

Our ABC Evolution: University of Bristol

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Digital Education Office

Our first session

Curriculum design workshop

Programme

Module name *Strategy EFIM30030*

new module / module review

Academics

Workshop facilitators

Workshop date

Module summary (tweet size description of your module):

to reflect on how organisations develop, implement and change their strategies

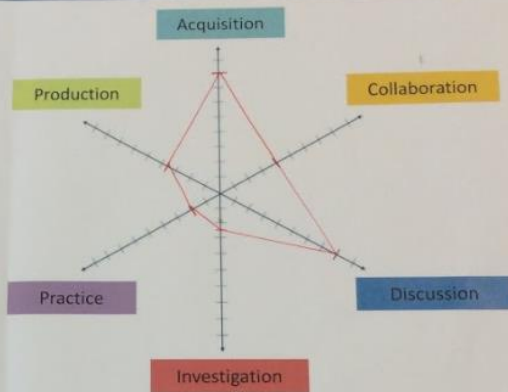


Understanding the relationship between strategy concepts and what strategists actually do

Learning about Strategy Theory, exploring examples & linking practice to theory better than it

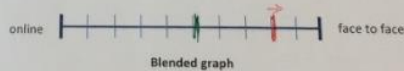
To ~~develop~~ explore the concept of strategy in today's world, using active learning techniques

RETWEET



Learning types activities graph

How do you envisage your module will look on the graph above? (in red - at the beginning of the workshop)
Your module activity graph at the end of the workshop (in blue)

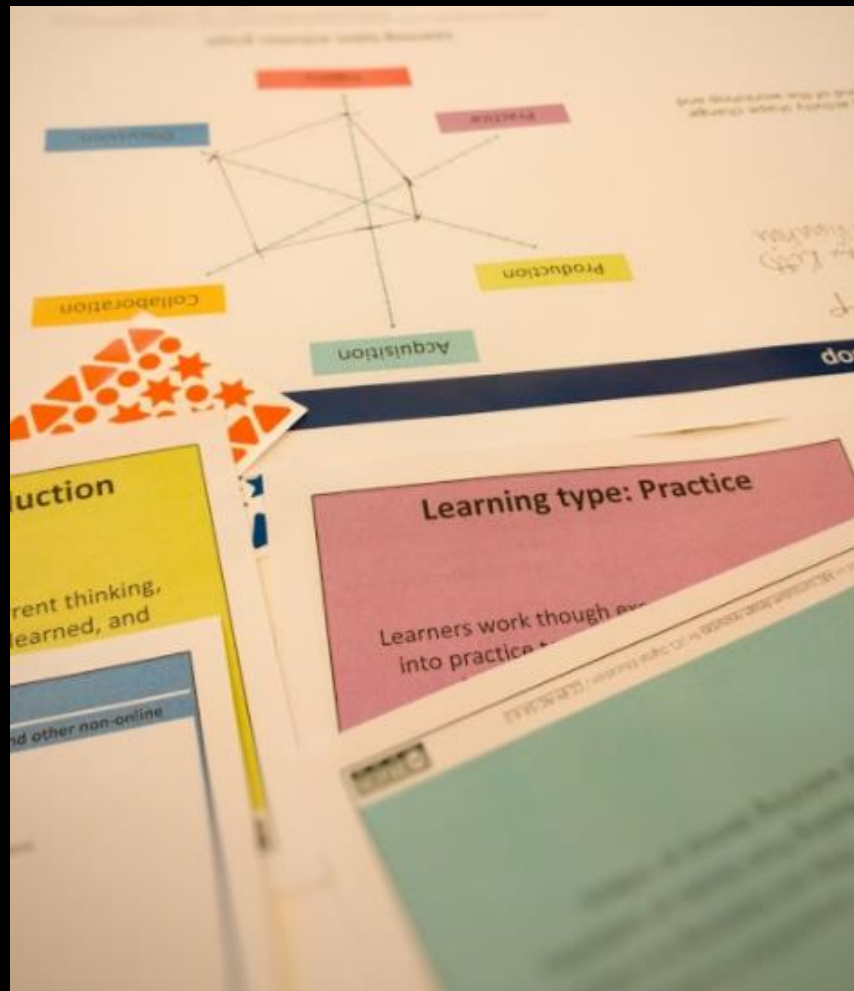


Where do you want to be on the scale (in red)
What is your position at the end of the workshop (in blue)



