



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



Three Key Questions

How does the curriculum help your students

- **Examine?** Manage transitions?
- **Connect?** Make connections?
- **Integrate?** Integrate?

Curriculum Design for Transformation

Adapted from the UCL ABC Workshop

LEARNING AND TEACHING ENHANCEMENT

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Rosie Greenslade – Senior Academic Developer

Curriculum Design for Transformation (UCL ABC Workshop)



Curriculum Design for Transformation (UCL ABC Workshop)

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.

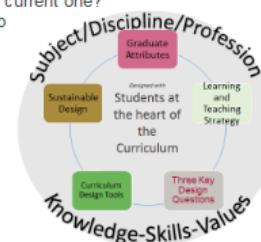
Visit the Blackboard site: [Flipped Classroom](#)

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)



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for a curriculum which is

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Learning and Teaching Strategy



Three Key Questions

How does the curriculum help your students

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

Curriculum Design for Transformation (UCL ABC Workshop)

ABC (Arena Blended Connected) curriculum design



Programme	1st academic year/phase	Learning activities																																										
<p>Pre-Session</p> <p>Example: 1st year or first few weeks</p> <p>E.g. priority of induction</p>		<table border="1"> <tr> <th colspan="2">Learning type: Investigation</th> <th colspan="2">Learning type: Collaboration</th> </tr> <tr> <th>Conventional method</th> <th>Digital technology</th> <th>Conventional method</th> <th>Digital technology</th> </tr> <tr> <td>... (text) ...</td> <td>... (text) ...</td> <td>... (text) ...</td> <td>... (text) ...</td> </tr> </table>	Learning type: Investigation		Learning type: Collaboration		Conventional method	Digital technology	Conventional method	Digital technology	... (text) (text) (text) (text) ...																														
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<p>Taught Session</p> <p>Example: 2nd year or first five weeks</p>	<table border="1"> <tr> <th colspan="2">Learning type: Acquisition</th> </tr> <tr> <th>Conventional method</th> <th>Digital technology</th> </tr> <tr> <td>... (text) ...</td> </tr> </table>	Learning type: Acquisition		Learning type: Acquisition		Learning type: Acquisition		Learning type: Acquisition		Learning type: Acquisition		Conventional method	Digital technology	... (text) (text) (text) (text) (text) (text) ...	<table border="1"> <tr> <th colspan="2">Learning type: Investigation</th> <th colspan="2">Learning type: Collaboration</th> </tr> <tr> <th>Conventional method</th> <th>Digital technology</th> <th>Conventional method</th> <th>Digital technology</th> </tr> <tr> <td>... (text) ...</td> <td>... (text) ...</td> <td>... (text) ...</td> <td>... (text) ...</td> </tr> </table>	Learning type: Investigation		Learning type: Collaboration		Conventional method	Digital technology	Conventional method	Digital technology	... (text) (text) (text) (text) ...												
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<p>+ x 3.5 hour sessions</p> <p>Example: 3rd year or final phase</p>	<table border="1"> <tr> <th colspan="2">Learning type: Discussion</th> <th colspan="2">Learning type: Discussion</th> <th colspan="2">Learning type: Discussion</th> <th colspan="2">Learning type: Investigation</th> </tr> <tr> <th>Conventional method</th> <th>Digital technology</th> <th>Conventional method</th> <th>Digital technology</th> <th>Conventional method</th> <th>Digital technology</th> <th>Conventional method</th> <th>Digital technology</th> </tr> <tr> <td>... (text) ...</td> </tr> </table>	Learning type: Discussion		Learning type: Discussion		Learning type: Discussion		Learning type: Investigation		Conventional method	Digital technology	Conventional method	Digital technology	Conventional method	Digital technology	Conventional method	Digital technology	... (text) (text) (text) (text) (text) (text) (text) (text) ...	<table border="1"> <tr> <th colspan="2">Learning type: Discussion</th> <th colspan="2">Learning type: Collaboration</th> </tr> <tr> <th>Conventional method</th> <th>Digital technology</th> <th>Conventional method</th> <th>Digital technology</th> </tr> <tr> <td>... (text) ...</td> <td>... (text) ...</td> <td>... (text) ...</td> <td>... (text) ...</td> </tr> </table>	Learning type: Discussion		Learning type: Collaboration		Conventional method	Digital technology	Conventional method	Digital technology	... (text) (text) (text) (text) ...						
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Connected curriculum dimensions and comments, action plan



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: ...

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.

Learning type: Practice

Conventional method: ... Digital technology: ...

Learning type: Investigation

Learning through investigation guides the learner to explore, compare and critique the texts, documents and resources that reflect the concepts and ideas being taught.

Learning type: Collaboration

Conventional method: ... Digital technology: ...

Learning type: Collaboration

Learning through collaboration embraces mainly discussion, practice, and production.

