

*Designing Modules and Courses
to increase interactivity*

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Introduction...

- Design... and issues/questions related to design (modules and courses)
- We are interested..
 - why interactivity
 - what interactivity
 - how interactivity (and what) leads/connects with what and why?
- We see conversations and questions as key to interactivity
 - but we are also trying to connect the purpose of the questioning
 - what is it we are trying to reveal..
 - the approach etc and how all this fits
- We are also interested in the similarities and differences
 - what we are doing and what you are doing
 - what connections we make and what connections/links you make etc

Question...

- How your approach to interactivity..
 - Enables interacting with.....?
 - Encourages interactivity (process)
 - Leads (and helps achieve) a purpose (module/course) etc
- What can we share from this?
- What can we add and say?
- What questions are there?

Big(ger) picture on why... (in terms of design)?

Level 6 – Generic level descriptors

Knowledge/skills	Tasks/procedures	Autonomy/responsibilities
Utilises research skills; demonstrates capacity for critical evaluation of new knowledge, concepts and evidence from a range of sources; uses specialised skills across an area of study; critically reviews, consolidates and extends a coherent body of knowledge in a systematic manner; communicates effectively.	Applies diagnostic, analytical and creative skills in a range of situations; exercises judgment in a number of complex planning, design, technical and management functions appropriate to the area of study.	Accepts responsibility in determining and achieving appropriate outcomes, including group outcomes, demonstrates autonomy with reference to research and utilisation of primary sources of information.