Bristol Futures Sandpit Event





Course name
Human physical performance and
astrophysics
Course team
Prof Furie,
Dr Chen Sung
Yau

Learner timeline (programme or module perspective)

[illegible][illegible][illegible]

1

[illegible][illegible]

Time spent on each type of activity

Learning type: Production	
Digital technology	Face-to-face and other non-online
<input type="checkbox"/> Discussion or collaboration, where a participant's contribution is required <input type="checkbox"/> New online multi-learner, where a substantial process is required <input checked="" type="checkbox"/> Learning paths <input type="checkbox"/> Essays, reports, statements <input type="checkbox"/> Designs, images, artefacts <input type="checkbox"/> Animations, video, audio <input type="checkbox"/> Presentations, posters <input type="checkbox"/> Portfolios	<input type="checkbox"/> Essays, reports, statements <input type="checkbox"/> Designs, images, artefacts <input type="checkbox"/> Animations, video, audio <input type="checkbox"/> Presentations, posters <input type="checkbox"/> Portfolios

Learning type: Practice	
Digital technology <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Online Platforms <input checked="" type="checkbox"/> Doing practice based projects, possibly in groups <input checked="" type="checkbox"/> Simulations and simulations <input type="checkbox"/> Virtual labs and virtual Fieldtrips with practice based tools <input type="checkbox"/> Online role play 	Face-to-face and other non-digital <ul style="list-style-type: none"> <input type="checkbox"/> Practice exercises, problem sheets <input type="checkbox"/> Doing practice based projects, possibly in groups <input type="checkbox"/> Labs and field trips <input checked="" type="checkbox"/> Role-play exercises

[illegible][illegible]

Action plan

Tips for large online courses

Lessons learnt at Bristol and elsewhere

Developing an idea

Start with the learners. Who are they? What is their motivation (intrinsic and/or extrinsic)? How does the course fit into their lives? What is their journey through the course? And, as you plan in more detail, what are they doing at each stage?

Make sure your team has a shared understanding of what you and the University are trying to achieve by providing the course. What would success look like? Would it look different to different people?

Look at what other people have done. It can be tempting to fall into familiar patterns of course design. Enrol on some MOOCs to look around. Engage if you can. We've selected some examples to get you started (see "Ideas for large online courses").

Planning your course

Learners often feel a personal connection with the lead educators. Who will be the face of your course? Will it be one member of staff or a team? Do you need to plan for people leaving the university?

Don't assume you have to use video for everything. Use video where it really does add something. Learners might well prefer text over a very straight-forward lecture-style presentation (even a short one).

Video doesn't necessarily need high production values. Low-cost DIY approaches to creating video, such as filming on a phone, can be very effective, so long as you have good audio quality.

Learners need support and encouragement to engage. How will students who are less confident (socially, academically, and technically) be supported? Prompt the kinds of activity you want to see, rather than assuming they will happen. Provide clear aims and instructions. Incorporate orienting activities naturalistically within the course. So you might make sure they are encouraged to post, reply, and follow during the first week.

Set clear expectations from the start. As a student, how will I know if my engagement has with the course been a success? What should I hope to achieve? Don't over-promise - it's ok if the course isn't life-changing for everyone.

