TRANSFORMING HIGHER EDUCATION FOR SOCIAL CHANGE A MODEL FROM EAST AFRICA

FACILITATOR RESOURCE PACK

PROGRAMME ALIGNEMENT
TRANSFORMATIVE LEARNING
COURSE REDESIGN
LEARNING DESIGN

COURSE REDESIGN

F

TESCEA
TRANSFORMING EMPLOYABILITY FOR SOCIAL CHANGE IN EAST AFRICA

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This toolkit has been developed by the Transforming Employability for Social Change in East Africa (TESCEA) partnership.

Authors: Mary Omingo, Annelise Dennis, Mai Skovgaard
With contributions from: Kendi Muchungi, Joanna Wild, Beth Wokabi, Jennifer Chapin

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Editing and proofreading by: Siân Harris, Sophie Gillespie
Page setting by: Steven Dickie
Design: squarebeasts.net

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Contact: TransformHE@inasp.info

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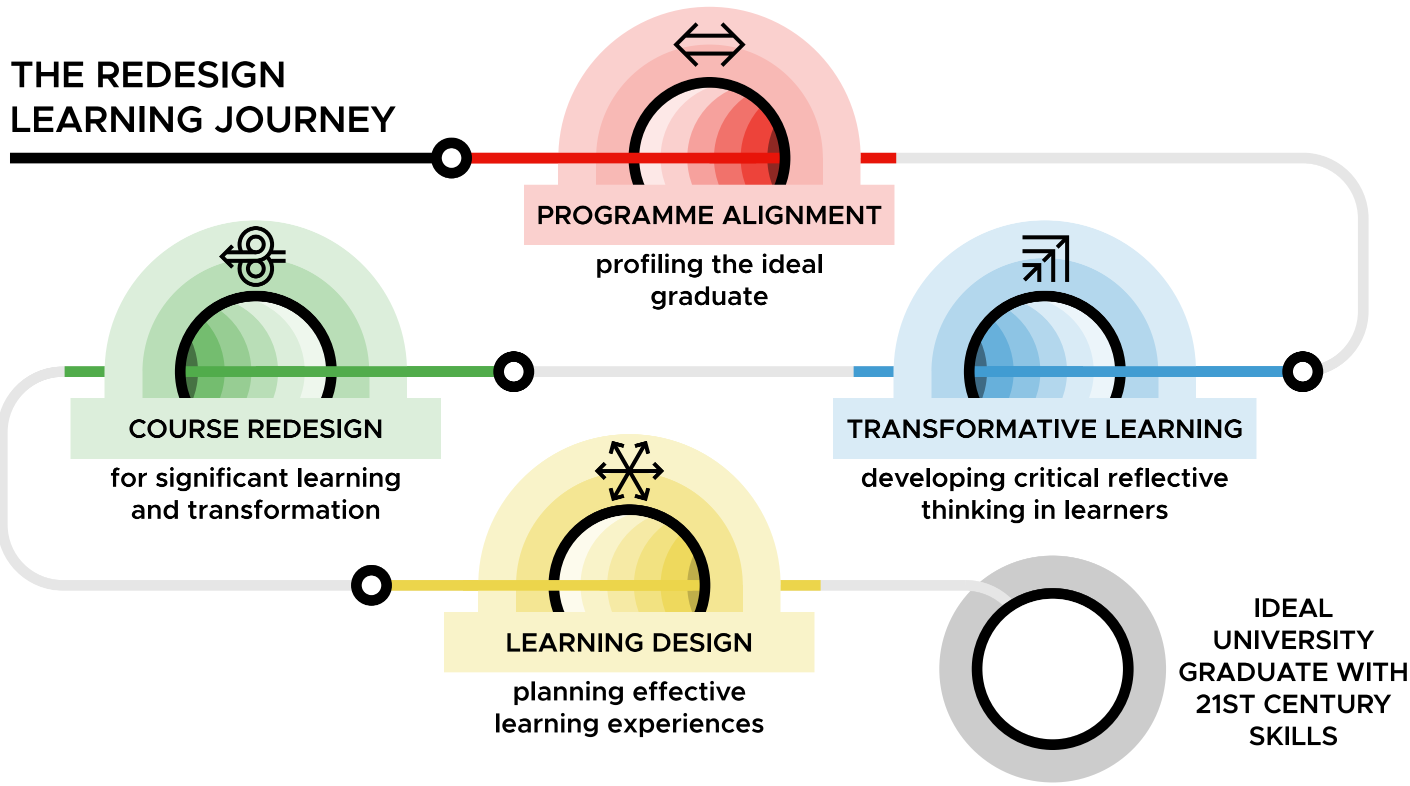
INTRODUCTORY FACILITATION GUIDELINES

1. OVERVIEW OF THE REDESIGN LEARNING JOURNEY



2. SUMMARIES OF REDESIGN WORKSHOPS AND ONLINE COURSES

2.1. *Programme Alignment – Profiling the Ideal Graduate – face-to-face workshop*

The Programme Alignment – Profiling the Ideal Graduate workshop is aimed at key academic teaching staff (including Heads of Departments, Deans and Quality Assurance Officers) involved in designing and delivering programmes and courses, mainly at the undergraduate level, that will be undergoing redesign. The workshop is designed to support a process of conceptualising the big picture of the nature and character of the type of ideal graduate that the university is aiming to shape and how each individual institutional unit, programme and course contributes to the development of this graduate. The workshop can take the form of a two to three-day workshop which can either be conducted with representatives from three to four programmes from different institutional units at the university or with all programmes in the same institutional unit in one session.

Throughout the workshop, key academic teaching staff involved in delivering a programme are taken through a process ensuring that they design programmes and courses that pay attention to the ultimate goal; namely the shaping of employable graduates equipped with 21st century skills.

2.2. *Transformative Learning – Developing Critical Reflective Thinking in Learners – face-to-face-workshop*

The Transformative Learning – Developing Critical Reflective Thinking in Learners workshop is aimed at academic teaching staff, who teach mainly at undergraduate level. Its goal is to promote a growth mindset amongst academic teaching staff and equip them with the necessary competencies to infuse critical thinking and problem-solving into their own teaching (and facilitation) practice and within the learning environments in which they operate.

The two and a half-day workshop is designed to inspire and furnish academic teaching staff with the skills to mainstream Transformative Learning within their courses. The workshop can alternatively be run as a series of shorter 'chunked' workshops run over a longer period of time, allowing participants more opportunity to reflect on their own facilitation practice and to make incremental changes to their facilitation approach.

Throughout the workshop, academic teaching staff are taken through a process that simulates the Transformative Learning Cycle (TL Cycle), which they are encouraged to embed in their own facilitation of learning practice. Through the adoption of this cycle and Transformative Learning Pedagogy, academic teaching staff are able to create learning environments which move students beyond simply 'knowing' to confidently exercising critical reflective thinking and problem-solving in all areas of their life.

Students and graduates who possess these skills, capabilities and dispositions are more likely to demonstrate the ability and mental agility to create their own futures; innovating and creating new knowledge, becoming the changemakers they need to be, to transform themselves, their communities and the world for the better.

2.3. Course Redesign for Significant Learning and Transformation – face-to-face workshop

The purpose of the Course Redesign for Significant Learning and Transformation toolkit is to enable academic or administrative staff, responsible for staff development within their institution, to facilitate a process of hands-on course redesign. The process is aimed at academic teaching staff, who teach mainly at the undergraduate course level. To support a short or long-term process of course redesign, the toolkit can be used as a resource to design and facilitate one or a series of shorter face-to-face workshops. The toolkit uses the example of a five-day workshop to kick-start the process, with academic teaching staff working on the redesign of one course to start off with and continuing to work on its redesign after the workshop ends. However, a series of shorter 'chunked' workshops run over a longer period of time within an institution might be more effective, with participants working on the redesign of their course between each workshop.

The methodology adopts a two-layered approach to course redesign. Academic teaching staff start by conceptualising the content of their course; then crafting learning outcomes based on these concepts, instilling the hard and soft skills required in that discipline, then producing a course assessment plan and schedule of teaching and learning strategies, aligned to their course learning outcomes.

Throughout the course redesign process, academic teaching staff importantly embed the soft skills, capabilities and dispositions that their students will need to develop and master within that discipline. In addition, they are challenged to improve their own pedagogy to ensure that both their male and female students equally derive learning from their course and master the required gender knowledge and skills related to that discipline. These are the 'power skills' which employers, communities and students themselves are demanding, not only to enable students to become the experts they need to be, but to transform themselves and ultimately the world around them.

2.4. Course Redesign for Significant Learning and Transformation – online course

The purpose of the Course Redesign for Significant Learning and Transformation course is to enable academic teaching staff to conceptualise their course content to embed the soft skills and gender responsiveness that their students will need when entering the world of 21st century employment. The course is aimed at academic teaching staff who teach mainly at the undergraduate level.

Academic teaching staff will start by conceptualising the content of their course; then crafting learning outcomes based on these concepts, inculcating the hard and soft skills required in their discipline, producing a course assessment plan and a schedule of teaching and learning strategies aligned to their course learning outcomes.

Hosted on Moodle, an online learning platform, the course is running in a mostly asynchronous mode – allowing the participants maximum flexibility as to when to learn – complemented by synchronous drop-in clinics where the participants have a chance to interact with facilitators and peers in real time. The content of the course is delivered in a mixed-media format – text-based resources, videos and interactive exercises. There is also group work in a dedicated discussion forum to provide mutual support and feedback on a course assignment.

Following successful completion of all eight units, academic teaching staff will have developed an outline of a redesigned course that will equip their students with 21 century skills alongside subject knowledge. The natural continuation of this course is the 'Learning Design – planning effective learning experiences' course in which the participants will start planning each of the learning sessions step by step to ensure a high-quality learner experience.

2.5. Learning Design – Planning Effective Learning Experiences – online course

The purpose of this online course is to introduce academic teaching staff to the aspects of Learning Design; a methodology which helps facilitators of learning to plan for the delivery of their courses step by step and from the perspective of learners. It helps to ensure varied and effective learning experiences for students.

This six-week online course can be taken as a standalone training, or subsequent to the workshops identified above. Hosted on Moodle, an online learning platform, the content is delivered in a mix-media – text-based resources, videos and interactive exercises. There is also group work with a dedicated discussion forum to share ideas and feedback on an authentic assignment as well as peer-review activity.

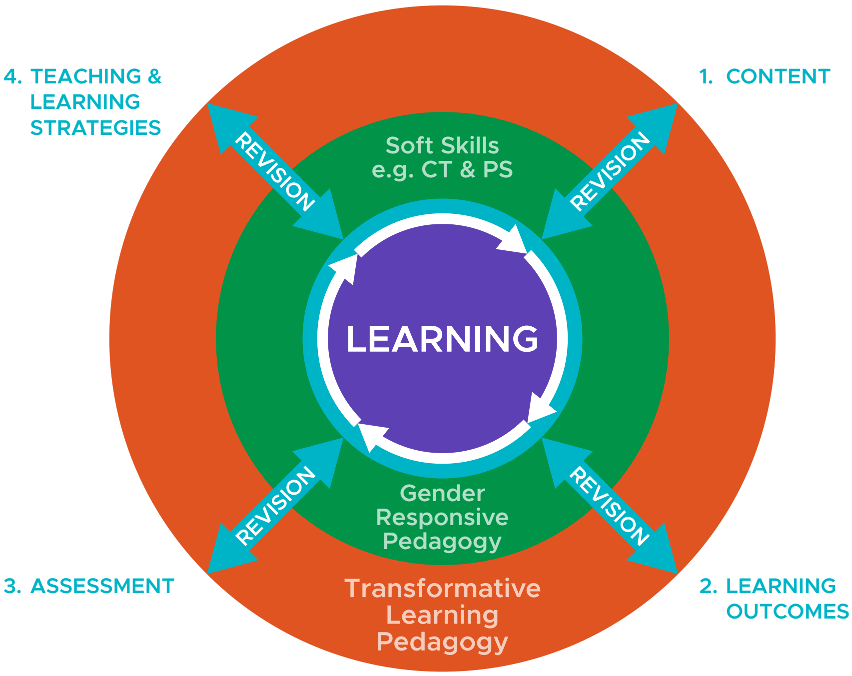
Following successful completion of all five units, academic teaching staff will develop a gender responsive, high-quality learning design for their own course, using the Learning Designer online tool.

3. OVERVIEW OF THE COURSE REDESIGN FOR SIGNIFICANT LEARNING AND TRANSFORMATION WORKSHOP

3.1. Concept map for the workshop

In this toolkit, the Course Redesign for Significant Learning and Transformation workshop takes the form of a five-day workshop and its structure, for the first four days, is based on one different core concept being introduced each day. The fifth day provides the opportunity for participants to consolidate their learning generated across the previous four days, by becoming acquainted with an online learning design tool and through delivering a showcase pitch for their redesigned course to their peers.

The concept map for the workshop is provided below, together with a detailed explanation of its key elements.



The workshop is organised around four core concepts; **content**; **learning outcomes**; **assessment**; and **teaching and learning strategies** and two concepts (in the inner green circle) that cut across all four core concepts: **soft skills** (for example, critical thinking and problem-solving skills) and **gender-responsive pedagogy**.

The workshop starts with participants focusing in on the subject matter expertise that they have in their particular discipline. They also reflect on the soft skills that their students will need to develop and master within that discipline. These are the 'power' or transferable skills that employers, communities and students themselves are demanding. The subject matter and the soft skills required for the course they are redesigning is collectively referred to as **content**.

The workshop then moves on to thinking about what participants want their students to learn in terms of content and soft skills, i.e., the **learning outcomes**. This is followed by how the participants and their students are going to know when and what learning has occurred, i.e., **assessment**.

Next, participants think about what they are going to do in the teaching of their course and what will happen in the sessions that will support their students' learning, i.e., **teaching and learning strategies**. Note that assessment comes before the teaching and learning strategies. This is because participants need to know what they want to assess first before they can select appropriate teaching and learning strategies.

As already mentioned, the **soft skills** cut across all four core concepts, being integrated into each concept to ensure that students graduate with the 'power' or transferable skills they will need for work and in life.

Gender-responsive pedagogy also cuts across all four core concepts, being integrated into each concept to ensure that both male and female students equally derive learning from the course and master the required gender knowledge and skills related to their discipline.

Learning is in the centre and refers to both the learning of their students and their own. It applies to all the decisions participants make. For every action, they need to ask themselves: is learning happening? and, if yes, what kind of learning?

The 'revision' arrows indicate that the choices or revisions that participants make within the broader course redesign process affect what kinds of learning will happen. The learning that happens (or does not happen) will affect how they redesign their course.

Last but by no means least, the outer orange circle represents transformative learning pedagogy, which underpins the overall course redesign process. Hopefully, the participants will have already learnt about transformative learning in the workshop prior to this one. They are expected to redesign their courses to enable students to experience transformative learning and to ultimately transform themselves and the world around them.

3.2. Days 1-5 workshop summaries

On Day 1, participants start to conceptualise their course content through concept mapping, selecting the most important subject matter and skills that students must learn in their course, i.e., content that transforms their students.

On Day 2, participants draft the learning outcomes for their course. They think through the kinds of learning that can transform their students, by developing their critical-thinking skills and ill-structured problem-solving skills, for example.

On Day 3, they work on assessments, developing assessments that go beyond summative assessments and grades. They start to design formative assessments that will inform their teaching and transform their students' learning as stipulated in their learning outcomes, which instil both soft and hard skills.

On Day 4, they work on teaching and learning strategies that are aligned to their course learning outcomes, taking a metacognitive approach and promoting critical reflective thinking.

Finally, on Day 5, participants have the opportunity to try out an online tool that can help them design effective learning experiences. At the end of the final day, they will pitch their redesigned course, as if to a new class of students.

3.3. Format of the workshop

The workshop is an interactive, collaborative and reflective learning experience. Workshop sessions take the form of plenary and small group discussions, hands-on activities in breakout groups and daily personal reflection. The teaching and learning activities have been specifically chosen to model learning-centred teaching, which focuses on what the participants need to learn and the best way to support them in doing that.

The assigned compulsory readings are a key component of the workshop. While there are specific sessions for participants to further investigate the ideas in the readings, the content of all four readings informs the sessions throughout the five days of the workshop. The importance of participants completing these readings and accompanying tasks in advance of the workshop cannot be stressed enough.

Woven through the five days of the workshop are daily gender sessions based on five dimensions of gender. These dimensions help participants to build a gradual understanding of gender as well as to think through how gender is relevant to the course they are redesigning.

On a practical note, there **needs to be a reliable Internet connection** at the workshop venue, in order to access videos, evaluate learning designs and investigate a tool to support the design of learning experiences, all of which are online.

Participants receive a soft copy and hard copy of the Participant Handbook. It is strongly recommended that they make notes in the soft copy of their handbooks. It is highly likely they will need to revise their original inputs as they progress through the workshop and it allows more flexibility in the amount of space they have to make notes.

4. THE TOOLKIT EXPLAINED

The Course Redesign for Significant Learning and Transformation Toolkit comprises two key documents, the Facilitator Resource Pack and the Participant Handbook. Each will be described in more detail in the sections that follow.

4.1. Abbreviations and terminology

This toolkit tries to avoid too many acronyms. However, from time to time, particularly in the naming of resources, the following abbreviations may be used:

CR – Course Redesign

TL – Transformative Learning

PA – Programme Alignment

FRP – Facilitator Resource Pack

PH – Participant Handbook

GRP – Gender-Responsive Pedagogy

The 'Transforming Employability for Social Change in East Africa' partnership is abbreviated to **TESCEA**.

A glossary of terms for the Course Redesign workshop(s) can be found in Appendix E of the Facilitator Resource Pack.

Responding to feedback from participants of previous Course Redesign and Transformative Learning workshops, the term 'facilitator of learning' shall, wherever possible, be used instead of 'teacher', 'instructor' and 'lecturer' in this toolkit. The reason is that this is more compatible with the learning philosophy and pedagogy being promoted throughout this redesign process. However academic teaching staff will be used when writing in the plural.

For the sake of clarity, staff developers, who will be designing and facilitating the Course Redesign workshop(s), shall be referred to as 'workshop facilitators' or simply 'facilitators' in the Facilitator Resource Pack. In the case where one workshop facilitator is responsible for the design, collation of resources and facilitation of a particular session, they shall be referred to as the 'lead facilitator'. Where another facilitator is providing the lead facilitator with support during the session, they shall be referred to as a 'co-facilitator'. It is worth noting that these roles are not fixed and may change from one session to another.

The academic teaching staff who are participating in the Course Redesign workshop(s) shall be referred to as 'participants' in the Facilitator Resource Pack.

Students of the academic teaching staff may also be referred to as 'learners' in this toolkit.

A note about navigation: To help facilitators and participants keep track of the resources across the three toolkits, even if they are printed in black and white, each toolkit has a distinctive graphic at the bottom of each page, which match the learning journey graphic at the start of this Introduction. In addition, pages in the Facilitator Resource Packs have an **F** at the bottom and pages in the Participant Handbooks have a **P** on them.

Programme Alignment   Transformative Learning   Course Redesign

Facilitator   Participant

4.2. Facilitator Resource Pack

The FRP consists of seven key parts:

- Introductory facilitation guidelines
- Day 1: Concept Mapping
- Day 2: Learning outcomes
- Day 3: Assessment
- Day 4: Teaching and learning strategies
- Day 5: From course to learning experience redesign
- Appendices

The resources for Days 1 to 5 are divided into two main sections: Facilitation notes and Additional facilitation guidance and visual aids. Even day is accompanied by a slide deck that can be downloaded from the Course Redesign section of TransformHE.org. The next three subsections provide more detail on each of these and the fourth subsection looks at the appendices.

4.2.1. DAY-BY-DAY FACILITATION NOTES

There is one set of facilitation notes for each day of a five-day workshop. The facilitation notes are deliberately detailed, so that staff developers with varying levels of experience in course redesign and workshop facilitation can use them. It is strongly recommended that workshop facilitators go through the facilitation notes and edit or create their own version. This version can be in a preferred format and to the level of detail necessary for them to feel confident in facilitating the Course Redesign workshop(s).

Before the first session of each day, there is a preparation section for the day. This includes not only the required preparation for the first session but any general preparation for the day, such as printing, lining up videos, reminders to participants and preparation of facilitation materials. In addition, there are 'Preparation/ guidance for next session' sections, throughout the facilitation notes, for more detailed preparation pertaining to a particular session.

At the start of each session, there is a summary section which includes the following:

- The rationale, a short explanation written primarily for the workshop facilitators, making clear the purpose and necessity of the session. The workshop facilitators might also find it useful to share some of the points with participants when introducing the session.
- The key learning points and outputs, which are only for the workshop facilitators. They should not be read out to participants, to avoid pre-empting any of their learning. They are noted in this section so that the facilitators know what key points participants need to have learnt or understood the importance of or what key outputs they need to have produced by the end of the session.
- Specific links to other sessions or workshops - this could mean that the session has a link to specific sessions in the Course Redesign workshop or to specific sessions in other workshops / courses or to the workshops / courses more broadly. These links are not listed for all sessions, only where applicable.
- Primary materials - materials used during the session that workshop facilitators and participants need to have readily available.
- Under the total session time, marked in capitals is the overall arrangement of the workshop group i.e., whole group session, where all participants are in the main room, and break out group session, where participants move to designated rooms or learning spaces and work in smaller groups. More information on this is provided in the 'Group management' section.

For the whole group sessions only, participants may be asked to work individually, in pairs or groups, or in the plenary. These arrangements are indicated in the facilitation notes using: **[Individually]**, **[Pairs]**, **[Groups of three]** and **[Plenary]**, for example.

Throughout the facilitation notes, timings are provided as an approximate guide. Workshop facilitators are expected to make adjustments to suit the context of the workshop as well as to effectively manage the time during the course of the workshop. More information on this issue is provided in the 'Managing time' section.

PowerPoint slide numbers are referenced in the day-by-day facilitation notes in bold and underlined. To aid navigation, within each toolkit, slides indicate day as well as number (for example, **<u>Slide 3.4</u>** means the fourth slide for Day 3).

At the end of each day, a facilitation team debrief meeting is proposed, in order to review how they and the participants felt the day went, agree on any preparation for the following day and to watch any preparatory videos etc.

4.2.2. DAY-BY-DAY POWERPOINT SLIDES

There is one set of PowerPoint slides for each day of a five-day workshop. Workshop facilitators will need to go through the slides in advance for example, to add the results from the needs assessment questionnaire (see the 'Gathering and/or synthesis of information in advance of workshop' section) or from the formative evaluations, paste the links to their chosen demonstrator videos (see the 'Background to some of the videos' section), insert ratios for gender audit activities (see the 'Gathering and/or synthesis of information in advance of workshop' section) or customise a slide to their context etc.

Workshop facilitators might want to copy and paste relevant notes from the day-by-day facilitation notes into the note section of the slides or perhaps produce a storyboard set of facilitation notes with each slide listed against the relevant facilitation notes.

The slides can be downloaded from the Course Redesign toolkit section of TransformHE.org

4.2.3. DAY-BY-DAY ADDITIONAL FACILITATION GUIDANCE AND VISUAL AIDS

There is one set of additional facilitation guidance and visual aids for each day of a five-day workshop. This section provides the workshop facilitators with extra guidance to help them in the facilitation of specific sessions that are referenced. For example, these sections include any handouts for participants that cannot be included in the Participant Handbook, visual aids to help with activities, suggested answer keys and probing questions to help guide feedback to participants etc.

4.2.4. APPENDICES

The appendices are the final part of the Facilitator Resource Pack. A short explanation of each appendix is provided in the table below.

	APPENDIX	EXPLANATION
A.	Example workshop facilitator schedule for a 5-day workshop	This is a suggested facilitator schedule for a 5-day Course Redesign workshop. Workshop facilitators are expected to review this schedule carefully and adapt it to the context of the workshop(s). Once this schedule is finalised, each member of the administration and facilitation team should have a copy, **at least one week in advance** of the workshop.
B.	Example participant schedule for a 5-day workshop	This is a suggested participant schedule for a 5-day Course Redesign workshop. Workshop facilitators are expected to review this schedule carefully and adapt it to the context of the workshop(s). Once finalised this schedule should be shared with participants, **at least five days in advance** of the workshop.
C.	Needs assessment questionnaire for academic teaching staff	The main purpose of this questionnaire is: • To assist workshop facilitators in the planning of the workshop and in the grouping of participants during the sessions. In the breakout sessions, the groups should be made up of participants who: have differing years of teaching experience; are from different disciplines; and are a mix of both male and female. • To enable participants to reflect on the course they are planning to redesign, in advance of the Course Redesign workshop. The questionnaire should be sent out to participants, in soft copy, for them to complete, **at least two weeks in advance** of the workshop. At the same time, as sending the questionnaire out workshop facilitators should also **request a copy of the course outline** participants plan to redesign during the workshop(s). Participants need to send their completed questionnaires and course outlines **at least one week before** the workshop starts, so that workshop facilitators have time to analyse the results and make appropriate decisions based on the findings.

	APPENDIX	EXPLANATION
D.	Notes on reading form	This form should be sent to participants in soft copy, together with the instructions for the four assigned readings, **at least two weeks in advance** of the Course Redesign workshop. The purpose of this form is for participants to capture their key reflections, as they read through each of the four assigned readings. The contents of the form will support their overall learning during the Course Redesign workshop (and beyond) The completed forms will also make a useful addition to their teaching portfolio (if they maintain one). Participants need to complete this form (one per reading) **in soft copy and in advance** of the workshop day where the reading will be examined in more depth.
E.	Glossary of terms	The glossary includes the definitions of key terms used in the course redesign process and workshop(s). A copy of this glossary is also included in the appendices of the Participant Handbook.
F.	Gender-responsive pedagogy (GRP) - what facilitators of learning can do	This is a resource to support facilitators of learning in the integration of gender responsive pedagogy into their courses. It brings together elements of gender-responsive course design, which is covered during the Course Redesign workshop, along with elements of gender-responsive learning design, which is covered in the online course 'Learning Design – planning effective learning experiences'. A copy of this resource is also included in the Participant Handbook.
G.	Evidence document for PA, TL and CR (blank version for participants to complete)	A soft copy of this document should have already been introduced to and shared with participants at the Programme Alignment workshop. A copy of the evidence document, however, has been included again in the Course Redesign Participant Handbook. Participants are asked to capture (in soft copy) the key evidence relevant to the redesign of their course. This should help them in the completion of their standard university course outline template, which they start on Day 4 of the Course Redesign workshop. Participants are expected to have this soft copy document with them at all times during the Programme Alignment, Transformative Learning and Course Redesign workshops, and to complete the relevant sections as they navigate their redesign learning journey across the three aforementioned workshops.
H.	Evidence document for Programme Alignment, Transformative Learning and Course Redesign (a completed example for facilitators to refer to only)	This is an example of a completed version of the evidence document for Programme Alignment, Transformative Learning and Course Redesign. It is based on the work of one of the demonstrators who featured in the videos and is for workshop facilitators only.

	APPENDIX	EXPLANATION
I.	Personal reflection form	A copy of the personal reflection form is also an appendix in the Participant Handbook. During a designated session on Days 1-5, workshop facilitators ask participants to complete a soft copy of the personal reflection form. The purpose of this daily personal reflection is to help participants critically reflect over what has been happening in the workshop and in any readings, as it pertains to their life and their experiences throughout the workshop. Participants enter comments in the forms in soft copy, not as summaries of what took place in the workshop or in the reading assignments, but as reflections on their reactions to what they have encountered.
J.	Example workshop evaluation form	This is an example template for a Course Redesign workshop evaluation form. Workshop facilitators are expected to review the form carefully and adapt it to the context of the workshop(s) and any specific information needs, for example, of the facilitation team and other relevant stakeholders. It can also be used as a basis for the design on an online survey, if workshop facilitators so wish.
K.	Digital tools	This is a resource to support workshop facilitators in using the following digital tools to facilitate sessions in the Transformative Learning and Course Redesign workshops: Google Classroom, Google Docs, Google Forms, Mentimeter and Padlet. It includes some detailed 'how to' instructions and useful links to online tutorials. It is strongly recommended that workshop facilitators draw on the contents of this appendix, to help them prepare and practise using these tools, in advance of the workshop sessions.
L.	Learning Designer Guide	This is a simple step-by-step guide on how to use the online tool 'Learning Designer' to accompany the video of the same name. These two resources can be used by participants and workshop facilitators during the Day 5 session 'Learning Designer Taster' and beyond.
M.	Suggested icebreakers and energisers	This is a list of suggested icebreakers and energisers with a focus on gender, critical thinking and/or problem solving. Workshop facilitators can draw on these during the workshop if they need inspiration for icebreakers and/or energisers.
N.	Compulsory reading: Creating significant learning experiences – Chapter 2 - A Taxonomy of Significant Learning	This is a key text which underpins the whole workshop. It is important that participants read the full chapter, as no key point summary is provided. Workshop facilitators need to send the soft copy of the chapter to participants at least two weeks in advance of the workshop.
O.	Compulsory reading: 14 rules for better assessment in higher education – Chapter 10 - Assessing for understanding	This is a short compulsory reading which participants need to have read before the Day 3 sessions on assessment. Again, no key point summary is provided. Workshop facilitators need to send the soft copy of the 14 rules to participants at least two weeks in advance of the workshop.

4.3. Participant Handbook

It is important that participants have access to the soft copy of the Participant Handbook during all five days of the workshop. The Participant Handbook contains online links which they will need to access in and outside sessions and the sections where they will need to enter their reflections and notes in soft copy.

If the workshop facilitation team chooses to run a series of shorter workshops or a workshop longer than five days, the Participant Handbook will need to be edited to reflect this.

The Participant Handbook consists of 10 key parts:

- Overview of the redesign learning journey
- Overview of the course redesign for significant learning and transformation workshop
- Day 1: Concept mapping
- Day 2: Learning outcomes
- Day 3: Assessment
- Day 4: Teaching and learning strategies
- Day 5: From course to learning experience redesign
- Days 1-5: Gender-responsive pedagogy
- Recommended resources
- Appendices

The sections on the five days, as well as the gender-responsive pedagogy and recommended resources sections, consist of a mix of resources that participants can use during and after the workshop/s, including links to videos and other external resources. The 'Gender-responsive pedagogy (GRP) - what facilitators of learning can do' resource, which is an appendix in the Facilitator Resource Pack, is also included in the Participant Handbook. There are also sections where participants can type notes in response to questions, as part of the session activities.

The relevant sections of the Participant Handbook are referred to in the day-by-day facilitation notes and a table of contents is provided at the start of the Participant Handbook .

The appendices in the Participant Handbook consist of: a summary of Participant Handbook appendices; the glossary of terms; the personal reflection form; two key point summaries of the Day 1 and Day 4 compulsory readings; the two compulsory readings for Day 2 and Day 3; and an extra copy of the Evidence Document for Programme Alignment, Course Redesign and Transformative Learning.

