



CITY
UNIVERSITY OF LONDON
EST 1894

Curriculum design SOS: Supporting learning and teaching approaches in a time of COVID

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This is City.

Aims

1. Reflect on your experience of planning for and teaching on modules for the academic year 20/21
2. Assess City's teaching, learning and assessment support offer for the academic year 20/21
3. Discuss and collaborate on revising the offer for the academic year 21/22 in light of the above

University principles

- Equity – inclusivity at the core
- Flexibility – maximum flexibility for access
- Design – bridge from emergency period
- Student expectations – including engagement
- Practical-based subjects – achievable learning outcomes determined
- Community – Learning is a social activity

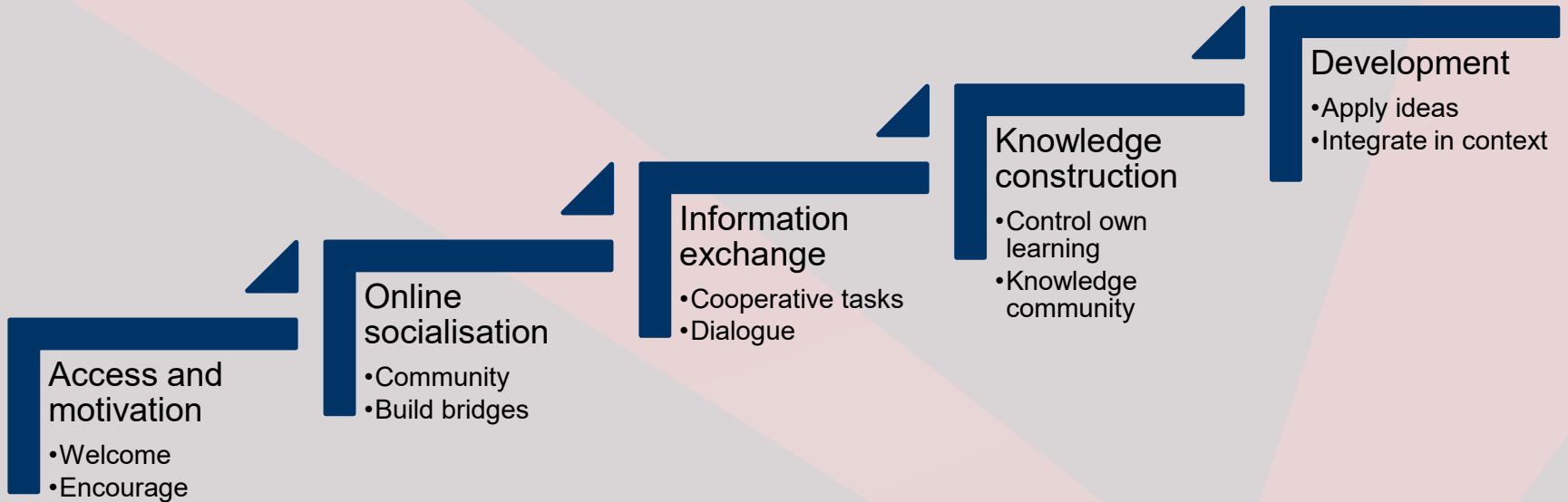
The move to online learning – SHS context

- Significant amount of term 3 teaching
- Large proportion of students with caring commitments
- Disruption to student placements
- Temporary register for SHS students
- Staff completing clinical work

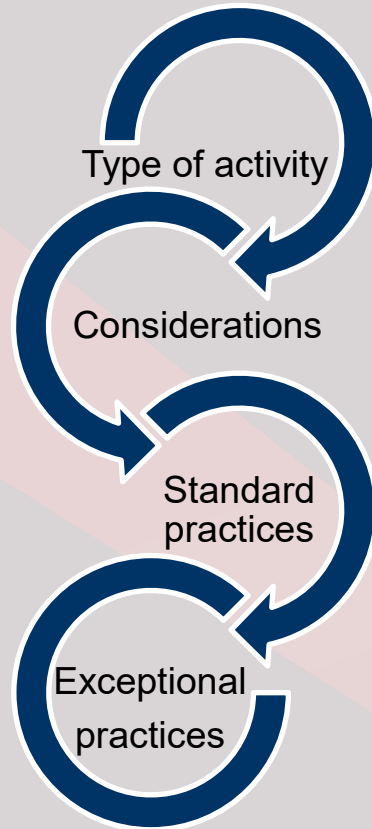
SHS online learning principles

- Prioritise asynchronous delivery of lecture content to ensure material is accessible to all students regardless of their circumstances
- Use only City supported technologies, and ensure students can practise using these technologies early in their programme
- Ensure that students get regular feedback
- Provide students with activities so they can construct their own learning
- Make sure that students have ample opportunity to interact and collaborate with staff and peers, so that learning is a social process.

Salmon's 5 stage model



SHS Guidance



Example

Type of activity	Considerations	Standard practices	Exceptional practices
Moodle module design	<p>The content and layout of our pages will be more important than ever with increased remote teaching.</p> <p>See guidance here.</p>	<p>Include the module specification in each module, or a link to it on the programme or year page</p> <p>Include a photo of the module leader and main lecturers.</p> <p>Provide assessment information towards the top of the page, from the start of teaching.</p> <p>Ensure that the structure is coherent and clear to students. Name each section in the same way, and provide a date (not simply a week number).</p>	<p>Include a video introduction to both the module and the lecturer/module leader</p> <p>Provide an estimate of time it will take to complete each activity.</p> <p>Add dates of sessions, release of material, and assessments to the Moodle calendar.</p>

Design of HOLP and SOLP

- Moodle module
- Split into eight parts with the idea that staff can follow materials asynchronously a week at a time.
- Each topic contains examples from SHS practice, links to relevant guidance and existing good practice within the School.
- Forum for each topic and a summary Q&A

Online teaching: Design & delivery

**1 Moodle
page
design**

**2 Learning
activities**

3 Lectures

**4 Tutorials &
Seminars**

**5 Labs,
clinical skills
& SimPrac**

**Teaching &
learning
patterns**

Supporting students

6 Student
engagement
& support

7 Student
socialisation
& community
building

8 Student
access

Evaluation - HOLP

- Health's online portal had a total of 2890 views by over 54 users as of 21 September
- The eight weeks of drop-ins had 67 attendees (37 individuals)
- Q&A summaries most popular resource
- Student engagement and Community building most popular topic


Evaluation - SOLP

- SASS's online learning portal had a total of 1118 views by over 38 users
- The six weeks of drop-ins had 84 attendees (53 individuals)
- Q&A summaries most popular resource

What do you need in 2021-22?

Reflecting on the past academic year and considering the university and wider context, discuss and write down your needs with regards to learning, teaching and assessment support for 2021-22.

Use the collaborative document and guiding questions to summarise your discussions.



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