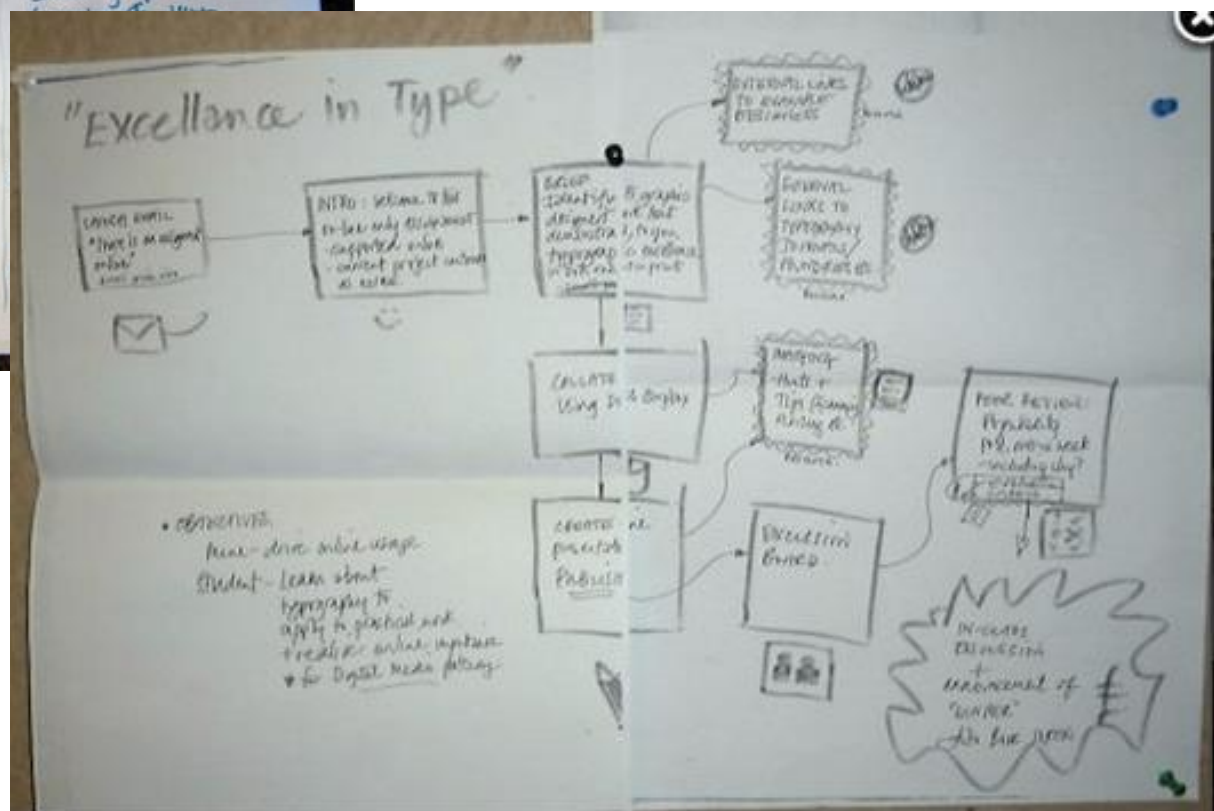
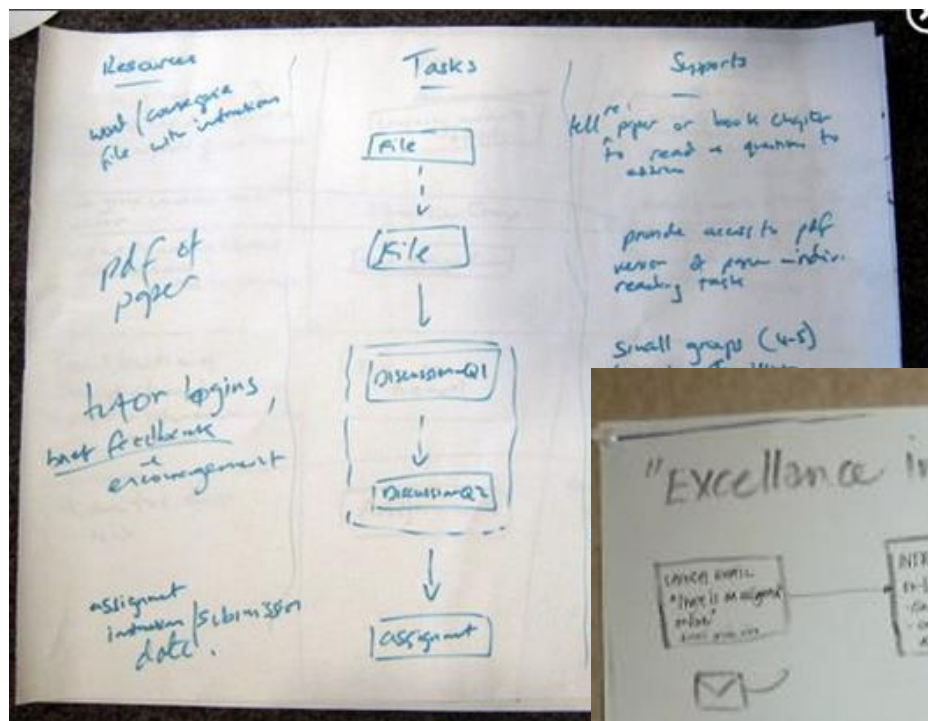
What design principles can you use?