5. PARTICIPANT GROUP AND FACILITATION TEAM

5.1. Participant group and workshop facilitator profiles

The Course Redesign toolkit is designed for academic or administrative staff responsible for staff development within their institution who want to facilitate a process of hands-on course redesign. They are referred to in this toolkit as workshop facilitators or simply facilitators. They need to be committed to the planning and facilitation of the Course Redesign workshops, in terms of both time and energy, and will need to actively participate in all planning, debrief and workshop sessions. Facilitators of the Course Redesign workshop(s) need to have, in particular, strong time management skills, critical reflective questioning skills, excellent active listening skills, an appetite to learn from both facilitators and participants and a willingness to read all the materials within this toolkit.

The course redesign process is primarily aimed at academic teaching staff in higher education institutions, who want to redesign their existing undergraduate courses. Participants need to be committed to the process of course redesign, in terms of both time and energy. There is also a requirement that participants are self-directed learners who are willing to work on their course redesign in and outside the workshop sessions.

Organisers of the Course Redesign workshop(s) should aim for a good balance of male and female participants and a participant group with a variety of teaching and facilitation experience, not only in terms of years but also in the nature of the experience itself. It is also important that participants come from more than two different departments. This will ensure a cross fertilisation of ideas and viewpoints and will encourage the surfacing of assumptions that can often become entrenched within any one discipline.

5.2. Size of participant group and workshop facilitation team

The recommendation is 18-24 participants and a maximum of eight facilitators in total for a Course Redesign workshop. Some facilitators may only be assigned to the breakout sessions, while others only to the whole group sessions (see the ‘Division of roles and responsibilities within the facilitation team’ section for more detail on this). For the breakout group sessions, a ratio of two workshop facilitators to a group of six participants would be ideal. However, the number of academic teaching staff that can participate in the workshop will depend on the number of available facilitators, a ratio of two workshop facilitators to a maximum of eight participants would still be acceptable.

6. MANAGEMENT OF WORKSHOP SESSIONS

6.1. Group management

For each of Days 1-4, the participants learn one new concept, with the following day's concept introduced in the afternoon. The sessions are divided into whole and breakout group sessions. The whole group sessions are for all participants and are held in the main room or learning space. The breakout group sessions should comprise five to eight participants and two workshop facilitators. For example, if there is a total of 20 participants then there will be four groups of five with a total of eight workshop facilitators, two per group. Each breakout group should be working in a separate dedicated room or space.

The purpose of the whole group sessions is to provide relevant information that will enable participants to work on more hands-on activities in the later breakout sessions. Participants in the whole group sessions may be asked to work individually, in pairs or groups, or in the plenary. These arrangements are indicated in the day-by-day facilitation notes. When forming small groups in these sessions, the facilitators should try to ensure a balanced distribution of participants based for example, on gender, discipline, years of teaching or facilitation experience, decision-making powers within the institution and those that are predisposed to actually finishing their reading assignments.

In the breakout group sessions, workshop facilitators have the opportunity to clarify any pending issues and answer any remaining questions that participants might have from the whole group sessions. It is important that these breakout group sessions are prioritised, as this is where participants can apply the concepts presented in the whole group sessions to their own course redesign. It is also an opportunity to deepen their learning through participating in the hands-on activities. The breakout groups provide a relaxed and trusting environment. Participants can express themselves with confidence and enjoy the learning opportunities that come with working in smaller groups with their peers. In these sessions, the workshop facilitators should keep a particular eye out for participants who have the potential to become future workshop facilitators.

6.2. Techniques for managing feedback from group work in whole group sessions

During the whole group sessions of the workshop, participants from time to time are required to feed back on the discussions or activities they conducted in their small groups. There are a number of ways the workshop facilitators can manage this process of feeding back. Some suggestions are provided below:

- Asking for male and female volunteers to simply share their reflections.
- Organising a gallery walk, where the groups record their feedback on flip chart paper, for example, and display them in 'gallery style', in a way that allows participants to disperse themselves around the main room, with several participants clustering around each particular flip chart. The most important factor is that the flip charts are spread far enough apart to reduce significant crowding. Viewing instructions will depend on the objectives for the activity. Participants can take a gallery walk on their own or with a partner. They can also travel in small groups, with the workshop facilitator announcing

when groups should move to the next flip chart. One direction that should be emphasised is that participants are supposed to disperse around the room. When too many participants cluster around one flip chart, it not only makes it difficult for them to view the text but also increases the likelihood of off-task discussions. Once participants have had a chance to view a sufficient number of the flip charts around the room, the activity should be debriefed in the plenary.

- The workshop facilitator reading through the written contributions of participants, for example on sticky notes, and feeding back in plenary any common threads or themes that are emerging.
- Participants verbally feeding back in 'popcorn style' by going around in the plenary. The workshop facilitator can ask a participant to share one point of feedback. When the participant has shared their point they can handover to another participant to share a different point of feedback and so it continues until most of the points are exhausted.
- The groups feeding back their points in the form of group presentations, ensuring that both male and female participants take on the role of presenter.
- Each group in turn sharing a different point of feedback until all points are exhausted.
- Using the 'hot seating' method where one or two members of the group sit at the front of the room and give a short statement or point of feedback, followed by questions 'from the floor'.
- Feeding back in the form of 'panel bullets' where rapporteurs from each group (both male and female) form a panel at the front of the room. Each rapporteur makes one bullet point in turn, not repeating anything already said until all the points are exhausted.

6.3. Managing time

In the whole group sessions, time will be limited. Participants may not always have the time to grasp all of the information being shared and they are likely to carry over questions to the breakout group sessions. Try as much as possible to keep to the allocated session times in the workshop schedule, particularly for the whole group sessions. It is recommended that, each day, one member of the facilitation team is assigned the role of timekeeper for these sessions. Workshop facilitators can easily answer any questions participants might have in the breakout group sessions that come after.

It is advisable that workshop facilitators inform participants, at the very start of the workshop, about the time allocated to the whole group and breakout group sessions and the importance of assigning more time for the hands-on activities in the breakout groups. Encourage participants to be self-directed learners, prioritising what they need to read, watch or listen to and to build in some time outside sessions to study the materials.

Also, in order to manage participant expectations, explain that not all session activities and outputs will be finalised during the course of the workshop. Some activities are designed to stimulate different kinds of thinking, so the process and the learning points that surface are often more important than the output itself. Make sure that this is explained to the participants at regular intervals throughout the workshop. Further to this, use the day's output to be clear on what activities MUST be completed.

7. PLANNING FOR THE WORKSHOP

7.1. Facilitation team planning meetings

The workshop facilitators should hold at least three pre-workshop planning meetings at around four weeks, two weeks and then one week in advance of the Course Redesign workshop. It is recommended that a full day is scheduled for the final meeting, to allow the facilitation team to do a final run through of the day-by-day facilitation notes and materials. The facilitation team might want to consider scheduling additional group practice days where they can experiment with actually facilitating some of the sessions.

From the outset, the workshop organisers need to decide who will be part of the overall workshop team, for example who will be the facilitators, the workshop administrator (the person in charge of logistics and arrangements) and/or the rapporteur (the person in charge of recording the workshop proceedings and action points and submitting the workshop report).

For the first planning meeting, printed copies of the workshop facilitator schedule and the full set of day-by-day facilitation notes need to be distributed to all members of the facilitation team. The team needs to carefully go through the day-by-facilitation notes, referring to the other soft copy materials, especially the relevant sections in the Participant Handbook and PowerPoint slides indicated in the facilitation notes. The format and content of the materials in this toolkit, for example the day-by-day facilitation notes, the PowerPoint slides and workshop schedules, can be edited by the workshop facilitators and adapted to suit their own context, audience and format preferences. If the facilitation team chooses to run a series of shorter workshops or a workshop longer than five days, then the workshop materials will need to be reorganised to reflect this.

The workshop facilitators also need to discuss what they think are the key points of the assigned readings (sent out in advance to participants) and to plan how the 'compulsory reading' sessions will be facilitated.

At the final planning meeting, the facilitation team needs to review the analysis of the results from the needs assessment questionnaires sent out to participants (see the 'Gathering and/or synthesis of information in advance of workshop' section for more detail). To use the meeting time as efficiently as possible, it is recommended that one member of the facilitation team is given the responsibility for pulling together, in advance, an analysis of the results. In addition, they can use the results to propose a list of breakout groups, ensuring diversity in terms of the experience, gender and discipline within each participant group. The analysis and the suggested breakout groups can then be presented at the planning meeting. This analysis will provide the team with useful information about the participants and support their planning of sessions. The workshop facilitators can review the suggested participants for the breakout groups and suggest any changes to the group allocations where necessary. For example, participants who have influence or are in senior positions within the institution should be spread across the different breakout groups, rather than all sitting within one group. It is also a good time to agree on which pairs of facilitators will be allocated to each breakout group.

One of the planning meetings will provide a good opportunity for the facilitators to discuss the demonstration videos for Days 1-4 i.e., for concept mapping, learning outcomes, assessment and teaching and learning strategies (see the 'Background to some of the videos' section' for more detail). The team will need to select the one demonstrator of their choice whose videos will be consistently played across Days 1-4 of the workshop. In subsequent Course Redesign workshops, workshop facilitators may prefer to have a participant from their previous Course Redesign workshop to act as demonstrator. If this is the case, the demonstrator(s) will need support and guidance in order to effectively model the different stages of the course redesign process via their demonstrations.

The lead facilitator for the session is responsible for ensuring that the relevant PowerPoint slides are ready and that they have been tailored to the context and audience. Once an institution has conducted its first Course Redesign workshop(s) and photos have been taken similar to those in the current slides, these more recent, contextualised photos should be inserted into the slides and used in subsequent workshops.

In addition to the pre-workshop planning meetings:

- Workshop facilitators for the breakout groups should meet in pairs, in advance of the sessions, to go through the relevant facilitation notes and decide which point(s) each of them will cover with the participants.
- The facilitation team should meet daily at 8.00 a.m. prior to the day's workshop sessions. This is an opportunity to share how the lead facilitators are going to facilitate the whole group sessions and anything new that they have thought of the previous evening while preparing the sessions.
- Also, as good practice dictates, at the end of each day, the facilitation team should attend a debrief meeting, in order to review how they and the participants felt the day went, agree on any preparation for the following day and to watch any preparatory videos etc.

7.2. Division of roles and responsibilities within the facilitation team

It is recommended that careful thought is put into which member(s) of the workshop facilitation team will lead on which sessions across the five days of the Course Redesign workshop. It is essential that a clear division of roles and responsibilities is agreed in advance of the workshop day. There are a number of combinations which the facilitation team could adopt, two of which are outlined below.

One option is to assign two 'lead' facilitators to be responsible for the planning and facilitation of the whole group sessions only. Due to the content-driven nature of these sessions, i.e., building foundational knowledge such as concepts, theory, principles and relationships etc., the workshop organisers might want to recruit these lead facilitators from the Centre of Teaching and Learning within their institution, who are experienced in faculty development. In these whole group sessions, the lead facilitators can then support each other, while the remaining co-facilitators join participants for any group work. These four to six co-facilitators could then be assigned to leading on the facilitation of the breakout group sessions. The advantage of this option is consistency and a focusing of expertise in the facilitation of the whole group sessions. The potential disadvantage of this arrangement is that the participants do not get to enjoy a variety of facilitation styles, perspectives and experiences in the whole group sessions.

A second option is to vary the facilitation responsibilities, so that team members have the opportunity to take the role of lead facilitator in both whole and breakout group sessions. The advantage of this is that workshop facilitators are less likely to stick to 'session silos' and more likely to make connections between the whole and breakout group sessions of the workshop, thus promoting a greater cross-fertilisation of ideas. A potential disadvantage of this arrangement is that certain lead facilitators may only have a superficial knowledge of the content of the whole group sessions and not feel confident in facilitating these sessions.

Whichever option the facilitation team chooses, what is key to the successful facilitation of any workshop is that all members of the facilitation team coordinate and communicate at regular intervals on what they are doing and what they have learnt. Secondly, all members should maintain a good understanding of what is happening across all the sessions (not just in the sessions they are responsible for). This will enable a cross-fertilisation of learning points throughout the workshop, a clear and joined-up learning pathway for the participants and a motivating learning environment which maximises learning opportunities for both the participants and the workshop facilitators.

8. PREPARATION FOR THE WORKSHOP

8.1. Documents and requests to send out in advance of workshop

It is recommended that the facilitation team, in advance of the workshop, compiles an electronic list of all the email addresses and/or WhatsApp contacts of the participants. This will ensure quick and efficient communication between the facilitation team and participants not only in advance of but during the workshop itself.

TIMELINE	DOCUMENT OR REQUEST TO SEND OUT
At least two weeks in advance of the Course Redesign workshop	• Send out to participants the needs assessment questionnaire (Appendix C) and request a copy of the course outline participants plan to redesign during the workshop. • Share the readings and the notes on reading form with participants (see the 'Table of assigned readings and instructions' section and Appendix D). • If desired, invite the Deputy Vice Chancellor of Academic Affairs, the respective Deans/Heads of Departments of the participants as well as student leaders to the course redesign showcase pitch on the final day of the workshop.
At least five days in advance of the Course Redesign workshop	• Send a soft copy of the Participant Handbook to participants • Send an adapted version of the participant workshop schedule to participants (Appendix B). • Request participants bring their laptops and headphones (especially for Day 5) to the workshop. • Request participants bring their Programme Alignment and Transformative Learning participant handbooks to the workshop. Participants will be drawing on its content and the notes they made to inform some of the activities in the Course Redesign workshop. • Request participants bring hard or soft copies of all the Day 1-4 assigned compulsory readings to the workshop

8.2. Gathering and/or synthesis of information in advance of workshop

<table>
<tr><th>DAY & SESSION(S)</th><th>INSTRUCTIONS</th></tr>
<tr><td>Day 1: Welcome and introductions (needs assessment and participant expectations)</td><td>

Prepare a summary of the results from questions 2, 13 and 15 from the needs assessment questionnaires and be ready to share them in the session
Go to the ‘Summary from the needs assessment’ slide in the DAY1 Concept Mapping PPT slides and customise the slide with the results from questions 2 and 13
Do this by inputting the figures from the needs assessment analysis i.e., n=total number of respondents, mean=total sum/total number of respondents and range (smallest, largest)
Question 2 (under the General Information section) shows the years of experience within the group but remember that experiences can often be outdated so should not be taken as the only indicator of expertise. This question shows participants the variation in years of experience within the whole group and implies the range of experience and knowledge that exists; from those who have just taught for one year to those with many years of institutional teaching experience.
Question 13 (under Information concerning the course that you plan to redesign) Regarding the third result on ‘knowledge of how students learn in the course/discipline’ - this tends to be low in most questionnaires.
Go to the ‘Your workshop expectations: Themes’ slide in the DAY1 Concept Mapping PPT slides and input a summary of the responses to Q.15 on participant expectations from the needs assessment questionnaire.

</td></tr>
<tr><td>Day 1: Gender is… equality/equity (gender audit of male/female ratios in programmes)</td><td>

In this session, participants conduct gender audits of male/female ratios in their respective programmes
If possible, try to gather the relevant male/female ratios in advance of the Course Redesign workshop and include them as numbers or % in the ‘Gender audit of male/female ratios’ slide (currently hidden) in the DAY1 Concept Mapping PPT slides.
The following data needs to be gathered in order to enter the ratios on the slide:

No. of male/female students registered for each programme
No. of male/female lecturers in each programme
No. of male/female visiting lecturers in each programme
No. of men/women in leadership position in each programme

This will enable the workshop facilitator to ‘reveal’ the correct ratios to the participants once they have done the gender audits.

</td></tr>
</table>

DAY & SESSION(S)	INSTRUCTIONS

Day 2: Gender is… stereotypes and (conscious/unconscious) bias (gender audit of their relevant industry in programme groups)	• In this session, participants conduct gender audits of male/female ratios in their respective programmes and industries
	• If possible, try to gather the relevant male/female ratios in advance of the Course Redesign workshop and include them in the 'Gender audit of industry' slide (currently hidden) in the DAY2 Learning Outcomes PPT slides.
	• The following ratios needs to be gathered for the slide:
	    • Male/female dropout ratio in each programme
	    • Male/female graduate unemployment ratio in each programme
	• This will enable the workshop facilitator to 'reveal' the correct ratios to the participants once they have done the gender audits.

Day 4: Gender is… interaction and space (reviewing photos of different learning spaces)	• In this session participants are looking at photos of learning spaces. • Ideally, the workshop facilitator should try to gather these photos from their own institution so that participants are looking at photos of learning spaces that are relevant to them (e.g., a classroom situation). • The workshop facilitators could ask participants to share photos of their own learning spaces on Google Classroom in advance of the workshop or the facilitator could use photos that might already exist from within their institution. • Relevant permissions would need to be sought by facilitators for any photos they plan to use in the session. • If it is not possible for the facilitators to collect their own photos, there are four example photos of learning spaces included in the 'Day 4 Additional facilitation guidance and visual aids' section of the Facilitator Resource Pack that can be used instead.
Day 5: The way forward (Appendix J)	• If a workshop evaluation is being conducted, the workshop facilitators will need to create or adapt the workshop evaluation template in the Facilitator Resource Pack appendices so that it is tailored to the context and the information needs of their institution. This could take the form of a hard copy form or an online survey for participants to complete.

8.3. General preparation for the gender sessions

At the end of each daily gender session participants are asked question/s that help them to reflect on the content of the session and relate it to their own course. Participants should be encouraged to note these reflections in order to support them in the preparation of their course redesign showcase pitch on Day 5, as well as to help them in making their courses more gender-responsive in the future. Reflective journal spaces have been created in the Participant Handbook for participants to enter their thoughts from the gender sessions. Alternatively, workshop facilitators may want to create a dedicated online space for the gender reflections of participants. This could be on Google Classroom or on another learning management system being used to manage the overall workshop learning experience. For more information on how to use Google Classroom see Appendix K on digital tools in the Facilitator Resource Pack.

For the successful facilitation of the gender sessions, it is recommended that workshop facilitators spend some time familiarising themselves with any of the gender concepts they might not be fully familiar with. This includes understanding the importance and relevance of gender responsive pedagogy in higher education. The following table contains resources and readings recommended for this purpose:

TITLE OF RESOURCE OR READING	WHERE TO FIND IT	AUTHORS
INASP Gender Mainstreaming in Higher Education Toolkit. Refer particularly to Topic 1: Defining and exploring gender concepts	https://www.inasp.info/gendertoolkit	Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., Friis Laustsen, C. (2018)
Gender Responsive Pedagogy in Higher Education: A framework, INASP. This paper introduces the framework for gender responsive pedagogy that has been developed through the TESCEA project and which is used as a basis for the daily gender sessions	https://www.inasp.info/sites/default/files/2021-01/Gender%20responsive%20pedagogy%20Framework%20paper.pdf	Chapin, J. Warne, V. (2020)
How to make university classes more gender responsive. This blog post from INASP shares examples of what facilitators of learning involved in the TESCEA project have done to make their classes more gender responsive.	http://blog.inasp.info/how-to-make-university-classes-more-gender-responsive/	Skovgaard, M. (2020)
Gender-Responsive Pedagogy - what facilitators of learning can do. This is a resource included as Appendix F for the Course Redesign workshop. It has been developed to support lecturers to integrate gender responsive pedagogy into the course redesign process and to implement this in their learning designs.	See the Facilitator Resource Pack appendices	TESCEA partnership

TITLE OF RESOURCE OR READING	WHERE TO FIND IT	AUTHORS
The World Economic Forum's Global Gender Gap report. The Global Gender Gap Index benchmarks the evolution of gender-based gaps among four key dimensions (Economic Participation and Opportunity, Educational Attainment, Health and Survival, and Political Empowerment) and tracks progress towards closing these gaps over time (page 5). Country profiles can be found from page 90 onwards. Workshop facilitators might want to familiarise themselves with their country profile and its related data - in particular the data related to educational attainment.	The 2021 report can be found here: https://www.weforum.org/reports/global-gender-gap-report-2021	World Economic Forum

8.4. Preparation of the workshop space

The workshop facilitators together with the workshop administrator, need to ensure that a suitable workshop space and layout is organised in advance of the workshop.

It is recommended that, for the smooth and successful delivery of the workshop, the following layout arrangements are made for the whole group sessions in the main room:

- Small, moveable tables are sourced, comfortably sitting up to five participants (for example if there is a total of 20 participants, four tables would be required).
- Three small extra tables are provided: two to house the laptop and projector and one for the workshop facilitators' materials.
- Light, movable chairs are sourced, enough for each participant and facilitators and three as spare.
- Find a main room that has lots of wall space on which flip charts and training resources can be attached. It also needs to have a blank wall to act as a screen in case there is no available screen for the projector.
- Ensure the projector is tested by one of the workshop facilitators to determine that it works and that the sound is clear all the way to the back of the main room. It is recommended that there is also a set of separate loudspeakers to hand to help with sound projection.
- Check that the workshop space and layout arrangements will be comfortable for both male and female participants. For example, some female participants might feel more comfortable sitting at tables which screen their legs and provide cover at the front, by using tablecloths, for example.
- Hard copies of the Participant Handbook and participant workshop schedule for each participant should be printed and placed on participant tables ready for the first session on Day 1.
- For detail on additional printing required for the sessions, workshop facilitators should refer to the 'Preparation/ guidance for the day' sections in the day-by-day facilitation notes.

It is recommended that, for the smooth and successful delivery of the breakout group sessions, the following layout arrangements are made for the breakout rooms:

- Each breakout group must have their own separate room or space to work in. They should not be sharing the space in the main room nor sharing one breakout room. Dedicated rooms provide the participants with a safe environment where they can freely ask questions and display their work with confidence.
- The dedicated breakout rooms need to be big enough for each participant to have an individual working space and that the room allows for easy movement between participants. Each participant will require a table big enough to accommodate manilla paper.
- The stationery and equipment required for the breakout sessions need to be divided across the breakout rooms. The following items should be placed in a carton box in each room, the day before or early morning of Day 1: manilla paper of different colours, sticky notes, marker pens of different colours, glue sticks, sticky tape, scissors and flip chart paper. There needs to be enough to supply the breakout sessions on Days 1-4 of the workshop.

8.5. Stationery and equipment required for the workshop

Be sure to have the following items available throughout the five days of the workshop:

- ☐ Plenty of sticky notes of assorted colours for e.g., rectangular sticky notes (approx. size: 76mm x 127mm), square sticky notes (approx. size: 76mm x 76 mm) and large sticky notes (approx. size: 152mm x 101mm).
- ☐ Flip chart paper pads and at least three flip chart stands
- ☐ Manilla paper (of different colours and at least five sheets per participant)
- ☐ Blank pieces of A4 paper
- ☐ A4 card or paper suitable for certificates
- ☐ Sets of colour flip chart marker pens
- ☐ Stapler and staples
- ☐ Biro pens
- ☐ Pencils
- ☐ Glue sticks
- ☐ Sticky tape
- ☐ Scissors
- ☐ Sticky tack
- ☐ Masking tape
- ☐ Projector and screen
- ☐ Computer to connect to the projector
- ☐ Loudspeakers for laptop computer

9. ASSIGNED READINGS IN ADVANCE AND DURING THE WORKSHOP

9.1. General guidance on the assigned readings

One of the most important tasks for participants to complete, in advance of the Course Redesign workshop, is the compulsory readings. It is a waste of precious face-to-face time if the readings are done in the workshop session itself. The links for the readings or the soft copies, the participant instructions (including session day deadlines) and the 'Notes on reading form' need to be shared with participants **at least two weeks in advance** of the workshop, so they can read them and make notes in their own time.

These could all be uploaded onto an online platform like Google Classroom or an existing institutional platform, or they could be sent out by email or even printed in hard copy for participants. The decision will come down to whatever works best for the participants, as in which option will most likely guarantee that the readings are read and that the 'Notes on reading form' for each reading is completed.

The workshop facilitators also need to read all the assigned readings in advance of the workshop. During the team planning meetings, an agenda item should be for the facilitation team to discuss what they think are the key points of content and to plan how the 'compulsory reading' sessions will be facilitated. For more detail on the 'compulsory reading' sessions, please refer to the end of day preparation sessions and the actual sessions in the facilitation notes for the relevant day of the workshop.

9.2. Table of assigned readings and instructions

A list of the assigned readings (compulsory and recommended) for the Course Redesign workshop is listed in the table below, together with the links or soft copy readings, instructions, precis and the participant deadlines for completion of the tasks. Share with participants, the following items **at least two weeks in advance** of the Course Redesign workshop:

- All the links for the compulsory readings or soft copies and instructions (including session day deadlines)
- One soft copy of the 'Notes on reading form' (in the Facilitator Resource Pack appendices)
- Instructions for the recommended reading: Chapter ten 'Assessing for understanding' from the book 'Learning to teach in higher education' (2nd edition) by Paul Ramsden

TITLE & REFERENCE (WITH LINK WHERE APPLICABLE)	INSTRUCTIONS	SHORT PRECIS	DEADLINE FOR COMPLETION OF TASK
		COMPULSORY READINGS	
"Chapter 1 - Learning: from Speculation to Science." National Research Council. 2000. How People Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. pages 3-27. https://doi.org/10.17226/9853.	Send **the link** out to participants at least two weeks in advance of the Course Redesign workshop. Participants need to complete the 'Notes on reading form' for the compulsory reading Send out a text or WhatsApp message to remind participants of the Day 1 reading the **day before Day 1**	One of the hallmarks of the new science of learning is its emphasis on learning with understanding. This chapter explores the supposition that teaching practices congruent with a metacognitive approach to learning include those that focus on meaning making, self-assessment, and reflection on what worked and what needs improving. These practices have been shown to increase the degree to which students transfer their learning to new settings and events.	Before first session on Day 1
Fink, D. (2013). "Chapter 2 - A Taxonomy of Significant Learning." Creating Significant Learning Experiences, Jossey-Bass, page 27-33. (Appendix N)	Send **the soft copy** of the chapter to participants at least two weeks in advance of the Course Redesign workshop. Participants need to complete the 'Notes on reading form' for the compulsory reading Send out a text or WhatsApp message to remind participants of the Day 2 reading the **evening before Day 2**	In this chapter, the taxonomy of significant learning is introduced. The nonlinear, inter-relational taxonomy comprises six different dimensions of learning. The first three levels of the taxonomy relate primarily to learning new information, and are somewhat similar to Bloom's taxonomy in their hierarchical approach. However, the last three levels primarily relate to the more personal side of learning and are what distinguishes this approach from Bloom's. The author argues that for significant learning to occur, these more human aspects must also be incorporated into each course structure. Significant learning occurs at the intersection of these six dimensions of learning.	Before first session on Day 2
'Fourteen rules for better assessment in higher education', taken from Ramsden, P. (2003) "Chapter 10 - Assessing for understanding." Learning to teach in higher education (2nd edition). Routledge. pages 204-206 (Appendix O)	Send **the soft copy** to participants at least two weeks in advance of the Course Redesign workshop. Send out a text or WhatsApp message to remind participants of the Day 3 reading the **evening before Day 3**	The short reading simply lists 14 rules for better assessment in higher education. It is part of a broader chapter which describes principles of assessment and elaborates on what the author calls "more developed models of assessment." The second part of the chapter provides examples of assessments in different disciplines.	Before first session on Day 3

TITLE & REFERENCE (WITH LINK WHERE APPLICABLE)	INSTRUCTIONS	SHORT PRECIS	DEADLINE FOR COMPLETION OF TASK
Ritchhart, R., Church, M. & Morrison, K., (2011). "Chapter 1 - Unpacking Thinking." Making Thinking Visible: How to promote engagement, understanding, and independence for all learners. Jossey-Bass.	Send **the link** out to participants at least two weeks in advance of the Course Redesign workshop. Participants need to complete the 'Notes on reading form' for the compulsory reading Send out a text or WhatsApp message to remind participants of the Day 4 reading the **evening before Day 4**	The authors critique Bloom's taxonomy and argue that understanding is not a precursor to application, analysis, evaluating, and creating, but a result of it. To promote thinking for understanding, they create a map of this kind of thinking and propose teaching strategies (i.e., classroom routines) that uncover students' thinking and make it visible for further thinking.	Before first session on Day 4
RECOMMENDED READINGS			
Zawisza, M. (2016). Think you're all for gender equality? Your unconscious may have other ideas, The Conversation.	During the 'Preparation for Day 2 session' on Day 1 invite participants to read it before the gender session on Day 2.	This reading (which is in the Participant Handbook) explains what unconscious bias is, why we have it and how it can manifest itself both in individuals and in tech giants such as Google. The text also looks at why unconscious gender bias can be problematic in relation to education and the world of work and what can be done about this.	Before first session on Day 2
Ramsden, P. (2003) "Chapter 10 - Assessing for understanding." Learning to teach in higher education (2nd edition). Routledge.	Recommend that participants try to find and read the chapter 'Assessing for understanding' (from where the Day 3 compulsory reading came from) especially pp. 182-190, 198-200 and 204-206. Send **the instructions** to participants at least two weeks in advance of the Course Redesign workshop. Participants should try to complete the 'Notes on reading form' for the chapter if they have access to the book.	The chapter which includes, the 14 rules for better assessment in higher education, describes principles of assessment and elaborates on what the author calls "more developed models of assessment." The second part of the chapter provides examples of assessments in different disciplines.	Before first session on Day 3

10. VIDEOS USED DURING THE WORKSHOP

10.1. Background to some of the videos

Two sets of demonstration videos for Days 1-4 have been recorded by two facilitators of learning (from Mzumbe University, Tanzania and Gulu University, Uganda) who previously participated in the Course Redesign workshops. In advance of Day 1, pick **one** demonstrator and use the videos of the same demonstrator consistently throughout the workshop. The Day 2 demonstration video on learning outcomes builds on Day 1's video demonstration of concept mapping, the Day 3 demonstration video on assessment continues to build on the Day 1 and Day 2 demonstration videos and the Day 4 demonstration video on teaching and learning strategies builds on the previous Days 1-3 demonstration videos. In future workshops, it is recommended that workshop facilitators select one or two exemplary past participants from their own Course Redesign workshops to demonstrate the process of course redesign based on the four different concepts.

For the 'Introduction to Learning Designer' and the 'The Learning Designer Guide' videos, which are used on Day 5, the participants might not be able to see the detail on the screen. It is therefore recommended that participants watch it the day before Day 5. If the workshop facilitators want to play it to the whole group, then the screen needs to be big enough for the learning design to be visible and that all participants are positioned close to the screen. Another option, if there is sufficient bandwidth, is to invite the participants to watch the video again on their laptops with headphones during the session.

10.2. Table of videos and instructions

A list of the videos used during the Course Redesign workshop is listed in the table below, together with the relevant sessions, links and their location in the toolkit and, instructions for use. To ease navigation, each video is numbered according to the day in a similar way to the slides (for example, Video 4.3 is the third video for Day 4). Where there is a choice of demonstrators the videos have letters after the number (for example, Video 2.1a); you should pick all 'a' or all 'b'.