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.

Learning type: Production

Conventional method: ... Digital technology: ...

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.

Learning type: Discussion

Conventional method: ... Digital technology: ...

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)

6

- 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)

7

Relates previous knowledge to new knowledge	Focus on unrelated parts of
Relates knowledge from different courses	Information for assessment memorised
Relates theoretical ideas to everyday experience	Facts and concepts are assimilated
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
Emphasis is internal, from within the student	Emphasis is external, from assessment

8

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 by listening to a lecturer, reading a book or watching a video.	Learning type: Collaboration Learning through collaboration involves having discussion, debate and problem-solving with other people, usually in a group or pair.	Learning type: Discussion Learning through discussion requires oral interaction with other people, usually in a group or pair, to explore and challenge ideas.
Learning type: Investigation Learning through investigation is when learners are given a task or problem to solve and they have to find their own way to solve it.	Learning type: Practice Learning through practice involves repeating a task or activity many times to become more skilled at it.	Learning type: Production Learning through production is when learners are given a task or problem to solve and they have to produce a solution to it.

10

Comparison of pedagogical benefits

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

Conventional

Categorised learning activities

Blended

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Constructive Alignment

Biggs (1999), Teaching for Quality Learning at University, 2nd Edition, University Press.

12

onomy 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 generally introduced to part of a wider learning process. The students will have to take into account information such as scale, water and electricity supply as well as local and national regulations.

Relational:
Students may be challenged in different ways, with differing degrees and levels of complexity. This feature will be introduced from lesson one and will have the students first try to design the design skills necessary for the task.

The 'Ripple' underpins the 2nd edition of 'Making Happen'

Programme Teams



Small Module Teams



One to One



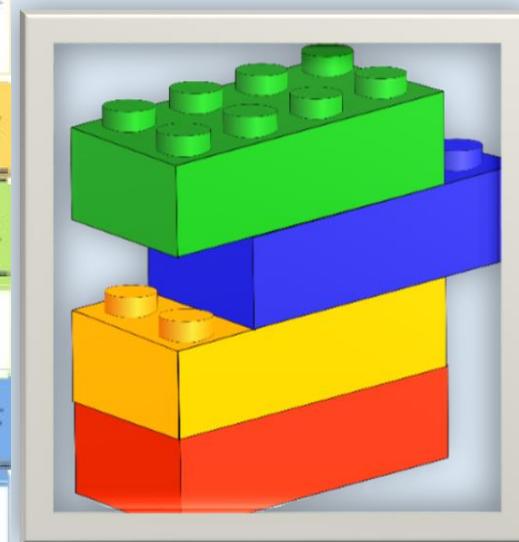
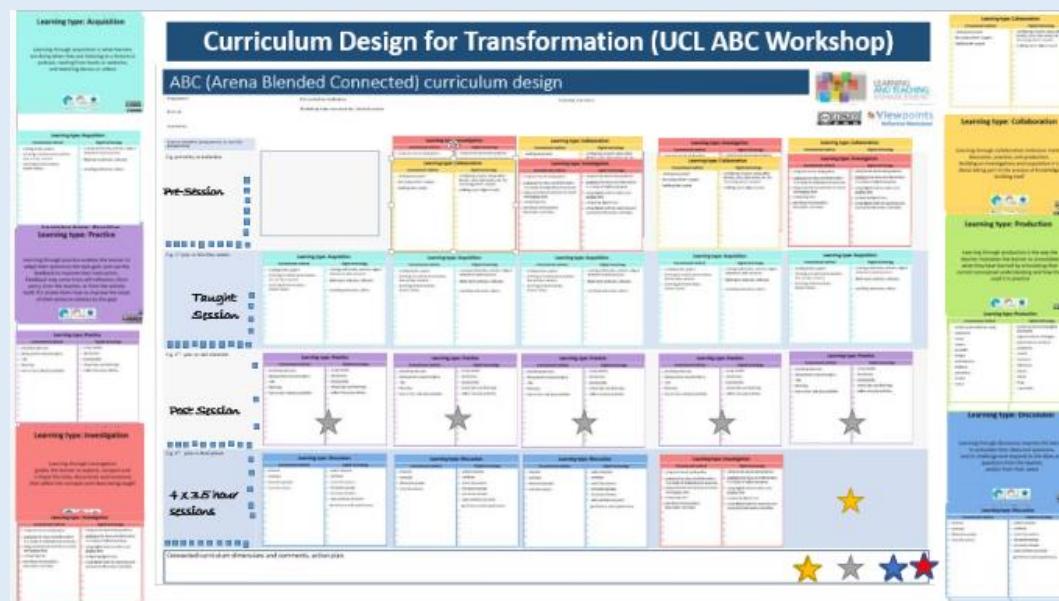


Advantages of ABC Curriculum Workshop

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