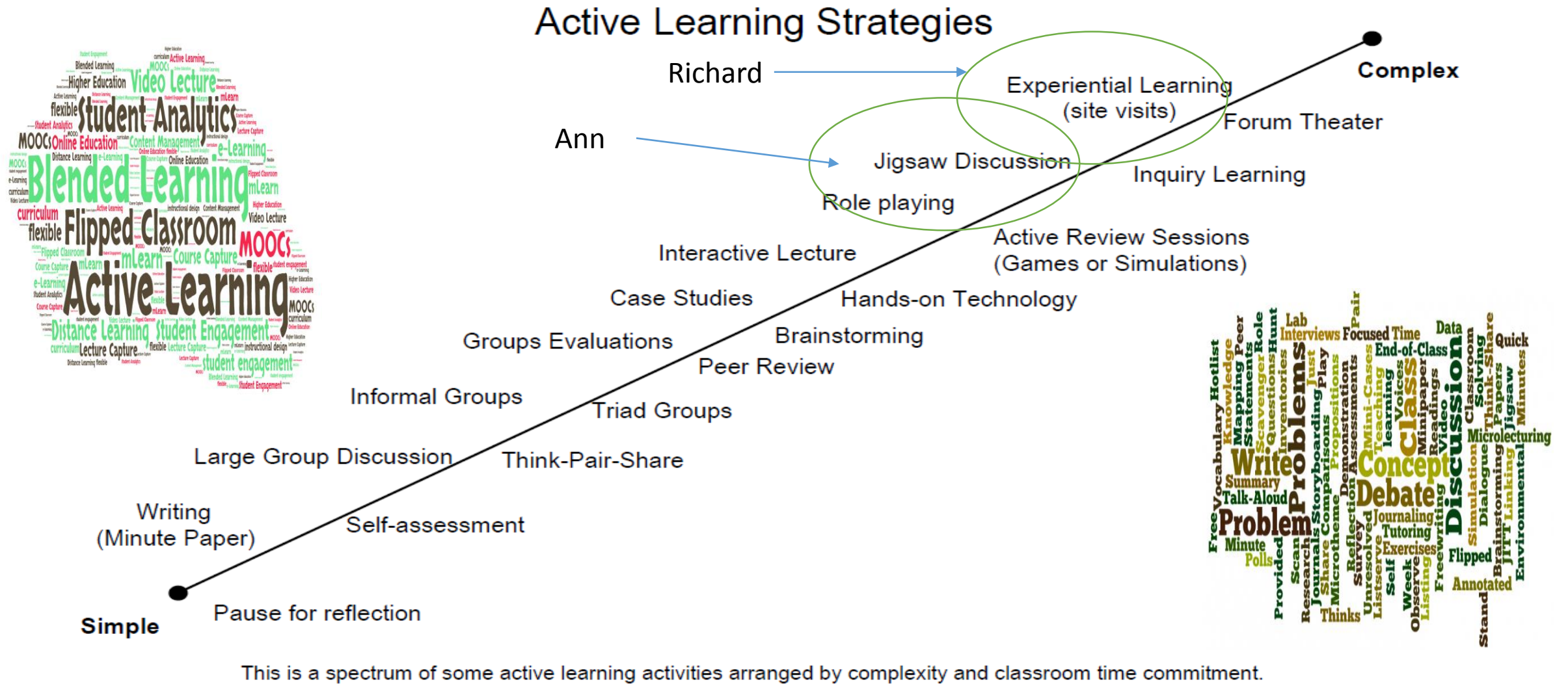
Level 5 – Generic level descriptors

Knowledge/skills	Tasks/procedures	Autonomy/responsibilities
Researches, analyses, reformats and evaluates a wide range of information; formulates appropriate responses to resolve unfamiliar and/or complex problems; commands a wide range of specialised and conceptual skills, generates ideas through the analysis of information and concepts. Communicates effectively.	Demonstrates command of a range of skills in a range of functions; exercises appropriate judgment in planning, carrying out and evaluating a range of procedures.	Within broad guidelines, accepts responsibility and accountability for determining and achieving outcomes, including group outcomes where appropriate; demonstrates a progression away from the close guidance appropriate at Level 4 through developing an extended repertoire of skills and applying them in less familiar and more complex situations.

Level 4 – Generic level descriptors

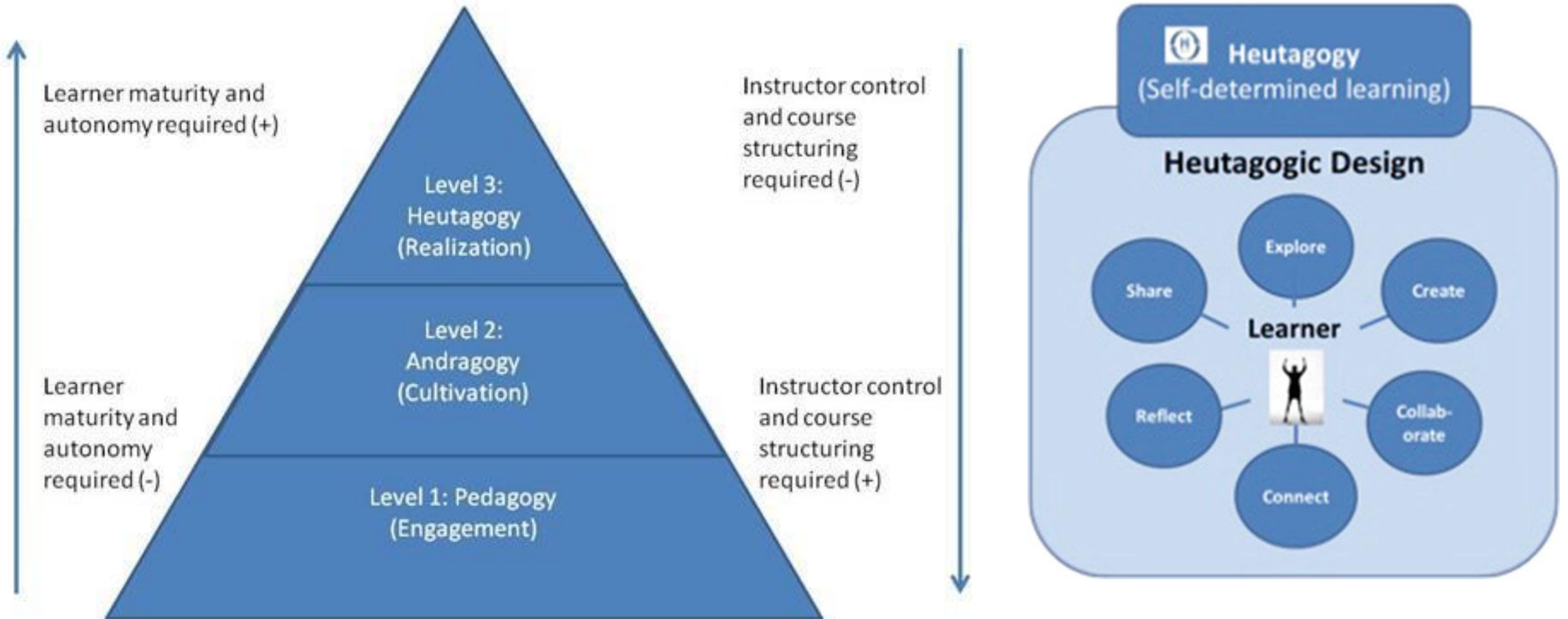
Knowledge/skills	Tasks/procedures	Autonomy/responsibilities
Develops awareness of appropriate sources and how to locate them; employs a range of specialist foundation skills; generates a range of appropriate responses to unfamiliar problems; evaluates information and uses it to plan and develop investigation strategies and responses. Communicates effectively.	Operates in a range of contexts involving non-routine activities and new information. Shows judgment in planning and carrying out prescribed tasks.	Undertakes directed and a limited amount of self-directed activity.

