

ABC: Perspectives from UoR



ABC Learning Design Conference

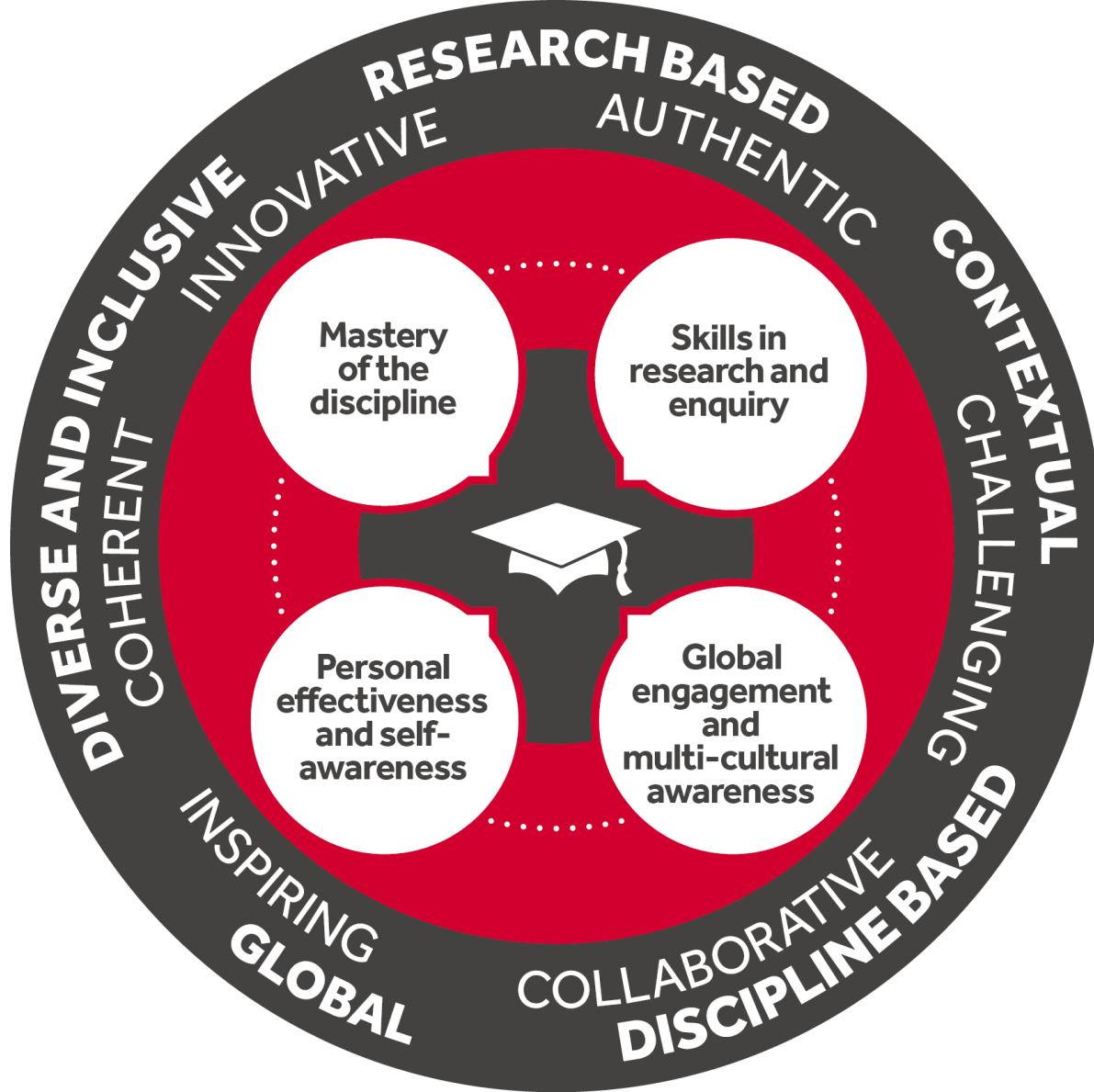
Adam Bailey (Senior TEL Advisor) : a.r.g.bailey@reading.ac.uk

