

Curriculum Design for Transformation

Adapted from the UCL ABC Workshop

LEARNING
AND TEACHING
ENHANCEMENT

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Curriculum Design for Transformation (UCL ABC Workshop)



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INCLUSIVE LEARNING & TEACHING RESOURCES



The University has a duty to provide an inclusive learning and teaching environment which meets the needs of all of our students.

This site signposts staff to resources to support them in developing a more inclusive curriculum.

Visit the Blackboard site: [Inclusive Learning & Teaching Resources](#)

DIGITAL LEARNING THRESHOLDS



The Digital Learning Thresholds (DLT) site provides a supportive framework and offers a range of advice, guidance, and resources on:

- Developing opportunities for digitally-rich learning
- Using digital technologies situated in various authentic contexts
- Enabling students to develop digital literacies
- Ensuring copyright and accessibility compliance

There are useful resources on the site such as a DLT checklist, FAQs, exemplars and more...

Visit the Blackboard site: [Digital Learning Thresholds](#)

TECHNOLOGY-ENHANCED ASSESSMENT

This site features guidance, examples and evidence for ways technology can support and enhance various assessment and feedback aims, including:

- Making assessment more flexible and efficient
- Using technology to improve feedback
- Promoting critical reflection and personal development
- Working in groups and teams
- Creative and innovative assessment



Visit the Blackboard site: [Technology-Enhanced Assessment](#)

FLIPPED CLASSROOM



The Flipped Classroom site provides a range of pedagogic resources for staff who are considering 'flipping' elements of their classroom activities, these include:

- Ideas of what to do inside and outside of the classroom
- Practical guidance on how to get started
- Creating a range of online materials and activities
- Access to toolkits, copyright cleared content and Open Educational Resources (OERs)

The site comes complete with further readings and case studies.

Visit the Blackboard site: [Flipped Classroom](#)

CURRICULUM DESIGN FOR TRANSFORMATION

Writing a new programme? Looking for ideas to improve your current one? The Canterbury Christ Church curriculum design tool can help you to:

- Use the Learning and Teaching Strategy to create transformative learning experiences
- Create an Employability strand running through your programme using the CCCU Graduate Attributes
- Embed Sustainability in the design, content and delivery of your programme
- Work with your students as Partners in Learning

Visit the Blackboard site: [Curriculum Design for Transformation](#)



[Academic Support](#)

Curriculum Design for Transformation (UCL ABC Workshop)



Sustainable Design



Curriculum Design Tools

- Constructive Alignment
- Threshold Concepts
- Assessment for Learning
- Blended/eLearning
- Inclusive Curriculum



