

**Sarah Knight, Elizabeth Newall,
Jisc**

**Helen Beetham, Sheila MacNeill,
Consultants**

**Beyond blended – curriculum &
learning design to meet the
challenges of time, space & learner
engagement**

Session Overview

- Overview of our research into approaches curriculum and learning design
- Four modes of learning Beyond blended: exploring the principles (and if we have time resources)
- Q&A, discussion, feedback
- *Please visit the Padlet link to look at the materials in development and add your feedback!*

bit.ly/JiscBeyondBlended

What are your current challenges in using digital in your teaching?

Visit www.menti.com

Code: 42 77 81 7



Jisc Curriculum and Learning Design project (phases 1 and 2)

- Literature review in two phases: general pandemic teaching and learning; deep dive on blended and hybrid
 - research papers, past projects, policy reports, models and frameworks in the published literature
- Survey of current curriculum practice in UK HE (n=155)
- Analysis of models in use (n=30)
- Interviews and vignettes (n=12)
- Advisory group and partnership discussions
- Workshops x 5



ji.sc/curriculum-and-learning-design-report

Definitions

Curriculum Design: reviewing, planning and developing a course of study

Formal departmental and institutional process; mapping to graduate outcomes, benchmarks and professional standards; producing documentation

Learning Design: defining how learning will be supported within each course, module or unit

Defining activities, tools and technologies, core content, class sessions and groupings, mode(s) of participation, assignments and assessments, opportunities for interaction and feedback; producing learning materials

Terms are often used interchangeably and processes often overlap or iterate

*We use '**Curriculum and Learning Design**' to mean **all** the processes of planning and designing a course of study and how students will learn*

Pre-pandemic: digital activities and resources

- Learning design approaches
 - Support for task design & sequencing; taxonomies of activity and outcome
 - Typologies of (digital) tools, mapped to tasks and outcomes
- Organisational transformation around:
 - Virtual learning environments
 - Support for digital media production, adaptation and use
 - Transformation of library services to support new media in teaching/learning
- Assumptions: learners use a digital device to...
 - Access digital materials
 - Produce notes and assignments in digital media
 - Achieve tasks using generic and subject specialist software

Post-pandemic: digital modes of learning

- Curriculum design approaches
 - Support for session planning, whole-curriculum redesign
 - Design for different modes (online, in place, hybrid, flexible)
 - Assessment redesign, including new assessment timeframes
- Organisational transformation around:
 - Space design, platform development
 - Ubiquitous recording (e.g. lecture capture, online classes, streaming)
 - Student journeys and staff workload planning
- Assumptions: learners use digital devices to:
 - Access spaces and places of learning, conversations, collaborative environments
 - Connect their learning across time, place and platform; construct pathways

Phase1: Key Findings

- **Teaching and learning strategies** the main drivers of curriculum design
- Post-pandemic, major **curriculum reviews** including **modes of participation in learning**
- Key concerns around **teaching staff workload** allocation, reward structures and investment
- Engaging **students as co-creators** in curriculum design more of an aspiration



Phase 2:

“Deep dive’ into place, time and pace issues in curriculum design, leading to:

- Guidance around the core learning/curriculum design process
- Guidance on the pedagogies of diverse spaces, places and modes of participation (resources for curriculum teams)
- Implications for organisational planning e.g. staff workload, student pathways, estates and platforms, digital capabilities, digital divide (resources for strategic teams)
- Work on terminology and definitions with partners and advisory group, to support dialogue and reflect real world practice

Almost all learning is 'blended'

- Learners can access diverse spaces and places of learning, conversations, collaborative environments using their own devices
- Digital media can compress, extend and reconfigure learning time
- Learners can connect their learning across times, places and modes
- What combinations of time and space support different students?
- What works for different subjects, activities and interactions?
 - responsiveness versus reflectiveness
 - structured/paced versus open ended
 - rules and norms (e.g. formal, informal, academic, professional)
 - pace and presence
 - roles, locus of control
- What choices should students have? How do their practices develop?