Ideas for large online courses

Pedagogies that scale, alternative approaches, opportunities

Crowdsourcing Large courses can provide a fantastic opportunity to hear from a wide range of learners, not just the course team. Allow students to contribute their ideas, and make mistakes safely. You could create videos where the course team reflect on this week's comments, and augment your course materials based on learner feedback.	Finishing with presentations or a competition An event, such as presenting projects to fellow students or even competing for a prize can be very motivating. [Law Without Walls] gets students to propose solutions to real-world problems, which are then presented to a panel of judges including venture capitalists.	Assess for learning Assessment can be a good way to encourage active engaged learning. You might: ask students to reflect at the start of an activity, provide comparison statistics so students can see how their understanding fits within the wider cohort, allow peer feedback, or set quizzes for self-assessment.
Face-to-face study groups Meeting with fellow students can be a great motivator. [Learning Circles] helps people set up regular public meetings to work through MOOCs with a small group of peers. Other people have used sites like Meetup .	Fast-track vs group working Some students prefer to fast-track through the material, working as individuals. Others appreciate a longer more collaborative route. And some may want to "lurk", reading but not engaging in more collaborative activities.	Contributing to something real Students might contribute to a citizen science project or to a collaborative online space such as Wikipedia. If you plan to do this, make sure you look for advice for educators for the site first.
Digital and physical artefacts Capturing data and making complex things on a small scale is becoming cheaper and easier. From image/video/audio capture on mobile phones to cheap sensors like PocketLab to Arduino and Raspberry Pi to clubs like Bristol Hackspace and events like Bristol Mini Maker Faire .	Short intense courses Making a course very short is one way to manage commitment and keep momentum. [How to change the world] is a two-week challenge for UCL engineers. 700 students from different engineering disciplines are given global challenges to work on.	Students as teachers Teaching online and coordinating distributed teams are useful skills. [Harvard Law School's CopyrightX] hires current students as teaching fellows, each working with a group of 25 students.
Bring in outside expertise Students can gain a lot from connections with professionals outside of academia. [#phonar] is an internationally successful photography class (initially made available free online without the knowledge of its host university). One of its strengths is the active involvement of professional photographers.	Try before you buy Some courses allow students to engage on a lighter level before committing. [Innovating in Healthcare] from Harvard ran as a MOOC but a couple of weeks in, students had the opportunity to form project teams and apply to be on a more intensive track.	Eyes on the prize Could you offer something for exceptional contributions to the course? [Students from Harvard's Innovating in Healthcare] created video pitches for their business ideas. These were voted on by fellow students, with the winners receiving video consultations on their ideas with the lead academic.

Bristol Futures FutureLearn Courses



Innovation and Enterprise Course Planner

File Edit View Insert Format Data Tools Add-ons Help

All changes saved in Drive


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	A	B	C	D	E	F	G	H	I	J	K	L	M	N	O	P	Q	R	S	T	U		
1						Key: Acquisition; Collaboration; Discussion/Interaction; Inquiry; Practice; Production																	
2		Equipping you to unleash your creativity, solve problems, and shape your world.																					
3		Go to this link to see current version of the mock-up course in FutureLearn (you have to be signed into to see it): https://www.futurelearn.com/courses/innovation-and-enterprise-test/1/todo/10963																					
4	Week	Activity	UNKS	JM Forms	Topic	Details	Component	Duration	TELE Lead	Status	Person(s) Responsible	Status	Editor/Reviewer	Status	Video BUILD Status	FL BUILD Status (excluding video, including text below video)							
5	1	1: Introduction	1.1	1.1	Course Introduction	Introduction to the course and meet the team: quick vox pops, team explaining why they find innovation and enterprise interesting etc. Encouraging sense of community and connection between the learners and the course team, as well as between learners. FL profiles?	Video	5	Suzanne		Dave	FINAL Brief with JM for Filming	Helene	Not Started	STEP COMPLETE	Finished							
6													Neil	REVIEW COMPLETE									
7		1.2			Introducing Yourself	Discussion to ask students to say who they are, and why they are taking the course. Also introduce Study Groups, if using, and ways to interact on the platform (following, liking, etc.)	FL Discussion	5	Suzanne		Ian	Ready for Review	Helene	Not Started	STEP COMPLETE	Finished							
8													Neil	REVIEW COMPLETE									
9		2: Innovation timeline	1.3	1.3	How Innovation occurs through time	The context is that innovation occurs as a series of waves of progress. So essentially we arrived at today through a series of innovation waves and the video will explain how these inventions helped us get to now by working through one example	Video	5	Suzanne		Ian	Brief Document Needs Review	Helene	REVIEW COMPLETE	STEP COMPLETE	Finished							
10													Neil	REVIEW COMPLETE									
11			1.4			Interactive Timeline	Clickable Timeline graphic presenting case studies of innovation over time. Including Idea of K Waves; Steve Johnson (play). Learners will explore the timeline, hopefully noticing patterns in innovation. Varied examples will show innovation in different disciplines. Scrapyrd Idea.	Timeline Exercise	30	Suzanne & Hannah	Considering Design Ideas	Ian	Drafting	Helene	REVIEW COMPLETE	STEP COMPLETE	Finished						
12													Neil	REVIEW COMPLETE									
13		1.5			Museum of Curiosity	Students pick examples of innovation to explore, looking for what they think were the key steps/stages of its evolution. Can be from varied fields (sculpture, electronics, fashion, tech, etc.)	Case study exploration and evaluation	20	Suzanne & Hannah	Considering Design Ideas	Dave	Drafting	Helene	REVIEW COMPLETE	STEP COMPLETE	Finished							
14													Neil	REVIEW COMPLETE									
19	3: Creative/ Historic Biographies	1.8	1.8	Bristol Case Studies	Talking to people in/from (University of) Bristol. Explaining their own story, highlighting positive response to failure, persistence, etc. Asking them how they compare to 'top' innovators (like Brunel) to try and get to the idea that they are just normal people. About 5 cases? All in one video, or presented as separate case studies?	Video(s)	5	Suzanne		Dave	FINAL Brief with JM for Filming	Helene	REVIEW COMPLETE	Video File Received	Finished								
20													Neil	REVIEW COMPLETE									
21		1.9			Changing Perceptions	After watching the video, now ask if they have changed their minds at all. Was it what they expected? What similarities were there between the examples? Creative habits? What do you think are the top 3 creative habits/characteristics of innovators?	Study Group/FL Discussion	10	Suzanne		Dave	Ready for Review	Helene	REVIEW COMPLETE	Needs Comments/Feedback	Finished							
22						Video going back to ask the contributors above								Neil	REVIEW COMPLETE								