Something about what (and designing)?



Prepared by Chris O'Neal and Terشيا Pinder-Grover, Center for Research on Learning and Teaching, University of Michigan

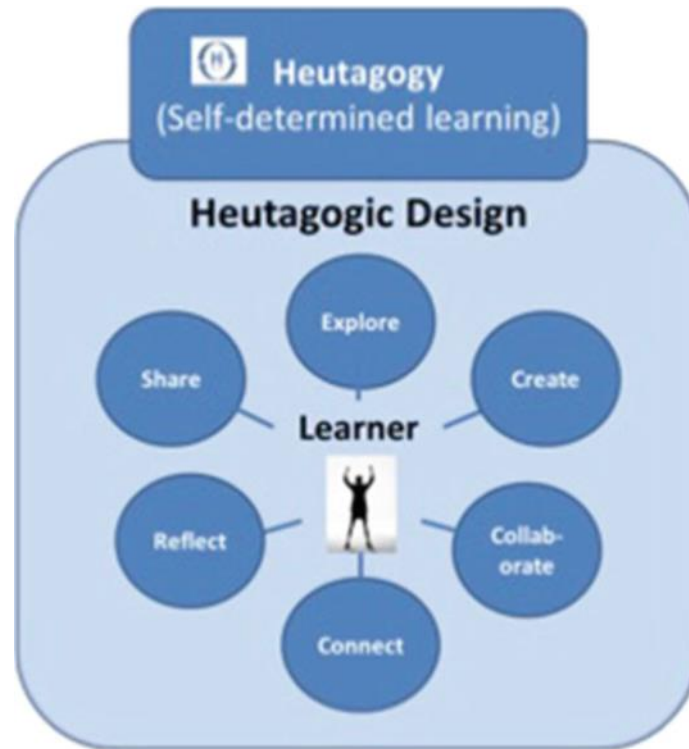
Something about how (and bigger picture for design)?



Some thoughts at this point...

- Interacting is a process but why and what are key
- Different approaches and tools lead different forms interacting
 - And outcomes
 - its important to be mindful of what is intended
 - And what may occur (or may not!)
- 'Conversations' and questioning (each other and oneself) are useful
- However...
 - Need to recognise where (each) learner is
 - Recognise the need to enable interaction (and the connection/connecting)
 - As you would with any teaching activity?
 - Learning environments .. and learners and learning?

Over to Ann to share something on her experiences..



Part 1

- A module driven approach....to develop a community of practice that encourages students to interact meaningfully with one another and to really appreciate that there is not just one correct way.
- Developing self confidence and meaningful engagement.
- Sharing individual research to deepen understanding of an area of professional practice.
- Using social media in teaching.

Encouraging students to engage with Public Health practice and to share their thoughts and learning with one another.

A module driven approach – and different context.