DAY & SESSION(S)	TITLE & LINK	INSTRUCTIONS
To play during: **Day 1**: An introduction to the Course Redesign workshop and concept mapping	**Video 1.1a/Video 1.1b** Day 1 videos on demonstrating the process of developing a concept map Video 1.1a – Link to demonstrator 1: www.inasp.info/CR11a Video 1.1b – Link to demonstrator 2: www.inasp.info/CR11b Links are also in the Participant Handbook.	Select **one** of the two demonstrator videos and then for Days 2-4 select the videos of that same demonstrator. Insert the video link of choice in the 'Demonstration' Day 1 PPT slide.

DAY & SESSION(S)	TITLE & LINK	INSTRUCTIONS
To prepare workshop facilitators for the giving of feedback during: **Day 1** breakout group sessions on concept mapping	**Video 1.2** Video on modelling how to provide and receive constructive feedback on a concept map Link: www.inasp.info/CR12	For viewing by workshop facilitators only, in advance of Day 1. It models what giving and receiving feedback on a concept map should look like in practice, which workshop facilitators will be required to do in the breakout group sessions.
To play during: **Day 2**: Moving from concept map to learning outcomes	**Video 2.1a/Video 2.1b** Day 2 videos on demonstrating the process of developing a concept map Video 2.1a – Link to demonstrator 1: www.inasp.info/CR21a Video 2.1b – Link to demonstrator 2: www.inasp.info/CR21b Links are also in the Participant Handbook.	Select the video of the same demonstrator opted for on Day 1. For Days 3-4 select the videos of that same demonstrator. Insert the video link of choice in the 'Demonstration' Day 2 PPT slide.
To play during: **Day 2**: Taxonomy of Significant Learning (TSL) (soft) skills matrix	**Video 2.2** Video on the background to the development of the TSL (soft) skills matrix Link: www.inasp.info/CR22 Link is also in the preparation for Day 2 section of the facilitation notes and in the 'Background to the development of the TSL (soft) skills matrix' Day 2 PPT slide.	See Day 2 facilitation notes.
To prepare workshop facilitators for the giving of feedback during: **Day 2** breakout group sessions on learning outcomes	**Video 2.3** Video on modelling how to provide and receive constructive feedback on learning outcomes Link: www.inasp.info/CR23	For viewing by workshop facilitators only, in advance of Day 2. It models what giving and receiving feedback on learning outcomes should look like in practice, which workshop facilitators will be required to do in the breakout group sessions.
To play (optionally) during: **Day 2**: Gender is... stereotypes and (conscious/ unconscious) bias	**Video 2.4** Understanding unconscious bias Link: https://royalsociety.org/topics-policy/publications/2015/unconscious-bias/ (2.59) Link is also in the preparation for Day 2 section of the facilitation notes, in the 'Understanding unconscious bias' Day 2 PPT slide and in the Participant Handbook.	See Day 2 facilitation notes.

DAY & SESSION(S)	TITLE & LINK	INSTRUCTIONS
To play during: **Day 3**: Moving from learning outcomes to assessment	**Video 3.1a/Video 3.1b** Day 3 videos on demonstrating the process of developing assessment plans Video 3.1a – Link to demonstrator 1: www.inasp.info/CR31a Video 3.1b – Link to demonstrator 2: www.inasp.info/CR31b Links are also in the Participant Handbook.	Select the video of the same demonstrator opted for on Days 1 and 2. For Day 4 select the video of that same demonstrator. Insert the video link of choice in the 'Demonstration' Day 3 PPT slide.
To prepare workshop facilitators for: **Day 3**: An Introduction to Educative Assessment	**Video 3.2** Recorded presentation on educative assessment. Link: www.inasp.info/CR32 (20.03)	For viewing by workshop facilitators only, in advance of Day 3. It goes into more detail around the concept of educative assessment. The presentation is by Dr Charles E. Kingsbury (Daystar University and former Chairperson of The Association of Faculty Enrichment in Learning and Teaching).
To play during: **Day 4**: Moving from course learning outcomes to teaching and learning strategies	**Video 4.1a/Video 4.1b** Day 3 videos on demonstrating the process of moving from course learning outcomes to teaching and learning strategies Video 4.1a – Link to demonstrator 1: www.inasp.info/CR41a Video 4.1b – Link to demonstrator 2: www.inasp.info/CR41b Links are also in the Participant Handbook.	Select the video of the same demonstrator opted for on Days 1, 2 and 3. Insert the video link of choice into the 'Demonstration' Day 4 PPT slide.
To prepare participants for and to play during: **Day 4**: Introducing the Conversational Framework and six types of learning	**Video 4.2** Conversational Framework and the 6 types of learning Link: Conversational Framework and the 6 types of learning – www.inasp.info/CR42 (5.07) Link is also in the preparation for Day 4 section of the facilitation notes, in the 'Conversational Framework' Day 4 PPT slide and in the Participant Handbook.	At the end of **Day 3** instruct participants to watch the video in advance of the session on Day 4. See also Day 4 facilitation notes.

DAY & SESSION(S)	TITLE & LINK	INSTRUCTIONS
To prepare participants for and to play during: **Day 5**: Introduction to Learning Designer	**Video 5.1** Introduction to Learning Designer Link: www.inasp.info/CR51 Link is also in the preparation for Day 5 section of the facilitation notes, in the 'Introduction to the Learning Designer tool' Day 5 PPT slide and in the Participant Handbook.	At the end of **Day 4** instruct participants to watch the videos in advance of the session on Day 5. See also Day 5 facilitation notes.
To play during: **Day 5**: Introduction to Learning Designer	**Video 5.2/Video 5.3** Experiences of Learning Designer Video 5.2 - Gloriana Monko, University of Dodoma (0.49) – www.inasp.info/CR52 Video 5.3 - Docus Alowo, Gulu University (0.23) – www.inasp.info/CR53 Links are also in the preparation for Day 5 section of the facilitation notes, in the 'Introduction to the Learning Designer tool' Day 5 PPT slide	See Day 5 facilitation notes.
To prepare participants for and to play during: **Day 5**: Learning Designer Taster	**Video 5.4** The Learning Designer Guide Link: www.inasp.info/CR54 (6.51) Link is also in the preparation for Day 5 section of the facilitation notes, in the 'Trying out the Learning Designer Tool' Day 5 PPT slide and in the Participant Handbook.	At the end of **Day 4** instruct participants to watch the video in advance of the session on Day 5. See also Day 5 facilitation notes.

11. INGREDIENTS FOR A SUCCESSFULLY FACILITATED WORKSHOP

This section draws on the unique experiences of past facilitators of the Course Redesign and Transformative Learning workshops.

11.1. Planning and preparation in advance of the workshop

As has already been mentioned, the workshop facilitators need to start the planning of the Course Redesign workshop and schedule their first planning meeting at least one month before the workshop.

It cannot be stressed enough that workshop facilitators need to prepare themselves in advance of the workshop, including both mentally and intellectually.

Where possible, the workshop facilitators should try to get in touch with their breakout group members before the start of the workshop, to build rapport and to encourage the participants to complete the pre -workshop tasks by the deadlines indicated.

All facilitators need to actively engage in all whole group sessions and keep to time. It is particularly important that the facilitators model these kinds of behaviours so that participants mirror them too.

11.2. Managing participant expectations

Workshop facilitators need to explain to participants the importance of working through the activities in the whole group sessions with intent and focus. However, when informed that the time is up, it is okay for them to cease working on that activity. They can capture any remaining thoughts or ideas in their notebooks or personal reflection forms, indicating what they need to go back to when they have some time outside the workshop.

Workshop facilitators do not have to be the source of all knowledge; together with the participants, they are co-learners. The participant contributions are as important as the learning they will be exposed to - together the participants and facilitators will be co-creating new knowledge.

11.3. Creating a productive and positive learning space

It is important that workshop facilitators ensure that all participants have an equal voice throughout the workshop. They need to pay particular attention to any power dynamics or hierarchies at play within the participant group and mitigate these where necessary. For example, this could be by giving the opportunity for individuals in more junior positions to make contributions and be heard; making sure that the reactions or feedback from session activities are elicited from both male and female participants.

During the whole group sessions, workshop facilitators will need to monitor the atmosphere in the main room, and use short energiser activities when a change of pace or energy levels is required. Sessions can also be made more engaging and relevant by eliciting real-life examples from participants and co-facilitators.

During the breakout group sessions, workshop facilitators should try to avoid touching or taking control of the materials and products produced by participants, for example the written sticky notes in their concept maps. This will encourage participant ownership of both the process and product. In these sessions both facilitators and participants should maintain confidentiality, where appropriate.

Workshop facilitators should encourage participants to sit with any of the facilitators during the breaks to share any concerns or questions they might have.

11.4. Participant support in the facilitation of the workshop

To encourage higher levels of engagement and commitment amongst the participants, the workshop facilitators might want to invite participants to offer support in the facilitation of the workshop.

If confident in the abilities and time-management skills of the participants, workshop facilitators could assign a variety of roles. It could include keeping both participants and facilitators to time, conducting the debrief of the morning formative evaluation sessions, monitoring adherence to the learning contract, recording participant feedback during plenary sessions and coming up with a saying or key insight to sum up the day. Another role could involve monitoring emotional undercurrents that can be gleaned from tones, body language etc., recognising the need to call for a short break or a change of pace and facilitating ice-breakers or energisers (as long as the single participant or group is given prior notice).

The workshop facilitators will need to make sure that they rotate the individual participants or groups, to ensure other participants are given the opportunity to take on a facilitation role, making sure that there is a balance of female and male participants.

11.5. Being a reflective practitioner

Many people find that they learn best from experience. Workshop facilitators themselves need to reflect on their experiences, and consciously think about how they could do better next time.

Facilitators need to prioritise some time to reflect on the sessions they have just facilitated and establish what worked well and what worked less well. They need to determine if there are any lessons that could be carried over to the following sessions, for example, the time it took to formulate groups or the amount of facilitator ‘talk time’ during the session etc. They can then look at their upcoming session(s) and see if there are any immediate changes that need to be made or if the changes are more applicable to the future facilitation of the session.

This routine of reflection should be embedded in the practice of all competent facilitators of learning. Some of these reflections can also be shared during the facilitation team debrief meetings at the end of each workshop day.

There are numerous questions that facilitators can ask themselves when reflecting on how a session or a day went. It is recommended that workshop facilitators select only two to three questions to reflect upon during or after any one session. Some of the less commonly used questions to guide self-reflection are provided in the table below.

EXAMPLE CHECKLIST QUESTIONS TO CAPTURE MY REFLECTIONS
1. **What surprised me most on this particular day's facilitation?** Why was this unexpected? What would I now do, with hindsight, to address this, if it were to happen again in a future session?
2. **How well do I now think that I *started* this particular session?** Have I learned anything about how best to start this particular kind of session? How may I now fine-tune the beginning of a similar session?
3. **How well did the participants seem to take ownership of the need to work towards achieving the learning outcomes?** Could the participants see 'what's in it for me' regarding effort into the subject?
4. **To what extent did the participants seem to want to learn the topic?** Is there anything I need to do to help them to increase their want to learn next time?
5. **To what extent did I manage to get participants *learning by doing* during this session?** Was this enough? If not, how could I have built in more participant activity?
6. **What was my own best moment at this particular session?** Why do I feel good about this particular aspect? What can I do to lead to more such moments at future sessions?
7. **To what extent did training this session help me to *make sense* of the subject better?** What was the most important thing I learned about the topic?
8. **How did the male and female participants behave differently in the session?** What was my role as workshop facilitator in relation to these interactions?
9. **Did I manage to include opportunities for participants to deepen their learning by explaining things to each other during the session?** Could I do more of this next time?
10. **How well do I think I closed the session? Did I end it with a whimper or a bang?!** Was I rushed towards the end of the session, trying to get through everything on my agenda? What would I do next time round, with hindsight, to make sure that a future similar session ended really positively?

Source: Race, P (2014) *Making Learning Happen: 3rd edition*, London: Sage.

DAY 1: CONCEPT MAPPING

FACILITATION NOTES: CONCEPT MAPPING

Learning outcomes

By the end of Day 1, participants will be able to:

1. Conceptualise their course content using a graphic organiser to visualise meaningful relationships among concepts.
2. Draft at least one SMART(TT) learning outcome for one of their course concepts.
3. Identify how gender might manifest itself in their course content.

Key output of Day 1: Course concept map

Preparation/ guidance for Day 1	☐ Review slides for Day 1 and tailor them to suit your context (especially **Slides 1.4**, **1.5**, **1.6**, **1.14**, **1.23**, **1.31** & **1.32**) For more detail, see the relevant notes about these slides in this document. ☐ Ensure facilitators for the different workshop sessions are clear on what and how they are supposed to facilitate. ☐ Ensure that there are enough printed copies of the Participant Handbook and participant workshop schedule on the tables for each participant. ☐ Print one copy for each participant of the **Day 2 reading Creating significant learning experiences – Chapter 2 - A Taxonomy of Significant Learning** to be handed out during the 'Preparation for Day 2' session towards the end of Day 1. See Appendix N in the Facilitator Resource Pack. ☐ Provide adequate materials and resources to be used by participants in each of the break-out rooms. ☐ Ensure that the learning outcomes for Day 1 are written on flip chart paper and posted to the wall in the main room, before sessions start. ☐ Ensure you have a projector that you have tested to determine that it works and that the sound is clear all the way to the back of the main room. Have some separate loudspeakers to hand to help with sound projection. ☐ Line up your selected **Video 1.1a** or **Video 1.1b** on demonstrating the process of developing a concept map (play the videos of the same demonstrator throughout the four days). Link should be on **Slide 1.31** of the DAY1 Concept Mapping PPT slides. ☐ Ensure that the facilitation team has watched in advance **Video 1.2** on modelling how to provide and receive constructive feedback on a concept map. The video is to enable facilitators to get an idea of what giving and receiving feedback on a concept map should look like in practice, which they will be required to do in the breakout sessions. See the 'Table of videos and instructions' section in the introductory facilitation guidelines for the link. ☐ The compulsory reading for Day 1 is **How People Learn: Brain, Mind, Experience, and School: Expanded Edition - Chapter 1 - Learning: from Speculation to Science** (Bransford, 2000). See the 'Table of assigned readings and instructions' section in the introductory facilitation guidelines for the link to the reading. Remind participants that they should have read it before today's sessions. ☐ Display **Slide 1.2** as participants start to enter the main workshop space.

8.30

Total session time (40 minutes)

WHOLE GROUP SESSION

WELCOME AND INTRODUCTIONS

RATIONALE:

Workshop facilitators need to create a positive and enabling environment in which participants can freely participate and feel safe and ready to start the process of redesigning their courses.

KEY LEARNING POINT(S) OR OUTPUTS:

- Participants have a clear understanding of the design and learning-centred approach that underpins the Course Redesign workshop.
- Participants appreciate the level of commitment and participation required to successfully complete the workshop (i.e., for the breakout groups to function properly, participants need to commit to completing the whole workshop).

PRIMARY MATERIALS:

- DAY1 Concept Mapping PPT slides (including the results from the needs assessment questionnaire).
- Participant Handbook and participant workshop schedule.

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10 minutes

WELCOME, WAYS OF WORKING AND HOUSEKEEPING

[Plenary]

1. Welcome participants warmly and state that you hope the workshop will be a productive and invigorating five days. Explain that the workshop will require 100% attendance, punctuality and a commitment of time and energy.
2. Add that the workshop will start at 8.30 a.m. every day and will normally end by 5.00 p.m. (except on this day, when the day finishes at 5.20pm). Recommend that, in the morning, participants should try to be in the room at least 15 minutes in advance of the first session.
3. Explain that to ensure the workshop is an enjoyable, productive and motivating experience for everyone, you have drawn up a 'learning contract' based on past workshop experiences. Display **Slide 1.3** and go through each of the ways of working, checking that participants are happy to adhere to them. Ask if there are one or two more that they would like to add to the slide. If everyone is in agreement then add the suggestions to the slide.
4. Tell them about other housekeeping matters such as where the washrooms are situated and also inform them of break and meal times.

10 minutes **INTRODUCTIONS**

[Plenary]

1. Project Slide 1.4 which lists the workshop facilitators' names and ask them to stand as you call out their names.
2. Inform participants that the facilitators will introduce themselves in detail, once the participants start to work in their breakout groups, in the afternoon.

[Pairs]

3. Now ask the participants to introduce themselves to one another by stating one interesting or unique thing about themselves or telling the person seated next to them something the other person definitely does not know about them.

[Plenary]

4. Randomly choose as many pairs as time permits to introduce one another to the whole group.

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10 minutes **OVERVIEW OF THE WORKSHOP AND LEARNING OUTCOMES**

[Plenary]

1. Inform participants that the workshop will run for five days and that each day participants will learn one concept and the next day's concept will be introduced in the afternoon of the previous day.
2. Direct participants to the schedule of the workshop (which they should have received in advance) and read out the five learning outcomes for the workshop. Explain that for each day there will be a specific set of learning outcomes that will be listed on a flip chart and posted to the wall in the main room at the start of each day.
3. The sessions are divided into whole and breakout group sessions. The whole group sessions are for all participants and will be held in the main room. The breakout group sessions will consist of groups of 5-8 participants (you will need to decide the number in each breakout group depending on the size of the whole group) and two workshop facilitators and each session will be held in a separate dedicated learning space.
4. Explain that the purpose of the whole group sessions is to provide relevant information that will enable participants to work on activities in the breakout groups.
5. You can add that most of the participants are more used to learning in whole group sessions. Explain that the purpose of the whole group sessions is to learn what they need so that they can immediately apply it during the hands-on activities in the breakout sessions. The assigned time to the whole group sessions may not be adequate to grasp all the information and some questions may remain unanswered. However, assure them that they will have some time in the breakout sessions where their designated facilitators will clarify any pending issues from the whole group sessions and answer their questions. Encourage participants to sit with any of the workshop facilitators during the breaks and share their concerns or questions.

6. Mention that there is a printed Participant Handbook on their table (which has also been shared in soft copy in advance) that will supplement what they learn during the sessions. Flag that there is an overview of the workshop which includes the details they have just heard.

7. Finally ask participants for their permission: to use any materials they generate during the workshop (to improve future Course Redesign workshops) and to take photographs of the sessions. Inform them that if they are unwilling to let the workshop facilitators know privately. If any participants do express concerns about this it is important to take those concerns seriously and to make sure that you check any photographs or other output from the workshop to ensure they are not included before sharing with anyone else. Make sure any co-facilitators are also aware if some participants do not consent to such information sharing.

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10 minutes

NEEDS ASSESSMENT AND PARTICIPANT EXPECTATIONS

Share some of the analysis of the results from the needs assessment questionnaire conducted in advance of the workshop (see the 'Gathering and/or synthesis of information in advance of workshop' section in the introductory facilitation guidelines for more detail on preparing the analysis).

[Plenary]

1. Project **Slide 1.5** with a summary of the results to **questions 2** and **13** from the needs assessment questionnaire. The results from the other questions should have been discussed during your facilitation team planning meetings. Some notes on the results are provided below:

    - **Question 2** (under the General Information section) shows the years of experience within the group but remember that experiences can often be outdated so should not be taken as the sole indicator of expertise. This question shows participants the variation in years of experience within the whole group and implies the range of experience and knowledge that exists; from those who have just taught for one year to those with many years of institutional teaching experience.

    - **Question 13** (under Information concerning the course that you plan to redesign) Regarding the third result on 'knowledge of how students learn in the course/discipline' - this tends to be low in most questionnaires. Use this result to stress the importance of the workshop. It is about students' learning and not teaching. It is however based on the subject matter of the course, which the participants, as facilitators of learning, are experts in.

2. Project **Slide 1.6** with the participants' expectations (**question 15** from the needs assessment questionnaire) and read through the results. You might want to add that you hope to meet all their expectations and that they take away something useful or meaningful from the workshop and perhaps something that has also surprised them.

Preparation/ guidance for next session	• Make sure that you are familiar with the sessions and activities that were run in the previous Transformative Learning workshop. • If the Transformative Learning workshop did not take place before this workshop, then you can skip this session and move on to the gender session. • Participants need to have access to the Big Dream for the students taking the course to be redesigned. They should already have developed and recorded this in their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** at the Transformative Learning workshop. An additional copy of the evidence document has also been included in the appendices of the Participant Handbook.

9.10

Total session time (30 minutes)

WHOLE GROUP SESSION

WHISTLE STOP REVIEW OF TRANSFORMATIVE LEARNING

RATIONALE:

The underlying philosophy of redesigning courses is to design them in such a way that they result in Transformative Learning. This session is a review of the Transformative Learning pedagogy, covered in the Transformative Learning workshop, which participants need to keep at the forefront of their mind, as they redesign their courses.

KEY LEARNING POINT(S) OR OUTPUTS:

- Importance of redesigning courses to enable students to make meaning, to create and innovate and to ultimately be transformed.

PRIMARY MATERIALS:

- DAY1 Concept Mapping PPT Slides.
- Participant Handbook and the flip chart listing the learning outcomes for Day 1.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Transformative Learning workshop.

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10 minutes

GROUPS PRODUCE CONCEPT MAPS FOR TRANSFORMATIVE LEARNING

[Groups of five or six]

1. Introduce a quickfire review activity, where participants, in mixed groups of five or six, recall their key learning points from the previous Transformative Learning workshop and produce a concept map.
2. Project **Slide 1.7** with the instructions and invite the groups to prepare a concept map for Transformative Learning.

   The instructions are on the slide but, for reference, they are:

   - What symbols, images, words come to mind when you hear the term Transformative Learning?
   - Write down the words and/or draw the symbols, images, words on large sticky notes or pieces of paper (one contribution per note).
   - Group the symbols, images and/or words or organise them hierarchically on one piece of flip chart paper.
   - Draw lines to indicate the relationships between the different words, images, symbols on the concept map.

   Some of the expected responses from participants might include: the gaps between who students actually are and what their university promises they will become, the Transformative Learning Cycle and Philosophy, Pedagogy of the Oppressed, characteristics of a great learning experience, personal teaching and learning philosophy, critical reflective thought, The Big Dream for the course, etc.

   The 'Transformative Learning Cycle' is a termed coined by Charles Kingsbury of AFELT to refer to teaching and learning that aligns with the four areas of Kolb's (1984) learning styles. The cycle is a matching of Kolb's styles with Mezirow's (1978, 1991, 2000) Transformative Learning theory.

[Plenary]

3. After the groups have completed their maps, invite them to view each other's concept maps, followed by a brief peer Q&A session (if there is time).
4. You can highlight any key missing learning points, not mentioned by participants (refer to the workshop schedule and facilitation notes for the Transformative Learning workshop held previously to help with this).
5. Conclude the activity by explaining that what they have just done is a form of concept mapping, which involves using a graphic organiser to visualise meaningful relationships among concepts and ideas.

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10 minutes

PRESENTATION ON THE LINKS BETWEEN TRANSFORMATIVE LEARNING AND COURSE REDESIGN AND QUESTIONS TO GUIDE ONGOING REFLECTION

[Plenary]

1. Project **Slide 1.8** and inform the participants that, as they redesign their courses, they need to have the Big Dream for the students taking their course in the forefront of their minds. Explain to participants that they may need to ask themselves the questions listed on the slide. Simply read the questions on the slide to the participants.
2. Give them around two minutes to reflect on the questions and to note their immediate thoughts down in their Participant Handbook under the heading 'Link between Transformative Learning and Course Redesign' in the Day 1 section.
3. Share with participants that, in addition to thinking about students' learning in this workshop, they will also need to ask themselves the questions below (also in the same section of the Participant Handbook). Participants are not required to answer the questions at this stage but they should be encouraged to reflect on them throughout the course redesign process.
   - Will this course enable my students (both male and female) to make meaning, to create and innovate, to learn and become the person(s) described in the Big Dream for my course?
   - On checking learning progress (assessments), can I incorporate some form of critical reflective thought in assessments using critical questioning?
   - What about the teaching and learning strategies that I will select to achieve the above-mentioned learning? Will they enable my students (both male and female) to make meaning instead of just making sense - that is, learn the most important concepts from the known to the unknown?

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10 minutes	**PARTICIPANTS SHARE CONCERNS AND/OR REFLECTIONS SO FAR** **[Plenary]** 1. At this point ask participants to share any concerns and/or to reflect on what has been discussed so far. 2. Give them some time to ask some questions and/or make some comments. 3. Relate some of the responses in the needs assessment questionnaire or from their questions to the points just made. This will help participants to see what is in it for them, which is part of Transformative Learning. 4. Go through the learning outcomes for Day 1, using the flip chart on the wall.

Preparation/ guidance for next session	• Make sure that you are familiar with the gender sessions and activities that were run in the previous workshops i.e., in the Programme Alignment and Transformative Learning workshops.
	
	• Prepare three flip charts where participants will be posting their sticky notes for the individual reflection exercise:
	  • **Flip chart 1**: A time when boys/girls or young men/women were treated differently
	  • **Flip chart 2**: What did this teach you about gender/being a man or woman?
	  • **Flip chart 3**: As a facilitator of learning now, what would you do differently?
	
	• In the following session there is a gender audit activity of male/female ratios in participant programmes. If you were able to gather the information, include the relevant male/female ratios in **Slide 1.14** of the DAY1 Concept Mapping PPT slides, so they can be 'revealed' once the participants have completed the audit activity. You might want to include some additional slides, for example by creating one slide with the ratios per programme. **Slide 1.14** is currently hidden in the slides so make sure you unhide it if you plan to use it during the session. See the 'Gathering and/or synthesis of information in advance of workshop' section in the introductory facilitation guidelines for details on the preparation required in advance of the workshop.

9.40

Total session time (45 minutes)

WHOLE GROUP SESSION

GENDER IS...EQUALITY/EQUITY

RATIONALE:

Concept mapping, which is the focus of Day 1, is about being explicit about what is being taught to students. This session looks at what is being taught (implicitly) to students about gender and what it means to 'be' a man or a woman; a male or a female student, through differences in treatment. It also starts to look at the gap between the aspiration for gender equality and the reality in the department/faculty/institution.

KEY LEARNING POINT(S) OR OUTPUTS:

- Educational settings can teach students about gender differences both explicitly and implicitly.
- Gender audits of male/female ratios in each programme.

PRIMARY MATERIALS:

- DAY1 Concept Mapping PPT slides (including the M/F ratios in participant programmes).
- Participant Handbook and the three pre-prepared flip charts.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 1 Programme Alignment workshop session 'Prioritising Gender' where the terms gender equality/equity were introduced.
- Day 5 Course Redesign session 'Course redesign showcase three-minute pitch'. During the reflection activity in this gender session, participants should be encouraged to note down their reflections to help them prepare their course redesign showcase pitch. As part of the pitch, they will be asked to explain how they are being gender-responsive in the planning and facilitation of their redesigned course.

5 minutes

A REMINDER OF THE SIX GENDER DIMENSIONS

If the Programme Alignment and Transformative Learning workshops were run some time before the Course Redesign workshop then start with step 1 and 2 here, if they were run right before this workshop, you can skip these two steps and go straight to step 3 below:

[Plenary]

1. Display **Slide 1.9** and ask participants to recall the gender sessions from the previous workshops by answering the questions listed on the slide.
2. Display **Slide 1.10** with the six dimensions of gender listed. You can reveal these to participants as you read through them, referring to the notes directly below:
   - During the workshop gender will be looked at from different dimensions.
   - These dimensions will help you to build a gradual understanding of gender as well as think through how gender is relevant for your course.
   - We have already looked at gender as representation (on the second day of the Transformative Learning workshop). Today's gender dimension is: equality/equity.
3. Display **Slide 1.11** and use the notes below to remind participants about the difference between the terms 'equality' and 'equity':
   - **Equality** focuses on ensuring equal rights for everyone.
   - **Equity** includes a recognition that everyone is not starting from an equal footing. In order to achieve equality, people should therefore be treated according to their respective needs.

20 minutes

REFLECTION ON GENDER EQUALITY/EQUITY IN PARTICIPANTS' OWN EDUCATION

[Individually]

1. Display **Slide 1.12** and ask participants to reflect on the first two questions listed. Participants should write down their answers to each question on separate sticky notes so they can post them on the corresponding flip chart once they have answered all three questions.

   Start by sharing the first two questions with the participants.
2. Once (most) participants have written down their answers to the first two questions on sticky notes, reveal the third and final question on the slide to them.
3. Invite participants to post their answers onto the corresponding pre-prepared flip charts (see 'preparation/guidance for next session' section above).

[Plenary]

4. Decide how you want participants to feed back to the whole group. Refer to the 'Techniques for managing feedback from group work in whole group sessions' section in the introductory facilitation guidelines for some ideas.

5. At the end of the feedback, in the plenary, flag to participants that on the final day they will be making a course redesign showcase pitch. This pitch will include how they are being gender-responsive in the planning and facilitation of their course.

   Point participants to the 'Days 1-5: Gender responsive pedagogy' section of the Participant Handbook and explain to them that this contains five elements:

   - 'Ways to be gender-responsive in the planning and facilitation of my course' -This is a place for participants to note down reflections from the workshop that might help them to prepare for their final course redesign showcase pitch but, most importantly, to feed into the redesign of their current and future courses.
   - 'Other gender considerations that may impact on the teaching of my course' -This is a place for participants to capture any additional ideas, thoughts and reflections related to gender that they may have during the workshop. This could for e.g., thoughts about how to make their learning sessions and/or designs more gender responsive.
   - The gender session reading 'Think you're all for gender equality? Your unconscious may have other ideas' - This reading explains what unconscious bias is, why we have it and how it can manifest itself both in individuals and in tech giants such as Google. The text also looks at why unconscious gender bias can be problematic in relation to education and the world of work and what can be done about this.
   - **Video 2.4** (Understanding unconscious bias - A video animation was commissioned by the Royal Society; link and reference in the Participant Handbook) further explains what unconscious bias is. Participants might like to watch it ahead or after the Day 2 session 'Gender is… stereotypes and (conscious/ unconscious) bias'.
   - Gender Responsive Pedagogy - what facilitators of learning can do - This is a resource that has been developed to support facilitators of learning in integrating gender responsive pedagogy into their courses. It brings together elements of gender responsive course design which will be covered during this workshop along with elements of gender responsive learning design which will be covered in the online course called Learning Design – planning effective learning experiences.

6. Now recommend that participants note down their answers and reflections from the previous activity (particularly to question three) in the 'Ways to be gender-responsive in the planning and facilitation of my course' notes section of the 'Days 1-5: Gender responsive pedagogy' handbook section, as they may prove useful for when they are preparing their pitch later in the week.

