Curriculum Symposium 2021: Post-pandemic curriculum
Session abstracts
8 June 2021

Parallel session 1, 1.1, Workshop (40 mins)
Embedding presence and participatory engagement within discussion boards for online students in higher education: A workshop for e-moderators
Ameena Payne, Swinburne Online
As reported by the increasingly diverse student cohort, a critical issue in the uptake to online HE has been a lack of adequate support, interaction and engagement with academic staff. In 2020, students reported relying on communication from teaching staff more heavily and advocated for more timely interaction and feedback from staff. Pedagogic deficiencies are highlighted in digital learning environments. Thus, it is vital to re-evaluate teaching practices and shift away from those that are not adequate in fostering community, presence communication and, ultimately, enhancing the digital learning environment. This workshop is a practical opportunity for online instructors to engage with the ‘Community of Inquiry’ education experience. Discussions will focus on three types of presence - cognitive, social and teaching presence. Five elements will be discussed: embedding multi-media, affiliative humour and storytelling, Socratic questioning, ‘reframes’ and summarising and ‘weaving’. These aspects relate to cornerstones of our work as e-moderators/online instructors. Participants will have the opportunity to put their knowledge into practice by engaging in a mock discussion board with attendees.

Parallel session 1, 1.2, Workshop (40 mins)
Responding to challenges of hybrid/online learning
Dr Tunde Varga-Atkins, Dr Eli Saetnan, Professor Liz Crolley and Professor Diana Jeate, University of Liverpool
Ways of engaging students effectively had already been the focus of many curricular designs. The rapid switch to online in response to COVID-19 made this an even greater priority. This workshop is based on the outcomes of a collaborative auto-ethnography project with lecturers from across a range of disciplines who reflected on their teaching experiences during the COVID pandemic. During the workshop, we will use a fishbowl activity to act out case scenarios collated by this group to stimulate discussion, inviting workshop participants to debate and suggest alternative solutions to the issues posed on engaging students online.
Parallel session 2, 2.1a, Oral presentation (20 mins)

**Developing an effective digital pedagogy**
Lisa Mann and Sepehr Malek, Condé Nast College

Developing successful online courses with minimal resources is a challenge. With no online course provision before June 2020 and no extra resources, Condé Nast College developed five new entirely online courses at undergraduate Level 4 within six months. These courses have attracted 180 students so far. The pedagogical learning resulting from the development of these courses has impacted on all aspects of teaching and learning across the College. This presentation will provide insights into the pedagogy and instructional design, and into how academics were managed through the process of understanding online pedagogy they had never experienced or had to consider before.

Parallel session 2, 2.1b, Oral presentation (20 mins)

**The hybrid pivot: A driver for positive change**
Dr David Laurenson, Tim Stratford and Timothy Drysdale, University of Edinburgh

The rapid move to digital delivery of teaching has exposed academic colleagues to new approaches that they would otherwise never have considered adopting. By creating a detailed framework for typical course delivery, the School of Engineering at The University of Edinburgh was able to support academic colleagues in making the successful transition to hybrid, and received positive feedback from students. Additional teaching room technology was required to enable on-campus and online participants to participate equally in a session. We are going to retain many of the initiatives which made the implementation successful as we move into a post-pandemic future.

Parallel session 2, 2.1c, Oral presentation (20 mins)

**Anywheres and somewheres: Education 4.0 and a new frontier in post-COVID education**
Dr Jeffery Vernon, Imperial College London

David Goodhart’s 2017 book ‘The Road to Somewhere’ proposed that Somewhere people attach themselves to a particular place and its culture, whereas Anywhere people are comfortable with fluid boundaries and identities. In future, some students will wonder why they cannot sign up to an education, or a career ambition, instead of a university, and negotiate their own journey among institutions. This prospect throws up two challenges to the meaning of Education that will be examined in this presentation. I) Mutual recognition among institutions 2) The design of programmes to be self-contained or porous. The two challenges recapitulate the anywhere/somewhere distinction.
**Parallel session 2, 2.2a, Oral presentation (20 mins)**

“Having your cake and eating it”: A critical reflection on supporting students continuing with their studies during September-November 2020

Professor Helen Scott and Carmen Miles, Arden University

“Having Your Cake and Eating it” is the name we gave to Arden University’s plan for students’ return to face-to-face teaching from September 2020. In this presentation we will explain our aims in supporting our students to continue with their studies and how we involved a range of colleagues and students in the process; we will critically reflect on the approach we took and what we have learned for the future.