Nina Brooke (Academic Developer) : n.m.brooke@reading.ac.uk



Background: UoR

- Established 1926
- Research Intensive
- Campus based
- 15,840 students:
11,175 UG & 4,665 PG
- 2018 league tables:
 - 29th (Guardian)
 - 31st (Times)
 - Joint 188th (QS)
- ~275 UG & 140 PGT Programmes





Programme Level Approach

The framework is very much focused at the programme (rather than the module) level in order to help ensure the design and delivery of cohesive programmes.

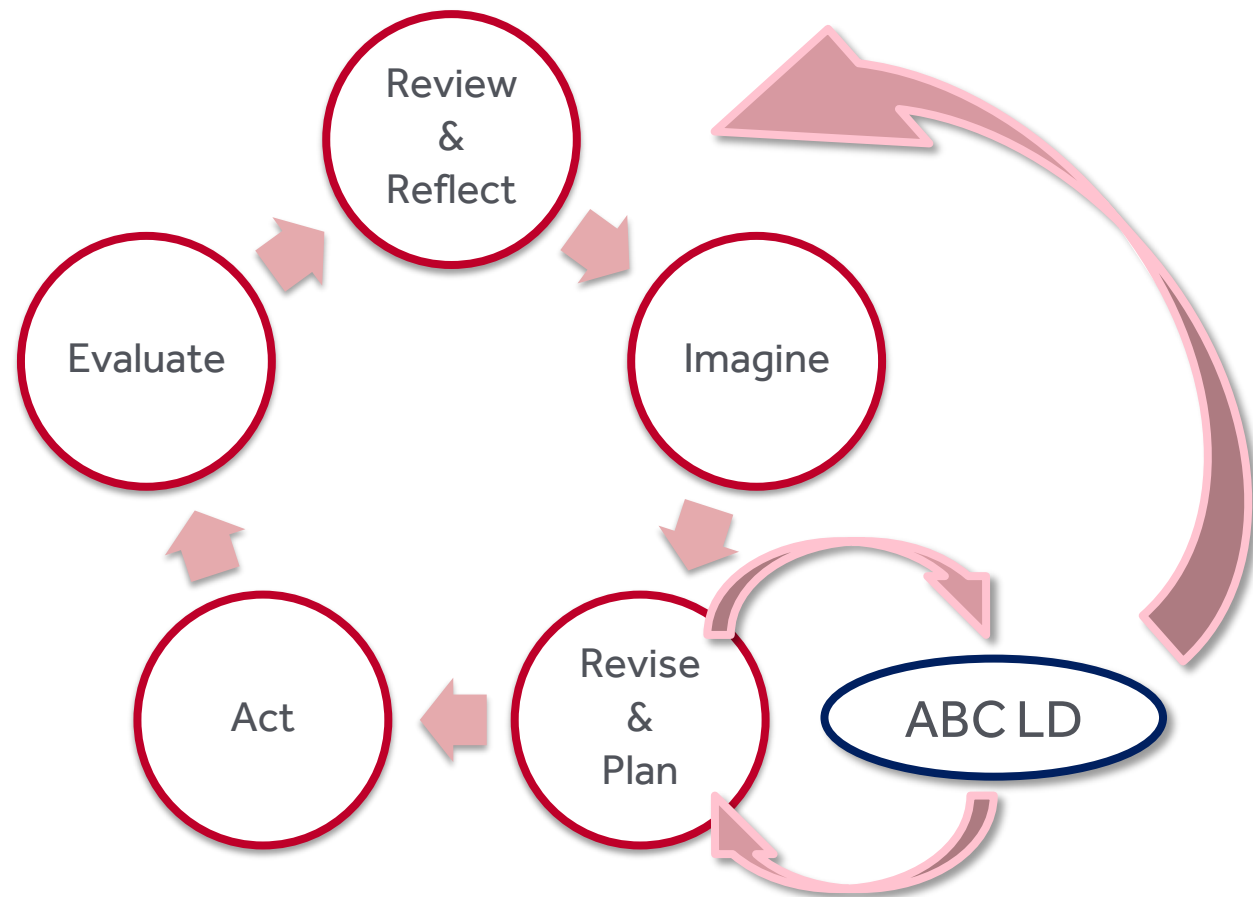
Curriculum Framework and TEL

- CF Pedagogic Principles
- Opportunities offered by use of **technology** to broaden, diversify and support the design of curriculum are considered
- The curriculum is delivered using inspiring approaches to teaching and learning that are innovative and effectively incorporate evolving **technology enhanced learning** methods, where appropriate, to ensure access to the best learning environment possible

Curriculum Framework in Practice

- Across the University we are reviewing all of our **undergraduate** programmes by 2019
- CF Review is an opportunity for programme teams to:
 - identify, share and celebrate good practice
 - capitalise on their strengths and achievements (make the implicit explicit!)
 - improve communication and collaboration, leading to a stronger team ethos and identity
 - engage in evidence-based, engaging and reflective enhancement in partnership with their students
- Real potential to improve student experience and outcomes

Curriculum Review cycle



Drivers for ABC

- Learning Design approach was required
- Mechanism to integrate TEL into the Programme Review
- Mapped easily to the Curriculum Framework
- Encourage meaningful engagement
- Holistic approach
- Scalable, flexible & time efficient
- Identify staff development needs