Graduate Attributes

- ADAPTABLE
- DIGITALLY LITERATE
- EFFECTIVE COMMUNICATOR
- INFORMED
- INNOVATIVE
- PROFESSIONAL
- SELF-AWARE



CURRICULUM DESIGN FOR TRANSFORMATION

for a curriculum which is

Informed
Inspired
Innovative

Learning and Teaching Strategy



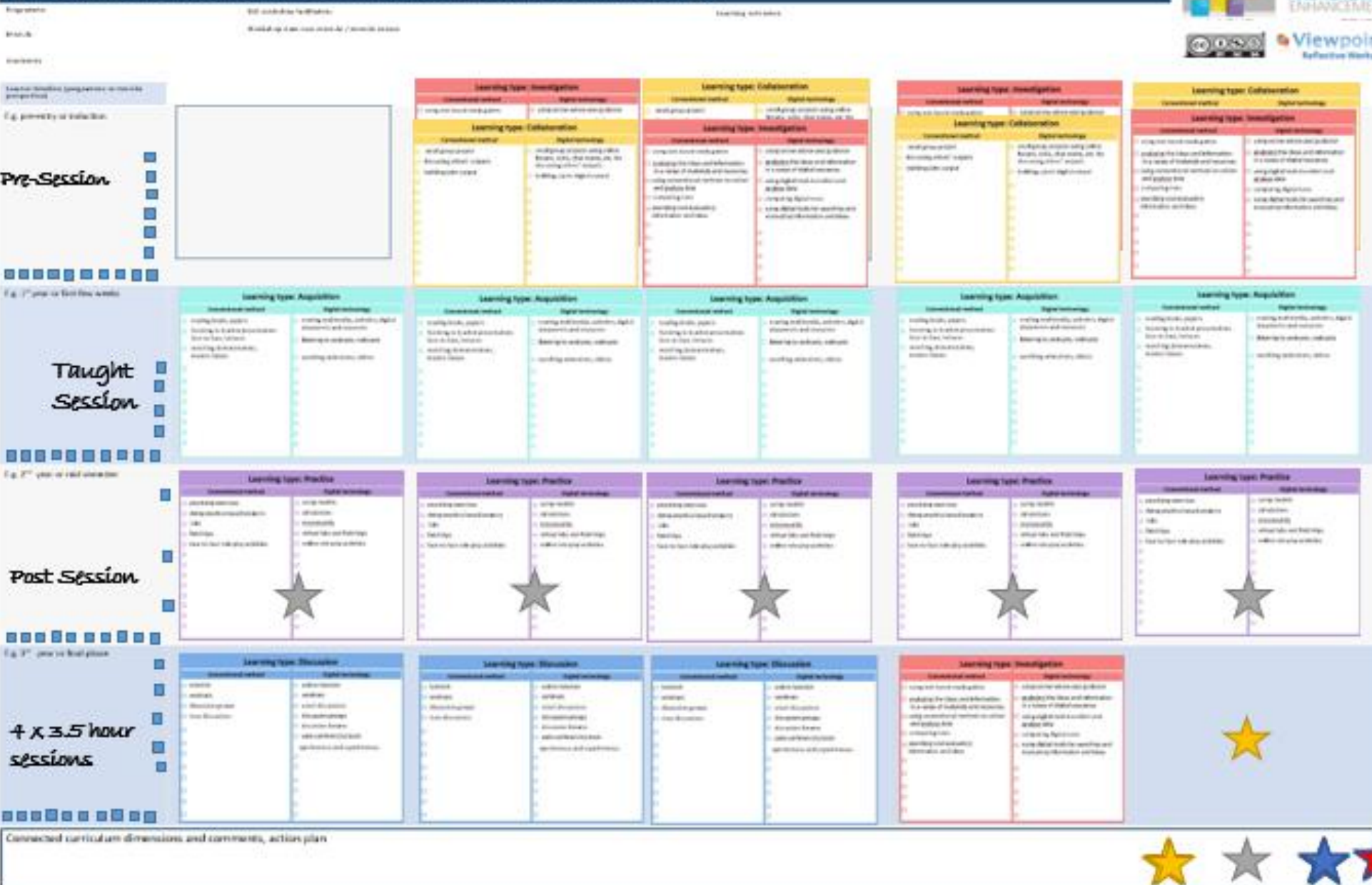
Three Key Questions How does the curriculum help your students

- Transitions** • Manage transitions?
- Connections** • Make connections?
- Integration** • Integrate?

[The Curriculum Design Toolkit](#)

Curriculum Design for Transformation (UCL ABC Workshop)

ABC (Arena Blended Connected) curriculum design



Learning type: Collaboration

Conventional method

- Working in pairs
- Discussing ideas
- Sharing resources

Digital technology

- Using video conferencing
- Using social media
- Using online resources

Learning type: Collaboration

Learning through collaboration involves working together to solve problems, share ideas, and learn from each other. It is a key skill for the 21st century.

Conventional method

- Working in pairs
- Discussing ideas
- Sharing resources

Digital technology

- Using video conferencing
- Using social media
- Using online resources

Learning type: Production

Learning through production is the way the teacher motivates the learner to consolidate what they have learned by articulating their current conceptual understanding and how they used it in practice.