- Chickering and Gamson's 7 principles for good practice in undergraduate education
- David Nicol's Assessment Principles (REAP)
<http://www.reap.ac.uk/reap/resourcesPrinciples.html>
- Mayes and Defreitas – 3 ½ broad approaches to understanding how people learn (in Rethinking Pedagogy book)

Design principles for technology enhanced learning



The learner journey



Lots of other people doing this

- University of Leicester - [Carpe Diem](#) and [7 C's of Learning Design](#)
- Exeter [RADAR](#)
- UCL [Connected Curriculum](#)
- Ulster [Viewpoints](#)
- Macquarie [Design Develop Implement](#)

Some of the best bits

CARPE DIEM WORKSHOP



	Format				
↓ Content (under the appropriate licences)	Text & graphics	Audio	Video	Slides (e.g. PowerPoint)	Other (e.g. Adobe Presenter)
What I find and reuse as is	OER for section 1. Reflective task from source Z. Guidelines on assignment writing.	Podcast for section 3.	iTunesU resources for sections 1 and 7.	Slideshare resource for section 5.	Organisation X's website.
What I find, tweak and use	OER for section 2. Assessment rubric from W.				
What I find, repurpose and use	OER for section 3.	New podcast based on X.		Slides adapted from resource Y.	
What I create for this module	Introduction to all sections of the module. 5 e-tivities. Summaries. Assessment rubrics.	5 to 8-minute summaries of key points per section. Advice and guidance for assessment. Feedback on draft assignments.	A 5-minute talking head to introduce the programme and the academic team.	Support slides for sections 4, 7 and 8.	Detailed presentations for sections 2, 3 and 6.



The 7Cs of Learning Design: a toolkit for designing technology-enhanced learning

E-tivity: how to ruin a course

Purpose

To identify undesirable course features to be avoided.

Task

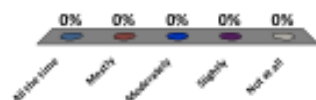
With your group or team, list as many ways as you can think of to ruin a course for learners. Write your list in your team's wiki or in some other collaborative space, such as a Google Doc. If you like, you can also add your team's list to the Cloudworks page on "How to ruin a course" at <http://cloudworks.ac.uk/cloud/view/2597>. (You will need to open a free account at <http://cloudworks.ac.uk> in order to do this.)

Response/ discussion

Combine your list with another team's list, grouping similar points together and noting key points to think about to ensure that you don't ruin any courses that you are designing.

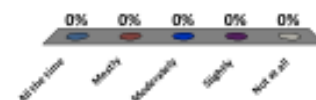
To what extent do your assessment(s) encourage you to study outside of class?

- A. All the time
- B. Mostly
- C. Moderately
- D. Slightly
- E. Not at all



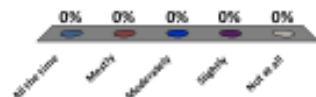
To what extent does your feedback help you to understand where and how to improve?

- A. All the time
- B. Mostly
- C. Moderately
- D. Slightly
- E. Not at all



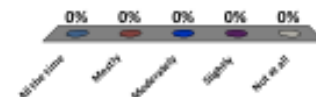
To what extent do you have opportunities to act on the feedback you receive?

