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Strathclyde
Glasgow

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THE QUEEN'S ANNIVERSARY PRIZES
2019 & 2021

For Higher and Further Education

UNIVERSITY OF THE YEAR
2012 & 2019

Times Higher Education

SCOTTISH UNIVERSITY OF THE YEAR
2020

The Times & The Sunday Times

BOLD Blended and Online Learning Design

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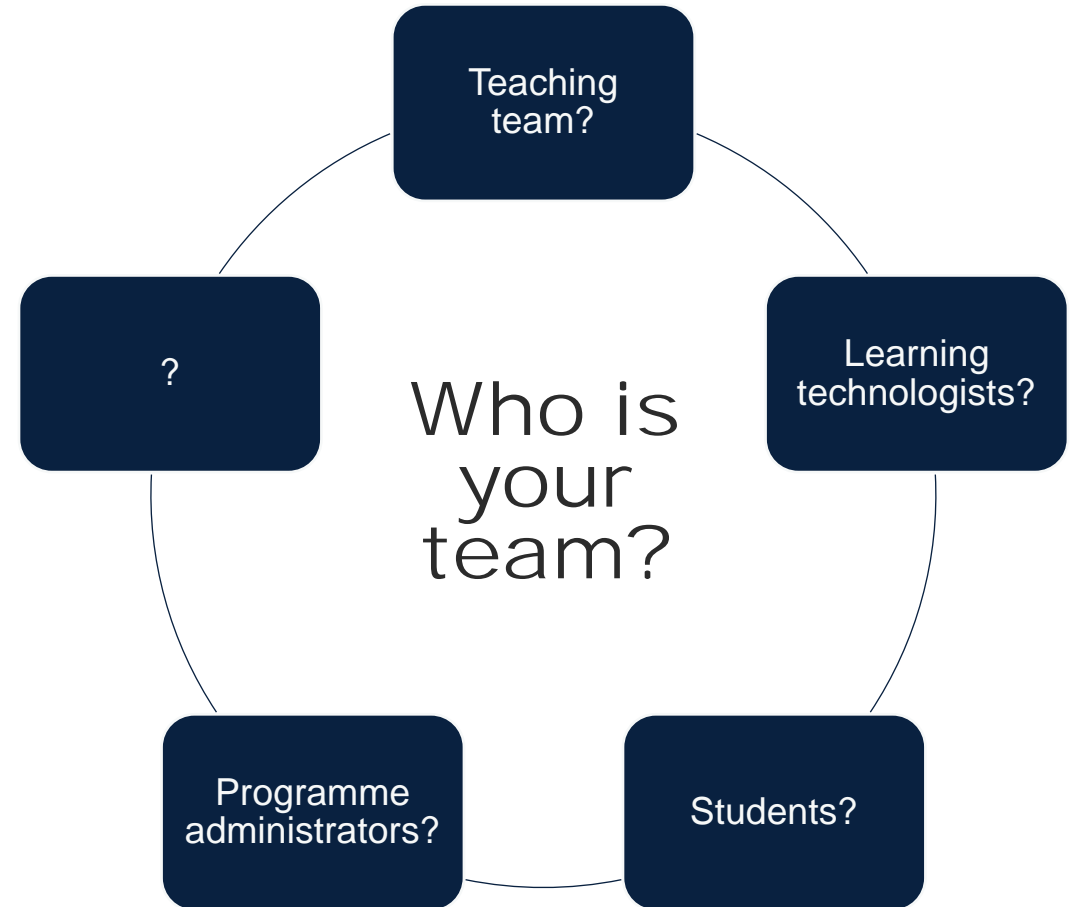
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1. WORK AS A TEAM