20 minutes

GENDER AUDIT OF MALE/FEMALE RATIOS IN PROGRAMMES

[Groups – based on programmes]

1. Display **Slide 1.13** and ask the groups to do a gender audit of male/female ratios in their programme by answering the questions listed. Depending on what the participants find easier, they can either do the ratios in actual numbers (e.g., one female: three males), or in percentages (e.g., 25% female; 75% male). The participants do not have to know the exact ratios or % while working in the groups, these can be done to the best of their knowledge. Instruct the groups to write down their answers on flip chart paper.

[Plenary]

2. Have each programme group present back their answers to the whole group.
3. If you have been able to gather the actual ratios ahead of the workshop (as discussed in the introductory facilitation guidelines), you can 'reveal' these to the participants after the group presentations. Use **Slide 1.14** (and any other slides you may have created for this).

   If you have not been able to gather the actual ratios in advance of the workshop and the participants are not very sure about the ratios they have come up with, encourage them to check once they are back in their department/faculty.
4. At the end of the presentations, display **Slide 1.15** and ask a couple of participants to share their reactions to the audit results by answering the questions listed. Make sure that you ask for reactions from both male and female participants.
5. At the end of the session, point participants to the 'Think you're all for gender equality' article in the 'Days 1-5: Gender responsive pedagogy' section of the Participant Handbook. Explain to participants that this is a short reading looking at unconscious bias. Encourage participants to read this before tomorrow's gender session, which will focus on this dimension of gender.

Preparation/ guidance for next session	**INSTRUCTIONS FOR THE COMPULSORY ASSIGNED READING:** • Remind participants that they should have either a hard or soft copy of all the Days 1-4 assigned readings with them at the workshop. • Do not ask them to access and read the whole chapter during the session - as it will take up too much time. Ask them instead to go through the **Key point summary of Day 1 compulsory reading** in the appendices of the Participant Handbook. • Keep the discussion of the reading short, but emphasise the value/meaningfulness of the reading. • For your first Course Redesign workshop use the suggested reading strategy outlined in **Slide 1.16** (see the session notes below) to analyse the text. In subsequent workshops, you can use a strategy of your choice. • **N.B:** The reason for this session is to discuss the most important issues around how people learn. Don't be tempted to get into discussing the facts of the reading in detail. The participants can do that later if they find it necessary. As facilitators of learning, you need to encourage participants to become self-directed learners by only doing the most important things during the learning session i.e., creating the conditions for participants to process data, rather than transferring it.

10.25

Total session time (30 mins)

WHOLE GROUP SESSION

COMPULSORY READING: HOW PEOPLE LEARN

RATIONALE:

Adopting a metacognitive approach to learning increases the degree to which students transfer their learning to new settings and events in order to bring about change. The reading 'How people learn: Brain, Mind, Experience, and School: Expanded edition – Chapter 1 – Learning from Speculation to Science' is important for facilitators of learning as it provides them with ideas that they can practise in their teaching to enable students to get to a level where they take control of their own learning.

KEY LEARNING POINT(S) OR OUTPUTS:

- Conceptualising content when redesigning courses.
- Applying a metacognitive approach in the design of courses.
- Considering students' pre-existing knowledge in the design of courses.

PRIMARY MATERIALS:

- DAY1 Concept Mapping PPT Slides.
- Participant Handbook (including the Key point summary of Day 1 compulsory reading).

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 1 Transformative Learning workshop session 'The Banking Concept' (Pedagogy of the Oppressed).

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10 minutes

PARTICIPANT REVIEW OF THE COMPULSORY ASSIGNED READING

[Individually]

1. Project **Slide 1.16** and ask participants to review the summary of the Day 1 assigned reading in the appendices of the Participant Handbook using the strategy outlined on the slide. **Do not ask them to access and read the whole chapter during the session - as it will take up too much time**. Encourage participants to not get bogged down with the detail of the text but to focus on what is being asked on the slide. Emphasise the value and meaningfulness of the reading.
2. Flag to participants that they will be sharing their answers with their peers in the next activity. They may find it helpful to look through the notes they made in the 'Notes on reading form' (sent out together with the compulsory and recommended readings in advance of the workshop).

10 minutes	**GROUP DISCUSSION AND COMPARISON OF CHOICES FROM THE READING ACTIVITY** **[Groups of three]** 1. Project **Slide 1.17** and, in groups of three, ask participants to discuss the three questions on the slide. Encourage participants to keep their discussions short and focused. 2. During the discussion, workshop facilitators should join the participants in their groups, but they should not take over the discussion. You can, however, assist in re-directing /re-focusing the discussion. Some themes may include: learning with understanding; students' preconceptions; active learning; and use of metacognitive approaches.
10 minutes	**PLENARY DISCUSSION OF KEY POINTS FROM GROUP DISCUSSION** **[Plenary]** 1. Discuss some of the key issues in the reading. You can randomly choose two or three participants (making sure there is a mix of male and female participants) to share the key points they picked up individually and in the group discussions. 2. Listen carefully to what they say and link it to the redesign of courses (the key points provided below may help with this). 3. Conclude by linking this session to the next. You can inform participants that all that they have read in the chapter pretty much captures what this workshop is all about. Some of the key points that come out from the reading include: • Factual knowledge is key in students' learning hence the need to design courses starting from course content. However, facilitators of learning should learn how to perceive students' preconceptions as they design their courses. • The reading provides ideas on the importance and need for facilitators of learning to conceptualise the course content instead of teaching content as topics, as the former leads to more in-depth learning. • There is a need to apply a metacognitive approach to teaching and learning as this helps students take control of their learning. Incorporate metacognitive activities in the learning of subject matter (course content). • The reading provides some strategies/thinking on what facilitators of learning should do if they do not want to practise the banking concept and the reasons for not adopting this approach.

Preparation/ guidance for next session	• For the optional Concepts and Topics sorting and categorising activity, go to the Day 1 additional facilitation guidance and visual aids section in the Facilitator Resource Pack. You will need to have printed out the words, cut them up and shuffled them. Ensure there is one set of cards for each group. • Make sure that you have populated **Slide 1.32** with the participant allocations to breakout groups and rooms. • Line up the **Video 1.1a** or **Video 1.1b** on demonstrating the process of developing a concept map. The link should be on **Slide 1.31**.

10.55 (15 minutes)	**BREAK**

11.10

Total session time (60 minutes)

WHOLE GROUP SESSION

AN INTRODUCTION TO THE COURSE REDESIGN WORKSHOP AND CONCEPT MAPPING

RATIONALE:

One of the key findings in the reading 'How People Learn' is the need for students to establish a deep foundation of factual knowledge to develop competence in an area of inquiry. This session introduces concept mapping to help guide the course redesign process. This will enable participants to understand course content in the context of a conceptual framework and for facilitators of learning to be intentional in terms of what their students learn.

KEY LEARNING POINT(S) OR OUTPUTS:

- Structure of the Course Redesign workshop.
- Differences between a concept and a topic.
- Course redesign process using concept mapping.

PRIMARY MATERIALS:

- DAY1 Concept Mapping PPT slides.
- Participant Handbook (including Video 1.1a/Video 1.1b on demonstrating the process of developing a concept map, a soft copy of the Day 1 compulsory reading and the Concepts and Topics cards (see Day 1 additional facilitation guidance and visual aids section in the Facilitator Resource Pack).

15 minutes

PRESENTATION ON THE STRUCTURE OF THE COURSE REDESIGN WORKSHOP

[Plenary]

1. Display **Slide 1.18** and refer to the notes below:
   - The emphasis will be on the integration of different aspects of your course, building on your subject matter expertise and all with the opportunity for critical reflection.
   - There will be opportunities to help and support each other.
   - The end goal is a course outline that works for you AND supports the learning of your students.
   - In the afternoon of Day 5 there will be a showcase in which you can display the results of your work; you'll get three minutes to pitch the course as if to a new class of students.
2. Next, display **Slide 1.19** and ask participants to read the quote. Emphasise the nature of learning-centred teaching by referring to the notes below:
   - This is a quotation from Faculty Focus: April 1, 2015: by Maryellen Weimer in 'What we have and haven't learned'.
   - Faculty Focus publishes articles on effective teaching strategies for the university classroom both face-to-face and online.

- Stress that this workshop is based on the principle of learning-centred teaching, which is slightly different from learner-centred teaching.
- You may have heard the adage "a guide on the side, not a sage on the stage", which demonstrates the move from teacher-centred to learner-centred teaching.
- **Learning**-centred teaching means that your focus is always on what you want students to learn and what the best way is to support them in doing that for e.g., Lectures **can** be the right format for the learning you want students to achieve but the important thing is to think about **how** and **why** your students are learning, not just to fill them up with knowledge like they are empty vessels.

3. Project **Slide 1.20** with the concept map for the course redesign for significant learning and transformation workshop and explain the structure of the workshop, using the notes below. You can also flag that this information is in their Participant Handbook.

    - The workshop is organised around four core concepts; **content**; **learning outcomes**; **assessment**; and **teaching and learning strategies** and two concepts (in the inner green circle) that cut across the four core concepts: **soft skills** (for example, critical thinking and problem-solving skills); and **Gender Responsive Pedagogy**.
    - Check that participants understand the term 'soft skills'. Refer them to the glossary of terms in the appendices of their Participant Handbook for a definition that the workshop is using.
    - In the reading, we discussed the importance of a deep foundation of factual knowledge. That is why, in this workshop, we begin with your expertise in the subject matter of your discipline.
    - In addition, you will also reflect on the soft skills that your students will need to develop and master within your specific discipline. These are the 'power' or transferable skills that employers, communities and students themselves are demanding. We refer to the subject matter and soft skills required for your course as **content**.
    - You will then move on to thinking about what you want your students to learn in terms of content and soft skills i.e., the **learning outcomes**.
    - Followed by how you and your students are going to know when and what learning has occurred i.e., **assessment**.
    - Then onto what you are going to do in the teaching of the course and what will happen in the sessions that will support their learning i.e., **teaching and learning strategies**.
    - Note that assessment is before the teaching and learning strategies. This is because you need to know what you want to assess first before you can select appropriate teaching and learning strategies.
    - Note that the **soft skills** cut across all four core concepts, being integrated into each concept to ensure that students do graduate with the 'power' or transferable skills they will need for work and in life.

- Finally, **Gender-Responsive Pedagogy** also cuts across all four core concepts, being integrated into each concept to ensure that both male and female students equally derive learning from the course and master the required gender knowledge and skills related to their discipline.
- **Learning** is in the centre and refers to both your students' learning and your own. It applies to all the decisions you make. For every action, ask yourself; is learning happening? And, if yes, what kind of learning?
- The 'revision' arrows indicate that the choices or revisions you make within the broader course redesign process affect what kinds of learning will happen and the learning that happens (or doesn't) will affect how you redesign your course.
- The outer orange circle represents **Transformative Learning Pedagogy** which underpins the overall course redesign process. Hopefully you will have already learnt about Transformative Learning in the workshop prior to this one. We expect you to redesign your courses to enable students to experience Transformative Learning and to ultimately transform themselves and the world around them.
- Today when you start to conceptualise your course content through concept mapping, you will select the most important subject matter and skills that students must learn in your course i.e., content that transforms your student.

Additional notes in case you have time.

- When drafting learning outcomes tomorrow, you will need to think through the kinds of learning that can transform your students by developing their critical thinking skills and ill structured problem-solving skills, for example.
- On Day 3, you will work on assessments. You will need to develop assessments that go beyond summative assessments and grades. You will need to employ formative assessments that inform your teaching and transform students' learning as stipulated in both the soft and hard skills learning outcomes.
- On Day 4, you will work on teaching and learning strategies that are aligned to course learning outcomes, taking a metacognitive approach and promoting critical reflective thinking.
- Finally on Day 5, you will have the opportunity to try out an online tool which can help you design effective learning experiences and at the end of the final day, you will pitch your redesigned course, as if to a new class of students.

10 minutes

PRESENTATION ON DIFFERENTIATING CONCEPT AND TOPIC, AND DISCUSSION ACTIVITIES

[Plenary]

1. Project **Slide 1.21** and explain that today, they will start off by reflecting on the content of their course. The question they will need to be asking themselves, as they reflect on the content, is 'how do you understand the subject matter and the skills required for your discipline?' State that to answer the question about content they will be conceptualising their course through the process of concept mapping.
2. Project **Slide 1.22** and read out the two questions on the slide. Next refer to the notes below:
   - The responses normally vary. Some participants say "topic'', others "concept". The ones who say that a topic is bigger than a concept relate the word "concept" to the way they use it in day-to-day communication.
   - Note that participants must have heard one of their colleagues say "today, I am going to teach this concept". Assist participants in de-learning this by looking at the concept as the bigger one of the two; a topic is something that a colleague may teach in one or two learning sessions while a concept may take up to a whole semester.
   - Stress that to conceptualise content, participants need to look at the whole (concepts) and not the parts (topics).
   - You can add that in the reading, 'How people learn', the importance of students understanding facts in the context of a conceptual framework was stressed instead of teaching individual topics. Hence the need to conceptualise the course content.
3. Point participants to the concept map in the chapter 'Knowledge of How People Learn' on page 22 of the compulsory reading (the concept map is Figure 1.1 in the reading).
4. Next, ask participants to read through the two pages in the Day 1 section entitled 'Differentiation of terms: concept and topic' in the Participant Handbook.
5. If there is time, see also **Slide 1.23** (you may need to customise the example to suit your audience and course). See below for a brief explanation of the term used:
   - "Timeless" means not linked to a specific time or era (can be taken from any period of time).
   - "Universal" means not linked to a specific place, people or thing (can be taken from any culture).
   - "Transferable" means not linked to a specific context (can relate to many other disciplines and aspects of life).

10 minutes

CONCEPTS OR TOPICS OPTIONAL DISCUSSION ACTIVITIES

Choose one or both of the suggested short activities below to reinforce the difference between a concept and topic.

Concepts or topics sorting activity

[Groups of three or four]

1. Invite participants in groups to differentiate between a concept and a topic by sorting the words into two categories: Concepts and Topics. See the 'preparation/ guidance for the next session' section above for preparation of the visual aids.
2. Once the groups have finished, discuss in plenary, asking some of the groups to explain the reasons for their choices. Prompt them where necessary, with the questions: Is it universal? Is it timeless? Is it transferable?
3. Conclude by saying that, as students deepen their understanding of a concept or 'big idea', they will be able to relate this to other contexts and aspects of their life.

Plenary discussion on whether dinosaurs are a concept or topic

[Plenary]

Reveal the cartoon on **Slide 1.24** and ask participants to decide whether dinosaurs are a concept or a topic. In case they get a bit stuck, ask them whether they are timeless or not, universal or not, transferable or not. You may want to draw on the notes below to help facilitate the discussion:

- Dinosaurs is a **topic** and can be studied from a historical viewpoint, or perhaps from a scientific viewpoint.
- Ask participants what possible concepts could be studied in relation to dinosaurs (such as evolution, extinction and change).
- The concept **extinction** can use the extinction of dinosaurs as one example, but also allows students to look at other animals that have become extinct or which are today in danger of becoming extinct (the concept is transferable and timeless). It also allows students to investigate the many different ways animals can become extinct such as loss of habitat, climate change, hunting and so on (the concept is universal).

10 minutes

EXPLANATION OF CONCEPT MAPPING

1. Project **Slide 1.25** and explain what is on the slide and supplement with the points below:

    - Note that participants can make a map that emphasises course content (what they will be doing today) but they can also make concept maps emphasising student skill sets (which may be appropriate to their course), or for showing how a course fits into a curriculum.
    - Recommend that participants start on paper, with sticky notes, but it is also possible to work on a blackboard and take a photo of it at various stages of development.
    - Recommend that participants do not start the concept mapping process using some sort of drawing software. This is because the software itself may impose its own built-in assumptions about linear relationships and so on.
    - Point out that you want participants to be freer to invent what suits them. Many people work their way through the process and then produce a cleaned-up or electronic version that they can share with their students and colleagues.

2. Move on to **Slide 1.26** and state that on the slide is a simple concept map. While simple, the key things to consider are meaning, coherence, relationship and purpose. You can ask participants to look at some other concept maps in the Day 1 section of their Participant Handbook.
3. Next, display **Slide 1.27** and explain that the quotes come from the article referenced on the slide and are from lecturers who have participated in the concept mapping process. Read the text on the slide and stress the importance of conceptualising content using concept mapping.
4. Next show **Slide 1.28** and read the questions they should consider when developing their concept maps.
5. Finally project **Slide 1.29** and first reveal the first question only and ask participants to write down their answer in their notebooks. Once they have finished and you have elicited some feedback from two or three participants in the plenary, reveal the six remaining bullet points on the slide. If asked the meaning, a calendar description is about the allocated time to the course.

5 minutes

INTRODUCTION TO THE INTENSIVE WRITING EXERCISE

Ensure that the intensive writing exercise is done in the plenary session as it is the starting point of conceptualising the course content. All participants should do it. As stated below, do not spend too much time on it; two minutes is enough as participants will continue with the exercise in their breakout groups.

[Plenary]

1. Project **Slide 1.30** and ask participants to note down on a clean piece of paper, in bullet point form, the content of the course they plan to redesign (they can only redesign one course). Explain that intensive writing is also known as 'power writing'. Participants need to keep going when they are writing, that they shouldn't stop to think and that they should use the writing to help them think.
2. Instruct them that, for **two minutes**, they should jot down the content of their course without stopping (do not stop to think, let the writing help you to think).
3. Stop the exercise after two minutes and inform them that they will continue with this exercise in their breakout groups.

10 minutes

DEMONSTRATION OF DEVELOPING A CONCEPT MAP

[Plenary]

1. Display **Slide 1.31** and explain to the participants that you are about to play a video of a facilitator of learning from University X (the name of the university will depend on which demonstrator video you have selected).
2. Inform them that the video is on what the facilitator of learning did on Day 1 of the Course Redesign workshop. The demonstration is about the process of developing a concept map for their course and the thinking that went into the process of conceptualising the content.
3. In addition, the demonstrator also talks about the feedback received from peers and workshop facilitators and how it helped improve their concept map.
4. The demonstrator also presents the concept map produced at the end of the workshop and their current concept map as the process of conceptualising course content continues over time.
5. Allow for one or two questions from participants. If there is not much time left, inform the participants that they will have the opportunity to ask unanswered questions in the breakout groups. The link to the video is also in the Day 1 section of the Participant Handbook.
6. Next, explain (still in plenary) that, in the next session, they will be working in breakout groups. Project **Slide 1.32** that has the names of participants allocated to each breakout group, the assigned workshop facilitators and room allocations. For more information on the grouping of participants refer to the 'Facilitation team planning meetings' section in the introductory facilitation guidelines.
7. Display **Slide 1.33** and invite participants and workshop facilitators to move from the plenary in the main room to their breakout groups and rooms as listed on the slide. Flag that everyone will need to be back in the main room for the whole group sessions at 3.35pm.

Preparation/ guidance for next session	Ensure that all workshop facilitators participating in the breakout sessions have watched in advance **Video 1.2** on modelling how to provide and receive constructive feedback on a concept map.

12.10

Total session time (1 hour 20 mins)

BREAKOUT GROUP SESSION

DEVELOPMENT OF PARTICIPANT CONCEPT MAPS

RATIONALE:

One of the phases in the Transformative Learning cycle is active experimentation. In this session, participants try out (actively experiment with) conceptualising their course content using concept maps and feeding their new insights into the later whole group sessions.

KEY LEARNING POINT(S) OR OUTPUTS:

- Conceptualising course content as concepts not topics.
- Adopting a holistic view of courses (relationships between concepts).

PRIMARY MATERIALS:

- Participant Handbook.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 4 Course Redesign session ‘The 4Ps: Participants, Purpose, Pay-off and Process (plus gender responsiveness and level of transformation’.
- Day 5 Course Redesign session ‘Course redesign showcase three-minute pitch’.

10 minutes

INTRODUCTION OF PARTICIPANTS IN THEIR BREAKOUT GROUPS

1. One of the workshop facilitators should welcome participants to their breakout group.
2. Inform them that this will be their breakout group during the first four days of the workshop. Everything that is said and done in the group should be kept confidential.
3. Ask the participants in the group to introduce themselves by stating their name, the department, discipline, the teaching experience and the course they will be redesigning. The workshop facilitators should also introduce themselves.
4. Ask if anyone has a question or issue arising from the whole group sessions. Workshop facilitators will need to manage time carefully here; this part of the session can easily overrun.
5. Briefly take the participants through the Participant Handbook, showing them how the content has been arranged according to the days.
6. Highlight that they will be moving from the whole group to the breakout groups each day and inform them that there will be some work to do in the evenings to prepare for the next day.

15 minutes	**ONE-MINUTE EXPLANATION OF THEIR COURSE**	

15 minutes

ONE-MINUTE EXPLANATION OF THEIR COURSE

1. Ask the participants to each reflect on the course they plan to redesign and write down in their notebooks (for three to five minutes): the purpose (importance) of the course; the participants (students); and the pay-off (benefit to students). The workshop facilitators could give an example from their own disciplines to start off the exercise. Facilitators could also share the following example:

   The purpose of this course is to enable students to prepare financial statements for a sole trader, a partnership and a company. The participants are first year students in the Bachelor of Commerce (BCOM) programme. The pay-off is students will become financial accountants, auditors, financial analysts or facilitators of learning.

2. Invite each participant to present to the group, in one minute, by reading out what they have written down.

3. The workshop facilitators should listen carefully to what the participants are saying and provide feedback especially on the difference between the purpose and pay-off. The purpose is about the course enabling the students to do something. The pay-off is how the course benefits their students, i.e., what they become.

   This activity will begin to prepare the participants for their three-minute pitch at the showcase on the final day. It also assists peers and workshop facilitators in the breakout groups to provide constructive feedback during the five days of the workshop.

5 minutes

CONTINUE WITH THE INTENSIVE WRITING EXERCISE (PICKING UP FROM THE EARLIER SESSION)

1. Ask participants to continue with the intensive writing exercise, from the earlier whole group session, where participants were individually bullet-pointing the content of their courses to be redesigned. Remind them that, while writing, they should not stop to think. The writing should help them to think.

2. Stop the exercise once you notice that the participants are stopping to think of what to write.

50 minutes

PARTICIPANTS DEVELOP THEIR CONCEPT MAP

1. Now ask each participant to move to their individual working space. Ensure that each participant's desk is clear and big enough to place a manilla paper on top. The participants can store away their laptops and other belongings as they will not need them during this session.

2. Place the manilla paper and sticky notes (or other resources) on a separate desk where all participants can easily access them.

3. Give participants around five minutes to complete their bullet-pointed list of content. Remind them not to spend too much time going into the details of the content. They can also check through their previous course outlines for more content, if necessary.

4. For the next five minutes, ask participants to first read the section entitled ‘Suggested steps for constructing a concept map’ in the Day 1 section of their Participant Handbook and ask participants for any questions of clarification.

5. Then explain to participants that they will now follow the suggested steps in the section (starting from step 2) to produce their course concept map. Stress the importance of following each step. They can also consult the concept map examples in the Day 1 section of the Participant Handbook.

6. Participants continue to step 3 posting their sticky notes with their prioritised content onto a sheet of manilla paper (refer to it as **Manilla A**). Explain that by conceptualising their courses through posting sticky notes on the manilla paper, it means that the notes can easily be positioned, removed and moved around.

7. Participants continue following the steps for constructing their concept map until they reach step 9 in their handbook.

8. Once participants have completed an initial conceptualisation of their course concept map, ask them to read the section in the Participant Handbook entitled ‘GRP: course concepts - questions to ask yourself ’. The questions listed here will help participants to reflect on gender in relation to their course concepts and mainstream gender where appropriate.

9. Next ask them to read through and draw on the section ‘Suggested Ways to Critique a Concept Map’ again in the Day 1 section of the Participant Handbook. This will enable them to critique their own concept maps and those of their colleagues in the sessions.

10. Move around and ask each participant to talk you through the concepts they have posted on their **Manilla A**. Listen to what they are saying; emphasis should be on how well their explanation matches the actual concept map. Do not be tempted to move the sticky notes (concepts) as you give feedback, let the participant do it. They need to own the product and the process.

11. Ask participants to share any reflections on how they might need to consider gender directly in their course concepts or in the way they will be teaching these concepts to their students. If a participant has not had time to reflect on the gender dimension yet, point them back to the section GRP: course concepts - questions to ask yourself’ in the Participant Handbook. You can then follow up on this question with the participant the next time they talk you through their concept map.

12. Do not stay with one participant for too long. Once you get to a point where they have something to work with, move on to the next participant. Some participants find it very difficult to conceptualise their courses in a different way from what they are used to, especially those who have been teaching the courses for a long time. If you have such a participant in your group, ask them to listen to one of the participants whose concept mapping process is clear. You can also ask your co-facilitator to assist the participant.

13. After the first round of providing feedback, stress the need for participants to show the relationships between the concepts by inserting and labelling connecting lines/arrows between the concepts.

14. Make sure that participants take a photo at each key stage of the concept mapping process i.e., before they make a major change to their concept map. Inform them that the latest version of their concept map (before they leave the workshop) will need to be inserted into their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign Document**. They can also use the photos in subsequent workshops, if they are selected to be demonstrators. The photographs will also make a useful addition to their teaching portfolios (if they maintain one).
15. Encourage peer learning. Ask the participants to move around and listen to their fellow learners. As they listen, the emphasis should be on how well the explanation matches the actual concept map. Ask them not to move their colleagues' sticky notes (concepts) when giving feedback. The final decision to be made on the concept maps rests with the individual participants as they understand the course better and they are the ones who are going to teach it.
16. Inform participants that they will be presenting their concept map to their breakout group after lunch and at the end of the workshop. Add that they can transfer their finalised concept map (on **Manilla A**) into a soft copy version if they so wish.

Preparation/ guidance for next session	Inform the participants that, after lunch, they will have some time to complete their concept maps on **Manilla A** and present them to their breakout group.

13.30 (60 minutes)	LUNCH

14.30

Total session time (1 hour and 15 minutes)

BREAKOUT GROUP SESSION

PRESENTATION OF PARTICIPANT CONCEPT MAPS

RATIONALE:

Constructive and immediate feedback given lovingly (Fink, 2013) is key to learning. In this session, participants get a chance to present their concept maps and receive constructive feedback from peers and workshop facilitators that can help them improve the conceptualisation of their course content.

KEY LEARNING POINT(S) OR OUTPUTS:

- Feedback on the conceptualisation of course content.

PRIMARY MATERIALS:

- Participant Handbook.

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15 minutes

PARTICIPANT PERSONAL REFLECTION

1. Ask participants to individually reflect on the questions in the personal reflection form (they need to use a soft copy version which can be found in the appendices of the Participant Handbook) for Day 2 and respond accordingly. Recommend that participants keep the completed form so that they can use it later and also put it in their teaching portfolio (if they maintain one).
2. Also ask participants to refer to their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** and enter or revise any of the key outputs they have generated so far during the sessions. They should continue to use the same evidence document throughout the five days of the workshop.
3. Once they have finished, invite the participants to move back to the main room for the rest of the whole group sessions.

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15 minutes

COMPLETING THE CONCEPT MAPPING PROCESS

1. Give the participants 15 minutes to complete their concept maps.
2. Ask them to stick the manilla papers with their concept maps (**Manilla A**) on the wall ready for presentation.

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60 minutes

PARTICIPANT PRESENTATIONS OF CONCEPT MAPS

1. Divide the 60 minutes proportionally so that each participant has enough time to present their concept map and receive feedback.
2. Workshop facilitators and peers should provide constructive feedback after every presentation. Sometimes the feedback may not be forthcoming from the participants and so they may need some encouragement from you (the workshop facilitator) to do so. You can also be intentional and volunteer different male and female participants in the group to comment (by asking them a question) on the concept map that has been presented.

3. Ask the breakout group members to try as much as possible to ask questions when giving feedback, instead of telling the presenters what to do or what should be done. The idea is for each presenter to own their concept mapping process.
4. Instruct the presenters to note down the feedback they have received, to reflect on it and respond to it later, so as to benefit fully from the feedback process, rather than responding immediately to the questions/comments they receive.
5. Inform participants that they will continue to work on their concept maps throughout the week, so they should keep their **Manilla A** safe.

Preparation/ guidance for next session	Remind participants to retrieve their soft copy **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** so they can enter or revise any of the key outputs they have generated so far during the sessions. They should have already received a soft copy of the evidence document at the Programme Alignment workshop but if not the case then point them to an extra copy in the appendices of the Participant Handbook.

15.45

Total session time (15 minutes)

BREAKOUT GROUP SESSION

PERSONAL REFLECTION

RATIONALE:

Reflective dialogue with oneself is one of the learning activities for holistic active learning (Fink, 2013). This session provides an opportunity for participants to reflect on what they have learnt so far on Day 1 about their teaching and student learning.

KEY LEARNING POINT(S) OR OUTPUTS:

- Uncovering assumptions about the content of their courses.
- Challenging own beliefs and values about the content of their courses (concept mapping).
- Importance of growing professionally as facilitators of learning (reflective practice).

PRIMARY MATERIALS:

- Participant Handbook (the personal reflection form in the appendices).
- A soft copy version of the Participant Handbook to hand in case a participant does not have access to their soft copy.

15 minutes

PARTICIPANT PERSONAL REFLECTION

1. Inform participants that they learnt the importance of critical reflective thought in the Transformative Learning workshop. Also inform them that in this session they are going to critically reflect on what they have learnt so far on Day 1. Recommend that participants schedule personal reflection for their students in their own learning sessions. As an ongoing practice this will help them to become lifelong learners, as well as help their students learn more about their own strengths and challenges.
2. Ask participants to individually reflect on the questions in the Personal Reflection Form (they need to use a soft copy version which can be found in the appendices of the Participant Handbook) and respond accordingly. The form is the personal property of the participants, which they can add to their teaching portfolios (if they maintain one). They do not need to share their reflections with the group.
3. Finally, ask participants to refer to their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** and enter or revise any of the key outputs they have generated so far during the sessions. They should have already received a soft copy of the evidence document at the Programme Alignment workshop; if not the case then point them to an extra copy in the appendices of the Participant Handbook.
4. Once they have finished, invite the participants to move back to the main room for the rest of the whole group sessions.

16.00

Total session time (60 minutes)

WHOLE GROUP SESSION

INTRODUCTION TO LEARNING OUTCOMES

RATIONALE:

It is important to incorporate different kinds of learning in a course to enable students to experience significant learning, learning that lasts (Fink, 2013). This session starts by introducing participants to the writing of SMART (TT) learning outcomes.

KEY LEARNING POINT(S) OR OUTPUTS:

- Drafting of learning outcome(s) that are SMART(TT) .

PRIMARY MATERIALS:

- DAY1 Concept Mapping PPT Slides.
- Participant Handbook.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Course Redesign session 'Moving from concept map to learning outcomes'.