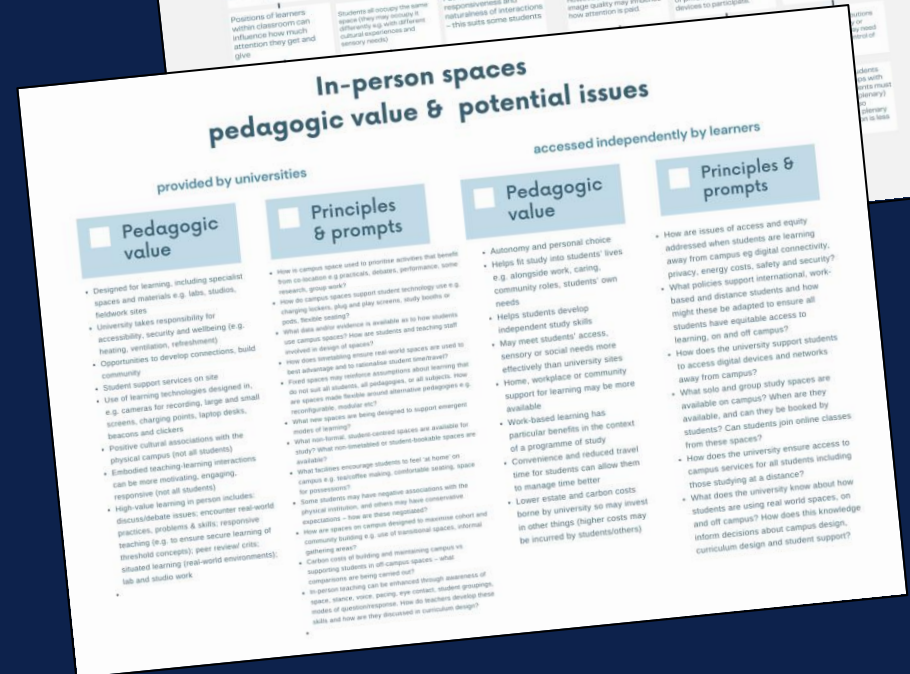
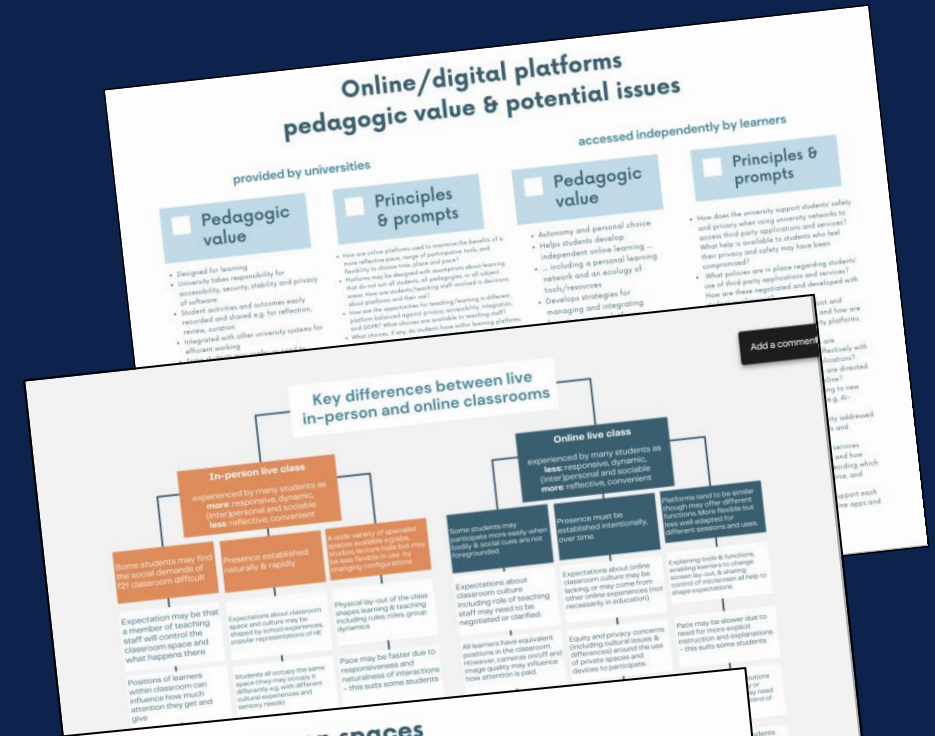
Beyond blended

Learning considered in terms of:

1. Time, pace and timing
2. Place and platform (learning spaces)
3. Learning materials
4. Groups, roles and interactions

1 and 2 combined give four 'modes of learning'

- Online and synchronous
- In place and synchronous
- Online and asynchronous
- In place and asynchronous