Module design is rarely the prerogative of a single person working in isolation

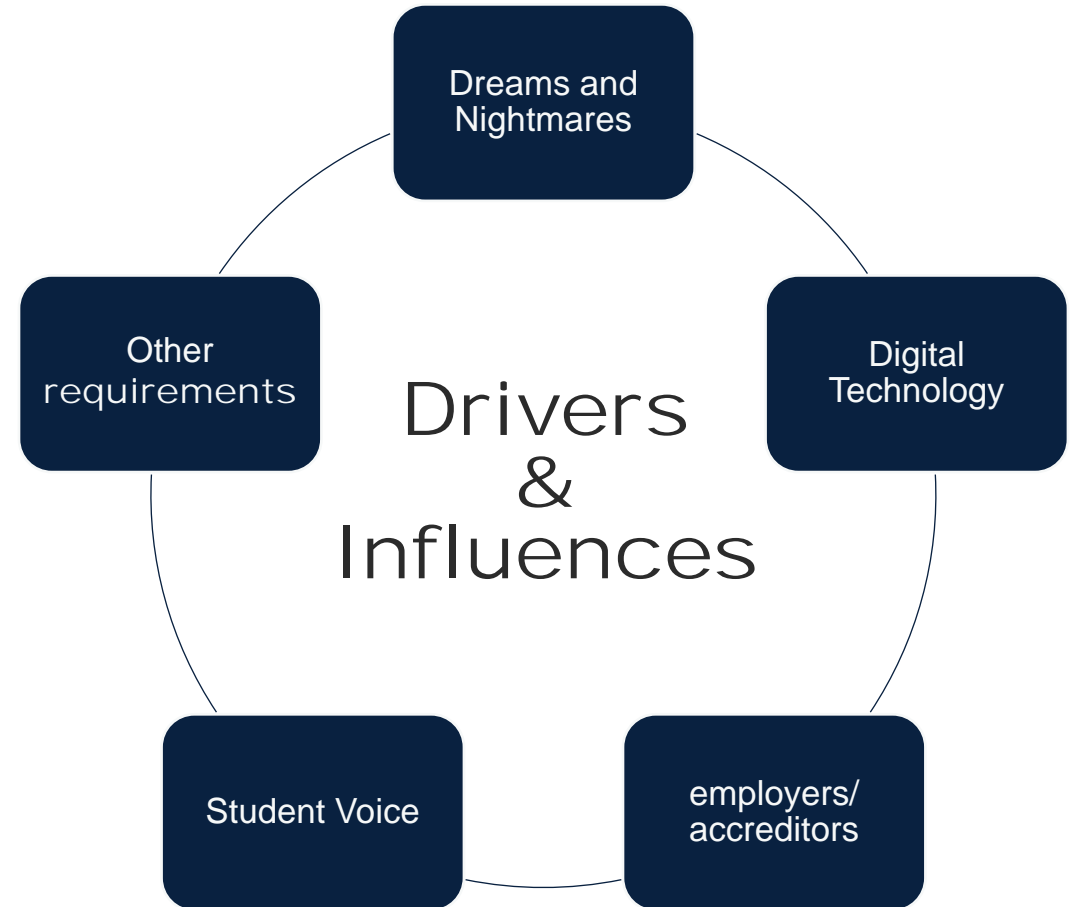
There is great value in eliciting engagement and support from a team of collaborators both at the outset and throughout the design process



2. THINK BIG

When designing or re-designing a module, it can be tempting to jump straight into preparing taught content like lectures and labs.

Instead, start from a helicopter view of the project, the wider context and key drivers



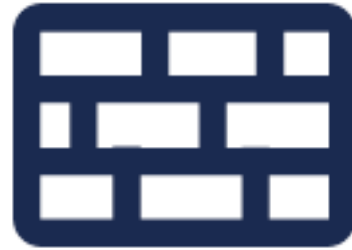
3. LEAD THE CHANGE

Embrace the emotions, opportunities and challenges that come with change.

Being explicit about the things that need to be transformed or overcome allows you to put adequate support, guidance and training in place to support you through the big challenges



What is Good and Great about what you already deliver?



What are the Challenges; things that need to be transformed and overcome?