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20 minutes

PRESENTATION ON LEVELS OF LEARNING OUTCOMES

[Plenary]

1. Project **Slide 1.34**. Remind participants that this map depicts the four main concepts of the workshop (and two which are cross-cutting) i.e., the building blocks of their course with Transformative Learning pedagogy underpinning the whole course redesign process. Inform them that they are now moving from content to the next building block: learning outcomes i.e., what they want students to learn.
2. Next, display **Slide 1.35** with the workshop content table and read out the question in red that participants need to be asking themselves as they reflect on learning outcomes.
3. Give participants 10 minutes to reflect on a) the soft skills, for example, the kind of critical thinking and problem-solving skills and b) the gender knowledge and skills related to the discipline that students in their courses will need to acquire and develop.
4. Project **Slide 1.36** and differentiate between the programme, course and class (or learning session) level learning outcomes, by referring to the notes below:
   - State that in the Programme Alignment workshop, they developed programme learning outcomes. During this workshop they will develop course-level learning outcomes. During the learning design course on planning effective learning experiences (which is the course that follows this workshop) they will develop class (or learning session)-level learning outcomes.
   - Show participants the verbs used at each level:
     - By the end of the programme, you expect the students to **apply** what they have learnt in the wider context of literature study.

- By the end of the course, you expect the students will be able to **create** in the context of the course.
- By the end of the class, you expect students to be able to **compare and contrast** three specific texts within the context of the class.

5. Project **Slide 1.37** and remind participants to be intentional in crafting learning outcomes that incorporate soft skills (for example, critical thinking and problem solving), not just hard skills, and that also incorporate a specific gender dimension.
6. Show **Slide 1.38** read out what is on the slide and stress the need for a learning outcome to have a *verb*, *content* and *context*. Do not go into details as you will be able to do so on the next day.
7. Project **Slide 1.39** and show the verb (in red), content (in green) and context (in blue) in the learning outcomes.
8. Ask participants to look at the verbs in three taxonomies in the Day 2 section of the Participant Handbook under the cognitive, psychomotor and affective domains.

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15 minutes

AN INTRODUCTION TO DRAFTING SMART(TT) LEARNING OUTCOMES

[Plenary]

1. Ask participants to read through the three sections called 'Suggested steps for creating your course learning outcomes', 'SMART (TT) learning outcomes' and 'GRP: learning outcomes - questions to ask yourself' in the Day 2 section of the Participant Handbook.

[Pairs]

2. Next, invite them to discuss in pairs the points related to the writing of learning outcomes and compare their own experiences, in relation to what they have just read.

[Plenary]

3. Project **Slide 1.40** and reinforce that when writing learning outcomes, they need to keep in mind that learning outcomes should be **SMART (TT)**. Reinforce the application of SMART (TT) in practice, by reading out what is on the slide one by one and supplementing with the following additional points:
    1. **Specific to the learner**: i.e., by the end of the course, **YOU** will be able to...
    2. **Measurable**: How ILOs will be assessed.
    3. **Assignable**: Include the content the verb is addressing
    4. **Realistic**: Take into consideration, the available resources such as the assigned time for the course and other situational factors
    5. **Time-bound**: Achievable by the end of the course
    6. **Transparent**: Use simple language that can be understood by your students
    7. **Transferable**: Used by the learner in a wide variety of contexts

4. Project **Slide 1.41** and state that, when writing learning outcomes, participants should avoid having more than one verb as it is difficult to measure. The first learning outcome on the slide should be split into two learning objectives (Los), as shown.
5. Move on to **Slide 1.42** and remind participants to avoid the use of words such as *understand, think, know* and *comprehend* as they are difficult to measure. Ask participants what might be a better verb to use to replace *understand*, for example *analyse* could have been used instead as it is measurable.
6. Finally, project **Slide 1.43** and get participants to assess the quality of the two learning outcomes on the slide. The learning outcomes are SMART(TT), have a verb, content and context and the second learning outcome has a gender dimension.

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15 minutes

PARTICIPANTS DEVELOP A DRAFT LEARNING OUTCOME FOR ONE OF THEIR CONCEPTS

[Individually, then in pairs/threes]

1. Ask participants to develop a learning outcome(s) for one of the concepts in their course.
2. Invite them to critique each other's learning outcome in pairs or groups of three.
3. Move around and provide feedback on the verb, content and context in the learning outcomes and the gender aspects where applicable.
4. Listen carefully to what a participant says and how they explain what their students should learn. They are likely to state the correct verb.
5. You can then refer them to the range of taxonomies in the Day 2 section of the Participant Handbook i.e. from the section 'Bloom's taxonomy (and revised versions)' to the table 'Taxonomy of Significant Learning: dimensions of learning'.

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10 minutes

GENERAL FACILITATOR FEEDBACK ON DRAFT LEARNING OUTCOMES

[Plenary]

1. Bring participants back to plenary and pinpoint some of the issues you observed around their draft learning outcomes. You can stress the use of active verbs and they can refer to the sections in the Participant Handbook called 'Verbs often associated with different levels of the cognitive domain', the three taxonomies under the cognitive, psychomotor and affective domains and the table 'Taxonomy of Significant Learning: dimensions of learning'.
2. Remind them to avoid using words such as 'understand', 'know' and 'think'. Ask the question: what does 'understand' in this case mean? What do you want students to know and/or think about?
3. Inform them that each time they want their students to understand they should look for a more active and measurable verb such as those listed in the column under 'understand', as there are so many to choose from. Refer participants again to the verbs under the columns of understanding, knowing and thinking in Bloom's Taxonomy in the 'Verbs often associated with different levels of the cognitive domain' section of the Participant Handbook.

Preparation/ guidance for next session	Make sure you have enough hard copies printed of the **Day 2 compulsory reading Creating significant learning experiences – Chapter 2 - A Taxonomy of Significant Learning** for each participant to be handed out during the 'Preparation for Day 2' session.

17.00

Total session time (20 minutes)

WHOLE GROUP SESSION

PREPARATION FOR DAY 2 AND EVALUATION OF DAY 1

RATIONALE:

The flipped classroom is about having participants engage with content outside the learning sessions and it allows face-to face time for clarification of concepts and contextualisation of knowledge. In this session, participants are informed of what they need to do outside the workshop sessions such as reading the next day's compulsory reading and the important activity of processing it during the face-to-face session on Day 2. Formative assessment is also key in participants' learning as it informs the facilitation of subsequent sessions and transforms the thinking of participants along with the way they think.

KEY LEARNING POINT(S) OR OUTPUTS:

- The teaching and learning strategies/activities used to support participant learning on Day 1.
- Clarity on what to expect from sessions on Day 2 and what preparation is necessary.
- Reactions to the learning experience on Day 1.

PRIMARY MATERIALS:

- DAY1 Concept Mapping PPT Slides.
- Participant Handbook.
- The Day 2 compulsory reading from the Participant Handbook (in hard copy).

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Course Redesign session 'Compulsory reading: Taxonomy of Significant Learning (TSL)'.

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5 minutes

PULLING TOGETHER A 'PARKING LOT' OF TEACHING AND LEARNING STRATEGIES/ACTIVITIES USED IN COURSE REDESIGN WORKSHOP

[Plenary]

1. Ask participants to reflect on Day 1 and to identify some of the teaching and learning strategies/activities the workshop facilitators used to support participant learning.
2. Assign a co-facilitator to write down suggestions on flip chart paper, as they are called out by participants.
3. Entitle the flip chart(s) 'Parking lot of workshop teaching and learning strategies/activities' and make sure that the writing is clear and that the flip charts are on display throughout the workshop.

Participants will add further suggestions to the flip charts at the end of Days 2 and 3 and the flip charts will be drawn upon in the sessions on teaching and learning strategies on Day 4.

10 minutes	**PREPARATION FOR DAY 2**

[Plenary]

Inform the participants of the following:

1. Look at the Day 2 Learning Outcomes section in your Participant Handbook for details on what to prepare for tomorrow.
2. Continue to refine your concept map and start to develop your learning outcomes. There will be time to work further on them tomorrow morning. Note that the learning outcomes should be aligned with your concept map; you should be able to explain how the learning outcomes shape and are shaped by your concept map.
3. Make sure you have read the compulsory reading, 'Creating significant learning experiences – Chapter 2 - A Taxonomy of Significant Learning' and be ready to discuss your thoughts about it tomorrow morning. This is a key text so it is important that you read it; no summary will be provided during the session. There are hard copies of the reading available in the main room so pick up a copy if you need to and make sure that you bring your printed copy with you for tomorrow's sessions.
4. Read the recommended reading 'Think you're all for gender equality? Your unconscious may have other ideas' in the 'Days 1-5: Gender responsive pedagogy' section of your Participant Handbook for tomorrow's gender session which will be looking at bias.
5. Make sure you have your Programme Alignment and Transformative Learning participant handbooks with you throughout all five days of the Course Redesign workshop.

5 minutes	**FORMATIVE EVALUATION OF DAY 1**

[Individually]

1. Project **Slide 1.44** and ask participants to answer the questions on the slide.
2. Participants can use sticky notes to answer the questions (a different colour for each question) or you can enter the questions in Mentimeter for the participants to answer.
3. Explain that the responses will be reviewed the morning of the following day.
4. If using sticky notes, ask the participants to put them into three piles according to the colour of the sticky note, as they leave the room.

17.20	**END OF DAY**

Debrief and preparation for next day **60 minutes**	**FACILITATION TEAM DEBRIEF MEETING AND PREPARATION FOR NEXT DAY** 1. Hold a workshop facilitators' meeting at the end of the day to review the day's proceedings. You might want to use the Start-Stop-Continue strategy (see below). 2. Provide the workshop facilitators with three sticky notes of different colours. Ask each of them to write the following: • What, as a team, should you **Stop** doing, basically what went wrong during the facilitation? (red sticky notes). • **Start** - What did you not do but should have done? (blue sticky notes) • **Continue** - What went well and you should continue doing? (green sticky notes) Then go through the responses on the sticky notes and discuss as a team. 3. Discuss the participants' responses from the formative evaluation. 4. Go through the workshop schedule for Day 2 for e.g., the facilitation notes and slides, the compulsory reading (including sending out a text/WhatsApp to remind participants) and the required printing of handouts and any extra assigned readings. Agree who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated. 5. Facilitators of the Day 2 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions (the whole group sessions in particular) and anything new that they thought of the previous evening. 6. It is recommended that facilitators watch the short video **Video 2.3**, which shows the use of probing questions to offer feedback to participants on their course learning outcomes. This has been produced for workshop facilitators to watch as part of their preparation for the session: 'Crafting SMART(TT) learning outcomes aligned to course concepts' which is scheduled before lunch on Day 2. The link can be found in the 'Table of videos and instructions' section in the introductory facilitation guidelines.

REFERENCES

Bransford, J. D., Brown, A. L. & Cocking, R. R. 2000. How People Learn: Brain, Mind, Experience, and School: Expanded Edition. Washington, DC: The National Academies Press. https://doi.org/10.17226/9853.

Fink, L.D. 2003. Creating Significant Learning Experiences, Revised and Updated Edition. Jossey-Bass, A wiley Company

Weimer, M. 2015, What we have and have not learned, Faculty Focus

The slides for Day 1 can be downloaded from the Course Redesign toolkit section of TransformHE.org

ADDITIONAL FACILITATION GUIDANCE & VISUAL AIDS: CONCEPT MAPPING

Concepts or Topics sorting and categorising activity

SESSION: AN INTRODUCTION TO THE COURSE REDESIGN WORKSHOP AND CONCEPT MAPPING

Note to workshop facilitator:

Print out the words, on the next page, on paper or card (of one colour). The number of words depends on how much time you have for this activity. The activity is conducted in groups of three to four participants, so make sure that each group has one set of the printed words.

Next, cut out each word and shuffle them so the concepts and topics are well mixed. You may want to get them laminated so that they can be reused in future workshops.

A suggested answer key is provided directly below:

CONCEPTS	TOPICS
Systems	Solar System
Choice	Internet
Imagery	Ancient Egypt
Identity	Maasai
Diversity	Biological cells
Perspective	Airports
Adaptation	Animal adaptation
Relationships	Statistics
Beliefs	Changing gender roles in Mauritius

CONCEPTS	TOPICS
Systems	Biological Cells
Choice	Animal adaptation
Imagery	Ancient Egypt
Identity	Statistics
Diversity	Maasai
Perspective	Changing gender roles in Mauritius
Adaptation	Airports
Relationships	Internet
Beliefs	Solar System

DAY 2:
LEARNING OUTCOMES

FACILITATION NOTES: LEARNING OUTCOMES

Learning outcomes

By the end of Day 2, participants will be able to:

1. Articulate hard and soft skills learning outcomes that are consistent with the concepts in their course concept map.
2. Incorporate gender into at least one of the learning outcomes related to the concepts in their course concept map.
3. Develop high-order learning outcomes, for their course concepts, in line with the six dimensions of learning as outlined in the Taxonomy of Significant Learning (TSL) soft skills matrix.

Key output of Day 2: Course learning outcomes

Preparation/ guidance for Day 2	☐ Review Day 2 slides, enter the results on **Slides 2.3-2.5** (if presenting a summary of the Day 1 formative evaluation on slides) and insert the appropriate link on **Slide 2.23**. ☐ Ensure facilitators of different workshop sessions are clear on what and how they are supposed to facilitate. ☐ Check that the materials and resources to be used in the breakout rooms are adequate. Supplement where necessary. ☐ Ensure that the learning outcomes for Day 2 are written on flip chart paper and posted to the wall in the main room, before sessions start. ☐ Line up **Video 2.2** on the **background to the development of the TSL (soft) skills matrix**. The link is also on **Slide 2.20**. ☐ Line up your selected **Video 2.1a** or **Video 2.1b** on demonstrating the process of developing learning outcomes (use videos of the same demonstrator throughout the four days). The link should be on **Slide 2.23** of the DAY2 Learning Outcomes PPT slides. ☐ Ensure that the facilitation team has watched in advance **Video 2.3** on modelling how to provide and receive constructive feedback on learning outcomes. The video is to enable facilitators to get an idea of what giving and receiving feedback on learning outcomes should look like in practice, which they will be required to do in the breakout sessions. See the 'Table of videos and instructions' section in the introductory facilitation guidelines for the link. ☐ The compulsory reading for Day 2 **Creating significant learning experiences – Chapter 2 - A Taxonomy of Significant Learning** is really important for this workshop and must be stressed to participants. Remind them that they should have read it before today's sessions. ☐ Make sure you have a couple of extra hard copies of the compulsory reading **Creating significant learning experiences – Chapter 2 - A Taxonomy of Significant Learning**. ☐ Make sure you have printed the **Key points from 4Cs debrief of compulsory reading: Taxonomy of Significant Learning handout** to be handed out to each participant towards the *end* of the compulsory reading session. The handout can be found in the Day 2 additional facilitation guidance and visual aids section of the Facilitators Resource Pack. ☐ If you choose to play the video linked on **Slide 2.13** from the Royal Society to further explain what unconscious bias is, then line it up before the morning gender session. ☐ Remind them of the recommended reading **'Think you're all for gender equality'** in the 'Days 1-5: Gender responsive pedagogy' section of the Participant Handbook for the 'Gender is… stereotypes and (conscious/ unconscious) bias' session. ☐ Display **Slide 2.2** as participants start to enter the main workshop space.

8.30

Total session time (15 minutes)

WHOLE GROUP SESSION

SUMMARY OF FORMATIVE EVALUATION FROM DAY 1

RATIONALE:

Immediate feedback is important to both facilitators and participants in this workshop. It informs facilitators on what to adjust and helps to transform participants' thinking and ways of thinking.

KEY LEARNING POINT(S) OR OUTPUTS:

- Participants are confident that the workshop facilitators are responding to feedback and are making appropriate adjustments to the workshop schedule.

PRIMARY MATERIALS:

- A projection of the results from Mentimeter or a summary of participant responses in the DAY2 Learning Outcomes PPT slides.
- The flip chart listing the learning outcomes for Day 2.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 1 CR session 'Preparation for Day 2 and evaluation of Day 1'.

15 minutes

PRESENT RESULTS FROM THE DAY 1 FORMATIVE EVALUATION

The workshop facilitator who administered the evaluation on the previous day should present the summary of participant responses.

[Plenary]

1. Inform participants that the workshop facilitators discussed their responses and have incorporated what they found appropriate into the schedule
2. Present the summary either on Mentimeter or using **Slides 2.3-2.5** and only explain points of feedback where you find it necessary and/or if someone asks a question for some clarification. Below are some examples of participant responses from previous workshops, on what the workshop facilitators could have done differently, followed by some things for facilitators to think about in response:

- **Start earlier -** You could use this feedback to discuss what time people would like to start and what considerations need to be made. It may be that participants would generally welcome an earlier start. However, some participants might struggle to arrive earlier. In addition, bear in mind that, as facilitator, you will need at least 30 minutes, before the sessions begin, to clarify any pending issues or for additional preparation.
  - **Ample time should be given for participants to critically appreciate the materials and presentations. Too much information is given within a very short time -** Remind participants about the time allocated to the whole group and breakout group sessions and the importance of assigning more time for the hands-on activities in the breakout groups. Encourage them to be self-directed learners, prioritising what they need to read, watch or listen to and to build in some time outside sessions to study the materials. Revisit the learning contract if necessary.

- **Instead of theoretical lectures, more real-life examples and hands-on exercises -** Facilitation in the whole group sessions can always be enriched, by making them more learning-centred and by eliciting more real-life examples from the participants and co-facilitators themselves.
- **More organisation with regards to the flow of the workshop schedule -** Ensure regular communication and coordination between workshop facilitators and agree a clear division of roles and responsibilities in advance of the workshop day. It is also advisable to have one person (two at most) as the lead facilitator/s for the whole group sessions but with no facilitation role in the breakout group sessions. See the 'Division of roles and responsibilities within the facilitation team' section in the introductory facilitation guidelines, for a more detailed overview of the options.

3. Go through the learning outcomes for Day 2, using the flip chart on the wall.

Preparation/ guidance for next session	• In the following session there is the gender audit activity of male/female ratios in industries related to participant programmes. If you were able to gather the information, include the relevant male/female dropout and unemployment ratios in **Slide 2.8** of the DAY2 Learning Outcomes PPT Slides so they can be 'revealed' once the participants have completed the audit activity. You might want to include some additional slides, for example by creating one slide with the ratios per programme. • **Slide 2.8** is currently hidden in the presentation so make sure to unhide it if you plan to use it during the session. See the 'Gathering and/or synthesis of information in advance of workshop' section in the introductory facilitation guidelines for details on preparation required in advance of the workshop. • If you choose to play the **Video 2.4** linked on **Slide 2.13** from the Royal Society to further explain what unconscious bias is, then line it up before the session starts.

8.45

Total session time (45 minutes)

WHOLE GROUP SESSION

GENDER IS... STEREOTYPES AND (CONSCIOUS/ UNCONSCIOUS) BIAS

RATIONALE:

The gender audits of industry, in terms of the differences in numbers, types of jobs and types of industry, start to look at potential gender stereotypes related to the professions that students are likely to graduate into. Being aware of these stereotypes will help facilitators of learning to think through how to make their courses and learning outcomes more gender responsive.

KEY LEARNING POINT(S) OR OUTPUTS:

- Gender stereotypes and bias have real world impacts - e.g., in industries and businesses where people might be getting unfair advantages or disadvantages because of stereotypes and/or bias.
- Facilitators of learning should make a conscious effort to examine their own stereotypes and unconscious biases in order to prevent these from disadvantaging one group of students over another.

PRIMARY MATERIALS:

- DAY2 Learning Outcomes PowerPoint Slides (including the male/female ratios in participant programmes and respective industries).
- Participant Handbook.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 1 Programme Alignment workshop session ‘Prioritising Gender’ where the term gender bias was introduced.
- Day 5 Course Redesign session ‘Course redesign showcase three-minute pitch’.

Participants should be encouraged to note down their reflections towards the end of this session, to help them prepare their course redesign showcase pitch which they will deliver on the final day.

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25 minutes

GENDER AUDIT OF THEIR RELEVANT INDUSTRY IN PROGRAMME GROUPS

[Plenary]

1. Display **Slide 2.6** and mention to participants that the gender dimension for today’s session is stereotypes and (conscious/unconscious) bias.

[Groups – according to programme]

2. Display **Slide 2.7** and ask each group to do a gender audit of the industry related to their programme by answering the questions on the slide. Instruct the groups to write down their answers on flip chart paper.

[Plenary]

3. Invite each programme group to present back their answers. You might want to refer to the 'Techniques for managing feedback from group work in whole group sessions' section in the introductory facilitation guidelines.
4. You may have been able to collect male/female dropout ratios and unemployment ratios for each of the programmes in advance of the workshop. If you have this data reveal it to the participants now. Use **Slide 2.8** (and any further slides you may have created for this).

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13 minutes

REFLECTION AND EXPLANATION OF UNCONSCIOUS BIAS

[Plenary]

1. Ask participants to reflect on what unconscious bias is and ask a couple of volunteers to share their reflections.
2. If you think it would be a helpful addition, you can either use **Slides 2.9-2.12** (GBS, 2019; Catalyst, 2018) or play **Video 2.4** linked on **Slide 2.13** from the Royal Society (Frith, 2015) to further explain to participants what unconscious bias is. The link is also included in the Participant Handbook, if participants prefer to watch it in their own time.

Slides 2.9-2.12 are currently hidden in the presentation so make sure to unhide them if you decide to use them. Below are some points you might want to share with participants while you go through Slides 9-12:

- **Slide 2.10**:
    - Our unconscious mind uses instinct rather than analysis to process information and make decisions. This leads to quick judgments about people we meet based on gender and other social characteristics.
    - Unconscious bias colours our decisions without us realising it.
- **Slide 2.11**:
    - These bizarre statistics show the business impact of various forms of unconscious bias - such as gender bias and beauty bias.
    - If people are getting unfair advantages, or disadvantages, because of unconscious bias this narrows the field and means that we might not be considering the widest pool of talent when selecting people for positions (both in business and in other areas of life).
- **Slide 2.12**:
    - As unconscious bias is something that happens automatically it is easier for us to notice it in others than in ourselves.
    - In order to notice it in ourselves we need to raise our awareness and make a conscious effort to examine where our unconscious bias might appear - for example in the language that we use.

	[Groups - pairs] 3. Display the question on **Slide 2.14** and ask participants to turn to their neighbour and, in pairs, reflect on whether and how the industry audit results might have been influenced by stereotypes and/or unconscious bias. 4. Ask a couple of volunteers to share their reflections.
7 minutes	**INDIVIDUAL REFLECTION ON AUDIT RESULTS** **[Individually]** 1. Display **Slide 2.15** and ask each participant to reflect on the questions posed. Participants should write down their answers to the questions in the 'Ways to be gender-responsive in the planning and facilitation of my course' section of their Participant Handbook and refer to these as they are redesigning their course. 2. If there is time: ask for a couple of volunteers to share their reflections. Potential reflections from participants, might include: To prepare my students for the industry they will encounter after graduation I will… • Provoke discussion amongst students about gender inequalities and biases that exist in that discipline. • Invite female guest speakers who are holding senior positions to my learning sessions to showcase successful women in that discipline. • Provide examples and encouragement to both male and female students, clearly messaging that they have an equal chance to be successful in that discipline. • Encourage leadership skills in both male and female students – particularly when it comes to appointing and developing course group leaders.
Preparation/ guidance for next session	• Remind participants that they should have either a hard or soft copy of all the Days 1-4 assigned readings with them at the workshop. • Make sure you have a couple of extra hard copies of the compulsory reading **Creating significant learning experiences – Chapter 2 - A Taxonomy of Significant Learning.** • Make sure you have enough hard copies printed of the **Key points from 4Cs debrief of compulsory reading: Taxonomy of Significant Learning handout** for each participant to be handed out towards the *end* of the next session. The handout is located in the Day 2 additional facilitation guidance and visual aids section of the Facilitator Resource Pack.

9.30

Total session time (1 hour 10 mins)

WHOLE GROUP SESSION

COMPULSORY READING: TAXONOMY OF SIGNIFICANT LEARNING (TSL)

RATIONALE:

Most facilitators of learning refer to Bloom's Taxonomy when drafting learning outcomes. However, they mainly use the cognitive domain and leave out the psychomotor and affective domains. The TSL provides a lens through which educators (or, in our case, facilitators of learning) can go beyond the cognitive domain. In this taxonomy the six kinds (or dimensions) of learning, which describe the various ways in which learning can be significant, are explicitly spelt out.

KEY LEARNING POINT(S) OR OUTPUTS:

- Participants are motivated to draw on the six kinds (or dimensions) of learning in the TSL when developing their course-level learning outcomes.

PRIMARY MATERIALS:

- DAY2 Learning Outcomes PPT slides.
- The Day 2 reading 'Creating significant learning experiences – Chapter 2 - A Taxonomy of Significant Learning'.
- The Key points from 4Cs debrief of compulsory reading (handouts to be distributed towards the end of the session).

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35 minutes

GROUP WORK DISCUSSION USING THE 4CS STRATEGY

[Individually]

1. Ask participants to review the reading, in particular pages 27-33, for no more than 15 minutes.

[Groups of three or four]

2. Ask participants to form groups (find out who has read the full version of the compulsory reading and spread them across the different groups to enrich the discussions).

3. Project **Slide 2.16**, read out the questions and ask the groups to discuss the reading and identify the 4Cs. Participants may find it helpful to look through the notes they made in their 'Notes on reading form'.

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15 minutes

GROUPS SHARE THEIR REFLECTIONS ON ONE OF THE 4CS

[Plenary]

1. Work through each of the 4Cs in turn and invite each group to just choose one C and then share their reflections with the rest of the group.

2. Some notes are provided below to guide the debriefing of the 4Cs in plenary and a copy of these points are handed out to participants at the *end* of the session:

Connections

- There is a connection between the TSL and Bloom's Taxonomy in that the foundational knowledge aligns with Bloom's cognitive domain. However, educators (or in our case facilitators of learning) mainly concentrate on the cognitive domain and leave out the psychomotor and affective domains as outlined in Bloom's Taxonomy. Fink explains explicitly the two domains in terms of the application dimension (the psychomotor domain) and human dimension, caring and learning how to learn (the affective domain).
- There are connections to the previous reading from Day 1, 'How people learn'. Both readings stress the importance of students learning factual knowledge but within a conceptual framework/structure and the need for learning to go beyond simply the mastery of content.
- You [the workshop facilitator] can identify what connections exist between the points in the text and your own life and share these examples with participants.

Challenges

- Some subjects easily lend themselves to having learning outcomes on the human dimension, caring and learning how to learn dimensions. At times these three are integrated in learning outcomes that address the foundational knowledge, application and integration dimensions. It may sometimes be easier for facilitators of learning to integrate the human dimension, caring and learning how to learn dimensions into the teaching and learning strategies rather than to write standalone learning outcomes that explicitly refer to these three dimensions.
- Some of the learning outcomes in the geography unit (in the compulsory reading) have words such as 'understand' and 'know', which are not measurable. This might be a bit confusing and contradictory for participants. As the workshop facilitator, you may want to stress that there is a need to use verbs that are measurable and to avoid the use of words such as 'understand', 'know', 'think' and 'comprehend' (as previously discussed).

Concepts

- **Taxonomy of significant learning**. See figure 2.1 Taxonomy of significant learning, for the six dimensions (or kinds) of learning: foundational knowledge, application, integration, human dimension, caring and learning how to learn, in a circular form instead of a hierarchical form as in Bloom's taxonomy.
- **Interactive nature of the six dimensions (or kinds) of learning**. See figure 2.2.
- **Content-centred vs Learning-centred**. A paradigm shift from content-centred where lecturers are challenged by the question of how much of the traditional and additional topics, they can cover in the time available, to learning-centred where facilitators of learning respond to the question of what students should learn by describing the different kinds (or dimensions) of learning: foundational knowledge, application, integration, human dimension, caring and learning how to learn.

- **The learning-centred paradigm** is about facilitators of learning paying particular attention to important content, leading them to incorporate new dimensions (or kinds) of learning rather than simply adding new content. See Figure 2.4: The Effects of Two Different Paradigms.

Changes

- Incorporate all of the six kinds (or dimensions) of learning in your students' learning, as learning goes far beyond the mastery of content.
- The need to include the human dimension, caring and learning how to learn dimensions in the learning outcomes and/or in teaching and learning strategies.

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10 minutes

INDIVIDUAL CRITICAL REFLECTION AND JOURNALING

[Individually]

1. Have the participants take a quiet moment at the end of the plenary discussion to reflect on the conversations based around the compulsory reading.
2. Display **Slide 2.17** and ask them to reflect on the questions on the slide.
3. Invite them to journal their thoughts in the 'Reflection on the assigned compulsory reading' table in the Day 2 section of the Participant Handbook.

They do not have to share what they have written. The activity provides the participants time to think about their own thinking (see the Day 4 compulsory reading), an activity that they may want to get their own students to do.

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10 minutes

CONCLUDING THE READING DISCUSSION SESSION

[Plenary]

1. Project **Slide 2.18** and stress to participants the need to incorporate all of the six kinds (or dimensions) of learning in their course learning outcomes. You do not need to repeat any points that have been made already by participants or facilitators about the TSL. Just reinforce that the TSL makes the affective domain in Bloom's taxonomy more explicit i.e., human dimension, caring and learning how to learn, hence the need for participants to reflect on these last three dimensions.
2. Project **Slide 2.19** and read out the definition of significant learning. Stress the need for participants to include as many kinds (or dimensions) of learning from the TSL to enable their students to experience significant learning.
3. Now distribute the handout '**Key points from 4Cs debrief of compulsory reading: TSL**' to each participant.
4. Remind participants of when they developed the Ideal University Graduate Profile at the Programme Alignment workshop. In order to develop this profile, they drew on: the University Vision and Mission, parts of the TSL (soft) skills matrix and the assessed needs of 1) industry 2) the community 3) students and 4) other relevant stakeholders.

	5. Highlight to participants that they will need to have the Ideal University Graduate Profile and the Big Dream for the students on their course very much at the forefront of their minds as they start to craft their course learning outcomes. Remind them that they should already have captured this information in their *Evidence Document for Programme Alignment, Transforming Learning and Course Redesign*.
Preparation/ guidance for next session	Line up the **Video 2.2** on **the background to the development of the TSL (soft) skills matrix** so you can play it at the start of the next session. The link is on **Slide 2.20**.

10.40 (20 minutes)	**BREAK**

11.00

Total session time (30 mins)

WHOLE GROUP SESSION

TAXONOMY OF SIGNIFICANT LEARNING (TSL) (SOFT) SKILLS MATRIX

RATIONALE:

Industry and society expect facilitators of learning to instil 21st century skills in students. When it comes to this workshop, students acquiring and developing critical thinking and problem-solving skills is key. In this session, participants will attempt to craft learning outcomes that incorporate the soft skills encapsulated in the ideal university graduate profile but to a level of detail as demonstrated in the TSL (soft) skills matrix.

KEY LEARNING POINT(S) OR OUTPUTS:

- Importance of learning outcomes which inculcate the soft skills outlined in the Ideal University Graduate Profile (formulated at the Programme Alignment workshop), especially those associated with critical thinking and problem-solving.