Conventional method

- Working in pairs
- Discussing ideas
- Sharing resources

Digital technology

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Learning type: Production

Conventional method

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- Discussing ideas
- Sharing resources

Digital technology

- Using video conferencing
- Using social media
- Using online resources

Learning type: Discussion

Learning through discussion requires the learner to articulate their ideas and questions, and to challenge and respond to the ideas and questions from the teacher and/or from their peers.

Conventional method

- Working in pairs
- Discussing ideas
- Sharing resources

Digital technology

- Using video conferencing
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Learning type: Discussion

Conventional method

- Working in pairs
- Discussing ideas
- Sharing resources

Digital technology

- Using video conferencing
- Using social media
- Using online resources

Learning type:

Description:



Learning type:

Digital technology

Digital technology

[illegible]

Learning type: Acquisition

Learning through acquisition is what learners are doing when they are listening to a lecture or podcast, reading from books or websites, and watching demos or videos



Learning type: Acquisition

Conventional method	Digital technology
<input type="checkbox"/> reading books, papers	<input type="checkbox"/> reading multimedia, web documents and resources
<input type="checkbox"/> listening to teacher presentations face-to-face, lectures	<input type="checkbox"/> listening to podcasts
<input type="checkbox"/> watching demonstrations, master classes	<input type="checkbox"/> watching animations
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
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<input type="checkbox"/>	<input type="checkbox"/>

Learning type: Collaboration

Learning through collaboration embraces multiple perspectives, discussion, practice, and production. Building on investigations and acquisition it involves learners about taking part in the process of knowledge building itself



Learning type: Production

Conventional method	Digital technology
<input type="checkbox"/> producing articulations using: <ul style="list-style-type: none"><input type="checkbox"/> statements<input type="checkbox"/> essays<input type="checkbox"/> reports<input type="checkbox"/> accounts<input type="checkbox"/> designs<input type="checkbox"/> performances<input type="checkbox"/> artefacts<input type="checkbox"/> animations<input type="checkbox"/> models<input type="checkbox"/> videos	<input type="checkbox"/> producing and storing digital documents <ul style="list-style-type: none"><input type="checkbox"/> representations<input type="checkbox"/> performance<input type="checkbox"/> animations<input type="checkbox"/> models<input type="checkbox"/> resources<input type="checkbox"/> slides<input type="checkbox"/> photos<input type="checkbox"/> videos

Learning type: Practice

Learning through practice enables the learner to adapt their actions to the task goal, and use the feedback to improve their next action. Feedback may come from self-reflection, from peers, from the teacher, or from the activity itself, if it shows them how to improve the result of their action in relation to the goal



Learning type: Investigation

Conventional method	Digital technology
<input type="checkbox"/> using text-based study guides	<input type="checkbox"/> using online advice and guidance
<input type="checkbox"/> analysing the ideas and information in a range of materials and resources	<input type="checkbox"/> analysing the ideas and information in a range of digital resources
<input type="checkbox"/> using conventional methods to collect and analyse data	<input type="checkbox"/> using digital tools to collect and analyse data

Learning type: Discussion

Learning through discussion requires the learner to ask questions, respond to the ideas and feedback from the teacher, and engage with their peers



Embedded in the UCAP/PGCAP

Learning derive from psychology and are
How people learn.

ing are we interested in in Higher

- Utilise theory and research in higher education to design and deliver appropriate teaching, learning and assessment activities within your own subject discipline
 - (Programme Learning Outcome 1)
 - (A1, A2, K1, K2, K3)

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- Deep and surface Learning (Marton & Saljo 1976, et al)
- Active vs Passive Learning
- Constructive Alignment (Biggs 1999)
- Taxonomies of learning
 - Bloom's taxonomy
 - Anderson & Krathwohl
 - The SOLO taxonomy (Biggs & Tang 2007)
- Ripples Model (Race 2010)
- Threshold concepts (Meyer & Land 2003)

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Relates previous knowledge to new knowledge	Focus on unrelated parts of knowledge
Relates knowledge from different courses	Information for assessment memorised
Relates theoretical ideas to everyday experience	Facts and concepts are used unreflectively
Relates and distinguishes evidence and argument	Principles are not distinguished by examples
Organises and structures content into coherent whole	Task is treated as an external whole
Emphasis is internal, from within the student	Emphasis is external, from assessment

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Passive Learning

Active learning is almost any learning activity which involves the active participation of the student.

