

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)

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

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

Objectives and activities

Your plan...

- EXEMPLARS
- RESOURCES (Podcasts, slides)
- HYPOTHESES / QUESTIONS
- GOOD / BAD THESIS?
- DISCUSSION /

First few weeks

Objectives and activities

Your plan...

- FEEDBACK
- MAP
- METHODS
- AREAS FOR DISCUSSION
- CONSTRUCT OUTLINE

Mid-semester

Objectives and activities

Your plan...

- DEVELOP WEB TESTS
- ACTION / FEEDBACK
- LIT REVIEW SUPPORT
- DATA COLLECTION
- ANALYSES

Final phase

Objectives and activities

Your plan...

- WRITE UP SUPPORT
- EXEMPLARS
- TIME TO TALK.

Action points:

Reflections:

← WEBCT; SUPPORT STAFF; FLASH ANIMATION; 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:

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 + 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)

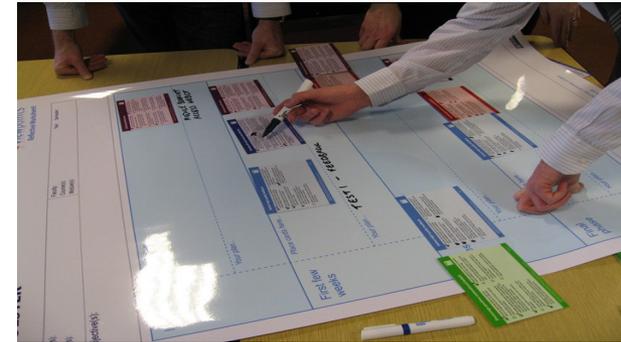
- Place the cards on the student timeline, where you think relevant, considering the student perspective.

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?