**Parallel session 2, 2.2b, Oral presentation (20 mins)**

The 'pragmatic and philosophical' considerations associated with the move to remote learning

Dr Jo Tyssen and Dr Nena Skrbic, University Centre Leeds

This presentation will highlight the response of one college-based higher education provider to the pandemic and the move to fully remote and/or blended learning approaches. It will focus on the flexible delivery of vocational subjects with a particular emphasis on the teaching, learning and assessment of the practical elements of these courses. The presentation will consider some of the challenges associated with remote education, with a specific focus on some of the strategies that we have used to mitigate against reduced motivation and early attrition in the context of higher vocational education.

**Parallel session 2, 2.2c, Oral presentation (20 mins)**

When unusual business became business as usual: Creativity sparks in the dark

Dr Kerry Gough and Natalie Brown, Nottingham Trent University

Long live our studios. The studios are dead. In HE versus the global pandemic (23 March, 2020), we gathered inspiration, vanquished our anxieties and ignited that which we were most-proud of to celebrate Creative Arts ingenuity. Dramatically rethinking our creative curriculum, we will highlight our development of a blended Arts curriculum, share our innovative practice around the delivery of creative subjects online, including the technological advances that extended NTU’s online delivery model, and the enhanced presence afforded the creative industries through our borderless classrooms. Creativity sparks in the dark. It’s what we do best in Art & Design.

**Session 3, 3.1c, Oral presentation (20 mins)**

How practical delivery will never be as hands on – and should it be?

Alice Marshall, University of Derby
Reflecting upon the conference theme ‘Delivery modes’, Alice Marshall will discuss her hybrid delivery approach for Dance, which embraces the digital era that we have all been fast-tracked into. Dance is a highly practical subject, with studio based hands-on delivery being at the forefront of its ethos, but our curriculum can be modified to allow elements of training to be done via a digital platform. Students can still engage physically, and this opens our way of learning to a wider range of prospective students. Participants will be encouraged to consider their own subject area and the benefits of digital learning.

**Session 3, 3.2c, Oral presentation (20 mins)**
**How can we build a post-pandemic curriculum?**
**Dr Aoife Sadlier and Dr Paul Wright, MLA College**
This presentation will describe the work of MLA College, an award-winning distance learning institution, and in particular, its development of a post-pandemic curriculum. The presentation will provide a SWOT analysis of MLA’s strengths and weaknesses, and the challenges and opportunities presented in developing a new BSc in Global Sustainable Development in the midst of a pandemic. The presentation will discuss what a post-pandemic curriculum could look like, how teaching approaches can be maximised, and how sustainability can be embedded in the curriculum. Ultimately, it will highlight the value of distance learning in shifting the locus to the experiential and personal, whilst valuing diverse cultural traditions.

**Session 3, 3.3, Oral presentation (20 mins)**
**Can remote laboratories solve the problem faced by e-learning Engineering courses?**
**Dr Sheryl Williams, Loughborough University**
Remote laboratories can help solve one of the biggest challenges faced by e-learning HE Engineering course providers in the implementation of the Engineering curriculum. By innovatively combining ICTs with engineering technologies, remote labs provide effective teaching and learning tools to foster the development of experiential knowledge. Loughborough University has successfully developed and implemented remote laboratories for undergraduates and postgraduate Engineering students. Students, anywhere in the world, using an interface can control real equipment (based on Loughborough campus) via the Internet 24/7.

**Parallel session 4, 4.1, Workshop (40 mins)**
**Using digital pedagogy to build connectedness**
**Dr Alison Torn, Dr Chris Rowley and Dr Kate Lupton, Leeds Trinity University**
Through active engagement with delegates, this workshop demonstrates ways in which digital connectedness between students and staff is central to pedagogy post-pandemic, creating a new norm for engagement. Using examples from the
presenters’ teaching and staff/student evaluations, this workshop will demonstrate that building digitally discursive and collaborative pedagogical activities enables social and cognitive engagement, constructing a sense of belonging both within the cohort and to the university. These pedagogical approaches are underpinned by the principles of student partnership, experience and community. We will conclude by outlining how lessons learned in a period of crisis, can transform the pedagogical landscape.

