

Association for Learning Technology Conference 2009

PROPOSAL SUBMISSION

Title: Representing and Supporting Curriculum Design at Task, Module and Programme Levels

Abstract No.	0061
Proposal guidelines	Yes
First timer	No
Title	Representing and Supporting Curriculum Design at Task, Module and Programme Levels
Categories	3. Redesign to improve learning
Category2	2. Spreading useful innovation
Category3	1. Learning from history
Presentation	Symposium (90 mins)
Audience	Academic practitioners, senior administrative staff, policy makers, those with an institutional remit (quality, staff development, learning technology, etc.), researchers and students.
Abstract	<p>Recent years have seen a real interest in the challenge of how to support effective learning design. A useful overview of current Learning Design activities and associated tools and resources is provided by Lockyer et al. (2008), Beetham and Sharpe (2007), and McAndrew, Goodyear and Dalziel (2006). Yet, despite the growing number of learning design tools such as LAMS, the Pheobe Pedagogic Planner (phoebe-project.conted.oc.uk), the London Pedagogy Planner (wle.org.uk/d4l) and DialogPLUS (dialogplus.soton.ac.uk), repositories of case studies and exemplars, and standards and specifications, evidence of widespread uptake and adoption remains scattered and inconclusive. Indeed, as Falconer and Littlejohn (2007) note, to date few representations have succeeded in capturing the essence of a good piece of teaching and there remains a need to find representational forms which show design as dynamic processes, rather than static products.</p> <p>This innovative, interactive symposium is hosted by three projects funded under the JISC Institutional Approaches to Curriculum Design Programme. This Programme seeks to develop enhanced processes to improve the learner experience at multiple levels across the institution, from individual tasks within a module, to the whole programme of study. This work builds on previous curriculum design initiatives but seeks to transcend some of the limitations of previous work to develop processes and activities that will have a recognisably transformative effect on institutions.</p> <p>This symposium will explore the types of curriculum design representations that offer the most value to academics, support staff and students and examine the variety of purposes that curriculum design representations might serve in improving curriculum design activities in different institutional contexts.</p> <p>Key session questions include:</p> <ul style="list-style-type: none"> • How might representations best support curriculum design processes? • How might representations improve institutional support, administration and quality processes and make effective use of technology? • How might students interact with curriculum design processes and their representation? • How would you assess the value of different representational formats of curriculum design processes? • Should representations differ according to their different pedagogical or institutional purposes? Do different groups of staff or students need different representations? • What kind of mediation might best help professionals derive value from representations?
Tag list	curriculumDesignPatterns designRepresentation
Reference list	The symposium will:

- Give participants an overview of the work of the three projects
- Stimulate dialogue about curriculum design representations
- Consider the challenges of developing representations that have real utility for different institutional groups including students
- Enable participants to consider how this work can be transferred to their context

The symposium is designed as a round robin, using an 'interactive poster approach'. Three posters, one from each project, introduce key concepts and initial approaches and provide space for participants to add their own questions, issues and summaries of elements of the design process that are important to them. In the first part of the session, delegates walk round the posters, engaging with each poster in turn. Delegates can add post-it notes on each poster – asking for points of clarification on the research presented, reflections on the work or perhaps indications of related work they are doing. In the first parallel session, delegates choose one poster to go back to and have a more in-depth conversation with the authors. In the second parallel session, they can choose a second poster to go and discuss in more depth. A final plenary will summarise some of the key discussion points that have arisen.

Format:

- Introduction – 10 mins
- Poster round robin activity – 20 mins
- Parallel session 1 (in-depth discussion with the poster authors) – 20 mins
- Parallel session 2 (in-depth discussion with the poster authors) – 20 mins
- Plenary and discussion - 20 mins

References:

Beetham, H. & Sharpe, R. (2007) (Eds) *Rethinking pedagogy for the digital age: designing and delivering e-learning*. RoutledgeFalmer, London

Falconer, I. & Littlejohn, A. (2007). *Designing for blended learning, sharing and reuse*. *Journal of Further and Higher Education*, 31 (1). 41-52.

Lockyer, L., Bennett, S., Agostinho, S. and Harper, B. (Eds.) (2008). *Handbook of Research on Learning patterns and institutional change*, in Goodyear, P., and Retails, S., *Design Patterns*.

McAndrew, P., Goodyear, P., & Dalziel, J., (2006). *Patterns, designs and activities; unifying description of learning design structures*. *International Journal of Learning Technology*, 2 (2/3), 216-242.

Anon abstract Recent years have seen a real interest in the challenge of how to support effective learning design. A useful overview of current Learning Design activities and associated tools and resources is provided by Lockyer et al. (2008), Beetham and Sharpe (2007), and McAndrew, Goodyear and Dalziel (2006). Yet, despite the growing number of learning design tools such as LAMS, the Pheobe Pedagogic Planner (phoebe-project.conted.oc.uk), the London Pedagogy Planner (wle.org.uk/d4l) and DialogPLUS (dialogplus.soton.ac.uk), repositories of case studies and exemplars, and standards and specifications, evidence of widespread uptake and adoption remains scattered and inconclusive. Indeed, as Falconer and Littlejohn (2007) note, to date few representations have succeeded in capturing the essence of a good piece of teaching and there remains a need to find representational forms which show design as dynamic processes, rather than static products.

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This symposium will explore the types of curriculum design representations that offer the most value to academics, support staff and students and examine the variety of purposes that curriculum design representations might serve in improving curriculum design activities in different institutional contexts.

Key session questions include:

- How might representations best support curriculum design processes?
- How might representations improve institutional support, administration and quality processes and make effective use of technology?
- How might students interact with curriculum design processes and their representation?
- How would you assess the value of different representational formats of curriculum design processes?
- Should representations differ according to their different pedagogical or institutional purposes? Do different groups of staff or students need different representations?
- What kind of mediation might best help professionals derive value from representations?

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Affiliations

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Authors

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Diane	McDonald	(1)

Additional

presenter 1

**Additional
presenter 2**

**Additional
presenter 3**

**AV
requirements** Data projector,Whiteboard,Flipchart

Demo type hands-on session but could be presenter-led and run from the front

**Prior
publication** No

Funding JISC

Conflict No

**Presenter
Guidelines** Yes

Amendments Yes

**Sense-
preserving
edits** Yes

**Presentation
file** Yes

Changes Yes

Approval Confirm

Website Confirm

Registration Confirm

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