

# Curriculum Design Workshop

[Insert facilitator(s) name here]

[Insert workshop date here]

## Session Outline

- Introduction to the Viewpoints curriculum design resources and processes
- Examples of workshop outputs, photos, findings
- Group work activities
- Conclusions and questions

# Workshop Introduction

This workshop uses a series of reflective tools (timeline and theme cards) to prompt ideas about creating effective curriculum design.

- The tools help staff consider themes such as:
    - assessment and feedback
    - information skills
    - learner engagement
- while considering the learner perspective.

## Workshop Introduction (cont.)

The workshop uses large worksheets (with a student timeline) and theme cards.

- Choose one of the themes to help you consider your chosen curriculum design objective.
- Work together in small groups to plan how to address agreed objective(s).
- Produce visual outputs of key decisions.

**Objectives:**

Place THEME CARD here

Learner Timeline (course or module progression)

<b>E.g. pre-entry = induction</b>	<small>Place cards here</small>				
	<b>Your plan...</b>				
<b>E.g. 1st year = first few weeks</b>	<small>Place cards here</small>				
	<b>Your plan...</b>				
<b>E.g. 2nd year = mid-semester</b>	<small>Place cards here</small>				
	<b>Your plan...</b>				
<b>E.g. 3rd year = final phase</b>	<small>Place cards here</small>				
	<b>Your plan...</b>				

**Action points/Reflections:**



**Laminated worksheet**

Good assessment and feedback practice should:

# Clarify good performance

Help clarify what good performance is (goals, criteria, standards)

*To what extent do learners in your course have opportunities to engage actively with goals, criteria and standards, before, during and after an assessment task?*

Adapted from the REAP principles of good formative assessment and feedback Ulster Viewpoints Project funded by the **JISC**

**Front of principle card**

## Clarify good performance

S	W
O	T

- Provide clear definitions of academic requirements before each learning task.
- Explain to learners the rationale of assessment and feedback techniques.
- Provide explicit marking criteria and performance-level definitions.
- Before an assessment, let learners examine selected examples of completed assessments to identify which are superior and why (individually or in groups).
- Provide opportunities for discussion and reflection about criteria and standards before learners engage in a learning task.
- Organise a workshop where learners devise, in collaboration with you, some of their own assessment criteria for a piece of work.
- Ask learners to reformulate in their own words the documented criteria before they begin the task. This could be submitted with the assessment.
- Ask learners to add their own specific criteria to the general criteria provided by you.
- Model in class how you would think through and solve exemplar problems.
- Work with your learners to develop an agreement, contract or charter where roles and responsibilities in assessment and learning are defined.
- Provide learners with model answers for assessment tasks and opportunities to make comparisons against their own work.
- \_\_\_\_\_

Adapted from the QAA Enhancement Theme: The First Year Experience - Transforming assessment and feedback: enhancing integration and empowerment in the first year viewpoints.ulster.ac.uk/resources

**Back of principle card**

# Workshop output examples...

Name(s):  
 Role(s):  
 Faculty, Course(s), Module(s):  
 Year: Semester:

Objective(s):  
 ① ENCOURAGE ENGAGEMENT AND INTERACTION  
 ② DEVELOPMENT OF A RESEARCH QUESTION

**Induction**

*Identify and evaluate resources* *Develop research question* *Develop research objectives*

Your plan:  
 • EXEMPLARS  
 • RESOURCES (Podcasts, slides)  
 • HYPOTHESES / QUESTIONS  
 • GOOD / BAD THESIS?  
 • DISCUSSION /

**First few weeks**

*Identify and evaluate resources* *Develop research question* *Develop research objectives* *Develop research objectives* *Develop research objectives*

Your plan:  
 • FEEDBACK  
 • MAP  
 • METHODS  
 • AREAS FOR DISCUSSION  
 • CONSTRUCT OUTLINE

**Mid-semester**

*Identify and evaluate resources* *Develop research question* *Develop research objectives* *Develop research objectives* *Develop research objectives*

Your plan:  
 • DEVELOP WEB TESTS  
 • ACTION / FEEDBACK  
 • LIT REVIEW SUPPORT  
 • DATA COLLECTION  
 → ANALYSES

**Final phase**

*Identify and evaluate resources*

Your plan:  
 • WRITE UP SUPPORT  
 • EXEMPLARS  
 • TIME TO TALK.