PRIMARY MATERIALS:

- DAY2 Learning Outcomes PPT Slides (including **Video 2.2** on background to the development of the TSL (soft) skills matrix).
- Participant Handbook.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Programme Alignment workshop

15 minutes

AN INTRODUCTION TO THE TSL (SOFT) SKILLS MATRIX

[Plenary]

1. Refer participants to their Participant Handbook to briefly look through the pages with the TSL (soft) skills matrix in the Day 2 section.
2. Project **Slide 2.20** and play **Video 2.2** on the background to the development of the TSL (soft) skills matrix. This video provides some background to the desk study that informed its contents and some detail on how the matrix is structured.
3. Ask participants under what dimensions in the matrix they think critical thinking skills and skills for solving ill-structured problems fall. They should identify that these skills mainly fall under the application and integration dimensions. Participants need to intentionally develop a learning outcome that will enhance students' critical thinking and/or problem-solving skills, capabilities and dispositions.
4. Explain that they will be looking at some other examples of soft and transferable skills, capabilities and dispositions which are embedded in the matrix shortly. Encourage participants to reflect on how to incorporate the soft skills under each kind (or dimension) of learning in the skills matrix in their course learning outcomes.

15 minutes	**PARTICIPANTS TRY DRAFTING SOME LEARNING OUTCOMES THAT INCORPORATE SOFT SKILLS** **[Pairs]** 1. Project **Slide 2.21** and ask participants to match the kinds (or dimensions) of learning to the headline soft skills. The exercise is just a starting point, a means for participants to start to familiarise themselves with the contents of the skills matrix. You can select a few pairs to share their responses in the plenary. The answer key is noted here for ease of reference: 1=C, F & H / 2=I / 3=A, D & G / 4=B / 5=E & J. **[Individually, then pairs]** 2. Project **Slide 2.22** and ask participants to first individually determine the soft skills addressed by each learning outcome and then to share their ideas with a colleague sitting near them. Encourage some debate amongst participants. A suggested answer key is noted below: 1. Problem-solving (Application). 2. Critical thinking (Application). 3. Communication, self-awareness (Human dimension). 4. Commitment to positive social change (Caring). 5. Dealing with an uncertain future (Integration). 3. Project **Slide 2.21** again. Ask participants to jot down, in their notebooks, course learning outcomes which incorporate some of the headline soft skills listed on **Slide 2.21** and share in pairs for peer feedback. 4. Pick one or two participants to share their draft learning outcomes in the plenary, if time permits.
Preparation/ guidance for next session	Line up **Video 2.1a** or **Video 2.1b** on demonstrating the process of developing learning outcomes (use videos of the same demonstrator throughout the four days) ready to play at the start of the next session. The links should be on **Slide 2.23**.

11.30 **Total session time (15 minutes)** **WHOLE GROUP SESSION**	## MOVING FROM CONCEPT MAP TO LEARNING OUTCOMES **RATIONALE:** One of the key criteria of a good learning outcome is that the student, when seeing a written learning outcome, will know what to do and how well to do it (Biggs and Tang, 2000 p.71). In this session, a past participant demonstrates how to craft SMART(TT) learning outcomes (LOs) that are aligned to the course concepts and are gender responsive. **KEY LEARNING POINT(S) OR OUTPUTS:** • Participants gain an initial understanding of crafting course LOs through a demonstration on the process of crafting LOs. **PRIMARY MATERIALS:** • DAY2 Learning Outcomes PPT slides (including the **Video 2.1a**/**Video 2.1b** on demonstrating the process of developing learning outcomes). **SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:** • Programme Alignment and Transformative Learning workshops. • Day 1 Course Redesign session 'Introduction to learning outcomes' (an introduction to drafting SMART(TT) learning outcomes).
10 minutes	**DEMONSTRATION OF MOVING FROM CONCEPT MAP TO CRAFTING LEARNING OUTCOMES** **[Plenary]** 1. Display **Slide 2.23** and explain to the participants that you are about to play a video of a facilitator of learning from University X (the name of the university will depend on which demonstrator video you have selected). 2. Inform them that the video is on what the facilitator of learning did on Day 2 of the course redesign workshop. The demonstration is about the process of aligning learning outcomes to the concepts and the drafting of SMART(TT) learning outcomes. 3. Allow for one or two questions from participants. If there is not much time left, inform them that they will have the opportunity to ask any pending questions and share comments when they join their breakout groups. 4. Next explain (still in plenary) that, in the next session, they will be working in the same breakout groups as on Day 1 to start crafting their course learning outcomes.
5 minutes	1. Display **Slide 2.24** and invite the participants and workshop facilitators to move from the plenary in the main room to their breakout groups and rooms as assigned on Day 1. 2. Flag that everyone will need to be back in the main room for the whole group sessions at 3.30pm.

Preparation/ guidance for next session	• Ensure that all workshop facilitators participating in the breakout sessions have watched in advance **Video 2.3** on modelling how to provide and receive constructive feedback on learning outcomes. • Read the guidance on the questioning (probing) process to help participants craft learning outcomes which can be found in the Day 2 additional facilitation guidance & visual aids section of the Facilitator Resource Pack. • Inform participants that they will need to have their **Manilla A** with their concept map to hand as they will be working on it in the next session.

11.45

Total session time (1 hour 30 minutes)

BREAKOUT GROUP SESSION

CRAFTING SMART(TT) LEARNING OUTCOMES ALIGNED TO COURSE CONCEPTS

RATIONALE:

One of the phases in the transformative learning cycle is active experimentation. In this session participants try out (or actively experiment with) the crafting of learning outcomes which incorporate hard skills (that are subject specific) and soft skills (that are transferable) and are SMART (TT) and aligned to the course concepts.

KEY LEARNING POINT(S) OR OUTPUTS:

- SMART(TT) learning outcomes aligned to course concepts, need to cut across the six dimensions of learning and the accompanying soft skills outlined in the TSL skills matrix.

PRIMARY MATERIALS:

- Participant Handbook.
- Manilla A with concept map.
- The guidance on the questioning (probing) process to help participants craft learning outcomes (in Day 2 additional facilitation guidance and visual aids section of the Facilitator Resource Pack).

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Course Redesign session 'Taxonomy of Significant Learning (TSL) (soft) skills matrix'.
- Day 1 Course Redesign session 'Introduction to learning outcomes' (an introduction to drafting SMART(TT) learning outcomes).

10 minutes

Q&A DISCUSSION

Briefly review any questions that may have come up for participants when they began working on their learning outcomes the previous evening, and from the whole group sessions today. Workshop facilitators will need to manage time carefully here, as this part of the session can easily overrun.

20 minutes

REVIEW AND CRITIQUE OF DRAFT LEARNING OUTCOMES

1. Invite each participant in the breakout group to read out one learning outcome they developed in the whole group session on Day 1 and/or in the earlier activity where they drew directly on the TSL (soft) skills matrix.
2. As a group, critique each one according to the sheet entitled 'Suggested ways to critique your learning outcomes' in the Day 2 section of the Participant Handbook or – if you think this will take too much time – have participants do this in pairs.
3. Go through the Day 2: Learning Outcomes section in the Participant Handbook calling their attention again to the verbs that they may want to use, i.e., the three domains of learning (cognitive, affective, and psychomotor) and the six dimensions of learning and soft skills in the skills matrix.
4. In addition, point out again the 'GRP: learning outcomes - questions to ask yourself' in the Participant Handbook.
5. Finally, invite them to peruse two sets of example course learning outcomes produced by past participants, these can be found at the end of the Day 2 section of the Participant Handbook. Conclude by stressing the need for writing learning outcomes that have a *verb, content and context*.

60 minutes

PARTICIPANTS DRAFT LEARNING OUTCOMES FOR THEIR COURSES

Each participant spends the remaining time developing all the learning outcomes for their course and writing them on sticky notes. The learning outcomes (which embed both soft and hard skills) should be directly linked to the concepts that participants have in their course concept maps, developed on Day 1 and be gender responsive, where possible.

1. Encourage participants, in addition to the hard skills (which focus on technical abilities and skills, and are subject-specific), to craft learning outcomes that incorporate soft skills (also referred to as 'power skills' or 'life skills', which are transferable and include critical and creative thinking and problem-solving). Remind them of the skills, capabilities and dispositions outlined in the TSL (soft) skills matrix. In addition, encourage participants to include a gender dimension in their learning outcomes.
2. Give participants around 10-15 minutes to revisit and revise their concept maps on **Manilla A** where necessary. Ask them to also start jotting down, in the 'Rationale for the sequencing of concepts and mapping of relationships' table in the Day 1 section of their Participant Handbook, the rationale for the sequencing of the concepts in their course and the flow and relationship between the concepts on the map. Explain to participants that they will be expected to fully write up this rationale in their **Evidence for Programme Alignment, Transformative Learning and Course Redesign Document** before the session before lunch on Day 4.
3. Next, instruct participants to draw a three-column chart on a fresh piece of manilla paper (refer to it as **Manilla B**) with the following columns labelled: 1. Concepts 2. Soft Skills and 3. Learning Outcomes.

4. Ask the participants to write out their concepts (again) on fresh sticky notes and stick them in column 1. of **Manilla B**.
5. Ask participants to next think through the key soft skills required for their course (and discipline), to write them on sticky notes and stick them in column 2 of **Manilla B**.
6. As workshop facilitators, you should now circulate around the breakout group, providing support where necessary. Once one or two participants have finished mapping their prioritised soft skills, you can start taking those participants through the process of developing a learning outcome, by systematically referring them to the concepts in column 1 of **Manilla B**.
7. Invite the rest of the participants to start developing the learning outcomes for their concepts and soft skills in their course, by writing each learning outcome (LO) on a sticky note. They can then place the sticky notes with their LOs into column 3 of **Manilla B**. Highlight to participants that they will still be using **Manilla A** for their showcase pitch on the final day of the workshop, so they should keep hold of it and update the concept where necessary.
8. Use probing questions to assist participants in selecting the right verbs, content and context to use in the learning outcomes. Also, and equally as important, help them to craft learning outcomes that incorporate soft skills (for e.g., critical thinking and problem solving) and a specific gender dimension, where feasible. Some short guidance for workshop facilitators on the questioning (probing) process can be found in the Day 2 additional facilitation guidance and visual aids section of the Facilitator Resource Pack.
9. Encourage peer learning amongst participants. Draw on participants who have progressed a little further and encourage them to listen, explain and question those who are stuck or who have hit a roadblock. If participants are struggling to include gender in their learning outcomes, you can ask them again to consult the 'Gender-Responsive Pedagogy: learning outcomes - questions to ask yourself' guidance in the Participant Handbook. Invite participants to move around and see what the others are doing. As the lead facilitator within the breakout group, ensure you talk to most of the participants and provide individual feedback.

Preparation/ guidance for next session	Participants need to stick their **Manilla A** with the concept map and their **Manilla B** with the three-column chart on the wall ready for the afternoon presentations.

13.15 (60 minutes)	LUNCH

14.15 **Total session time (60 minutes)** **BREAKOUT GROUP SESSION**	## PRESENTATION OF REVISED CONCEPT MAPS AND LEARNING OUTCOMES **RATIONALE:** Feedback that is constructive, immediate and given lovingly (Fink, 2013) is key to learning. In this session participants get a chance to articulate learning outcomes that instil hard and soft skills to group members. Each participant receives constructive feedback, from peers and workshop facilitators, that can help them to improve their learning outcomes. **KEY LEARNING POINT(S) OR OUTPUTS:** • The importance of hard and soft skills learning outcomes that are SMART(TT). **PRIMARY MATERIALS:** • Participant Handbook.
60 minutes	**PARTICIPANT PRESENTATIONS OF CONCEPT MAPS AND LEARNING OUTCOMES** One hour is scheduled for the presentation of their revised concept maps and learning outcomes. The purpose of this presentation is to determine how well the learning outcomes a) are reflected in the concept map and b) are consistent with the criteria on the sheet entitled "Suggested Ways to Critique your Learning Outcomes". The main goal is that each outcome is clear, easily explained and assessable at both the qualitative level (deepening understanding through different kinds of learning) and quantitative (increasing knowledge) level. 1. Decide how much time each person will be given to present and how much time there will be for discussion and feedback on their map and learning outcomes. 2. Monitor the time closely and follow a different order from the day before, especially if someone had a smaller amount of time on Day 1. 3. Invite the group members to give their presentations and for the others to actively listen and offer constructive feedback. 4. At the end of the presentations inform participants that they will need to incorporate the feedback they received into their work. Ask them to keep both **Manilla A** and **B**.
Preparation/ guidance for next session	Remind participants to retrieve their soft copy **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** so they can enter or revise any of the key outputs they have generated so far during the sessions.

15.15

Total session time (15 minutes)

BREAKOUT GROUP SESSION

PERSONAL REFLECTION

RATIONALE:

Gaining new perspectives on our practice, and questioning assumptions that we did not even realise we had, are always emotional experiences (Brookfield, 1995 p.39). This session provides participants the opportunity to pause and reflect on what they have learnt on Day 2, about the kinds (or dimensions) of learning to engage students in so that they can experience significant learning.

KEY LEARNING POINT(S) OR OUTPUTS:

- Uncovering assumptions about student learning (learning outcomes).
- Challenging own beliefs and values about student learning.
- Importance of growing professionally as facilitators of learning (reflective practice).

PRIMARY MATERIALS:

- Participant Handbook (the personal reflection form in the appendices) and a soft copy version to hand in case a participant does not have access to their soft copy of the Participant Handbook.

15 minutes

PARTICIPANT PERSONAL REFLECTION

1. Ask participants to individually reflect on the questions in the personal reflection form (they need to use a soft copy version which can be found in the appendices of the Participant Handbook) for Day 2 and respond accordingly. Recommend that participants keep the completed form so that they can use it later and also put it in their teaching portfolio (if they maintain one).
2. Also ask participants to refer to their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** and enter or revise any of the key outputs they have generated so far during the sessions. They should continue to use the same evidence document throughout the five days of the workshop.
3. Once they have finished, invite the participants to move back to the main room for the rest of the whole group sessions.

15.30

Total session time (30 minutes)

WHOLE GROUP SESSION

INTEGRATING ASSESSMENT INTO THE COURSE

RATIONALE:

The most logical, and operationally the simplest, way of assessing is to assess each student's performance with respect to each learning outcome (Biggs and Tang, 2000). In this session participants will be introduced to assessment, mainly formative assessment that they can use to assess the progress on the kinds of learning stipulated in the learning outcomes.

KEY LEARNING POINT(S) OR OUTPUTS:

- Assessment in students' learning defines, signals and prompts what students should learn and how they should learn.

PRIMARY MATERIALS:

- DAY2 Learning Outcomes PPT Slides.

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10 minutes

SHORT PRESENTATION INTRODUCING ASSESSMENT

This session is moving on from learning outcomes to assessment and the question is: how do you assess student progress against the different kinds of learning stated in course LOs?

[Plenary]

1. Project **Slide 2.25** with the workshop concept map and inform participants that they are now moving from learning outcomes to the next building block assessment.
2. Next display **Slide 2.26** with the workshop content table and read out the question (in red) that participants need to be asking themselves as they reflect on assessment. Stress the need for assessing the progress of students towards achieving the course learning outcomes (which includes subject matter and skills).

---

10 minutes

PARTICIPANTS READ AND REFLECT ON QUOTES ABOUT ASSESSMENT

[Plenary]

1. Project **Slide 2.27** and give participants five minutes to read through and reflect on the quotes on the slide.

[Groups]

2. Organise participants into at least four groups and assign each group a different quote.
3. Ask each group to compare and contrast their thoughts on the quote assigned and come to an agreement of YES or NO and the reasons for their response.

10 minutes

PARTICIPANTS PRESENT BACK THEIR CONCLUSIONS ON THE QUOTES

[Same groups as previous activity]

1. Give each group two minutes to present their response to the rest of the participants. At this time of the day when energy might be flagging, you can ask all participants to stand up and form a semi-circle close to the screen where the quotes are being displayed.

   All the responses are supposed to be YES. In case a group gives NO as a response, you can ask other participants in the wider group what they think about the response and invite them to form a counter argument.

2. Conclude by stating that the quotes show the importance of assessment in students' learning. Assessment *defines, signals* and *prompts* what students learn and how they learn.

16.00

Total session time (30 minutes)

WHOLE GROUP SESSION

FORMATIVE AND SUMMATIVE ASSESSMENT

RATIONALE:

Assessment is key to student learning as it defines, signals and prompts what students learn and how they learn. However, lecturers tend to use more summative than formative assessments. Facilitators of learning should apply both formative and summative assessment but prioritise the use of formative assessment. In this session, participants will be introduced to the importance of assessments and the use of formative assessment in assessing the progress of student learning.

KEY LEARNING POINT(S) OR OUTPUTS:

- Assessment is not just about testing but learning.
- Use and benefits of formative assessment.

PRIMARY MATERIALS:

- DAY2 Learning Outcomes PPT Slides.
- Participant Handbook.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 3 Course Redesign session 'Assessing for understanding'.

30 minutes

SUMMING UP FORMATIVE AND SUMMATIVE ASSESSMENT

[Groups of three]

1. Ask participants to form groups of three and read through the summative and formative assessment table in the Day 3 section of the Participant Handbook.
2. Project the questions on **Slide 2.28** and ask them to respond to the questions in not more than five words.
3. Let them discuss their responses and agree on what they think is the most accurate response.
4. Read out the questions on **Slide 2.28** and elicit responses from a few participants.
5. Show the summary on **Slide 2.29** to reinforce the participants' responses.
6. Project **Slides 2.30** and **2.31** in turn to differentiate between formative and summative assessment.

[Same groups of three]

7. Ask participants, in their groups, to read through the examples of formative assessment in the Day 3 section of the Participant Handbook then discuss and note down, in the 'Use of formative assessment examples in your course' table, how and when they would apply one or two of these examples in their own course. You can acknowledge that these examples of formative assessment are pitched more at the learning session level than at the broader course-level.

8. If time allows, you can pick one or two participants to share what they discussed in their groups.

9. Project **Slide 2.32**. In concluding the session, stress that assessment is not just about testing but learning. Many of us, when we hear the word assessment, think about tests. Explain that tomorrow, when preparing their assessment plans, they will need to think through assessment **as** learning and assessment **for** learning (i.e., formative) not just **of** learning (i.e., summative).

16.30

Total session time (25 minutes)

WHOLE GROUP SESSION

PREPARATION FOR DAY 3 AND EVALUATION OF DAY 2

RATIONALE:

Planning in advance and using the flipped classroom strategy are important in the learning process. In this session, participants are informed in advance of what they need to prepare for Day 3 and also participate in an evaluation of the facilitation and learning process they experienced on Day 2.

KEY LEARNING POINT(S) OR OUTPUTS:

- The teaching and learning strategies (TLS)/ teaching and learning activities (TLA) used to support participant learning on Day 2.
- Clarity on what to expect from sessions on Day 3 and what preparation is necessary.
- Reactions to the learning experience on Day 2.

PRIMARY MATERIALS:

- DAY2 Learning Outcomes PPT Slides.

5 minutes

ADDING TO THE ROLLING 'PARKING LOT OF WORKSHOP TEACHING AND LEARNING STRATEGIES/ACTIVITIES'

[Plenary]

1. Ask participants to reflect on Day 2 and to identify some of the teaching and learning strategies/activities the workshop facilitators used to support participant learning.
2. Assign a co-facilitator to add suggestions to the flip chart/s 'Parking lot of workshop T&L strategies/activities' as they are called out by participants.
3. Make sure that the writing is clear and that the flip charts are on display throughout the workshop.

Participants will add further suggestions to the flip charts at the end of Day 3 and the flip charts will be drawn upon in the sessions on teaching and learning strategies on Day 4.

10 minutes	**PREPARATION FOR DAY 3** **[Plenary]** Ask participants to do the following: 1. Revise and finish your learning outcomes based on the feedback you received in the earlier sessions. 2. Begin to think about how you will move from learning outcomes to assessment. 3. Make sure you have read the compulsory reading, 'Fourteen rules for better assessment in higher education – Chapter 10 - Assessing for understanding from the book 'Learning to teach in higher education' (2nd edition) by Paul Ramsden and be ready to discuss your thoughts about it tomorrow. Bring a hard or soft copy of the reading with you on Day 3. 4. Bring examples of assessment tasks you have used in your courses (ideally in the course you are redesigning) to work with during the sessions the next day.

16.55	**END OF DAY**
Debrief and preparation for next day **60 minutes**	**FACILITATION TEAM DEBRIEF MEETING AND PREPARATION FOR NEXT DAY** 1. Hold a facilitator debrief meeting to review what went well and what needs improvement. 2. In case you have co-facilitators, who are facilitating for the first time, you can ask them if they feel they are being supported in the facilitation process. 3. Discuss the participants' responses from the formative evaluation 4. Go through the workshop schedule for Day 3, for example, the facilitation notes and slides, the compulsory reading (including sending out a text/WhatsApp to remind participants), the required printing of assigned readings, who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated. 5. Facilitators of the Day 3 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions (the whole group sessions in particular) and anything new that they thought of the previous evening.

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The slides for Day 2 can be downloaded from the Course Redesign toolkit section of TransformHE.org

Handout: Key points from 4Cs debrief of compulsory reading: TSL

SESSION: COMPULSORY READING: TAXONOMY OF SIGNIFICANT LEARNING (TSL)

Note to workshop facilitator:

Customise this handout by deleting the top heading and these instructions.
This handout is also available separately in the Course Redesign section of TransformHE.org.
Print enough handouts for each participant and hand them out to each participant towards the end of the compulsory reading session.

CONNECTIONS

- There is a connection between the Taxonomy of Significant Learning (TSL) and Bloom's Taxonomy in that the foundational knowledge aligns with Bloom's cognitive domain. However, educators (or, in our case, facilitators of learning) mainly concentrate on the cognitive domain and leave out the psychomotor and affective domains as outlined in Bloom's Taxonomy. Fink explains explicitly the two domains in terms of the application dimension (the psychomotor domain) and human dimension, caring and learning how to learn (the affective domain)
- There are connections to the previous reading from day 1, **How people learn**. Both readings stress the importance of students learning factual knowledge but within a conceptual framework/structure and the need for learning to go beyond simply the mastery of content.
- You, as a facilitator of learning, can also identify what connections exist between the points in the text and your own life.

CHALLENGES

- Some subjects easily lend themselves to having learning outcomes on the **human dimension**, **caring**, and **learning how to learn** dimensions. At times, these three are integrated in learning outcomes that address the **foundational knowledge**, **application**, and **integration** dimensions. It may sometimes be easier for facilitators of learning to integrate the **human dimension**, **caring**, and **learning how to learn** dimensions into the teaching and learning strategies rather than to write standalone learning outcomes that explicitly refer to these three dimensions.
- Some of the learning outcomes in the geography unit (in the compulsory reading) have words such as **understand** and **know**, which are not measurable. This might appear a bit confusing and contradictory. It is important to reiterate that there is a need to use verbs that are **measurable** and to avoid the use of words such as **understand**, **know**, **think** and **comprehend** (as previously discussed on Day 1).

CONCEPTS

- **Taxonomy of significant learning**. See figure 2.1 Taxonomy of significant learning, for the six dimensions (or kinds) of learning: **foundational knowledge**, **application**, **integration**, **human dimension**, **caring**, and **learning how to learn**, in a circular form instead of hierarchical as in Bloom's taxonomy.
- **Interactive nature of the six dimensions (or kinds) of learning**. See figure 2.2.
- **Content-centred vs Learning-centred**. A paradigm shift from content-centred to learning-centred. In content-centred approaches lecturers are challenged by the question of how much of the traditional and additional topics they can cover in the time available. In learning-centred approaches where facilitators of learning respond to the question of what students should learn by describing the different kinds (or dimensions) of learning: **foundational knowledge**, **application**, **integration**, **human dimension**, **caring**, and **learning how to learn**.
- **The learning-centred paradigm** is about facilitators of learning paying particular attention to important content, leading them to incorporate new dimensions (or kinds) of learning rather than simply adding new content. See Figure 2.4. The Effects of Two Different Paradigms.

CHANGES

- Incorporate all of the six kinds (or dimensions) of learning in your students' learning, as learning goes way beyond the mastery of content.
- The need to include the **human dimension**, **caring**, and **learning how to learn** dimensions in the learning outcomes and/or in teaching and learning strategies.

Guidance on the questioning (probing) process to help participants craft learning outcomes

SESSION: CRAFTING SMART(TT) LEARNING OUTCOMES ALIGNED TO COURSE CONCEPTS

Note to workshop facilitator:

Use these probing questions to assist participants in selecting the right verbs, content and context to use in their learning outcomes. Also, and just as important, use them to help participants craft learning outcomes that incorporate soft skills (for e.g., critical thinking and problem solving) and a specific gender dimension, where feasible.

a. Pick one concept and ask the participant the following question: 'If I were one of your students, what would I be able to know, do and/ or become by the end of learning this concept?'

b. Avoid moving the sticky notes around as you ask probing questions and listen to the participant; this will encourage participant to have ownership of both the process and product.

c. Listen keenly and pick out the verb and context for the participant as they explain. The content should be taken care of by the concept.

d. Keep on probing to a point where the participant gets to the 'Aha!' moment. It is good practice to leave the participant's space at that moment. This allows them time to reflect on the feedback they have just received and to incorporate it into the crafting of their learning outcomes (LO). By workshop facilitators not camping out at a participant's desk, it enables the participants to more fully reflect and own the process of developing their course LO.

e. In case a participant gets a bit stuck you can also ask the questions: 'how do you normally assess your students?' and/or 'what kind of learning activities do you, or are you likely to, engage your students in?'. For example, if a participant responds: 'I ask or will ask students to work on a group project to design… or to review…' then you can pick the verbs for the LO as design and review. The participant may also say the teaching and learning strategy is field visits to collect data or to engage the community. This implies that students will collect data and analyse. So, the verb that you can pick may be analyse or engage.

f. In some instances, you may ask them to consult the verbs in the taxonomies in the Participant Handbook. They should avoid verbs that apply more to class (or learning session) level LO such as: explain, compare and contrast etc.; their students will not just be explaining the facts to anyone by the end of the course but also applying them.

g. Then move on to ask probing questions around which LO address the hard skills (subject matter) and the soft skills (transferable skills such as critical and creative thinking and problem solving). Soft skills can often be neglected in LOs, so get the participant to focus on these important skills. For example, you could ask the following questions: 'looking at the soft skills you have prioritised in your chart on Manilla B, how are they reflected in your LO?' or 'in what way can you make the soft skills that are essential to your discipline, more explicit within your course LO?'

h. Gender should also be incorporated into LO, whenever possible. You could ask questions like 'what essential gender knowledge and skills do your students need to develop in your discipline?', 'what specific challenges related to gender exist within your discipline which could be addressed through the course?' or 'looking at your draft LO, could one or more of them be adapted to include a gender perspective?'

i. Depending on the quality of the LO, you might want to take a few steps back and ask questions to check whether they are SMART(TT), for example: 'How will you know when your students have achieved the LO?', 'Do the students have sufficient time to achieve the LO?', 'Does the LO emphasise the ways the students are likely to use the knowledge or skills gained?', 'In what way does the LO address the knowledge and skills that will be used by students in a wide variety of contexts?' etc.

DAY 3: ASSESSMENT

FACILITATION NOTES: ASSESSMENT

Learning outcomes

By the end of Day 3, participants will be able to:

1. Determine formative assessment methods or tasks for their course that promote the learning of male and female students.
2. Design a forward-looking assessment task that is gender-responsive and supports the learning of both female and male students.
3. Evaluate a rubric that can be used to promote peer and self-assessment.

Key output of Day 3: Course assessment plan and a forward-looking assessment task at the course level

Preparation/ guidance for Day 3	☐ Go through the slides for Day 3. Insert the appropriate link on **Slide 3.17**. ☐ If a summary of the **Day 2 formative evaluation** (the Muddiest Point) is being presented using the sticky notes, then the facilitator responsible should try to cluster them in advance under the headings: formative assessment, summative assessment and other relevant headings of their choice. ☐ Ensure facilitators of different workshop sessions are clear on what and how they are supposed to facilitate. ☐ Decide how groups for the role play with the feedback scenarios (in the 'Gender is… internalised bias' session) will be formed - see the preparation notes for the specific session on how to form the groups. ☐ Check that the materials and resources to be used in the breakout rooms are adequate. Supplement where necessary. ☐ Ensure that the learning outcomes for Day 3 are written on flip chart paper and posted to the wall in the main room, before sessions start. ☐ Line up your selected **Video 3.1a** or **Video 3.1b** on demonstrating the process of developing assessment plans (use videos with the same demonstrator throughout the four days). Link should be on **Slide 3.17** of the DAY3 Assessment PPT slides. ☐ Remind participants of the reading: **Fourteen rules for better assessment in higher education – Chapter 10 - Assessing for understanding**, which they should have read before today's sessions. Also that they need to have a hard or soft copy of the reading with them for today's sessions. ☐ Make sure you have a couple of hard copies of the compulsory reading '**Fourteen rules for better assessment in higher education – Chapter 10 - Assessing for understanding**'. See Appendix O in the Facilitator Resource Pack. ☐ Remind participants to bring examples of assessment tasks they have used in their courses, to work with during the session after break. ☐ Facilitators might want to watch a recorded presentation on educative assessment by Dr Charles E. Kingsbury (Daystar University and former Chairperson of The Association of Faculty Enrichment in Learning and Teaching) in advance of the session after break (**Video 3.2**). The link to the presentation can be found in the 'Table of videos and instructions' section of the introductory facilitation guidelines. ☐ Display **Slide 3.2** as participants start to enter the main workshop space.

8.30

Total session time (15 minutes)

WHOLE GROUP SESSION

SUMMARY OF FORMATIVE EVALUATION FROM DAY 2

RATIONALE:

Correcting misunderstandings early enough in the learning process helps learners to learn better. In this session, the workshop facilitator shares a summary of the muddiest points related to assessment identified by participants on Day 2 and points to where they will be addressed in the Day 3 sessions.

KEY LEARNING POINT(S) OR OUTPUTS:

- Participants are confident that the workshop facilitators are noting their points for clarification and making appropriate adjustments to the schedule, in order to address them.

PRIMARY MATERIALS:

- A projection of the results from Mentimeter or a clustering of the participant responses on sticky notes.
- The flip chart listing the learning outcomes for Day 3.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Course Redesign session ‘Preparation for Day 3 and evaluation of Day 2’.

15 minutes

PRESENT RESULTS FROM DAY 2 FORMATIVE EVALUATION

The workshop facilitator who ran the evaluation (the Muddiest Point) on the previous day should present the summary of participant responses.