- Course Leader for BA (Hons) Health and Social Care
- Currently have a 20cp placement option at level 2 and level 3
- My focus a 20cp option at level 2 – introducing the practice territory of Public Health
- Students are very diverse, the Course is broad ranging and we are preparing students to enter a very interdisciplinary field of practice.
- Our focus is interdisciplinary – Health and Care - medical model and social model of health and wellbeing

Level 5 Public Health option

My aim is to achieve the following in my community of public health practice members

- Develop a passion for public health practice.
- Think critically about the world of public health.
- Think critically about the world around them.
- Develop confidence in discussing issues of relevance to public health and having an opinion that can be justified and defended.
- The first theme we look at is the social construction of medical knowledge.

Social Construction of Contested Concepts

The Sociological Imagination/Mindset

The Social Construction of Health
& Health Problems
Concept Map - key themes

Social History of Health
& Healing

NEW APPROACH

- x Lec to intro concept
- x Read + think
- x Discuss & apply
- Join theory + practice/
life

Sociology of
the body

The Sociological View
of key Relevant
Topics

Medical Power
& knowledge

Trust me I'm a Doctor!

Challenging Medical Dominance

Remember
You need to
read, think &
apply!

So how should you develop your understanding?

- As if you are looking at things with a particular pair of glasses



Think about....

- What will come in to focus through wearing these glasses?
- What will fade in to the background?
- What effect does this have on how people in society live their lives?
- Where does the power lie? – give examples of how this power affects us.
- What control (or power) is taken off individuals as a result?
- What does all this mean for health and illness?

What are your thoughts on the second pair of readers?

- The Emergence of Public Health and the Centrality of Values article
- Making Sense of Health Improvement and Well-being article
 - 2 minute summary
 - What you got?
 - What challenged or confused your thinking?

Why do I use a Group Facebook page?

Opportunities

- Gives ownership to the students.
- Encourages ownership beyond the taught session and my material.
- Affords students opportunities to reflect on what is happening in the media and post their thoughts.

Why do I use a Group Facebook page?

- Challenges

- Some students will not play my game!
- Some students do not like or will not use Facebook
- Some students post 'poorly applied' posts
- Should I correct errors in interpretation, grammar or spelling?
- Some students try and assume the 'shared' power and control that I am creating, as theirs alone.
- However much I try to avoid it, I still have the most power and control.

I value all aspect of this module.

Student comment...

When Ann comes to individual tables to break down information, this helps.

Very passionate about the subject
only started to enjoy the subject when we
started to tackle the course work.

Hi Ann. I have enjoyed using our Facebook page. It has given me opportunities to read articles I may not have seen. It has been great to participate and debate these articles. I just wish more people would participate. The range of thoughts and opinions really helps with learning to critique.

Challenging
freedom to discuss
expect to each other
so real can put it into the
real world.

Very Good at explaining Coursework

The group activities - sharing ideas and opinions.