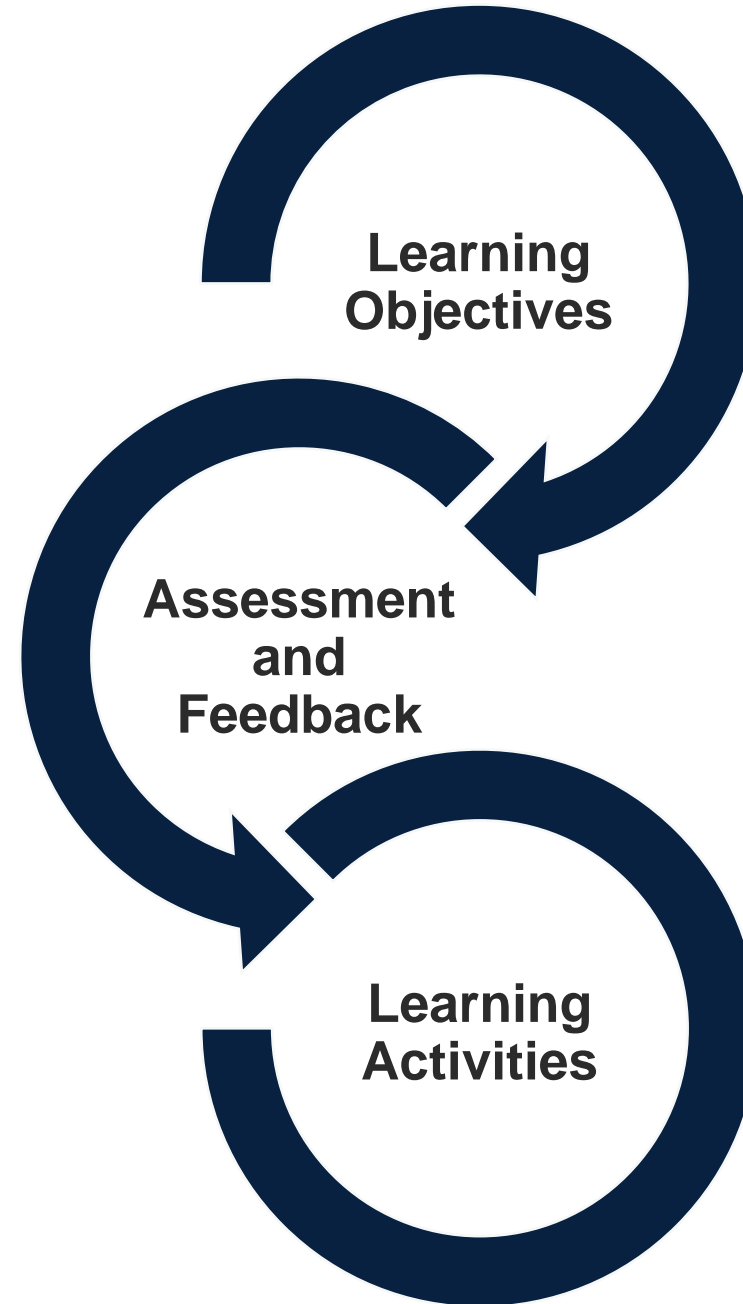


What are the Opportunities; things that excite us?

4. WORK BACKWARDS

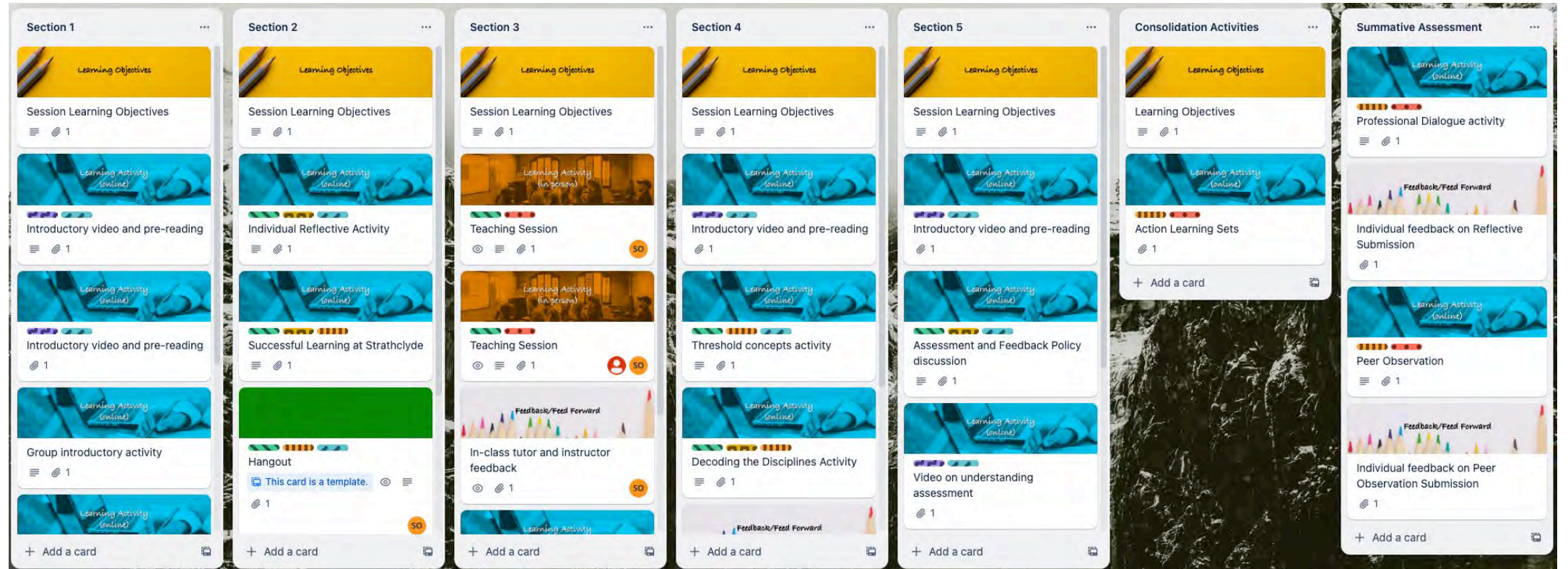
Take a **'backwards-design'** approach to ensure a strong alignment between the module learning objectives, the assessment and feedback framework and learning activities.