Spend some time on your table coming up with as many examples of active learning activity as you can

ABC curriculum design (UCL)

Learning types (based on Laurillard 2012)

Learning type: Acquisition Learning through acquisition is when learners are taught about things or learning is a knowledge transfer from books or teachers, understanding theory or skills.	Learning type: Collaboration Learning through collaboration involves having discussion, debate and problem solving in preparation and support for a task or thing and in the process of knowledge building.	Learning type: Discussion Learning through discussion requires students to explain and defend their ideas and to challenge others' ideas and to learn from their own and others' reasoning.
Learning type: Investigation Learning through investigation is when learners are given a task or problem and are asked to explore and discover the solution through their own or shared efforts.	Learning type: Practice Learning through practice involves students repeating or rehearsing skills or knowledge, often with feedback and support, to become more confident and skilled.	Learning type: Production Learning through production is when learners are given a task or problem and are asked to create something new or to solve a problem in a novel way.

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Comparison of pedagogical benefits

A computational representation could analyse how much of each activity has been designed in

Conventional

Blended

Analysis shows more active learning

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Constructive Alignment

Biggs (1999), Teaching for Quality Learning at University, 1st University Press.

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taxonomy of Learning

Revised by Anderson:

Higher Order Thinking Skills

Creating

Biggs SOLO Taxonomy

+ SOLO (from 3.08)

SOLO – levels for a fictitious Architecture course

Extended Abstract:

Students are given a brief to design a new building. They are given a list of requirements and a budget. They are given a list of materials and a list of construction techniques. They are given a list of environmental factors and a list of social factors. They are given a list of aesthetic factors and a list of functional factors. They are given a list of historical factors and a list of contemporary factors. They are given a list of local factors and a list of global factors. They are given a list of natural factors and a list of human factors. They are given a list of physical factors and a list of cultural factors. They are given a list of biological factors and a list of technological factors. They are given a list of social factors and a list of political factors. They are given a list of economic factors and a list of environmental factors. They are given a list of legal factors and a list of ethical factors. They are given a list of moral factors and a list of spiritual factors. They are given a list of intellectual factors and a list of emotional factors. They are given a list of mental factors and a list of physical factors. They are given a list of psychological factors and a list of physiological factors. They are given a list of behavioural factors and a list of cognitive factors. They are given a list of affective factors and a list of conative factors. They are given a list of volitional factors and a list of motivational factors. They are given a list of intentional factors and a list of unintentional factors. They are given a list of conscious factors and a list of unconscious factors. They are given a list of deliberate factors and a list of inadvertent factors. They are given a list of planned factors and a list of unplanned factors. They are given a list of expected factors and a list of unexpected factors. They are given a list of intended factors and a list of unintended factors. They are given a list of desired factors and a list of undesired factors. They are given a list of preferred factors and a list of non-preferred factors. They are given a list of approved factors and a list of disapproved factors. They are given a list of recommended factors and a list of non-recommended factors. They are given a list of suggested factors and a list of non-suggested factors. They are given a list of advised factors and a list of non-advised factors. They are given a list of encouraged factors and a list of non-encouraged factors. They are given a list of permitted factors and a list of non-permitted factors. They are given a list of allowed factors and a list of non-allowed factors. They are given a list of tolerated factors and a list of non-tolerated factors. They are given a list of accepted factors and a list of non-accepted factors. They are given a list of approved factors and a list of disapproved factors. They are given a list of recommended factors and a list of non-recommended factors. They are given a list of suggested factors and a list of non-suggested factors. They are given a list of advised factors and a list of non-advised factors. They are given a list of encouraged factors and a list of non-encouraged factors. They are given a list of permitted factors and a list of non-permitted factors. They are given a list of allowed factors and a list of non-allowed factors. They are given a list of tolerated factors and a list of non-tolerated factors. They are given a list of accepted factors and a list of non-accepted factors.