Files

Name ↓



Give advice on a proposal

As the first person to give a proposal, writing a good proposal is a great way to start your business. In this video, the first person to give a proposal is a red double-decker bus. The bus is the first to give a proposal and it is a red double-decker bus.

Using a Scenario to ...

Typeform Satisfaction Survey

Use a survey to get feedback from your customers and improve your business. This is a video showing how to use a survey to get feedback from your customers and improve your business. This is a video showing how to use a survey to get feedback from your customers and improve your business.

Typeform Survey

Using Polls to get immediate responses to Video

Through the comments section video content is a great way to generate discussion. It is the right place for students to engage with their ideas, and to get a quick sense of what everyone thought. This is a video showing how to use polls to get immediate responses to video content. This is a video showing how to use polls to get immediate responses to video content.

Typeform Polls to g...

Typeform Poll with I...

This is a video showing how to use a poll to get immediate responses to video content. This is a video showing how to use a poll to get immediate responses to video content. This is a video showing how to use a poll to get immediate responses to video content.

Typeform Poll with I...

Typeform picture choice

Use a picture choice poll to get immediate responses to video content. This is a video showing how to use a picture choice poll to get immediate responses to video content. This is a video showing how to use a picture choice poll to get immediate responses to video content.

Typeform picture c...



Typeform character...

Use a character choice poll to get immediate responses to video content. This is a video showing how to use a character choice poll to get immediate responses to video content. This is a video showing how to use a character choice poll to get immediate responses to video content.

Typeform character...

Study Groups in Fut...

Study Groups are a great way to learn. In this video, the first person to give a proposal is a red double-decker bus. The bus is the first to give a proposal and it is a red double-decker bus.

Study Groups in Fut...

Research and discu...

Research and discussion are a great way to learn. In this video, the first person to give a proposal is a red double-decker bus. The bus is the first to give a proposal and it is a red double-decker bus.

Research and discu...

Question of the wee...

Question of the week is a great way to learn. In this video, the first person to give a proposal is a red double-decker bus. The bus is the first to give a proposal and it is a red double-decker bus.

Question of the wee...

Live Sessions with ...

Live sessions are a great way to learn. In this video, the first person to give a proposal is a red double-decker bus. The bus is the first to give a proposal and it is a red double-decker bus.

Live Sessions with ...

Creating a word clo...

Creating a word cloud is a great way to learn. In this video, the first person to give a proposal is a red double-decker bus. The bus is the first to give a proposal and it is a red double-decker bus.

Creating a word clo...

Challenge: Using th...

Challenge: Using the 'Like' Function as a Scoring Method. This is a video showing how to use the 'Like' function as a scoring method. This is a video showing how to use the 'Like' function as a scoring method.

Challenge: Using th...

Assignment with Pe...

Assignment with Peer Review. This is a video showing how to use peer review. This is a video showing how to use peer review.

Assignment with Pe...

'Word Game' - Matc...

'Word Game' - Matching/Categorising Words. This is a video showing how to use a word game. This is a video showing how to use a word game.

