

Your Full-Day Pre-Conference Workshop at OEB 2015

Please fill out the information below, which will be used to promote the pre-conference event online.

Title: From values to quality enhancement: a hands-on journey through technology-enabled course design and delivery

Content:

This highly practical, full-day workshop attracts academic and support staff in a variety of roles in further and higher education. The focus of the session is on strategies that enable positive change in moving towards design and delivery of blended learning courses in a UK university. Most of the session is hands-on, so you should expect to do quite a bit of work and interact with colleagues and facilitators throughout the day.

The workshop is divided into four parts. The first part invites participants to engage in practical appreciative enquiry activities exploring values in teaching in tertiary education and conceptions of the role of technology. It consists of three elements through which you (a) explore the value set that underpins your learning and teaching practice and the implications for a move to blended learning, (b) compare the contribution you see technology as playing in what you and your learners do, and (c) consider related staff development needs. To further explore the implications of such factors for successful change processes, we will share and discuss responses drawn from interventions at Northampton.

The second part invites you, following a brief, to draft a storyboard for a specific campus-based course that is to be re-designed for delivery in blended learning mode. To encourage you to produce an exciting, student-centred storyboard, we will draw on previous research, examples and current practice at Northampton and elsewhere. Ideas for developing effective storyboards will be presented and shared.

In the third part you will be invited to participate in a series of structured online peer observation activities. You will have the opportunity to undertake observation of practice on online courses designed on the principles explored in parts 1 and 2. The observation will be based around participant development interests and will revolve around teacher and learner activity online. Your own experience will be compared with those of participants in previous online peer observation of these courses. You will need an internet-enabled laptop for this component.

The final section of the workshop offers participants an opportunity for consolidation and reflection on the lessons learned. It brings together the first three by synthesising, “warts and all”, the process of implementing these changes at Northampton, where quality enhancement and a shift to blended learning are of critical strategic importance in the context of the development of a brand new campus, opening in 2018.

Workshop Objectives:

To illustrate and critique practical strategies of a change process designed to promote positive staff engagement in the necessary move to blended learning.

To explore strategies fostering a positive, evidence-based attitude towards blended learning, capacity building and the redesign process that an institutional shift of this nature entails.

To offer a practical taster of storyboarding as a means to conceptualising effective course redesign.

To engage participants in using tools facilitating development through a participant-centred approach to online peer-to-peer observation.

To conduct and reflect on peer observation of online teaching and student support as a lever for effective institutional capacity building and quality enhancement.

Proposed agenda:

09.00 - 09.15	Introduction to the Day and outline of activities
09.15 - 10.45	Practical appreciative enquiry activities exploring values in teaching in tertiary education and conceptions of the role of technology (a) Activity exploring the value set that underpins your learning and teaching practice and the implications for a move to blended learning. (9.15-9.40) (b) Activity comparing the contribution you see technology as playing in what you and your learners do. (9.40-10.05) (c) Activity considering related staff development needs (10.05-10.30) Further exploration of the implications of such factors for successful change processes, discussion of responses drawn from interventions at Northampton. (10.30-10.45)
	Tea Break (10.45 – 11.00)
11.00 - 13.00	Practical activity exploring the ‘storyboard’ as a tool for module re-design (a) Presentation of ideas for developing effective storyboards (11.00-11.20) (b) Drafting a storyboard for a specific campus-based course that is to be re-designed for delivery in blended learning mode. (11.20-13.00)
	Lunch (13.00 – 14.00)
14.00 - 16.15	Structured online peer observation activities giving the opportunity to explore developmental approaches to peer observation and to undertake observation of practice on online courses designed on the principles explored in parts 1 and 2

	<p>(a) Exploring developmental peer observation (14.00-14.30)</p> <p>(b) Preparing to Observe, identifying participant development interests (14.30-15.00)</p> <p>(c) Practical observation of practice on online courses, with focus on teacher and learner activity online (15.00-15.45)</p>
	Tea Break (3.45 – 4.00)
16.00 - 16.20	Discussion of learning gained, comparing your own experience with those of participants in previous online peer observation of these courses.
16.20 - 17.00	Reflection on course redesign strategies and peer observation as mechanisms to generate positive change, considering drivers and barriers for change towards blended learning within institutions and lessons learned from the process of implementing these changes at Northampton, where quality enhancement and a shift to blended learning are of critical strategic importance in the context of the development of a brand new campus, opening in 2018.

Target audience:

Academic developers, Learning designers, teaching and learning support staff

Prerequisite knowledge:

Experience and understanding of learning and teaching in the Higher Education sector and of the challenges and opportunities presented for teachers and learning in classroom, blended and online modes of delivery.

Expected outcome(s):

By the end of the workshop, participants will have...

- Considered drivers and barriers for change towards blended learning in their institutions.
- Reflected on what they value in their teaching and compared perspectives on the contribution of technology. Developed sample storyboards with direct application to their practice.
- Undertaken real, focused online peer observation tasks.
- Reflected on course redesign strategies and peer observation as mechanisms to generate positive change.
- Gained access to all tools and materials used in the workshop as open educational resources (OERs) under a Creative Commons licence.

Please inform us of the following details to facilitate the organisation of the pre-conference event.

Event leader(s):

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What are your AV requirements?

Data projector and screen
Internet-enabled laptop
Flip chart paper and markers
Reliable Wi-Fi please
Participants will require personal internet-enabled laptops

What kind of room set-up does the Event require?

Cabaret-style seating arrangements

What is the maximum number of participants the event can accommodate?

50