Beyond blended: five principles

Learners and educators are always physically somewhere

Learners and educators can always be (virtually) somewhere else

Most learning has both in-place and online elements

Learners and educators expect choice and flexibility in mode(s) of learning

Learners and educators need support to engage in diverse modes

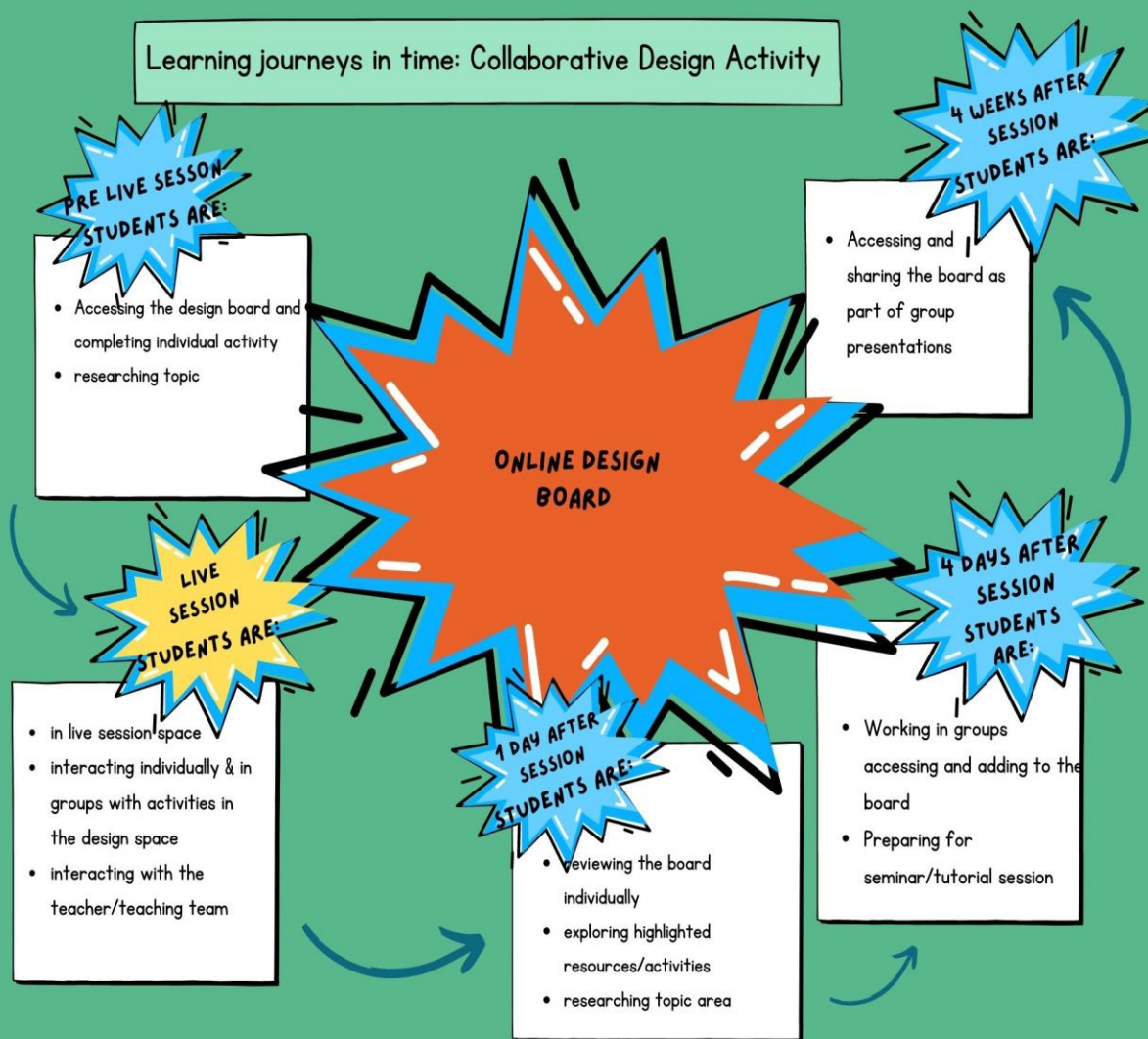
Where am I during a live lecture on campus?