The 'Ripple' underpins r
2nd edi
'Making Hap

Programme Teams



Small Module Teams



One to One



Learning Technologist view of ABC curriculum workshop

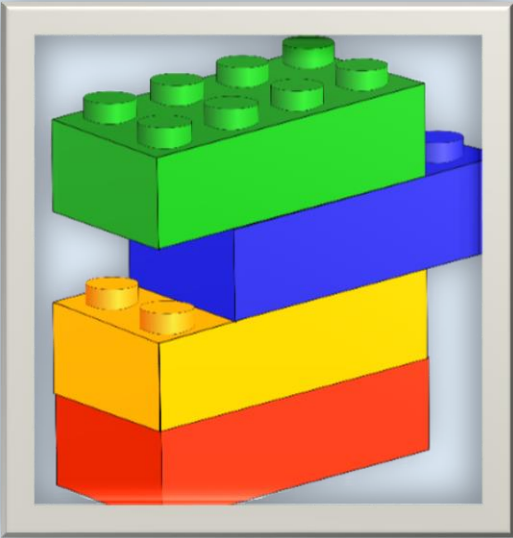
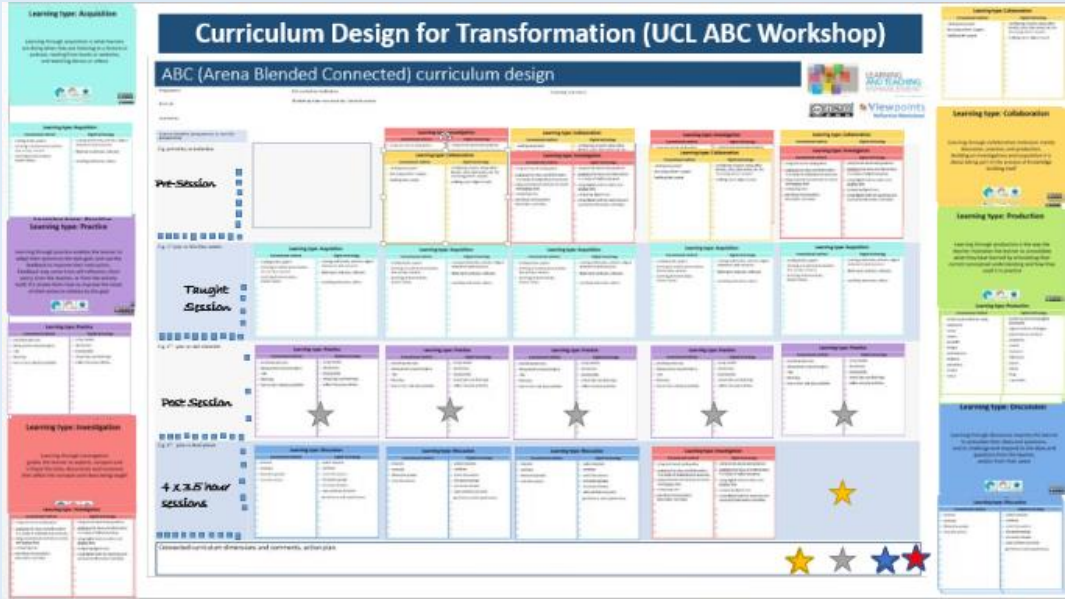




Advantages of ABC Curriculum Workshop

ABC curriculum design
 Workshop facilitation plan

Activity	Instructions	Time /role
Session outline, Workshop introduction and overview of activities <i>Including discussion time</i>	A simple description of 'big picture' the essential elements of the course in terms of learning types (video), Connected Curriculum elements and the type of blend expected (face to face and online) derived from the Programme Specification <i>TLA Strategy Inclusive Learning Curriculum Design Discuss difference between Blended and Flipped and give practical examples of how this can work well – dispel worries around usual challenges.</i>	15-20-minutes (facilitators)





Our Challenges with the ABC Curriculum Workshop