Parallel session 4, 4.2, Workshop (40 mins)
**Orchestrating learning: A design sprint for asynchronous student activities**
Dr Jeffrey Vernon, Imperial College London

How do we design activities for students when they are away from the webcam? Beyond assigned reading, many of us have little experience of guiding students’ learning when we can’t see them. This workshop is an online design sprint, where delegates design a week of learning with live and asynchronous elements that join up to form a learning experience with baked-in feedback. We will focus on the nature of asynchronous activity – what is this meant to accomplish, and what kinds of tasks would make sense in different disciplines? Some advance preparation will be recommended.

Parallel session 5, 5.1a, Oral presentation (20 mins)
**Digital pedagogy in a world of digital poverty: The Middlesex iPad project**
Dr Nick Sharples, Dr Alison Megeney and Dr Matthew Jones Middlesex University

Before the pandemic, Middlesex University’s department of Design Engineering and Mathematics were trialling the use of iPads to present and record lectures, prepare videos and teaching materials, and provide feedback. This development of our digital pedagogy accelerated in March 2020 as staff rapidly changed delivery modes during lockdown. In this presentation we will detail these novel pedagogic approaches, enabled by iPads, which we will retain as part of our post-pandemic curriculum:

• iPads are used as the primary vehicle of student/staff interactions to achieve true blended learning: Students use their iPads to work on collaborative, persistent (on-demand) whiteboards before, during, and after scheduled lecture times.

• We have developed collaborative “problem-solving spaces”: Students use their iPads to contribute at times convenient for them, working with their peers to build solutions to complex problems over an extended period, embedding dynamic peer interaction and review into the learning experience.

• Courses are designed so that all work can be completed, and feedback given, using the provided iPads to ameliorate digital poverty and provide equality of access.
• Seamlessly integrating rich multimedia content and handwriting over prepared slides on iPads distinguishes commentary from theoretical content with every pen-stroke, syllable, and critical conversation recorded for future study.

Parallel session 5, 5.1b, Oral presentation (20 mins)
Using disruption to foster creativity
Professor Catherine O’Connor and Alison Torn, Leeds Trinity University
This presentation will showcase three examples of how, in response to the disruption of COVID, institutions can, through innovation and creativity, transform the landscape of teaching and learning. Examples from Leeds Trinity University include creating a live production community in a hyflex environment, transcending international borders in online learning and building a sense of belonging in a virtual world. The creative approaches embedded across different curricula are underpinned by the principles of student partnership, experience and community. The presentation will conclude by outlining how lessons learned in a period of crisis, are transforming the pedagogical landscape of Leeds Trinity.

Parallel session 5, 5.2a, Oral presentation (20 mins)
Developing self-regulated learners who are motivated to build thriving digital platforms
Paul Marsden, Leeds Trinity University
The industrial revolution, the development of the Internet and the rising influence of Silicon Valley are all products of thriving knowledge networks. These networks of innovators rapidly increased the access to useful knowledge and led the development in their field. Now knowledge networks are being developed by Sports Journalists, who are competing to establish news platforms in the digital age, working across the week rather than in their allotted sessions. Led by self-regulated learners, who provide intrinsic motivation, the teams have driven each other to build weekly audiences in the thousands by constructing digital workflows that suit their learning.

Parallel session 5, 5.2b, Oral presentation (20 mins)
The blended spectrum: Providing a curriculum design framework for staff and students
Mel Lindley, Ross Mallett and Helen Batty, Sheffield Hallam University
This presentation will discuss how a holistic and strategic approach to student collaboration alongside a robust curriculum design framework has enabled staff and students to prepare for their post-pandemic teaching and learning. A blended learning framework was developed articulating four hybrid delivery modes with accompanying practice standards. Alongside this, the creation of formal Student Boards has ensured regular active dialogue and a culture of continuous
improvement and collaboration. Attendees will gain insight into the practice standards and mechanisms employed to empower the learner voice and shape the future learning experience.