Feedback and support for course work during seminars

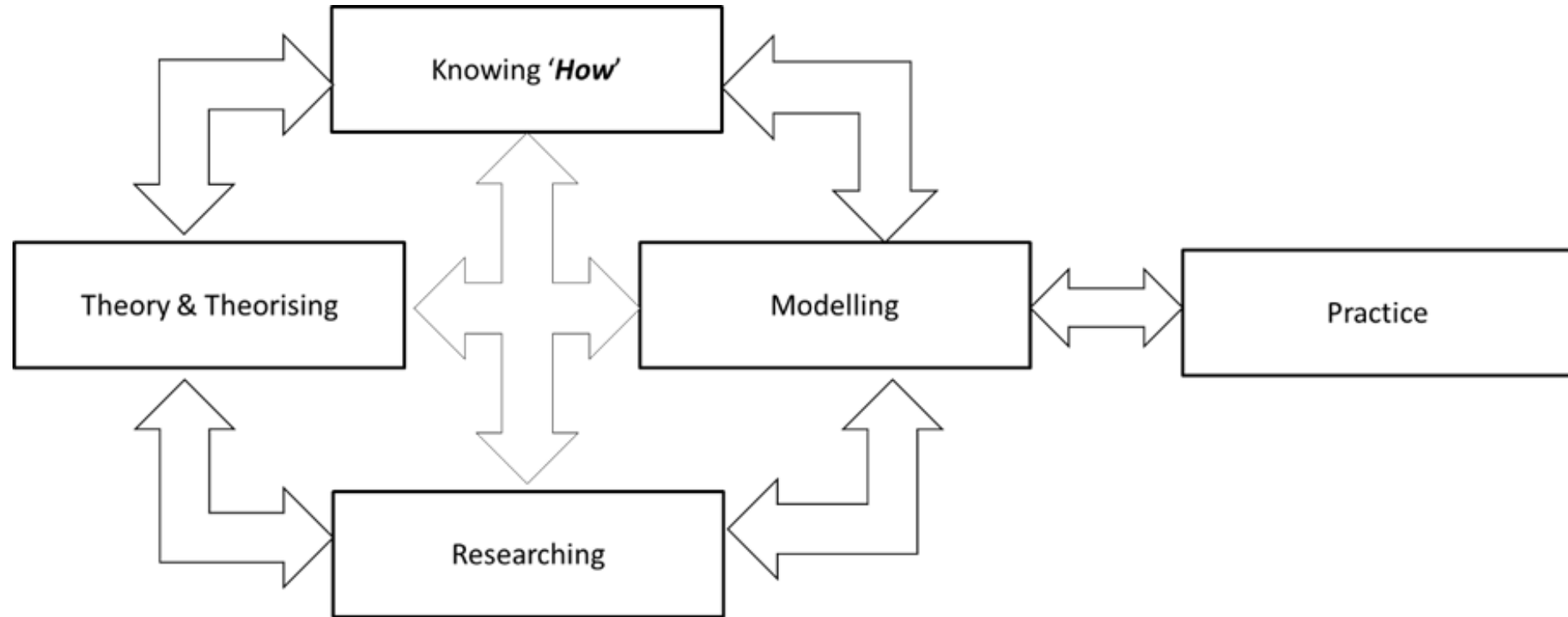
Over to Richard to share something on his experiences..

- BABM
 - In-Company course
 - 3 Years with either 1 or 2 Years in-Company
 - experiential and work-based learning
 - Re designed 4 years ago – BABM has been operating since 1998
 - End to end, year to year and module to module review of design
 - Key benefit and challenge is in-Company period:
 - Learners are primarily at distance (interaction overall is difficult)
 - Learners have different priorities etc
 - Involved in the project to look at what works
 - But to also give me a reason to think about interactivity (from a course sense)

Why and connecting to know/knowing how... and what..