[Plenary]

1. Display **Slide 3.3** and inform participants that the facilitators discussed their responses to the question and have incorporated what they found appropriate into the schedule. Clarify that the question was about assessments only and that you will be only focusing on these points of feedback.
2. Present the summary either on Mentimeter or using the clustered sticky notes (under the headings: formative assessment, summative assessment and other relevant headings of your choice).
3. Only explain points of feedback where you find it necessary and/or if someone asks a question for some clarification. You should also flag to participants in which session(s) on Day 3 some of their muddiest points will be looked at in more detail.
4. Go through the learning outcomes for Day 3, using the flip chart on the wall.

Preparation/ guidance for next session	• In the following session there is a roleplay activity. The two feedback scenarios and the questions to guide participant preparation are in the Participant Handbook and the Day 3 additional facilitation guidance and visual aids section of the Facilitator Resource Pack. Participants will be working in groups of three. The groups should be of mixed programmes and mixed gender. You should decide how these groups will be formed and who will play which roles in the roleplays prior to the session. • There will be two rounds of roleplay in the groups with three different roles (facilitator of learning, student and observer) for the group members to play. These roles will rotate so that each group member will get to play two of the three roles once. This means that only two participants in each group of three will be taking on the role of the facilitator of learning. • Make sure that any participants who might have been less engaged in the gender sessions so far and/or participants who have been fairly quiet in the plenary sessions are assigned the role of facilitators of learning in their groups. • Where possible, also make sure that a male participant is assigned the role of the facilitator of learning who will be giving feedback to the female student and that a female participant is assigned the role of the facilitator of learning who will be giving feedback to the male student. • The roleplays will be performed in groups at the same time rather than in front of the whole group. The lead facilitator can either keep time centrally from the front of the room, or co-facilitators can be assigned one or two groups that they will each observe and keep time for.

8.45

Total session time (45 minutes)

WHOLE GROUP SESSION

GENDER IS… INTERNALISED BIAS

RATIONALE:

The roleplay scenarios will help participants start to think about how to become more gender sensitive in the way they give feedback to their students. The group reflection activity towards the end of the session, will help participants to reflect on the implications of the scenarios, for male and female graduates entering the workplace. This in turn should help participants to identify the ways they might better support their students in preparing for the world of work.

KEY LEARNING POINT(S) OR OUTPUTS:

- Bias can be internalised and make people biased about their own gender.
- Facilitators of learning should aim to be gender responsive in their feedback to students.

PRIMARY MATERIALS:

- DAY3 Assessment PPT slides.
- Participant Handbook.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Course Redesign session ‘Gender is… stereotypes and (conscious/unconscious) bias’.
- Day 5 Course Redesign session ‘Course redesign showcase three-minute pitch’.

Participants should be encouraged to note down their reflections towards the end of this session, to help them prepare their course redesign showcase pitch which they will deliver on the final day.

5 minutes

EXPLANATION OF INTERNALISED BIAS

[Plenary]

1. Display **Slide 3.4** and explain to participants that today’s gender dimension is… internalised bias (following on from the session the day before on stereotypes and conscious/unconscious bias).
2. Explain what internalised bias is with the help of the following notes. Internalised bias is when you pick up on the bias that people around you have towards the group that you belong to and you internalise this so that it also becomes your own bias – e.g., women who are biased against women.

25 minutes

ROLEPLAYING FEEDBACK SCENARIOS IN GROUPS

[Plenary]

1. Direct participants to the 'Feedback scenarios for roleplays' at the start of the Day 3 section of the Participant Handbook. Go through these with participants.

[Groups of three - mixed programmes and gender]

2. Display **Slide 3.5** and explain to the groups that they will be roleplaying giving feedback to the two students in the scenarios. There will be **two rounds of roleplay** in the group with three different roles for the group members to play. These roles will rotate so that each group member will get to play two of the three roles once. Roles will be assigned to the group members by the workshop facilitator.

The roles are:

- Facilitator of learning (the person giving the feedback)
- Student (the person receiving the feedback - the student will be silent during the roleplay itself as the focus of this will be on the feedback given by the facilitator of learning. They will be sharing their reflections of how they felt receiving the feedback at the end of the roleplay)
- Observer (this person will share their reflections on what the facilitator of learning did well and what they could improve on at the end of the roleplay - they might want to take some notes during the roleplay to help them with this)

Each roleplay will last for two minutes. At the end of the two minutes, the student and the observer will each be given one minute to share their reflections with the facilitator of learning.

3. Give participants five minutes to prepare for the roleplays (i.e., the facilitator of learning will need to prepare for their role, in particular what feedback they will give and how they will communicate this to the student). There is space below the feedback scenarios in the Participant Handbook where participants can write notes as they prepare for and/or observe the roleplays.
4. Once the preparation time has ended, ask each group to start the first round of roleplay (there will be two rounds of four minutes each). Complete two rounds of the roleplay activity. The lead facilitator can either time the roleplays centrally from the front of the room, or co-facilitators can be assigned one or two groups that they will each observe and keep time for.
5. If time allows, give five minutes for any comments on the roleplay activity in the plenary at the end.

15 minutes	**GROUP REFLECTION ON IMPLICATIONS OF ROLE PLAY SCENARIOS FOR THE WORKPLACE** **[Same groups]** 1. Display **Slide 3.6** and ask the groups to reflect on the implications of the scenarios for the workplace, as listed on the Slide. If participants are struggling with answering these questions you can share the following examples with them to help get their thinking started. Examples of implications for the workplace: • A female student who performs well on written assignments, but is silent in class might struggle at a job interview. She might also struggle in team meetings or other settings relying on verbal rather than written communication. • A male student who is overly confident, but does not do enough work to fulfill his potential might be overselling himself at a job interview. This could lead to his employer giving him tasks that he is unable to do. Interrupting others could make it difficult for him to work as part of a team. Examples of how internalised bias might have affected the students in the scenarios: • The female student who does not contribute verbally in class might have internalised bias which means she believes that women's voices do not matter as much as men's. • The male student who interrupts others, particularly women, might have internalised bias which means he believes that men's voices matter more than women's. **[Plenary]** 2. Ask groups to feed back their key reflections. **[Individually]** 3. Encourage participants to write down their reflections from this session in the 'Ways to be gender-responsive in the planning and facilitation of my course' section in the Participant Handbook and refer to these as they are redesigning their course and preparing for the showcase pitch on the final day of the workshop.
Preparation/ guidance for next session	• Remind participants that they should have either a hard or soft copy of all the Days 1-4 assigned readings with them at the workshop • Make sure you have a couple of extra hard copies of the compulsory reading '**Fourteen rules for better assessment in higher education – Chapter 10 - Assessing for understanding**' (Appendix O)

9.30

Total session time (45 mins)

WHOLE GROUP SESSION

ASSESSING FOR UNDERSTANDING

RATIONALE:

In assessing for understanding, facilitators of learning use a variety of assessment methods, they must align these assessments to learning outcomes to make them valid. In this session, participants learn about assessment methods that they can apply in their teaching to facilitate student learning.

KEY LEARNING POINT(S) OR OUTPUTS:

- Use of assessment 'for' and 'as' learning.
- Providing effective feedback (by facilitator of learning, peers and self).

PRIMARY MATERIALS:

- DAY3 Assessment PPT slides.
- The Day 3 reading 'Fourteen rules for better assessment in higher education – Chapter 10 - Assessing for understanding' (soft and a couple of hard copies).

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Course Redesign session 'Formative and summative assessment'.

25 minutes

GROUP WORK TO DISCUSS AND IDENTIFY A COMMON THEME RELATED TO RULES OF ASSESSMENT

[Groups of five]

1. Reveal **Slide 3.7** and divide participants into three different groups (with a maximum of five members) as shown on the slide. In case you have more participants, you can create more groups and have more than one group discussing the same set of rules.
2. Next, invite them to discuss their allocated rules and come up with a common theme:
    - Group 1 to discuss rules 1, 3, 6, 10 and 13 (a possible theme is Assessment 'for' and 'as' learning)
    - Group 2 to discuss rules 2, 5, 7 and 14 (a possible theme is Feedback) and
    - Group 3 to discuss rules 4, 8, 9, 11, 12 (a possible theme is Assessment process: facilitator of learning, self and peer assessment and methods)

The themes should be close to what is outlined in the brackets above.

20 minutes	**PRESENTATION OF THEMES BY EACH GROUP IN PLENARY** **[Plenary]** 1. Invite each group to present their themes, then facilitate a wider discussion around the points and themes raised by the groups. At this point you can stress the need to use assessment 'for' and/or as learning (formative assessment) instead of only using assessment 'of' learning (summative assessment). You can link this to the end of the Day 2 session, on the differences between summative and formative assessment. You can also stress the importance of peer and self-assessment in assessment. Additional notes that you might want to draw on during this plenary discussion are: • Fink (2013. p.105) suggests that facilitators of learning should provide 'FiDeLity' feedback; Frequent, Immediate, Discriminating and Done Lovingly. See more explanation on FiDeLity in the Educative Assessment section of the Participant Handbook. • Lecturers tend to disagree with the idea of immediate feedback. This is because they confuse providing feedback with returning marked scripts to students. A frequent question asked is: How can one provide immediate feedback when you have more than 100 scripts to mark? You may need to clarify that the two are not the same. A facilitator of learning can provide **general** feedback on a task which should be immediate (for example during the next learning session when students are still remembering the task). **Specific** feedback can be provided on the individual work. • Self- and peer-assessment should be encouraged as they ensure that the students perform the assessment task well to the required standards/criteria. All assessment is an attempt to measure the **quality** of something and therefore by definition requires appropriate criteria and standards (referred to as a rubric) (Fink, 2013. p.99).
Preparation/ guidance for next session	• As mentioned in the notes at the beginning of this section, facilitators might want to watch a recorded presentation on Educative assessment by Dr Charles E. Kingsbury (Daystar University and former Chairperson of The Association of Faculty Enrichment in Learning and Teaching) in advance of this session. • Remind participants that they were asked the day before to bring examples of assessment tasks they have used in their courses, to work with during the next session.

10.15 (20 minutes)	**BREAK**

10.35

Total session time (45 mins)

WHOLE GROUP SESSION

AN INTRODUCTION TO EDUCATIVE ASSESSMENT

RATIONALE:

Creating forward-looking assessment tasks, that are based on what students are likely to experience in real life, provide meaningful opportunities for transferable learning. In this session participants will have a go at creating a forward- looking assessment instead of a backward-looking assessment.

KEY LEARNING POINT(S) OR OUTPUTS:

- Participants create a forward-looking assessment task.
- Participants appreciate how useful assessment tools such as rubrics are in enabling students to conduct peer- and self-assessment.

PRIMARY MATERIALS:

- DAY3 Assessment PPT slides.
- Participant Handbook.

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30 minutes

PRESENTATION ON EDUCATIVE ASSESSMENT

[Plenary]

1. Project **Slide 3.8** on what educative assessment is. You might want to add:
    - Educative assessment is a process that can involve the use of both formative and summative assessment.
    - When it comes to formative assessment the students are learning from it throughout the course and it informs the facilitator of learning as to the students' progress.
    - Summative assessment towards the end of a course for example, can be graded using a rubric and if conducted in the right way can provide learning opportunities for both the student, their peers and the facilitator of learning.
2. Project **Slide 3.9** and name the components of educative assessment. You might want to:
    - Highlight that the second component 'criteria and standards' are also known as rubrics.
    - Pull out some other key points from the explanations in the Educative Assessment section of Day 3 in the Participant Handbook. You can also ask the participants to read through this, if there is time.
3. Share **Slide 3.10** and explain the first component of educative assessment; forward-looking task and contrast it with backward-looking task.

[Individually, then in pairs]

4. Ask participants individually to compare and contrast the examples of backward and forward-looking assessment tasks in the Day 3 section of the Participant Handbook, and then share their findings in pairs.

[Individually]

5. Display **Slide 3.11** and cover the points below:

    - Go through the features of forward-looking assessment with participants.

    - Stress the importance of using forward-looking assessment tasks instead of backward-looking tasks.

    - Highlight that, when creating a realistic life or work situation for the forward assessment, participants need to also think about and incorporate potential gender considerations into the task (this could, for example, include asking students to create gender-responsive content and/or to consider any gender dynamics related to the task).

6. Ask each participant to reflect on their previous assessment tasks (that are likely to be backward-looking) and convert one of them into a forward-looking assessment task. When changing the assessment task, participants need to ask themselves the two questions on **Slide 3.12**. Refer to the notes below and stress the following points:

    - The task should be one that lends itself to the use of a rubric. It should be a broad task that allows students to learn most of the concepts in the course together with relevant gender aspects of the course.

    - The idea is to focus students on realistic and meaningful tasks that are iterative i.e., follows this cycle: performance-feedback-revision-new performance (Fink, 2013. p 96).

    - Rather than create questions and problems with no context, the participants should strive to create a problem or question that is within meaningful, real and authentic contexts (including any relevant gender aspects) that students might well face in future; tasks about them not just what they learnt.

[Pairs]

7. Once participants have created the forward-looking task, they can share it in pairs for peer feedback. If time allows, you can ask two to three participants to share their tasks in the plenary.

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15 minutes

INTRODUCTION TO RUBRICS AND HOW TO USE THEM FOR SELF- AND PEER-ASSESSMENT

[Plenary]

1. Project **Slide 3.13** on rubrics and state that rubrics is the second component of Educative Assessment i.e., the criteria and standards. You can go back to **Slide 3.9** on the components, if you wish.

2. Read out the information on the slide, stressing the use of rubrics to measure the quality of an assessment task.

3. Project **Slide 3.14** and state that the two types of rubrics are used for different purposes, the analytic rubric is more detailed than the holistic. You might want to cover the additional points below:
   - Holistic rubrics group several different assessment criteria and classify them together under grade headings or achievement levels.
   - Analytic rubrics separate different assessment criteria and address them comprehensively.
   - Analytic is used for complex assessment tasks and holistic for low-stakes assessment tasks. See example 2 and 3 under the 'Examples of rubrics' section in Day 3 of the Participant Handbook for an example of each type.
   - However, the holistic rubric could also be used as a starting point for developing an analytic rubric such as the one shown in example 3.
   - There are definitions of the two types of rubrics in the Glossary of terms in the appendices of the Participant Handbook.

5. On a flip chart paper or whiteboard, draw the labelled analytic rubric grid that is in the Day 3 additional facilitation guidance and visual aids section in the Facilitator Resource Pack and is also in the Participant Handbook. Explain each essential component of the rubric as you draw it (using the explanations in the table after the rubric grid).

[Groups of three]

6. In groups of three, ask each group member to evaluate one of the three analytic rubric examples: 1, 2 and 5 in the Participant Handbook against the first two questions on **Slide 3.15** and then move on to discussing the third question on the slide. They can then share their conclusions on the example rubrics in their groups. Leave the slide displayed.

[Plenary]

7. Next, ask participants to share some of their observations and conclusions, in particular in response to question 3, in the plenary.

8. Display **Slide 3.16**. You can inform them of the link to **Rubric Maker** for creating rubrics. There are several paid memberships options available, but also a free membership option that allows one individual to create rubrics with limited criteria. The link is also provided in the Participant Handbook.

NB: The objective of this session was to introduce rubrics, to make participants aware of how rubrics are useful assessment tools and can enable students to conduct peer- and self-assessment based on the criteria. You might want to arrange a two-hour session later on, outside this workshop, on rubrics where facilitators of learning can practise creating them.

Preparation/ guidance for next session	Line up the **Video 3.1a** or **Video 3.1b** on demonstrating the process of developing assessment plans (use videos of the same demonstrator throughout the four days) ready to play in the next session. The link should be on **Slide 3.17**.

11.20 **Total session time (15 minutes)** **WHOLE GROUP SESSION**	## MOVING FROM LEARNING OUTCOMES TO ASSESSMENT **RATIONALE:** Constructive alignment is about aligning assessment tasks to learning outcomes, so as to verify that the verb in the learning outcome has been or not achieved (Biggs and Tang, 2007). In this very short session, the demonstrator shares how they achieved the alignment between the learning outcomes and assessment tasks. **KEY LEARNING POINT(S) OR OUTPUTS:** • Importance of alignment of assessments to learning outcomes. **PRIMARY MATERIALS:** • DAY3 Assessment PPT Slides (including **Video 3.1a**/**Video 3.1b** on demonstrating the process of developing assessment plans).
10 minutes	**DEMONSTRATION OF MOVING FROM LEARNING OUTCOMES TO THE COURSE ASSESSMENT PLAN** **[Plenary]** 1. Display **Slide 3.17** and explain to participants that you are about to play a video of a facilitator of learning from University X (the name of the university will depend on which demonstrator video you have selected). 2. Inform them that the video is on what the facilitator of learning did on Day 3 of the course redesign workshop. The demonstration is of the different steps the facilitator of learning took, in selecting and aligning formative and summative assessment tasks to their course learning outcomes. 3. Allow for one or two questions from participants. If there is not much time left, inform them that they will have the opportunity to ask any pending questions and share comments in the breakout groups. 4. Explain (still in plenary) that in the next session, they will be working in the same breakout groups as on Day 1 and 2 to start building their assessment plans..
5 minutes	1. Display **Slide 3.18** and invite the participants and workshop facilitators to move from the plenary in the main room to their breakout groups and rooms as on Days 1 and 2. 2. Flag that everyone will need to be back in the main room for the whole group sessions at 3.30pm.
Preparation/ guidance for next session	Inform participants that they will need to have their **Manilla B** with the three-column chart to hand as they will be working on it in the next session.

11.35 **Total session time (1 hour 25 minutes)** **BREAKOUT GROUP SESSION**	**DEVELOPMENT OF COURSE ASSESSMENT PLANS**

DEVELOPMENT OF COURSE ASSESSMENT PLANS

RATIONALE:

As previously stated, it is important that participants actively experiment with what they have learnt in the whole group sessions. In this session, participants select assessment tasks that are aligned to the learning outcomes that they crafted on Day 2.

KEY LEARNING POINT(S) OR OUTPUTS:

- How to align assessment tasks to learning outcomes.
- An assessment plan that has both formative and summative assessments.

PRIMARY MATERIALS:

- Participant Handbook.
- Manilla B with the three-column chart.

10 minutes

DISCUSSION ON WHAT STOOD OUT FROM THE DEMONSTRATION AND/OR WHOLE GROUP DISCUSSIONS

1. Ask participants to point out some of the assessment methods or activities from the demonstration held earlier and/or from yesterday's discussions.
2. Ask participants what stood out for them. Workshop facilitators will need to manage time carefully here, as this part of the session can easily overrun.

15 minutes

DISCUSSIONS FOCUSED ON DEVELOPING COURSE ASSESSMENT PLANS

1. Next bring the participants' attention to the materials in the Day 3 section of the Participant Handbook:
   - The section entitled 'Making and assessing decisions about assessment in your course' (under the 'Assessment methods' section).
   - The section entitled 'Suggested criteria for evaluating your assessment plan'.
   - The six-column chart that links course concepts through to formative and summative assessment methods and then on to teaching and learning strategies – this can act as a helpful organiser to draw on when compiling an assessment plan.
   - The 'Examples of rubrics' section.
2. Point the participants back to the six-column chart in the Participant Handbook which aligns formative and summative assessment methods or tasks to learning outcomes. In this case, assessment methods/tasks should be directly linked to the learning outcomes for the course that participants are redesigning.

3. Ask each participant to copy the six-column chart ‘Linking course concepts through to teaching and learning strategies’ onto one or two fresh pieces of manilla paper (sticking them together). This will produce **Manilla C**. Flag to participants that on Day 3 (today), they will be focusing on columns 1-5 and on Day 4 (tomorrow) they will be completing column 6.

4. Ask participants to review their learning outcomes and then transfer the sticky notes with their course concepts, LOs and soft skills from **Manilla B** to **Manilla C** and stick them in the appropriate columns i.e., in columns 1, 2 and 3. They can now discard **Manilla B** and focus on **Manilla C** today and the next day.

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60 minutes

PARTICIPANTS DEVELOP THEIR COURSE ASSESSMENT PLANS (ON MANILLA C)

1. Give participants some time to revise their learning outcomes on **Manilla C**, if they need to.

2. Now ask participants to develop the formative and summative assessment methods/tasks for their course, writing each one on a sticky note. Ask them to prioritise and label any of the assessment tasks they **intend to design as forward-looking**, rather than backward-looking. They should then place the sticky notes with their assessment methods/tasks into columns 4 or 5 of **Manilla C**.

3. Thereafter, both facilitators and participants can move around to offer and receive feedback on how the assessments are aligned to the learning outcomes and on their overall course assessment plan

You could provide feedback by picking a learning outcome and then asking the participant to take you through how they plan to assess it. Ask them to think through the assessments, for their other learning outcomes, using the same process.

13.00 (60 minutes)	LUNCH

15 minutes	**PARTICIPANTS FINALISE THEIR COURSE ASSESSMENT PLANS (CONT. FROM BEFORE LUNCH)** 4. Allow participants some time to finalise their course assessment plan on **Manilla C** and to stick them on the wall ready to present to group members in the next session.
14.15 **Total session time (60 minutes)** **BREAKOUT GROUP SESSION**	**PRESENTATION OF COURSE ASSESSMENT PLANS** **RATIONALE:** Immediate and constructive feedback, provided lovingly by peers and facilitators of learning is key to the learning process. In this session, each participant presents their assessment plan to the rest of the members of their group. The group members provide constructive feedback that enables each participant to improve the alignment and forms of assessment. **KEY LEARNING POINT(S) OR OUTPUTS:** • Constructive feedback on course assessment plans. **PRIMARY MATERIALS:** • Participant Handbook.
60 minutes	**PARTICIPANT PRESENTATIONS OF COURSE ASSESSMENT PLANS** One hour is scheduled for the presentation of their assessment plans showing the alignment to learning outcomes. The purpose of this presentation is to enable participants to articulate their assessment plans and receive constructive feedback on them from group members. Each plan should have formative and summative assessment methods/tasks (with the **forward-looking** ones labelled) all aligned to learning outcomes. 1. Decide how much time each person will be given to present and for discussion and feedback on their assessment plans. 2. Monitor the time closely and follow a different order from the day before, especially if someone had a smaller amount of time on Day 2. 3. Invite the group members to give their presentations and for the others to actively listen and offer constructive feedback. 4. At the end of the presentations, inform participants that they will need to incorporate the feedback they received into their work. Remind participants that they need to keep **Manilla A** and **C**.
Preparation/ guidance for next session	Remind participants to retrieve their soft copy **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** so they can enter or revise any of the key outputs they have generated so far during the sessions.

15.15 **Total session time (15 minutes)** **BREAKOUT GROUP SESSION**	**PERSONAL REFLECTION** **RATIONALE:** It might seem like common sense to return to small groups after you have set them a task and may seem like a form of assessment, but this may in fact be insulting to students as it implies that you do not trust them enough to do what you have asked them to do (Brookfield, 1995, p.4). This session provides the participants an opportunity to reflect on the taken-for-granted assumptions about assessments, as stated above. **KEY LEARNING POINT(S) OR OUTPUTS:** • Uncovering assumptions about assessments. • Challenging own beliefs and values about assessments. • Importance of growing professionally as facilitators of learning (reflective practice). **PRIMARY MATERIALS:** • Personal Reflection Form (in the Participant Handbook) and a soft copy version to hand in case a participant does not have access to their soft copy of the Participant Handbook.
15 minutes	**PARTICIPANT PERSONAL REFLECTION** 1. Ask participants to individually reflect on the questions in the personal reflection form (they need to use a soft copy version, which can be found in the appendices of the Participant Handbook) for Day 3 and respond accordingly. Recommend that participants keep the completed form so that they can use it later and also put it in their teaching portfolio (if they maintain one). 2. Also ask participants to refer to their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** and enter or revise any of the key outputs they have generated so far during the sessions. They should continue to use the same evidence document throughout the five days of the workshop. 3. Once they have finished, invite the participants to move back to the main room for the rest of the whole group sessions.
Preparation for next session	You might want to prepare in advance the continuum or spectrum line with transmission to transformation marked at the two ends of the line and transaction marked in the middle. You can do this on a flip chart, the wall, board or even the floor (using masking tape).

15.30

Total session time (60 minutes)

WHOLE GROUP SESSION

MOVING FROM LEARNING OUTCOMES TO TEACHING AND LEARNING STRATEGIES

RATIONALE:

Teaching practices congruent with a metacognitive approach to learning include those that focus on meaning-making, self-assessment, and reflection on what worked and what needs improving. These practices have been shown to increase the degree to which students take control of their learning and transfer their learning to new settings and events (Bransford, 2000). In this session, participants start to identify appropriate teaching and learning strategies that are metacognitive in nature and more likely to facilitate the Big Dream previously outlined for the students on their course.

KEY LEARNING POINT(S) OR OUTPUTS:

- Theories of teaching/ approaches to teaching.
- Pooled list of teaching and learning strategies used by participants on their courses.
- The importance of aligning teaching and learning strategies to learning outcomes.

PRIMARY MATERIALS:

- DAY3 Assessment PPT Slides
- Participant Handbook.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Transformative Learning workshop.

5 minutes

INTRODUCTION TO TEACHING AND LEARNING STRATEGIES - THE LAST BUILDING BLOCK

This session is moving on from assessment to teaching and learning strategies and the question is what kind of practice and feedback will help students reach the learning outcomes?

[Plenary]

1. Project **Slide 3.19** with the workshop concept map and inform participants that they are now moving from assessment to the last building block teaching and learning strategies.
2. Next display **Slide 3.20** with the workshop content table and read out the question (in red) that participants need to be asking themselves as they reflect on teaching and learning strategies. Stress the need for providing learning opportunities for students to practice and receive feedback, to help them in achieving the course learning outcomes (which includes subject matter and skills).

15 minutes

PARTICIPANTS CLUSTER T&L STRATEGIES UNDER HEADINGS: TRANSMISSION, TRANSACTION AND TRANSFORMATION

[Plenary]

1. Project **Slide 3.21** and explain the three theories (approaches) to teaching on the slide. You can also refer participants to the 'Three Theories of Teaching' section in Day 4 of the Participant Handbook for more information.

[Individually]

2. Ask participants to individually write down on sticky notes two teaching and learning strategies they use in their courses.

[Pairs]

3. Ask participants to form a pair with a fellow participant and exchange their teaching and learning strategies with each other.
4. Invite each pair to pick one of the teaching and learning strategies and discuss under which theory/approach on **Slide 3.21** it fits best.
5. On a flip chart, the wall, board or even the floor (using masking tape) show a continuum or spectrum line with transmission to transformation marked at the two ends of the line and transaction marked in the middle.

[Plenary]

6. Pick four pairs randomly, one pair at a time, to place their teaching and learning strategy under one of the theories/approaches on the continuum that they deem the most appropriate. Ask the pairs in turn to explain the reason for their choice.
7. You can ask questions or make some comments to the whole group, after each pair has gone up and placed their strategy on the continuum, for example:
   - How can a facilitator of learning make a lecture or presentation, typically used to transmit knowledge, more interactive (i.e., transactional and transformational)?
   - In what way could engaging students in an activity like think-pair-share still amount to a transmission approach?
   - Highlight the need to design and plan for teaching and learning strategies that are meaningful, purposeful and promote in-depth learning - their purpose is not to simply alleviate boredom or to pass the time!
8. Conclude by stating that learning can take place using all three approaches. However, if they want their students to live the Big Dream, which they previously outlined for the students on their course, then they need to predominantly use teaching and learning strategies that fall under transaction and transformation and fewer under the transmission mode (as exemplified by the banking concept).

40 minutes

PARTICIPANTS IN ROLLING GROUPS POOL TEACHING AND LEARNING STRATEGIES THEY USE IN THEIR COURSES

[Plenary]

1. Ask participants to reflect on Day 3 so far and identify any new teaching and learning strategies/activities the facilitators have used to support participant learning that are not yet listed on the 'Parking lot of workshop teaching and learning strategies/activities' flip chart (5 mins)
2. Assign a co-facilitator to add new suggestions to the parking lot flip chart(s(, as they are identified by participants. Make sure that the writing is clear.

[Pairs, then groups of four, then groups of eight]

3. Next explain that participants are now going to share in groups the teaching and learning strategies that they apply in their own teaching.
4. Ask participants to share the teaching and learning strategies that they apply in their teaching. Use the Snowballing Strategy, where participants start by sharing in pairs, then in groups of four and then in eight.
5. At the point they form groups of eight, ask each group to assign one person as group scribe (make sure that there is a balance of male and female scribes) to note the teaching and learning strategies as they are shared, onto a piece of paper (not flip chart) (10 mins)

Don't worry too much if participants include teaching and learning strategies or activities; these can both be noted.

[Plenary]

6. Next invite the group scribes to read out their list of teaching and learning strategies in the plenary. Instruct the scribes to only read out strategies that have not already been shared by another group scribe, otherwise this session will overrun.
7. Assign one of the co-facilitators to write the teaching and learning strategies, as they are read out by the scribes, onto fresh pieces of flip chart paper so that there is one consolidated list. This one list will become the **Final list of teaching and learning strategies** for use in subsequent sessions, so it needs to be clearly written.
8. Pick on one or two strategies that participants are not so familiar with and explain how it works and/or even better ask the person who suggested the teaching and learning strategy to explain it.

N.B: Before the start of the Day 4 sessions, the co-facilitator who has been compiling the **Final list of teaching and learning strategies** can add any new strategies/activities to this list from the rolling 'Parking lot of workshop teaching and learning strategies/ activities' flip chart (compiled Days 1-3). Make sure that this is finished **before** the first session on Day 4 and that it is posted on the wall or board in the main room.

9. Explain to participants that tomorrow on Day 4, they will start to think more about the alignment of teaching and learning strategies with learning outcomes. Display **Slide 3.22** on constructive alignment and refer to the notes below (**5 mins**)

The points below, are an elaboration of the points on Slide 3.22:

- Emphasise that constructive alignment is about aligning the teaching and learning strategies (TLS) to the learning outcomes (LO). If your LO is about **design**, then the TLS may be laboratory work to enable students to **design**. Lectures may not be appropriate for such a LO at the design stage. If the LO is to determine requirements…then lectures, a case study and/or problem scenario may be appropriate.

- It pays to keep reminding students of the LO. You need to be open and transparent about why you are asking students to engage in a particular activity, what will they learn - how will the activity help them to achieve a specific LO.

- Small changes such as doing a one-minute paper helps students to prepare for an exam essay question or signposting a LO about applying theory to individual cases.

- It is important that facilitators of learning do not use too many TLS for a LO or the same TLS for all the LOs. Only a few changes might need to be made, if a TLS works then the facilitator of learning should reflect on why it worked and if it didn't then they should reflect on why not and identify what needs to be changed in order to improve it.

16.30 **Total session time (20 minutes)** **WHOLE GROUP SESSION**	## PREPARATION FOR DAY 4 AND EVALUATION OF DAY 3

RATIONALE:

Planning in advance and reflecting on the day's activities is key to the smooth running of the workshop. Participants respond to the day's evaluation question. Facilitators of the workshop, meet to deliberate on the day's activities, go through the responses from the formative evaluation and prepare for Day 4.