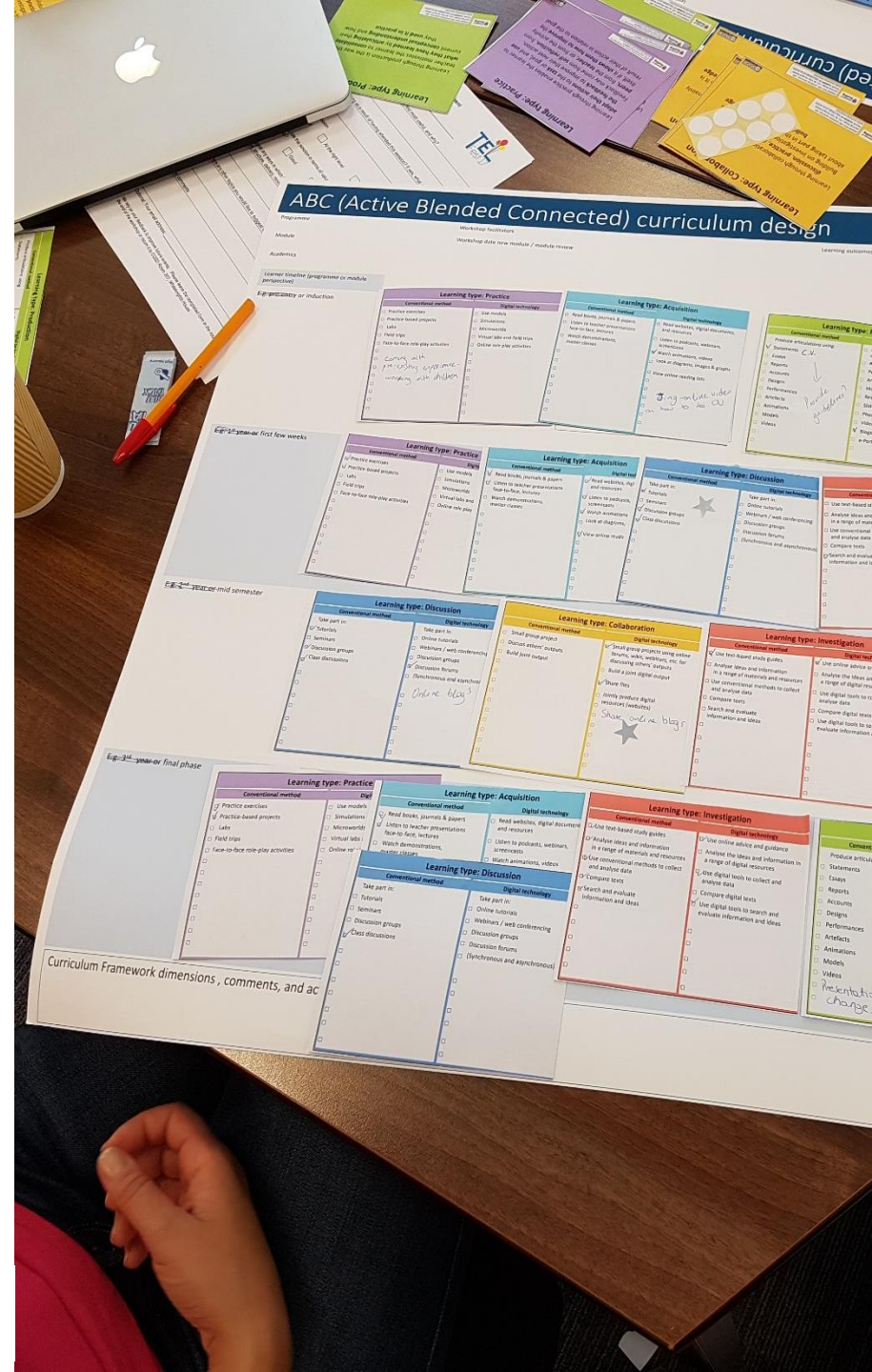
Implementation

2017

- Train the trainer : academic secondees
- Trialled at TELFest

2018

- University T&L Conference : Revised cards
- Integrated in Programme Review



Acquisition



Learning through acquisition is the transmission of knowledge that is content focused.

Adapted from ABC workshop resources, ABC Learning Design, UCL.
By Clive Young and Natasa Perovic. Available at:
<http://blogs.ucl.ac.uk/abc-ld/abc-workshop-resources>

Collaboration



Learning through collaboration offers the opportunity to work together within a community of scholars and wider groups, through discussion, practice and production. Taking part in this process of knowledge building allows students to acknowledge different perspectives and learn with others.



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Discussion

Learning through discussion provides opportunities for students to explore their ideas and develop their understanding, through actively engaging in dialogue and debate with others.



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Enquiry



Learning through enquiry guides students to investigate, consume and appraise learning resources, to take ownership of concepts and ideas being taught.

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Practice



Learning through practice enables students to apply their knowledge and skills to the task or goal, and reflect upon their experience and feedback to improve their next action.



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Production

Learning through production enables students to consolidate and apply their current understanding. This can take the form of an authentic output for a particular purpose or audience, which is reviewed, evaluated or assessed.



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Adapted: Learning Type cards - front

Discussion

Examples

Face to face discussion in seminars, tutorials, and buzz groups in lectures.

Online discussion in Blackboard discussion boards and Blackboard Collaborate webinars.

Asynchronous discussion gives students time to consider responses before contributing.

Discussion tasks may include:

- **Enquiry:** students research & bring knowledge of the discipline beyond what was taught.
- **Reflection:** students articulate what and how they have learned through their contributions.
- **Intercultural competence:** students from diverse cultural backgrounds bring in different perspectives.