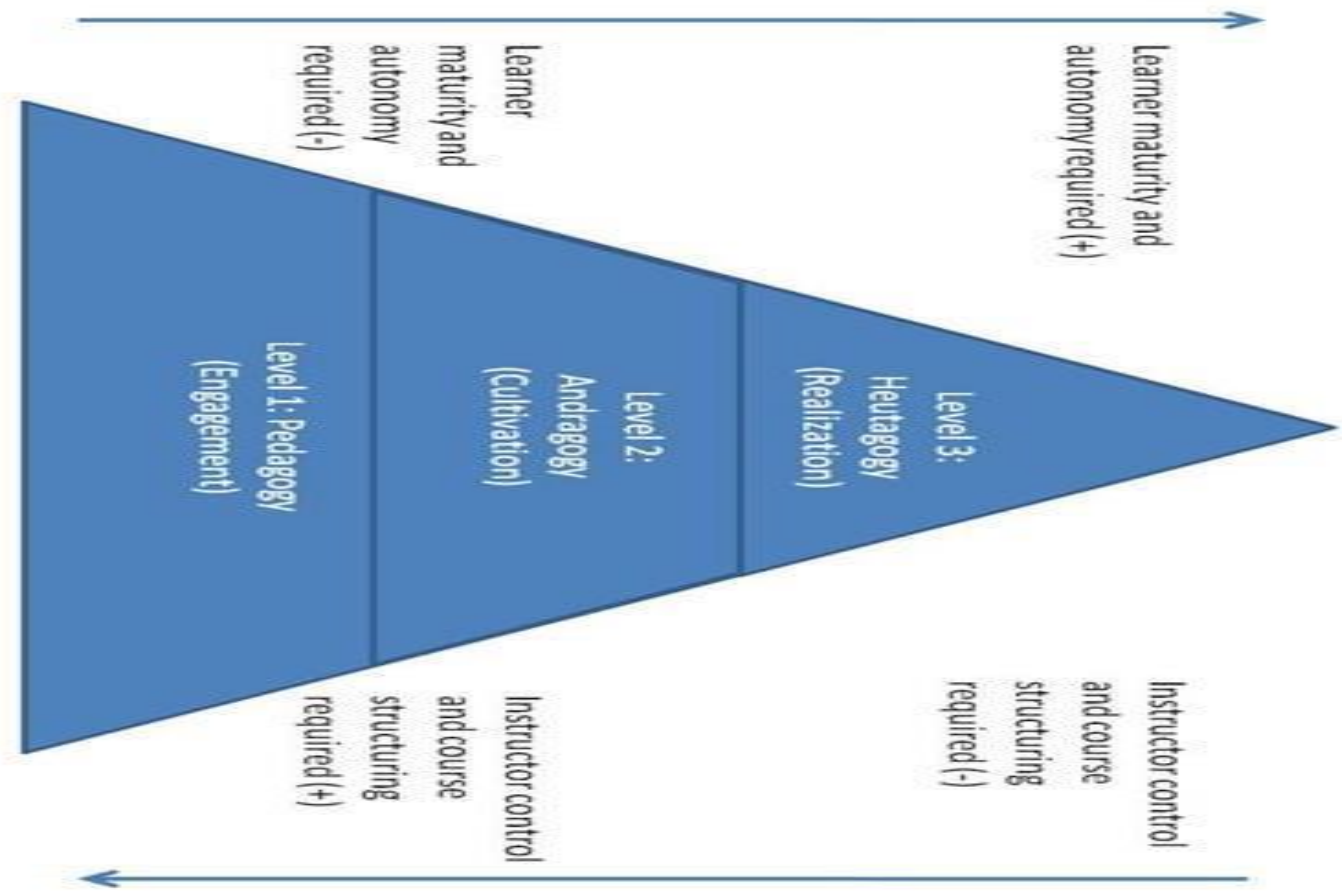
- As long as a person lives, they act; one cannot live without acting and act without learning. The question is how and what we learn (Kivinen and Ristella, 2002 p421 – from Dewey, 1983 and 1986)

What and how....



Why and BABM..

<div>Transition from school etc to University/NBS at level 1</div> <div>Key is shifting child to adult perspective and developing professional outlook and career</div>	<div>Level 1 - Overview</div> <div>Level 1 is a common unit (with some distinctions module).</div> <div>The dual themes are 'functions' of business. to introduce and explore:</div> <div><ul style="list-style-type: none">the 'thing' that business doesforms of organisationhow the individual (in various forms), makes contribution</div> <div>There is an important transition from school experience, through 'work' becoming a professional approach to work</div> <div>As a result of the above understanding of, and career as a result of a 'presentation' of personal competences etc)</div> <div>Students engage in projects of value for stakeholder groups. These are embedded in the module, as noted earlier</div> <div>Overall, this year is seen as a year of business and business</div>
	<div>Underpinning here, and through the year</div>