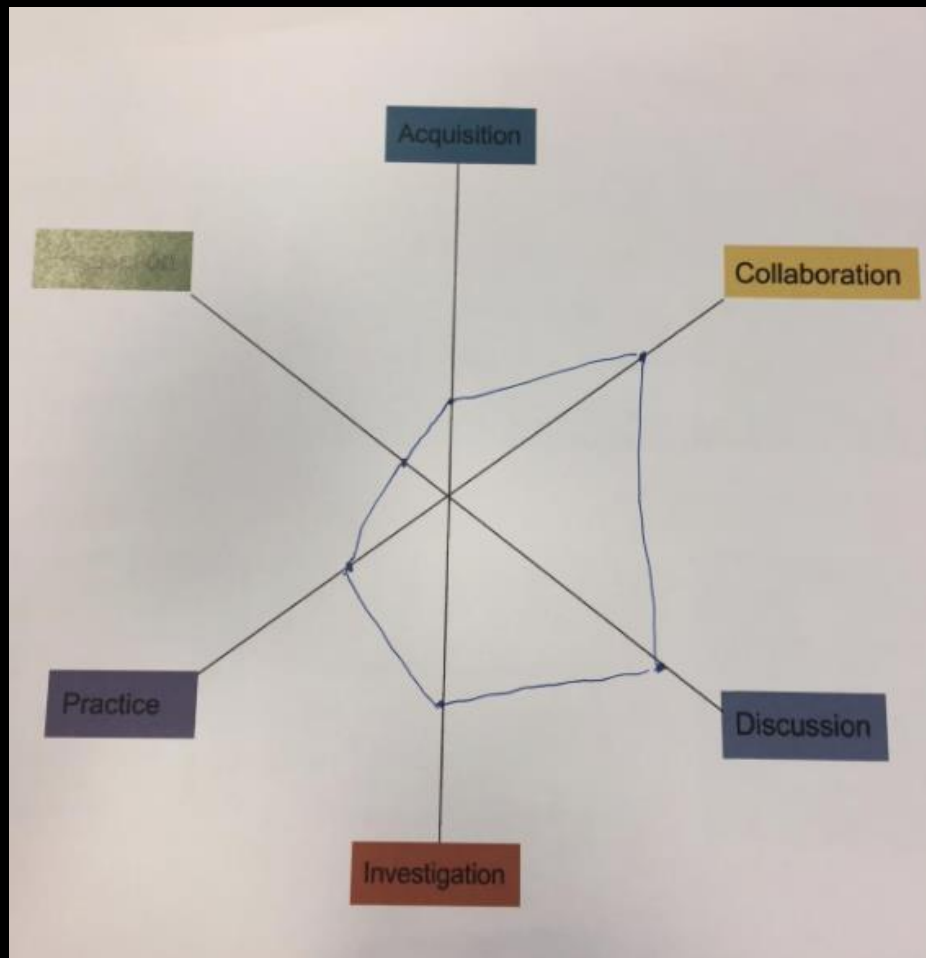
'Word Game' - Matc...

'Mapping your wellb...

'Mapping your wellbeing'. This is a video showing how to use a wellbeing map. This is a video showing how to use a wellbeing map.

'Mapping your wellb...

Bristol Futures Optional Units Idea Generation Sessions



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.

What is this about? Intro to SD (black)

After doing this, learners should... How the idea came about.

Learning type: Discussion

How could this be assessed?

Forum
Blog
Portfolio

How could this be done offline?

Develop
Code

Other notes

How could this be assessed?

Peer
5 members - a home

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.

What is this about? + Philosophy of SD

After doing this, learners should... context.

Learning types activities

Investigation

- ☐ Analysing the ideas and information in a range of materials and resources
- ☐ Comparing texts
- ☐ Analysing data
- ☐ Web searches (forum, wiki)
- ☐ Open Educational Resources (external)
- ☐ Literature reviews and critiques (forum/blog/wiki/RSS)
- ☐ Field/lab observations (media/blog/wiki)
- ☐ Action research
- ☐ Authentic research / data analysis – write a paper
- ☐ Lead a group project

Acquisition

- ☐ Reading books/papers
- ☐ Reading multimedia, websites, digital documents
- ☐ Listening to podcasts/webcasts
- ☐ Watching demonstrations
- ☐ Further guided readings (library resources)
- ☐ Open Educational Resources (external)
- ☐ Webinars (virtual classroom)
- ☐ Q&A forum (forum, where teachers answer student questions)
- ☐ Video lectures (webcast)
- ☐ YouTube videos (external)
- ☐ Field/lab observations (media/blog/wiki)
- ☐ MCQs - formative with automatic feedback
- ☐ Portfolios ([MyPortfolio](#))

Practice

- ☐ Field trips
- ☐ MCQs - formative with automatic feedback
- ☐ Role play (online or offline)
- ☐ Reflective tasks – group or individual (online forum, offline seminar/group work)
- ☐ Case studies (forum, lesson)
- ☐ Rapid-fire exam questions
- ☐ Advanced role play – you are the consultant etc.
- ☐ Simulations