Now

Future

**Adapted:
Learning Type cards - back**

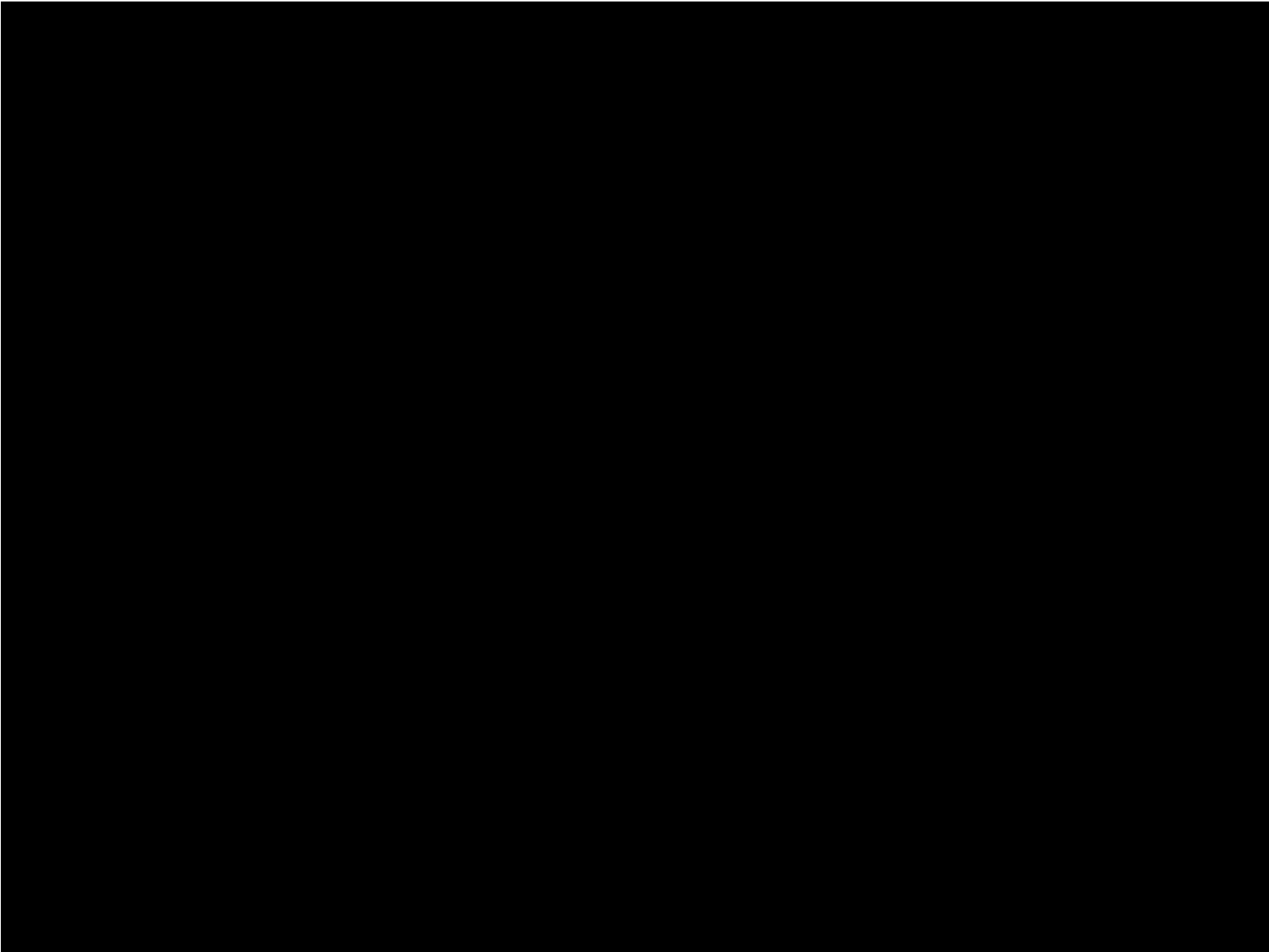
Adapted: Learning Types & tools map



- Blackboard Learn tools
- Office 365 features
- Selected Apps



Where is it being used?



Findings

- Easy to use & engaging
- Academic ownership over process
- Works for different disciplines
- Common language & consensus building
- Evidence impact
- Challenges:
 - Fixed modes of teaching
 - Avoiding the micro detail
 - Staff English second language
 - Staff Development

Where next?

- Staff & student partnership
- Programme level workshops
- Ensure academic ownership
- Capitalise on opportunities
- Capture impact and evidence effect