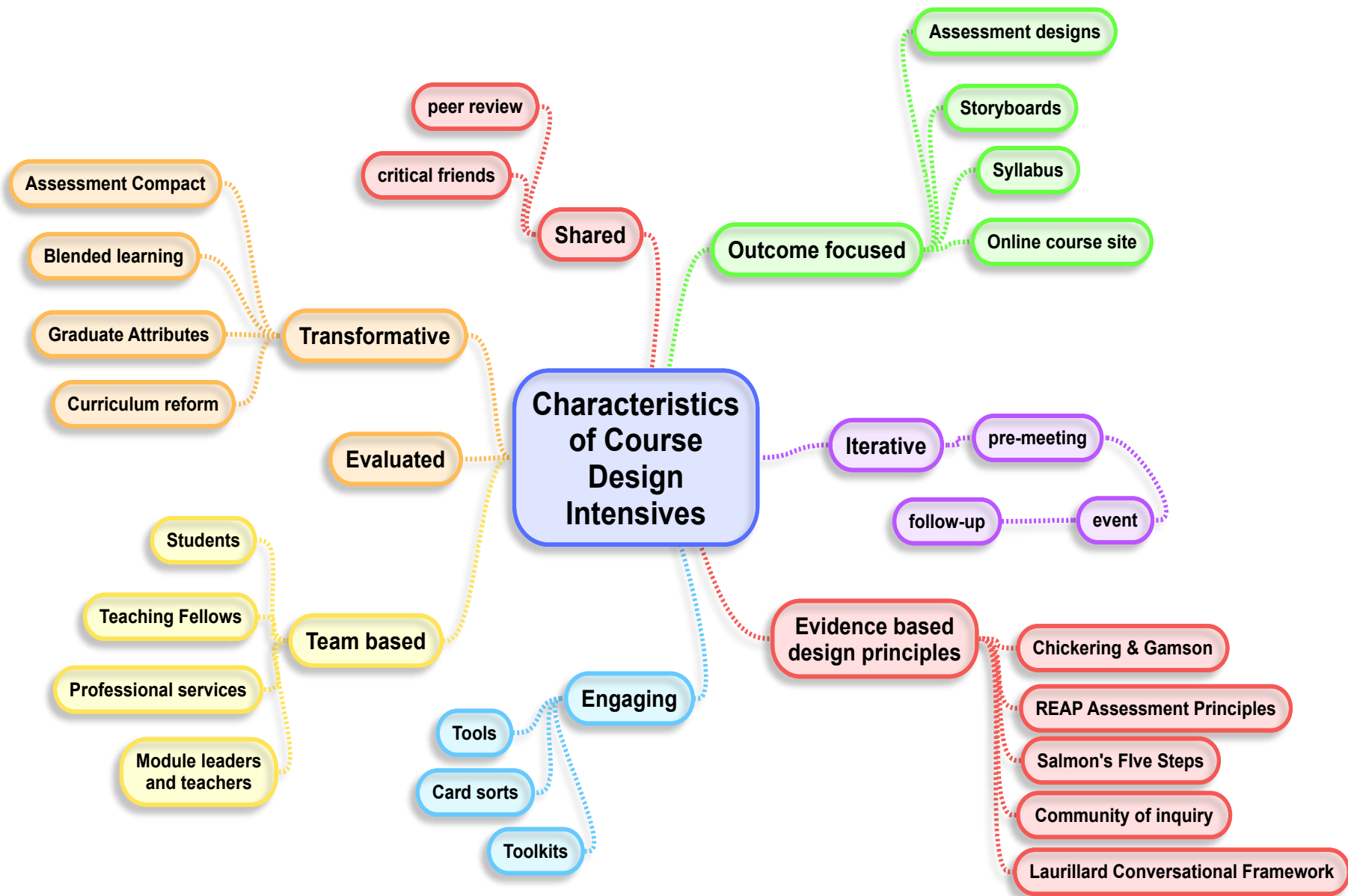
- A. All the time
- B. Mostly
- C. Moderately
- D. Slightly
- E. Not at all



To what extent does your assessment prompt you to discuss with your peers?

- A. All the time
- B. Mostly
- C. Moderately
- D. Slightly
- E. Not at all





What next for Brookes?

Periodic Review teams

Should include “OCSLD Developer responsible for providing advice on good practice in approaches to teaching, learning and assessment and for arranging CDIs as necessary.”

Programme of the Year:

- Innovation intensive
- Enquiry intensive
- Publication intensive
- Recognition intensive
- Networking intensive

What next for DIT?

Do you have

- A reason for (re)design?
- Motivation to develop personal and team skills?
- A team to provide support and expertise?
- A license to innovate?
- A need for tangible outputs e.g. validation documents, Moodle site?

Suggested further reading

Beetham, H. & Sharpe, R. (2013) *Rethinking Pedagogy for a Digital Age*. Second edition. Routledge. Chapters by Liz Masterman and Martin Oliver

Dempster, J., Benfield, G. & Francis, R. (2012) An academic development model for fostering innovation and sharing in curriculum design. *Innovations in Education and Teaching International*, 49 (2), 135-147.

Watch the recording of Carl Reidsema and Lydia Kavanagh seminar for ELESIG (login required) <http://elesig.ning.com/profiles/blogs/elesig-flipped-classroom-event-collective-memory>

My publications at

- <https://oxfordbrookes.academia.edu/RhonaSharpe/>
- <http://www.slideshare.net/rjsharpe>