Action points:  
 ← WEBCT, SUPPORT STAFF; FLASH ANIMATION;  
 Reflections:  
 BEYOND (HOW TO USE)

# Example 1


**Scenario:**  
 Improve dissertation standards, module level

**Rationale:**  
 To bridge gap between module-based assignments and independent research.

Session: *FARM'S JOURNAL*  
 Role: *LEADER*  
 Objective(s):  
*TO IMPROVE STUDENT ENGAGEMENT*


Faculty: *ULSTER BUS SCHOOL*  
 Course:  
 Module:  
 Year: / Semester:

**Induction**



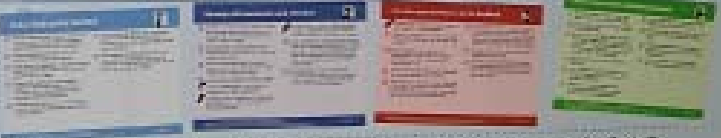
*Using reflection from SSCM → CAN → LCL to reflect  
 using previous student reflection/work/feedback learning*

**First few weeks**




*Using technology that students are familiar with + to encourage them to engage in more  
 flexible way / enable staff to provide feedback*

**Mid-semester**



*To involve student and staff in a two-way process of A.P.F.*

**Final phase**



*To create a record of student reflection and benefit from student & staff  
 on future development*

Action points:  
 Reflections:



## Example 2

### Scenario:

Improve student engagement

### Rationale:

Course up for revalidation – going to be using a blended approach (combination of block face-to-face teaching and online learning).



## Overview of Activities

1. Agree objective (10 minutes)
2. Chose a theme (10 minutes)
3. Select principle (10 minutes)
4. Map principles to timeline (15 minutes)
5. Select examples (15 minutes)
6. Review ideas & formulate plan (10 minutes)
7. Action points & reflections (10 minutes)
8. Share plans (15 minutes)

## Activity 1: Agree objective (10 minutes)

- Spend a few minutes discussing/brainstorming -
  - Why do you need to redesign your chosen module/course?
  
- Briefly record details of your objective in the space provided on the worksheet.
  - E.g. 'Improve student engagement', 'Improve feedback methods'.

*You might also find it useful to note key decisions on the worksheet using markers or post-its as you go along.*

## Activity 2: Choose a theme (10 minutes)

- Select **one** of the three themes (Assessment and Feedback, Information Skills or Learner Engagement), which relates to your objective.
- Begin to think about how your chosen theme could help you meet your objective(s).

*You might find it useful to make notes on the worksheet using markers or post-its as you go along.*

## Activity 3: Select principles (10 minutes)

- Firstly, **only** read the front of the cards for your chosen theme.
- Choose any cards/principles that might help you address your objective(s).



## Activity 4: Map principles to timeline (15 minutes)

- Place the cards on the student timeline, where you think relevant, considering the student perspective.

*Note: you can place the same cards in more than one place on the timeline.*



## Activity 5: Select examples (15 minutes)

- Turn over the selected cards to show the examples on the back.
- Select any examples that might help achieve your objectives by ticking them on the cards.
- If time is short, only turn over the most important cards.



## Activity 6: Review ideas & formulate plan (10 minutes)

- Discuss how your ideas could be used in practice.
- Make notes using post-its or markers on worksheet.
- Tailor the examples to your own teaching practice.

## Activity 7: Action points & reflections (10 minutes)

- Agree any final reflections and action points to take forward.
- Record these action points on the timeline.



## Activity 8: Share plans (5 mins/group)

- If there is more than one group, one or two members from each group should present their completed worksheet and briefly feed back on their conclusions.

**Any questions?**