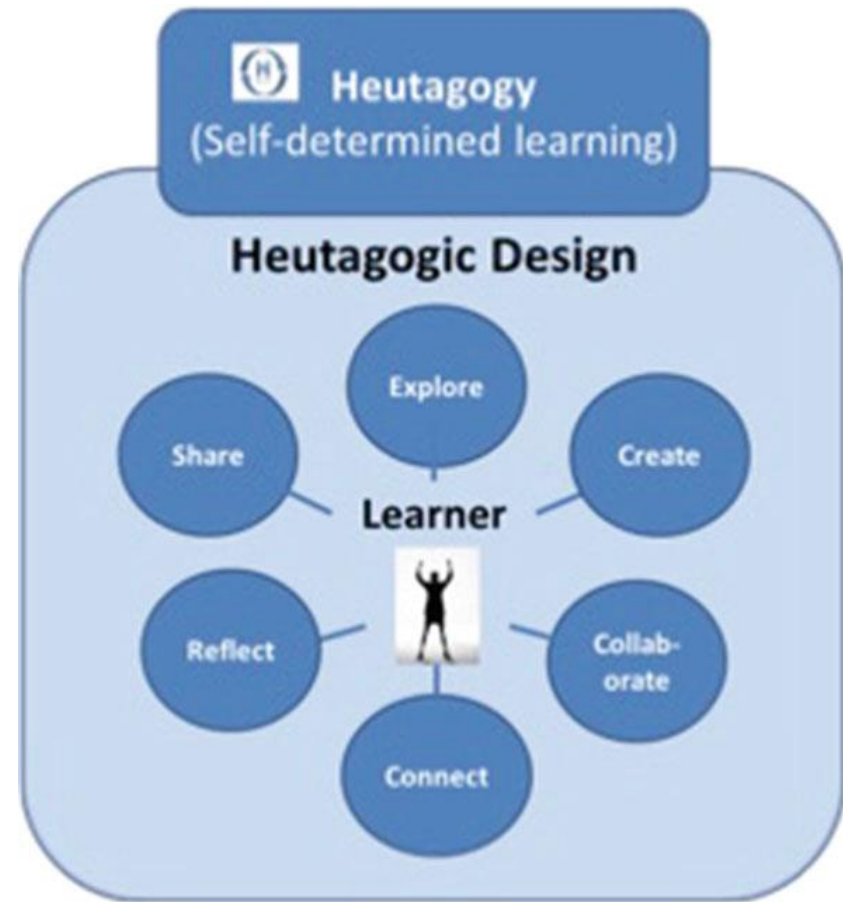
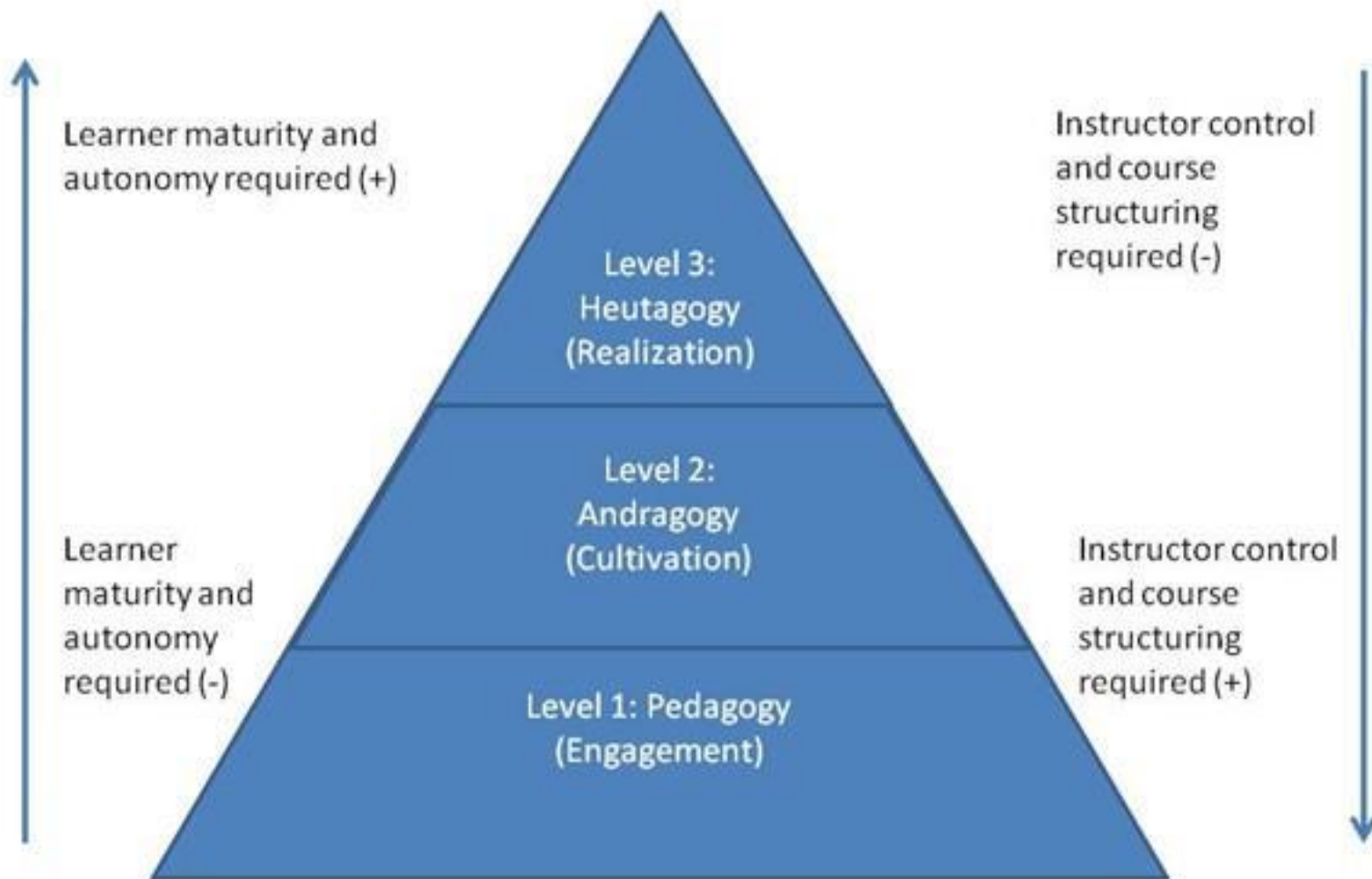


