FoNS Learning and Teaching Development Programme (LTDP)

Workshop 4 - Designing for Learning Workshop Overview

Format of Workshop

This workshop will be led by a senior academic from the Faculty – typically, the vice-Dean (Education).

Purpose of Workshop

The *Designing for Learning* workshop provides the opportunity for each participant to present and discuss proposals and ideas for a new or adapted design for teaching they undertake, and to seek feedback and ideas from other participants. The workshop is an opportunity to incorporate ideas encountered in previous workshops (especially *Introduction to Teaching for Learning*), from prior teaching experiences, or from examples read or heard about elsewhere, into teaching.

The teaching you select to discuss may be a course module that you have taught before and want to modify, or a module you know you have just right, or one you have problems with, or it might be one you are planning for the coming session/term. Typically this would be based on lectures but it could also be, for example, development of a laboratory experiment.

In the *Designing for Learning* workshop each participant presents their ideas, which are then discussed by the group. Participants who are not responsible for a whole module/course, may select a series of sessions and/or discuss with their LTDP mentor and/or buddy how they might best tackle the task.

The workshop intends to assist participants to:

- Deploy, in a work-based context, some of the theory and techniques about learning and teaching acquired from experience and from workshops;
- Become more insightful about the links between learning, teaching and assessment in curriculum design and the role of evaluation in development of their own course;
- Consider how their design and practice promotes equality and inclusiveness and is not discriminatory;
- Reflect on the design of a specific unit of teaching;
- Benefit from constructive feedback about designing for learning from colleagues.

Learning Outcomes

More specifically, by the end of the workshop participants will be able to:

- Be confident in presenting a short description of a course;
- Discuss their own and colleagues' ideas about course design in an evaluative manner;
- Evaluate critically the role of learning outcomes in course design and their relationship with student learning;
- Explain the linkages between objectives/outcomes and assessment;
- Defend their choice of teaching methods in the light of disciplinary and course requirements, non-discriminatory practice, student benefit, sound educational principles and relevant constraining factors.
- Better consider how and when their research might inform their teaching.

Preparation for the Workshop

For the teaching you have selected, you should prepare a summary (*e.g.* 6-9 PowerPoint slides and/or a Word document of about two pages) of your response to the six questions below:

1. What do you want the students to learn?

2. How are you going to help them achieve it?

3. How are you going to assess their learning?

4. How do you know whether or not you have been successful in achieving your aims?

5. How does your practice and planning ensure that the curriculum, teaching, learning activities and assessment promote equality and are not discriminatory? (This might be in relation to gender, ethnicity, disability, culture and religion. For example, does the font you use in handouts, the case studies you select in teaching, the forms of assessment used, or the physical arrangements in your labs *etc*. inadvertently discriminate?)

6. Have you been able to enrich teaching and learning on this course by linking it to research? Is it appropriate to do so? What have you done, or might do? (Responses will differ by discipline and level. You might consider this from the perspective of research findings, evidence, research papers, getting students to use research methods and approaches, helping them to ask questions and think about the subject – *i.e*. to think like a researcher-, or your own expertise.)

During the workshop each participant will have a 25-40 min presentation slot in which to outline how they have designed their selected teaching in relation to the six questions (10-15 min) and participate in discussion and feedback (10-25 min). It would be appreciated if you could bring with you to the workshop examples of any slides, overheads, and assessment questions *etc*. that would help to demonstrate your approach.

Further Reading:

1. H Fry, S Ketteridge, S Marshall '*A Handbook for Teaching and Learning in Higher Education. Enhancing Academic Practice*', 3rd edition, **2008,** RoutledgeFalmer
2. D Rowntree '*Developing Courses for Students*', **1985**, PCP Education Series
3. S Toohey (1999) '*Designing Courses for Higher Education',* **1999**, SRHE/OU Press
4. College policy on Promoting Race Equality:
   http://www3.imperial.ac.uk/secretariat/policiesandpublications/otherpolicies/promotingraceequality
5. Creating an accessible curriculum for students with disabilities:
   www.teachability.strath.ac.uk and http://www.universities-scotland.ac.uk/raceequalitytoolkit/assessment/