Collaboration

- ☐ Collaborative wiki - what do we know about ...?
- ☐ Develop a shared resource library (database/glossary/wiki)
- ☐ Social networking – participate (external)
- ☐ Special interest groups – share on a topic (forum)
- ☐ Mentor other learners
- ☐ Discussing others' outputs

Discussion

- ☐ Group discussions on the topic, problem, reading (chat/blog/wiki/seminar/group work)
- ☐ Web-conferencing tools (synch and a-synch)
- ☐ Interview an expert (forum/chat/face-to-face)
- ☐ Webinars (virtual classroom)
- ☐ Model answers/examples of previous work (forum)
- ☐ Analyse chat text (in course or uploaded)
- ☐ Job/professional reflections (blog)
- ☐ Social networking – participate (external)
- ☐ Reflective tasks – group or individual (forum)
- ☐ Special interest groups – share on a topic (forum)
- ☐ Lead a group project

Production

- ☐ Essays
- ☐ Literature reviews and critiques (forum/blog/wiki/RSS)
- ☐ Producing blogs/videos/animations/models/designs
- ☐ MCQs - formative with automatic feedback
- ☐ Develop a shared resource library (database/glossary/wiki/webpage/blog)
- ☐ Shows/demonstrates learning (displays, posters, presentations)
- ☐ Portfolios and e-portfolios ([MyPortfolio](#))
- ☐ Case studies (forum, lesson)
- ☐ Summarisation tasks (upload texts – individual or group)
- ☐ Interview an expert (video/forum/chat)
- ☐ Rapid-fire exam questions (forum)
- ☐ Concept mapping (external)
- ☐ Create video of performance (media)
- ☐ Audio commentary of performance (media)
- ☐ Skype or virtual classroom 'viva'
- ☐ Make and give a presentation (external)
- ☐ Video blog (external)
- ☐ Write a report (external)
- ☐ Make an analysis (external)
- ☐ Advanced role play – you are the consultant etc.
- ☐ Action plans
- ☐ Authentic research / data analysis – write a paper
- ☐ Prepare professional briefing
- ☐ Create, make a case (study)
- ☐ Create podcast (media)
- ☐ Work assignment (blog/report)
- ☐ Interview professional colleagues
- ☐ Lead a group project

The evolution of our ABC cards

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

- ☐ reading books, papers
- ☐ listening to teacher presentations face-to-face, lectures
- ☐ watching demonstrations, master classes



Digital technology

- ☐ reading multimedia, websites, digital documents and resources
- ☐ listening to podcasts, webcasts
- ☐ watching animations, videos




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.

Based on ABC curriculum design resources by UCL Digital Education / CC BY-NC-SA 4.0



Learning type: Acquisition

Digital technology	Face-to-face and other non-online
<input type="checkbox"/> Reading articles on FutureLearn	<input type="checkbox"/> Reading books, papers
<input type="checkbox"/> Watching video on FutureLearn	<input type="checkbox"/> Watching demonstrations, master classes
<input type="checkbox"/> Listening to audio on FutureLearn	<input type="checkbox"/> Listening to lectures, presentations
<input type="checkbox"/> Reading websites, documents and resources	<input type="checkbox"/>
<input type="checkbox"/> Watching animations, videos	<input type="checkbox"/>
<input type="checkbox"/> Listening to podcasts or other audio	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<input type="checkbox"/>
<input type="checkbox"/>	<p>WARNING: Acquisition usually requires supporting activities such as reflection, practice or synthesis.</p> 

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.

What is this about?

After doing this, learners should...

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Learning type: Acquisition

How could this be done online?

- ☐
- ☐
- ☐
- ☐
- ☐

How could this be done offline?

- ☐
- ☐
- ☐
- ☐
- ☐

How could this be assessed?

- ☐
- ☐
- ☐
- ☐
- ☐

Other notes/ideas...

- ☐
- ☐
- ☐

NOTE: Acquisition usually requires supporting activities such as reflection, practice or synthesis.



Reflections on the ABC mini conference and the talk - University of Bristol

<https://educationworks.blogs.ilrt.org/2018/03/abc-reflections-suzi/>

<https://educationworks.blogs.ilrt.org/2018/03/reflections-on-the-abc-mini-conference-from-suzanne/>

<https://educationworks.blogs.ilrt.org/2018/03/abc-mini-conference/>