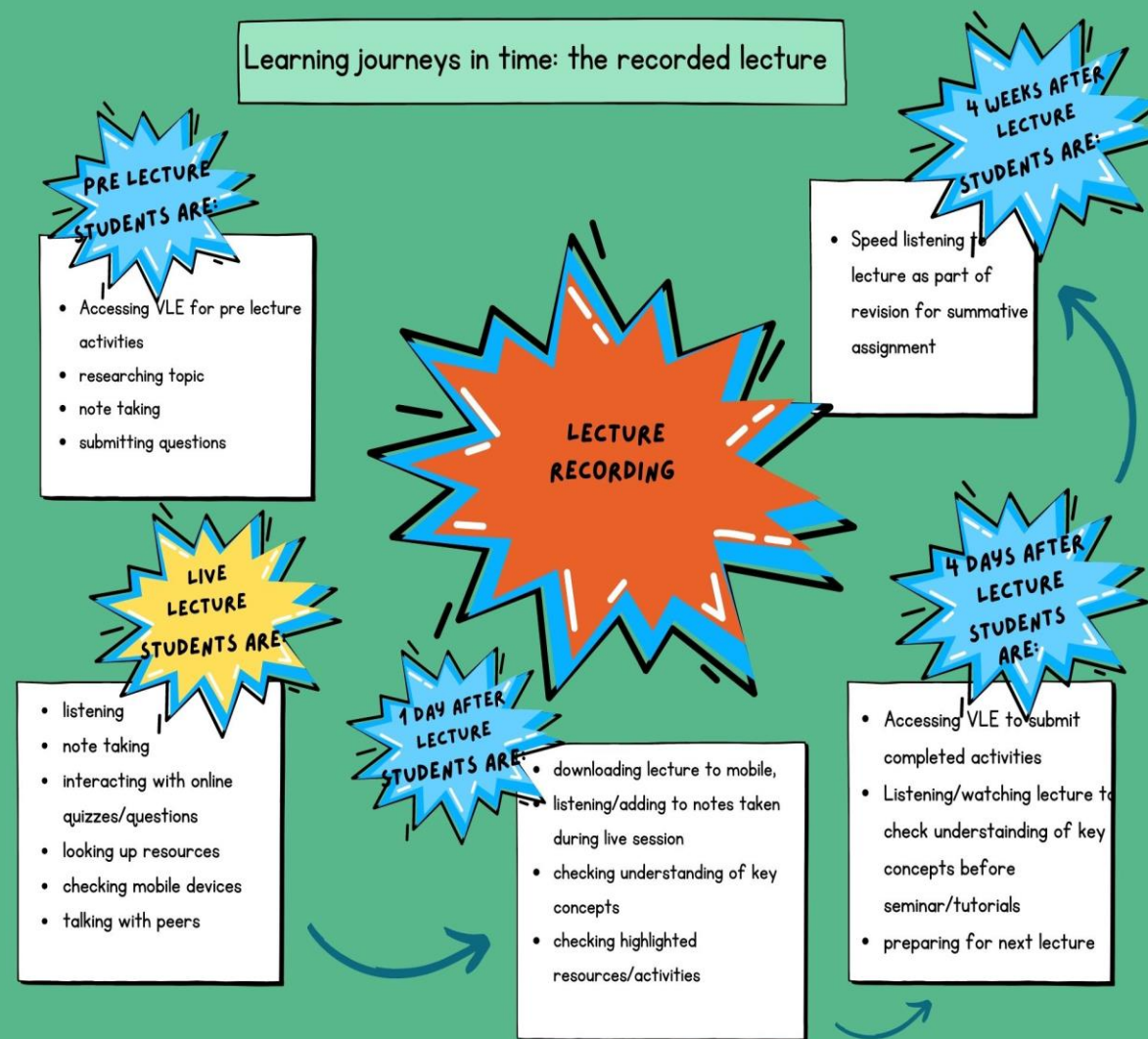
Where am I during a live lecture off campus?



