Viewpoints – a conversational approach to curriculum innovation and planning

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**Viewpoints Overview**

- A JISC funded project funded under the Institutional approaches to Curriculum Design programme
- Key focus was to promote innovation through the consideration of the learner experience from a number of “conversational” viewpoints
  - assessment and feedback,
  - information skills,
  - student interactions;
- Developed a series of user-friendly reflective tools (used in a workshop format) to promote and enhance effective curriculum design.
Use of mediating artefacts to Inform – Inspire - Plan

**VIEWPOINTS**

**GENERIC WIREFRAME OF REFLECTIVE TOOL STRUCTURE**

The user:
* drags the principles into the timeline, (INFORM)
* chooses from suggested examples (INSPIRE)
* writes up their own notes/ideas (PLAN)

They then receive tailored outputs when they hit SAVE or PRINT.

| Best practice pedagogical principles | Semester phase | Add your selected principles to the timeline: | Suggested examples | ① my plan | ①
d|---|---|---|---|---|---|
| Principle no. 1 | Induction | | | | |
| Principle no. 2 | First few weeks | Principle no. 2 | 2 of 5 examples selected... | | |
| Principle no. 3 | | Principle no. 4 | 1 of 7 examples selected... | | |
| Principle no. 4 | | Principle no. 5 | 3 out of 9 selected... | | |
| Principle no. 5 | Mid-semester | Principle no. 3 | 2 of 7 examples selected... | | |
| Principle no. 6 | | Principle no. 6 | Choose from 5 examples | | |
| Principle no. 7 | Final phase | Principle no. 7 | Choose from 3 examples | | |

The user selects what purpose they are using the tool for.

- New course design
- Revising a course/module
- Accreditation

Module code: ABCX001
Assessment and Feedback Principles

REAP (http://www.reap.ac.uk/)

2. Encourage time and effort on task.
3. Deliver high quality feedback.
4. Provide opportunities to act on feedback.
5. Encourage interaction and dialogue.
7. Give assessment choice.
8. Encourage positive motivational beliefs.
9. Inform and shape your teaching.

*Implementation ideas for each principle on back of cards.*
# Timeline-based Worksheet

### Objective(s):

<table>
<thead>
<tr>
<th>Event</th>
<th>Place cards here...</th>
<th>Your plan...</th>
</tr>
</thead>
<tbody>
<tr>
<td>e.g. Induction</td>
<td></td>
<td></td>
</tr>
<tr>
<td>e.g. 1st Year / First few weeks</td>
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<tr>
<td>e.g. 2nd Year / Mid-semester</td>
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<tr>
<td>e.g. 3rd Year / Final phase</td>
<td></td>
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</tr>
</tbody>
</table>

### Action Point(s):

### Reflection(s):

[Viewpoints Project, Access and Distributed Learning, University of Ulster](http://viewpoints.ulster.ac.uk/resources)

[Viewpoints Project funded by the JISC](http://viewpoints.ulster.ac.uk/resources)
Quadrant / Grid based worksheet
Workshop outputs

- Form basis of an Assessment & Feedback (or other theme) strategy
- Provide reference for future course team discussions (planning resource)
- Key information will be transcribed into table (Word or other format)
Users/teams define the outputs

These can be orderly or messy – it’s up to you
Group activity:
Using Viewpoints resources to explore key strategic challenges
Key tips for this session

• Focus on aspirational aims and ideas – be positive of what could be achieved
• Focus on the first year (UG) / first semester (PG) learner experience – how do we get the course off to a good start

Timeline scenarios
• You don’t need to use all the principles
• You can use each of the principles as often as you want
Group scenarios

Each table is provided with a curriculum challenge for you to explore during this session.

1. Plan a programme that develops assessment literacy and active engagement with feedback

2. Plan a programme to maximise student participation as active partners in the design of and engagement with assessment and feedback

3. Plan a programme that offers flexibility of course choice for students yet ensures coherence in assessment and feedback
# Scenarios 1 and 2

**Learner timeline worksheet & resources**

<table>
<thead>
<tr>
<th>Scenario 1</th>
<th>Scenario 2</th>
<th>Scenario 3</th>
<th>Scenario 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Induction</td>
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<td>Place words here...</td>
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<td>Your plan...</td>
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<td>1st Year / First term</td>
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<td>Your plan...</td>
<td>Your plan...</td>
<td>Your plan...</td>
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<tr>
<td>2nd Year / Mid semester</td>
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<td>2nd Year / Mid semester</td>
<td>2nd Year / Mid semester</td>
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</table>
Scenario 3
Frequency / Impact worksheet & resources
1. Read the front of the cards (10 minutes)

- Familiarise yourselves with the principles on the front of the cards, choosing ones appropriate to your scenario.
2. Map cards to the worksheet (15 minutes)

• Take your selected cards and map them to the appropriate point on the timeline (e.g. at the induction phase, during first few weeks of course) or grid
3. Explore potential implementation ideas (15 minutes)

- Turn the cards over and read the examples/ideas on the back. Tick ones that **could** be appropriate for your course.
4. Adding in own ideas/comments (5 minutes)

- Write down any additional ideas or comments that you feel could also be used.
5. Planning a potential solution (10 minutes)

- Identify the key aspects of the design you have created
- Write a brief plan and make notes on the worksheet using post-its or markers in the ‘your plan’ area and/or the provided flipchart sheet
Session feedback

1. Observations from the session
2. Vote (by holding up the relevant cards) the TWO principles you believe could best impact the University / your institution
Freely available resources

- Viewpoints project website (assessment & feedback, learner engagement and information skills): http://wiki.ulster.ac.uk/display/VPR/Workshop+Toolkit
- JISC / University of Greenwich (establishing effective student partnerships): http://www.hei-flyers.org/wordpress/viewpoints-resources/
- QAA (Developing flexible curricula): Launch date 29th April 2014
Contact details

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