Our model uses **Bloom's taxonomy of learning** to support the articulation of strong learning objectives, appropriate assessment criteria and aligned teaching strategies



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REMEMBER
RECALL FACTS AND BASIC CONCEPTS
Define, duplicate, list, memorise, repeat, state.

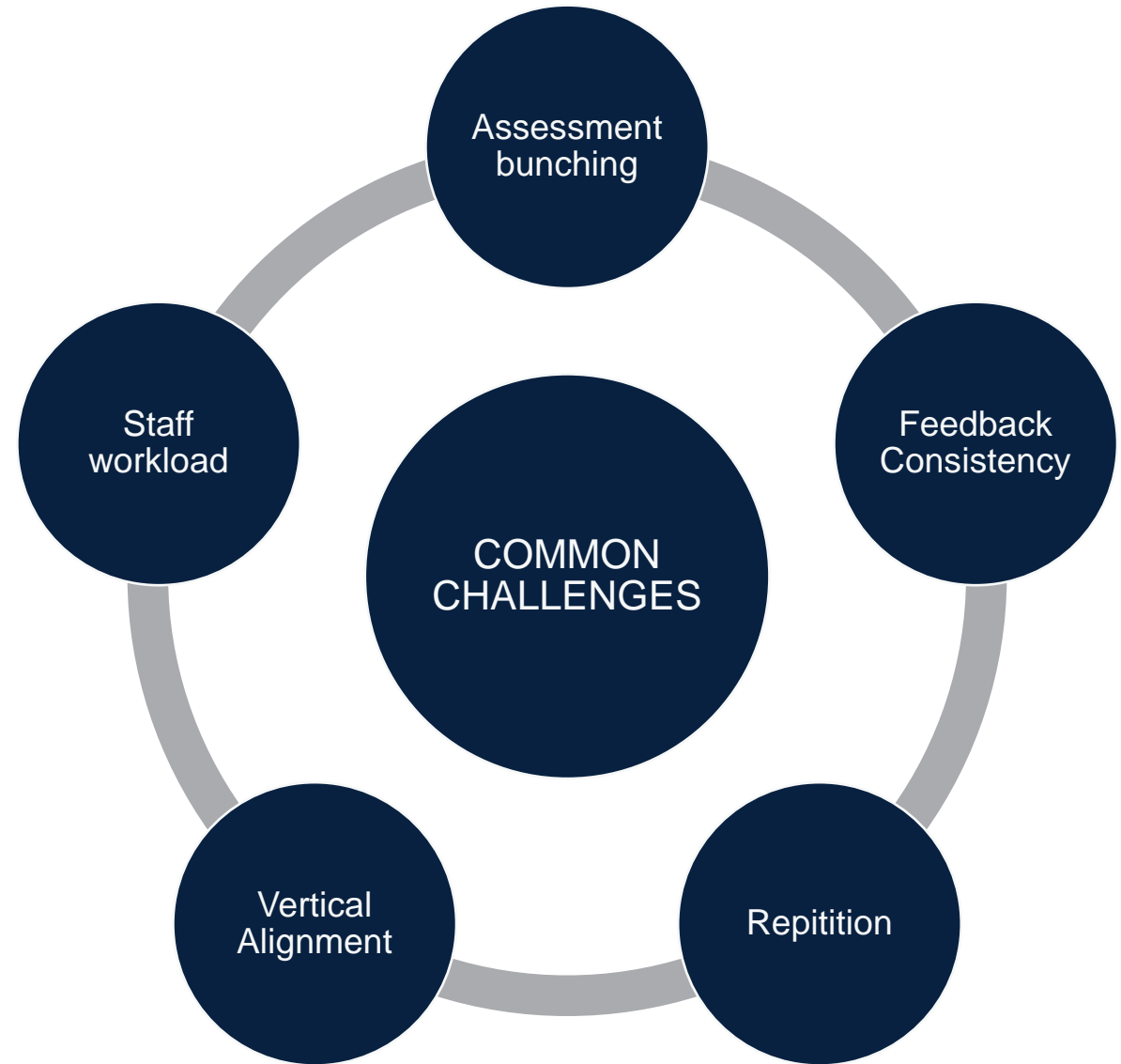
5. STORYBOARD



6. COORDINATE @PROGRAMME LEVEL

The design and delivery of modules do not occur in a vacuum.

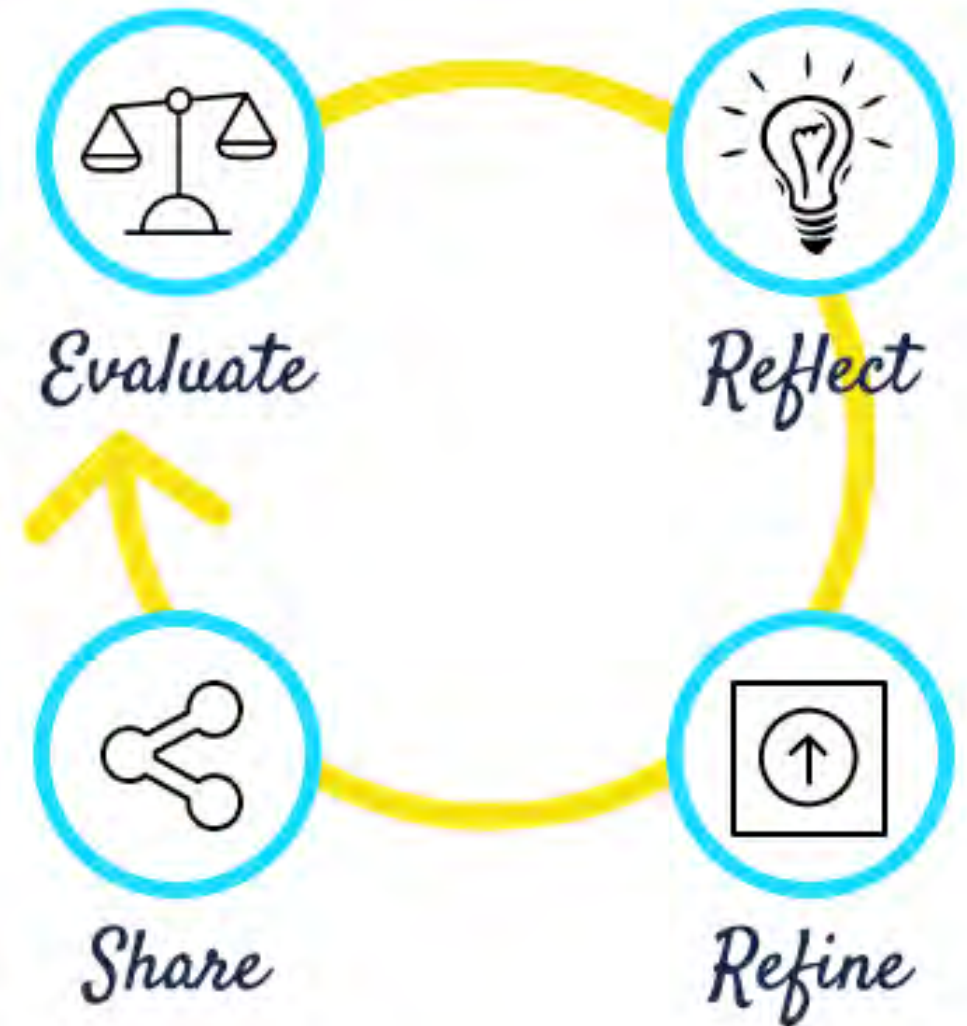
While a well-aligned curriculum is... you may still run into challenges that can be best addressed at a programme level



7. EVALUATE

As you move from design to delivery, engaging in an ongoing cycle of evaluation, reflection, refinement and practice sharing in a learning mode will ensure that the quality of the module continues to evolve.

Such an approach is all the more vital given the current uncertainty in the sector and the need to be flexible in response to change.





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