Learning journeys in time: Collaborative Design Activity



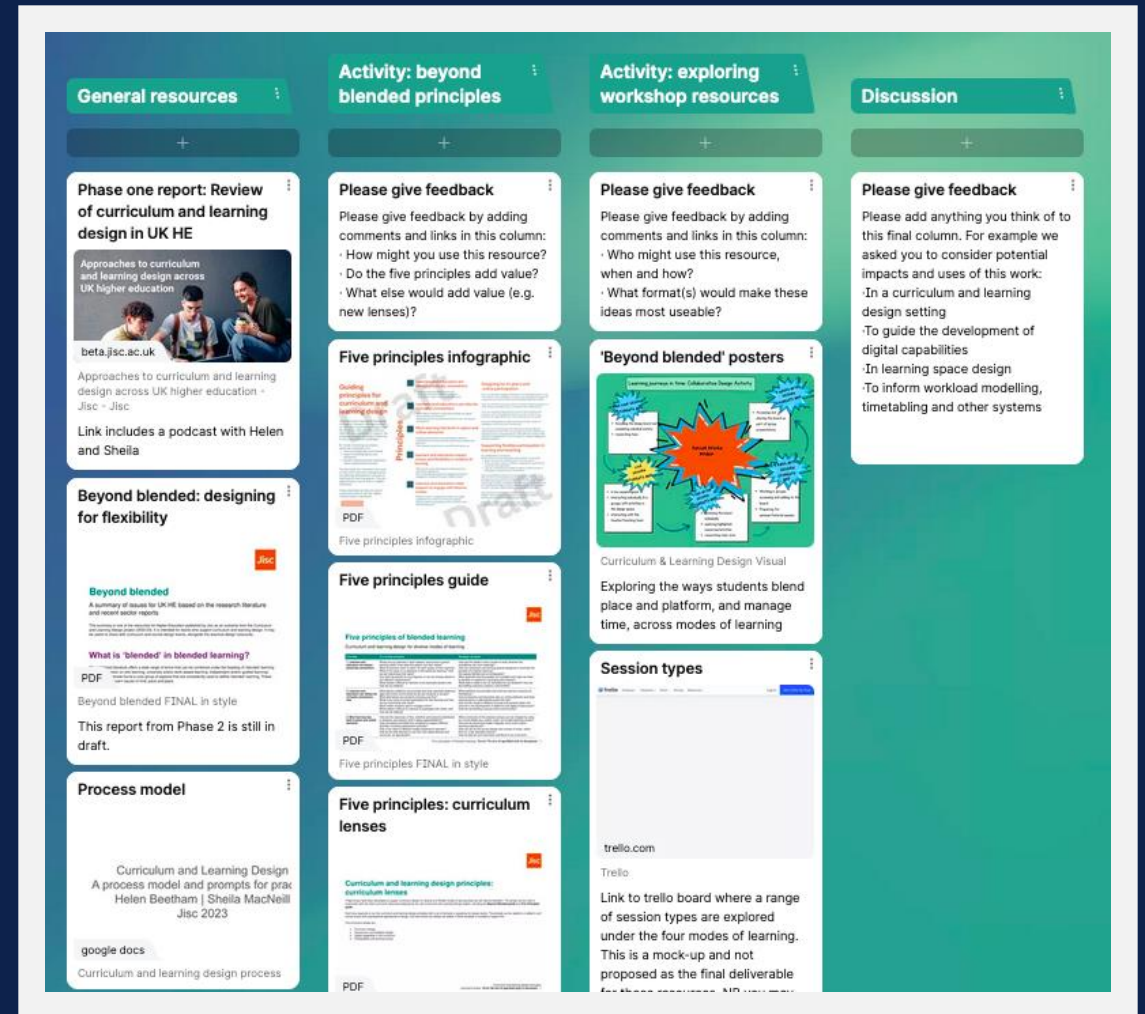
Learning journeys in time: the recorded lecture



Q&A, discussion, feedback

bit.ly/JiscBeyondBlended

- Explore the resources (add comments, ratings, ask us questions)
- We are interested in finding out:
 - How might these ideas and resources be useful:
 - In a curriculum and learning design setting?
 - To guide the development of digital capabilities?
 - In learning space design?
 - To inform workload modelling, timetabling and other systems?





Get in touch ...

Sarah Knight
sarah.knight@jisc.ac.uk
[@sarahknight](https://twitter.com/sarahknight)

Simon Birkett
simon.Birkett@jisc.ac.uk
[@simonbirkett](https://twitter.com/simonbirkett)

Elizabeth Newall
Elizabeth.newall@jisc.ac.uk
[@elizabethnewall](https://twitter.com/elizabethnewall)



Except where otherwise noted,
this work is licensed under CC-BY

help@jisc.ac.uk
jisc.ac.uk