<div>new/Logic</div> <div>beyond the usual' as</div> <div>a strategic elements of the environment' level 1). In level 3, through 'systemic</div> <div>open the student's to, how businesses and to understand connects within the and career. In this personal values and led with leading</div> <div>s level can, with the via the <i>Thinking, 'cally</i> module), tailor rsonal, career and is achieved in the hange module as</div> <div>practicum modules ent and delivery of s, a capstone 40cps v/project and the Career module.</div> <div>experience(s) in various settings m.</div>	<div>Leading to...</div> <div>'outstanding business management graduates whose employability and performance in the work-place has been enhanced'</div>
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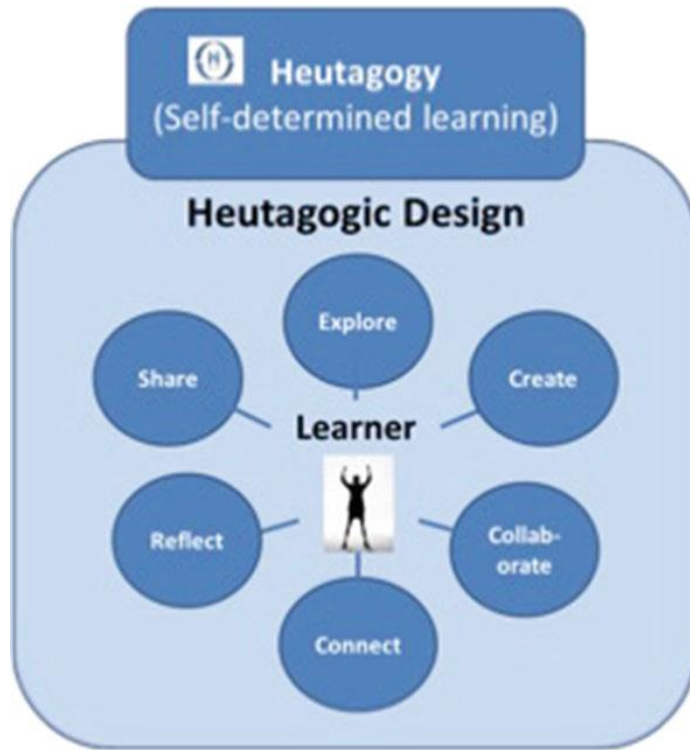
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BABM and interactivity...

- Example(s)..
 - Learning focussed
 - Induction question, question?
 - PPD1 – portfolio?
 - [Design of Year 2](#)
 - Overall flow and logic
 - Structuring to facilitate bringing something with you
 - Attention to process to support and encourage the above
 - Approach to 'delivery' and shifting of view (in process)
 - Focus on digital capabilities (and how to interpret these)
 - Supporting interaction through module design elements (and briefs etc)
- Recognise the nature of what we do is different (subject and course)



So over to you.....



Thoughts?
Or
Questions?

How can you relinquish power and control within course design going forward?