KEY LEARNING POINT(S) OR OUTPUTS:

- The teaching and learning strategies/teaching and learning activities used to support participant learning on Day 3.
- Clarity on what to expect from sessions on Day 4 and what preparation is necessary.
- Reactions to the learning experience on Day 3.

PRIMARY MATERIALS:

- DAY3 Assessment PPT Slides.

10 minutes

PREPARATION FOR DAY 4

[Plenary]

Inform participants of the following:

1. Revise your concept map, learning outcomes and assessment plan, as needed.
2. Think about teaching and learning strategies that directly support the learning described in your learning outcomes and which enable student success in assessment.
3. Make sure you have read 'Making Thinking Visible: How to promote engagement, understanding, and independence for all learners - Chapter 1 - Unpacking Thinking' and be ready to discuss your thoughts about it in the session tomorrow. Concentrate on pages 10-15.
4. Tomorrow there will be an activity drawing on all four of the compulsory readings. You will need to bring your completed 'Notes on reading form' for each of the readings and soft or hard copies of the Day 2 and Day 3 readings.
5. Watch the five-minute **Video 4.2** where Diana Laurillard explains the Conversational Framework and the six types of learning so that you familiarise yourselves with the concepts and framework, and are ready to apply them in the sessions on Day 4. The link is in the 'The Conversational Framework and six learning types' section of Day 4 in the Participant Handbook.

10 minutes

FORMATIVE EVALUATION OF DAY 3

[Individually]

1. In Mentimeter enter the question: Describe your feelings on Day 3 of the workshop in not more than three words and ask participants to respond or display Slide 23 and ask participants to write their three feelings on separate sticky notes.
2. Stress to participants that you are asking for words that express feelings, so how are they feeling as of today since the start of the workshop.
3. If you choose the sticky note option, this is an excellent opportunity to model gender-responsive evaluation. When participants are writing their sticky notes, ask them to indicate whether they are male or female, by marking a M or F in the corner of their sticky notes. Make sure that you let participants know that this is to help the facilitators identify whether there are any differences between responses from male and female participants and why this might be. The results will not be shared with the whole group.
4. Once they have finished, ask them to hand in their sticky notes to you, the facilitator.
5. Before the first session on Day 4, you can generate a word cloud in Mentimeter or review the responses on the sticky notes ready to feedback the most common words the following morning.

16.50

END OF DAY

Debrief and preparation for next day

60 minutes

FACILITATION TEAM DEBRIEF MEETING AND PREPARATION FOR NEXT DAY

1. Hold a workshop facilitator debrief meeting and use the strategy; Two Stars and A Wish:
   - Two things that each workshop facilitator liked and
   - One thing they wish had happened (but did not happen) and/or had been done (but was not done).
2. Discuss the participants' responses from the formative evaluation. Review the disaggregated results, if the sticky note option was used, so that facilitators can identify whether there are any differences between responses from male and female participants and why this might be. The facilitators might want to agree to follow-up privately with two or three appropriate participants to ascertain what changes might be necessary to improve the workshop learning experience for male or female participants.
3. Go through the workshop schedule for Day 4, for example, the facilitation notes and slides, the compulsory reading (including sending out a text/WhatsApp to remind participants), who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated.

4. Remind the co-facilitator who was writing up the **Final list of teaching & learning strategies** that they should add any new strategies to this list from the rolling 'Parking lot of workshop teaching and learning strategies/activities' flip chart (compiled Days 1-3). Make sure that this is finished **before** the first session on Day 4 and that it is posted on the wall or board in the main room in the morning.
5. Facilitators of the Day 4 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions (the whole group sessions in particular) and anything new that they thought of the previous evening.

REFERENCES

Bransford, J. D., Brown, A. L., & Cocking, R. R. (2000). How people learn: Brain, mind, experience, and school: Expanded edition. National Academies Press.

Brookfield. D.S. 1995. Becoming a Critical Reflective Teacher. Jossey-Bass, A Wiley Company

Fink, L.D. 2003. Creating Significant Learning Experiences, Revised and Updated Edition. Jossey-Bass, A Wiley Company

The slides for Day 3 can be downloaded from the Course Redesign toolkit section of TransformHE.org

Feedback scenarios for roleplays

SESSION: GENDER IS... INTERNALISED BIAS

Note to workshop facilitator:

In this session, participants engage in a roleplay activity. The two feedback scenarios and the questions to guide participant preparation are copied below and are also in the Participant Handbook. Participants work in groups of three and should be of mixed programmes and mixed gender. You should decide how these groups are formed and who will play which roles prior to the session. There are **two rounds of roleplay** in the group with three different roles for the group members to play. These roles rotate so that each group member gets to play two of the three roles once.

Imagine that you are giving feedback to:

A. A female student who has got a middle grade, but you feel lacks the confidence to fulfil her potential (she does not contribute verbally in class but her written work is excellent).

B. A male student who is overly confident and has not done enough work to fulfil his potential (he talks a lot in class, and often interrupts others, particularly women. Sometimes his written work is excellent, but at other times it seems rushed).

Questions to guide participant preparation:

- If you are the facilitator of learning, you will need to prepare, in particular, what feedback you will give and how you will communicate it to the student.
- If you are the observer, you will need to share your reflections on what the facilitator of learning did well and what they could improve on at the end of the roleplay.
- If you are the student, you will need to play this role seriously and authentically. Think about how the male or female student would realistically respond in this situation and avoid getting too carried away in the role.

Essential components of an analytic rubric grid

SESSION: AN INTRODUCTION TO EDUCATIVE ASSESSMENT

Note to workshop facilitator:

During the activity ‘Introduction to rubrics and how to use them for self- and peer-assessment’ you draw the labelled analytic rubric grid below onto a flip chart paper or whiteboard. You then need to explain each essential component of the rubric as you draw it, one component after the other (see the explanatory notes in the table after the rubric grid).

A LABELLED ANALYTIC RUBRIC GRID:

	EXCEEDS EXPECTATION (10 – 8)	MEETS EXPECTATION (7 – 4)	BELOW EXPECTATION (3 – 0)
Organisation	The presentation is carefully organised and provides convincing evidence to support conclusions. (8 – 10)	The presentation has a focus and provides some evidence which supports conclusions. (4 – 7)	No apparent organisation. Evidence is not used to support assertions. (0 – 3)
Content			
Gender Responsive Language			
Delivery			

Scale of points

Criteria

Standards & Descriptors

SESSION: AN INTRODUCTION TO EDUCATIVE ASSESSMENT

Explanation of essential components of a rubric

COMPONENT	EXPLANATION
Levels of performance/indicators	Levels of performance/indicators determine the degree of performance which has been met. They could be for example, exceeds expectations, meets expectations and below expectations.
Criteria	Criteria describe the conditions that any performance must meet to be successful. They should describe both strengths and errors (errors should be described particularly in lower levels of performance). Criteria for a class presentation could be for example, organisation, content, presentation/delivery, gender-responsive language and participation.
Standards	Standards specify how well criteria must be met. Standards on the content of a class presentation could be for example, accurate, complete and new insights.
Descriptors	Descriptors are for each level of performance and contain criteria, and standards by which the performance will be judged. Indicators are often used in descriptors to provide examples or signs of performance in each level. For specific examples direct participants to the subsection under 'Creating assessments: rubrics' of the Day 3 section of the Participant Handbook.
A scale of points	A scale of points on a continuum of quality needs to be assigned to score each level of performance for a piece of work. High numbers are typically assigned to the best work. Scale as per the indicators could include, for example: below expectation (0-3), meets expectation (4-6), exceeds expectation (8-10).

DAY 4:
TEACHING AND LEARNING STRATEGIES

FACILITATION NOTES: TEACHING AND LEARNING STRATEGIES

Learning outcomes

By the end of Day 4, participants will be able to:

1. Select teaching and learning strategies that enable both female and male students to achieve course learning outcomes, take control of their learning (i.e., through a metacognitive approach) and form the habit of critical reflective thinking.
2. Organise teaching and learning spaces and interactions that enable both female and male students to participate and benefit equally from the learning.
3. Draft a university course outline, drawing on the evidence they have gathered through their participation in the Programme Alignment, Transformative Learning and Course Redesign workshops.

Key outputs of Day 4:

- **A list of teaching and learning strategies that are aligned to each course learning outcome.**
- **A draft university course outline.**

Preparation/ guidance for Day 4	☐ Go through the slides for Day 4. Insert an appropriate link on **Slide 4.12**. ☐ Ensure facilitators of different workshop sessions are clear on what and how they are supposed to facilitate. ☐ Check that the materials to be used in the small rooms are adequate. Supplement where necessary. ☐ Ensure that the learning outcomes for Day 4 are written on flip chart paper and posted to the wall in the main room, before sessions start. ☐ Make sure the facilitator who updated the **Final list of teaching and learning strategies** flip chart(s) the previous evening posts it/them on the wall or board in the main room before the start of the first session. ☐ Line up your selected **Video 4.1a** or **Video 4.1b** on how to develop teaching and learning strategies (use videos of one demonstrator throughout the four days). Link should be on **Slide 4.12** of the DAY4 T&L strategies PPT slides. ☐ Line up the five-minute **Video 4.2** on the Conversational Framework and the 6 types of learning The link is also on **Slide 4.15** of DAY4 T&L strategies PPT slides and in the Participant Handbook. ☐ Remind participants that they should have read the compulsory reading '**Making Thinking Visible: How to promote engagement, understanding, and independence for all learners - Chapter 1 - Unpacking Thinking**' (especially pages 10-15) before today's sessions. *(Note: this reading is not in the Participant Handbook; there is a link in the introduction of the Facilitator Resource Pack and facilitators should have sent this link to participants two weeks before the workshop).* ☐ Remind them that they will need to have access to their completed 'Notes on reading form' for each of the four compulsory readings as well as soft or hard copies of the Day 2 and Day 3 readings. ☐ Display **Slide 4.2** as participants start to enter the main workshop space.

8.30

Total session time (15 minutes)

WHOLE GROUP SESSION

SUMMARY OF FORMATIVE EVALUATION FROM DAY 3

RATIONALE:

Facilitators of learning tend to conduct evaluations on what students have learnt and how they have learnt but rarely on how they are feeling by the end of the day, week, mid-semester. Strong emotions and feelings, such as anxiety and stress, can overwhelm our ability to think and make good decisions. This explains why in tests and examinations candidates often misread questions or express themselves poorly. Even when we are relaxed and in the optimum mood for learning, our feelings and emotions play a very strong role in how we come to learn and whether we will be successful in learning. In this session, the responses based on how participants were feeling at the end of Day 3 are shared. This provides the participants with a different perspective of engaging with students.

KEY LEARNING POINT(S) OR OUTPUTS:

- Participants can vary what they evaluate by focusing on both cognitive and affective domains.
- Formative evaluations can be designed in such a way that the results can be disaggregated by gender so that facilitators of learning can identify whether there are any differences between male and female participant responses and follow-up on why this might be.

PRIMARY MATERIALS:

- A projection of the word cloud (in the DAY4 T&L strategies PPT slides) or a summary of the participant responses stating how many times the most popular words came up and the flip chart listing the learning outcomes for Day 4.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 3 Course Redesign session ‘Preparation for Day 4 and evaluation of Day 3’.

15 minutes

PRESENT RESULTS FROM DAY 3 FORMATIVE EVALUATION

The workshop facilitator who ran the evaluation on the previous day should present the summary of participant responses.

[Plenary]

1. Project **Slide 4.3** that has the word cloud (generated through Mentimeter) and read out the most conspicuous words. If you used sticky notes, then you can summarise the results by stating how many times the most popular words came up.
2. You may find that some participants have written words that do not express feelings, so you may want to stress that the evaluation was on how they were feeling having completed the first three days of the workshop.
3. You can encourage participants to use this kind of evaluation in their own learning sessions. Explain that evaluations should not just be on content but also about the person; how male and female students feel after a class/learning session, what are their concerns? What is exciting them? etc.

4. If you used the sticky note option, point out to participants that the results were disaggregated and reviewed by the workshop facilitators to identify whether there were any differences between responses from male and female participants and why this might be. This was done in order to follow-up on what possible changes might be necessary to improve the workshop learning experience for male or female participants, for example is the learning environment or content more generally responsive to male learners or vice versa? Recommend to participants, as facilitators of learning themselves, that they try this with their students in their own learning sessions.
5. Go through the learning outcomes for Day 4, using the flip chart on the wall.

Preparation/ guidance for next session	• Stick four different photos of learning spaces on to four separate flip charts with the following questions attached (either on sticky notes or written on the flip chart):
	  • Can you apply a gender lens to this scene?
	  • How gender responsive is it?
	• Next, post the flip charts on the wall around the main room.
	• To get an idea of what the flip charts could look like, an example together with participant contributions has been provided in the Day 4 additional facilitation guidance and visual aids section of the Facilitator Resource Pack.
	• If you have been able to collect photos from your own institution in advance of the workshop, use these. Alternatively, you can use the photos provided in the Day 4 additional facilitation guidance and visual aids section of the Facilitator Resource Pack. See the 'Gathering and/or synthesis of information in advance of workshop' section in the introductory facilitation guidelines for details on the preparation required.

8.45

Total session time (45 minutes)

WHOLE GROUP SESSION

GENDER IS…INTERACTION AND SPACE

RATIONALE:

Looking at photos of interaction and space will help the facilitators of learning to start thinking about how they can become more gender-responsive in the way they employ their teaching and learning strategies.

KEY LEARNING POINT(S) OR OUTPUTS:

- Gender responsive teaching and learning spaces enable both female and male students to participate and benefit equally from the learning.
- Facilitators of learning have a responsibility to ensure that both female and male students are able to participate in and benefit equally from their course.

PRIMARY MATERIALS:

- DAY4 T&L strategies PPT slides, flip charts with photos of learning spaces (in the Day 4 additional facilitation guidance and visual aids section of the Facilitator Resource Pack).
- Participant Handbook.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 5 Course Redesign session 'Course redesign showcase three-minute pitch'.

Participants should be encouraged to note down their reflections towards the end of this session, to help them prepare their course redesign showcase pitch which they will deliver on the final day.

10 minutes

REVIEWING PHOTOS OF DIFFERENT LEARNING SPACES

[Plenary]

1. Display **Slide 4.4** and explain to participants that the gender dimension for today's session is interaction and space.

[Individually]

2. Ask participants to walk around the room and look at the photos of learning spaces posted on the walls. Ask participants to add their comments on sticky notes in response to the questions on the pre-prepared flip charts:
    - Can you apply a gender lens to this scene?
    - How gender-responsive is it?

20 minutes	**GALLERY WALK WITH PHOTOS OF LEARNING SPACES** **[Plenary]** 1. Take participants around the room to look at each flip chart in turn and the comments posted. 2. At each flip chart: ask a couple of participants to explain why they have posted the comments they have to this specific flip chart (i.e., what makes the scene gender-responsive or non-gender responsive?). Allow for some discussion and potential difference of opinion at each flip chart. 3. Make sure you clarify in the discussions that the aim of looking at gender-responsive interaction and learning spaces is not to ensure that female and male learners are evenly distributed in a classroom in and of itself, but rather to ensure that both genders are able to participate and benefit equally from the learning i.e., the focus should be on equity (fairness in treatment according to respective needs) rather than equality (equal rights).
15 minutes	**INDIVIDUAL REFLECTION ON THE ROLE OF FACILITATORS OF LEARNING TO ENSURE THAT MALE AND FEMALE STUDENTS BENEFIT EQUALLY FROM THE LEARNING** **[Individually]** 1. Display **Slide 4.5** and ask participants to reflect on the questions listed. Participants should write down their answers in the 'Ways to be gender-responsive in the planning and facilitation of my course' of their Participant Handbook and refer to these as they continue to redesign their course and make it more gender-responsive. Some reflections from past participants on the role of a facilitator of learning in relation to student interactions have included: • Avoid having female students sit alone and away from their male counterparts. • Make sure the more passive male and female students take the front seats where they can easily be involved. • Even when female students only make up around 30% of a learning session, make sure that when organising groups, they are evenly distributed across those groups. In addition, ensure that during group presentations, both female and male students present. • When asking questions, I often find that only male students respond and are ready to share what they think about that concept. My role as a facilitator of learning is to engage female students as well. I can do this by naming them e.g., 'Diana do you agree with what James said about the role of stakeholders in the success or failure of community projects?'. **[Plenary]** 2. Ask for a couple of volunteers to share their responses to the reflection questions.
Preparation/ guidance for next session	Remind them that they will need to have access to their completed 'Notes on reading form' for each of the four compulsory readings as well as soft or hard copies of the Day 2 and Day 3 readings.

9.30

Total session time (60 mins)

WHOLE GROUP SESSION

COMPULSORY READING: UNPACKING THINKING

RATIONALE:

It is important for facilitators of learning to facilitate sessions using metacognitive approaches that enable students to think about thinking and take control of their learning. In this session, participants discuss how to make students' thinking about thinking (more) visible.

KEY LEARNING POINT(S) OR OUTPUTS:

- Making students' thinking visible by encouraging them to think about thinking, through the use of the Understanding Map (outlined in the compulsory reading).

PRIMARY MATERIALS:

- DAY4 T&L strategies PPT slides.
- Participant Handbook.
- Soft or hard copies of the four compulsory readings.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 1, 2 and 3 Course Redesign sessions on compulsory readings.

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30 minutes

SHARE KEY INSIGHTS FROM THE COMPULSORY READING UNPACKING THINKING

[Pairs or groups of three]

1. Project **Slide 4.6** and ask participants to discuss the questions, using their notebooks to record any notes:
    - For the first question, recommend that participants look through the notes they made in the 'Notes on reading form' and/or read 'Key point summary of Day 4 compulsory reading' in the appendices of the Participant Handbook **(10 mins)**
    - For the second question, ask each participant in their pairs or threes to write one sentence per sticky note. Ask them to then stick their notes on one of three designated wall spaces (located around the main room) so that participants can then move around viewing each other's contributions **(10 mins)**

[Individually]

2. Project **Slide 4.7** and invite participants to reflect (during some quiet time) on the questions on the slide. Encourage them to make notes in the 'Further reflection on the assigned compulsory reading' table at the start of Day 4 in the Participant Handbook as they will be reflecting further on these questions in subsequent sessions:
    - What do you mean when you say, 'I want my students to think'?
    - What kinds of thinking do you value in your course?
    - What teaching and learning strategies can promote the kinds of thinking that you value in your course **(5 mins)**

20 minutes	**PARTICIPANT GROUP WORK CONNECTING IDEAS BETWEEN THE FOUR WORKSHOP READINGS** **[Groups of four]** 1. Divide participants into groups of four. 2. Ask each group to reflect on all of the four readings: 'How people learn', '14 Rules for Better Assessment in Higher Education', 'Taxonomy of Significant Learning' and 'Unpacking thinking'. 3. Project **Slide 4.8** and ask each group to connect or weave together the ideas across the four readings using an image or a metaphor. 4. Project **Slide 4.9** with the eight-step 'understanding map' (from today's compulsory reading). Ask the groups to use the eight steps as a framework to connect or weave together the ideas from the four readings. You can explain that the groups first need to examine (i.e., observe) the readings closely and describe what is in there. They will have already done this if they have completed their 'Notes on Reading Form', but they can still take two minutes to do this as a group. Next, they build explanations and interpretations of the readings together (what were their key points from each reading). They then go on to reason with the evidence that they have, make connections, consider different viewpoints all of which can be encapsulated through an image or a metaphor. Basically, they continue using the steps in the understanding map to structure their thinking. 5. Provide each group with a manilla paper and coloured pens to draw and/or write the image or metaphor.	
	GROUPS PRESENT IMAGES AND METAPHORS **[Plenary]** 1. Now invite the groups (two to three minutes per group) to present their images and metaphors, in the plenary. 2. Conclude the session by thanking the participants for their creativity in coming up with the images and metaphors (creativity being one of the skills under the application dimension in the Taxonomy of Significant Learning (soft) skills matrix) 3. You can add that you hope through the process of weaving the ideas together, that they have learnt something new about how to make thinking visible.	
Preparation/ guidance for next session	The next session requires some preparation and good group management skills, so it is recommended that the lead facilitator takes some time to familiarise themselves with the instructions, in advance of the session.	

10.30 (20 minutes)	**BREAK**

10.50

Total session time (35 mins)

WHOLE GROUP SESSION

SELECTING TEACHING AND LEARNING STRATEGIES TO LEARN AND PRACTISE SOFT SKILLS

RATIONALE:

For social change to take place, students need to acquire and master soft or transferable skills in areas such as critical and creative thinking and problem solving, key in bringing about such change. In this session participants synthesise the skills outlined in the Taxonomy of Significant Learning (soft) skills matrix and select appropriate teaching and learning strategies which provide students with the opportunity to practise these skills and receive feedback on.

KEY LEARNING POINT(S) OR OUTPUTS:

- Alignment of teaching and learning strategies to the headline skills stipulated in the TSL (soft) skills matrix.

PRIMARY MATERIALS:

- DAY4 T&L strategies PPT slides.
- Participant Handbook.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Course Redesign session 'Taxonomy of Significant Learning (TSL) (soft) skills matrix'.

35 minutes

PARTICIPANTS DETERMINE TEACHING AND LEARNING STRATEGIES TO ENABLE STUDENTS TO PRACTISE AND STRENGTHEN SOFT SKILLS OUTLINED IN TSL SKILLS MATRIX

[Plenary]

1. Display **Slide 4.10** and ask participants to determine the teaching and learning strategies that they could use to enable students to practise and strengthen the skills/capabilities/dispositions as detailed under each of the key skill headings assigned to their group. Point participants to the full Taxonomy of Significant Learning (soft) skills matrix in the Day 2 section of the Participant Handbook.

[Home groups]

2. Use the Jigsaw Discussion strategy to facilitate this session. First, organise participants into groups of five people (these groups are called the home group). Ask participants to remember which home group they belong to.
3. Next, move from one home group to the next, allocating each group member a number from 1-5. So, at the end, each group member will have been given a number from either.

N.B: In some instances, the total number of participants in the workshop may not work out as a multiple of five. For example the total number of participants might be 19, resulting in a balance of four participants. In this case, the four participants can be counted up to four (i.e., 1, 2, 3, 4) and each participant can join a different existing home group. That would mean that four of the five home groups might consist of two participants with the number 1, two participants with the number 2, two participants with the number 3 and two participants with the number 4.

4. Display **Slide 4.11** which lists the numbers 1, 2, 3, 4 & 5 and the four key skill headings each group has been assigned. For example, participants allocated number 1 will look at building a knowledge (Foundational Knowledge), oral and written communication (Human Dimension), negotiation and managing conflict (Human Dimension) and creativity and innovation (Application).

5. Next, allocate numbers 1-5 to five separate discussion spaces in the main room i.e., space 1, space 2, space 3, space 4 etc.

[Expert groups]

6. Now invite all participants who were assigned number 1 (within their home groups) to move to the numbered space i.e., all number 1s move to space 1 and form what is called an expert group. Follow the same procedure for the rest of the numbered participants. So, there should be five expert groups in the end i.e., expert group 1, expert group 2, expert group 3 etc. If possible, try to ensure that a workshop facilitator is allocated to each expert group.

   N.B: You can increase the number of groups depending on the total number of participants. However, you would need to re-assign the key skill headings on the slide accordingly. For example, if you end up with 40 participants, they can form four home groups (of 10 people) then group members can count from 1-10 to then form 10 expert groups (of four participants). Each expert group would then be assigned two key skill headings as opposed to four. If you do this, you would need to edit **Slide 4.11** to reflect this and allocate 10 separate spaces in the main room to accommodate the number of expert groups.

7. Next, ask each expert group to determine three to four different teaching and learning strategies/activities that will enable students to practise and strengthen the skills/capabilities/ dispositions outlined under each of their assigned key skill headings on the slide.

8. Give the expert groups 10 minutes to go through the skills/dispositions/capabilities under their assigned skill headings and agree on a) what teaching and learning strategies would be appropriate and b) the specific reasons for their choices. Instruct them to record their choices in the second column of the 'Matching soft skills to appropriate teaching and learning strategies' table in the Day 4 section of their Participant Handbook.

9. End the expert group discussions, after the 10 minutes of discussion, and instruct them to go back to their original (home) groups.

[Home groups]

10. Ask each home group member to share the teaching and learning strategies/ activities they selected in their expert group. Keep **Slide 4.11** displayed. Give them around 10 minutes for this discussion.

    For ease of reference, the group allocations are listed below. For some suggested Teaching and Learning strategies matched to the key skills headings (for your own reference), refer to the Day 4 additional facilitation guidance and visual aids section in the Facilitator Resource Pack.

    - **Group 1**: Building a knowledge base, Oral and written communication, Negotiation and managing conflict, and Creativity and innovation.
    - **Group 2**: Reflective thinking, Leadership, Dealing with an uncertain future, and Making sound arguments and decisions.
    - **Group 3**: Analysing the claims/arguments of others, Networking, Interpersonal skills and Self-direction.
    - **Group 4**: Commitment to positive social change at the community level, Teamwork, Applying information to personal, social and/or work life, and Evaluating and interpreting information.
    - **Group 5**: Selecting appropriate information, Interconnected thinking, Self-management, and Social awareness.

[Plenary]

11. Depending on the time remaining, pick three or four home groups and ask them to explain, for example, how guest speakers can contribute towards the development of leadership skills/capabilities/dispositions amongst students?; how can group work promote self-management amongst students?; how can simulations enable students to practise interconnected thinking?; how can group work enable students to get feedback on their skills/capabilities/dispositions in negotiation and managing conflict?; how can field work enable students to develop their team work skills?

12. Conclude this activity, by making the following points:

    - Participants will know already that one teaching and learning strategy can enable a student to practise and develop a wide range of different soft skills, not just the one or two, for example. Point out that with a little bit of thinking around their execution, most strategies can be adapted to enable the practise of the soft skills, capabilities and dispositions outlined in the Taxonomy of Significant Learning skills matrix.
    - Share that the strategy just used is referred to as Jigsaw Discussion. Invite participants to take a minute or two to think through the advantages and disadvantages of using this strategy and if there is time ask for a few reflections in plenary.

Preparation/ guidance for next session	Line up **Video 4.1a**/**Video 4.1b** on demonstrating the process of moving from course learning outcomes to teaching and learning strategies. The link should be on **Slide 4.12**.

11.25 **Total session time (15 minutes)** **WHOLE GROUP SESSION**	## MOVING FROM COURSE LEARNING OUTCOMES TO TEACHING AND LEARNING STRATEGIES **RATIONALE:** Demonstration as a teaching strategy provides students with experiences of real events and the process. In this session the demonstrator takes the participants through the process of aligning teaching and learning strategies to course learning outcomes. **KEY LEARNING POINT(S) OR OUTPUTS:** • Alignment of teaching and learning strategies to learning outcomes. • Examples of teaching and learning strategies. **PRIMARY MATERIALS:** • DAY4 T&L strategies PPT slides (including **Video 4.1a**/**Video 4.1b** on demonstrating the process of moving from course learning outcomes to teaching and learning strategies).
10 minutes	**DEMONSTRATION OF MOVING FROM COURSE LEARNING OUTCOMES TO TEACHING AND LEARNING STRATEGIES** **[Plenary]** 1. Display **Slide 4.12** and explain to the participants that you are about to play a video of a facilitator of learning from X University (the name of the university will depend on which demonstrator video you have selected). 2. Inform them that the video is on what the facilitator of learning did on Day 4 of the course redesign workshop. The demonstration is of the different steps the facilitator of learning took, in selecting and aligning their teaching and learning strategies to their course learning outcomes and the soft and hard skills they want their students to develop. 3. Allow for one or two questions from participants. If there isn't much time left, inform them that they will have the opportunity to ask any pending questions and share comments in breakout groups. 4. Explain that in the next session, participants will be working in the same breakout groups, as for the past three days. They will start selecting teaching and learning strategies which align with their course learning outcomes. 5. Suggest that participants might want to take a photo of the **Final list of teaching and learning strategies** on the wall so that they can refer to it when working in their breakout groups.
5 minutes	1. Display **Slide 4.13** and invite the participants and workshop facilitators to move from the plenary in the main room to their breakout groups and rooms. 2. Flag that everyone will need to be back in the main room for the whole group sessions at 2.40pm.

Preparation/ guidance for next session	• Participants will need to make a copy or take a photo of the **Final list of teaching and learning strategies** posted in the main room so they can refer to it when working in their breakout groups. • Inform participants that they will need to have their **Manilla C** with the six-column chart to hand as they will be working on it in the next session. • Ask participants to retrieve their soft copy **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** so they can work it towards the end of the upcoming session.

11.40

Total session time (1 hour 20 mins)

BREAKOUT GROUP SESSION

SELECTING TEACHING AND LEARNING STRATEGIES ALIGNED TO LEARNING OUTCOMES

RATIONALE:

Facilitators of learning should utilise teaching and learning strategies that promote active learning and that are metacognitive in nature. In this session participants select teaching and learning strategies that are not only aligned to learning outcomes but also promote critical reflection, a greater sense of autonomy and move beyond simply delivering lectures.

KEY LEARNING POINT(S) OR OUTPUTS:

- Teaching and learning strategies that support course learning outcomes and include a range of different kinds of learning and their associated skills, capabilities and dispositions.

PRIMARY MATERIALS:

- Participant Handbook.
- **Manilla C** with the six-column chart.
- A copy of the **final list of teaching and learning strategies**.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 3 Course Redesign session ‘Development of course assessment plans’.
- Day 4 Course Redesign session ‘Selecting teaching and learning strategies to learn and practise soft skills’.

5 minutes

DISCUSSION AROUND PENDING ISSUES OR QUESTIONS RELATED TO DAYS 1-4

Ask participants to share a couple of pending issues/comments/questions on any of the four days’ activities. They can also share issues arising from the whole group sessions. Workshop facilitators will need to manage time carefully here, as this part of the session can easily overrun.

20 minutes

DISCUSSION ON TEACHING AND LEARNING STRATEGIES THAT HELP MEET ONE COURSE LEARNING OUTCOME

1. Explain to participants that over the next session, they will be taking their course learning outcomes, one at a time and deciding on/selecting a strategy or strategies that provide students with practice and feedback in achieving that learning outcome. Because these are course-level learning outcomes, several strategies may be used for each.

2. Invite participants in their group, to come up with teaching and learning strategies for **one** of their course learning outcomes. Stress the need for alignment between the learning outcomes, assessment methods or tasks and the T&L strategies. Ask participants to note them down in their notebooks. They might find it useful to refer to the table 'Suggested teaching and learning strategies mapped against Bloom's revised learning domains and levels' and the three examples of linking teaching and learning strategies to course learning outcomes in the Day 4 section of the Participant Handbook.
3. Once the participants complete the activity, ask them to pair up and present to each other at least one possible teaching and learning strategy for their course and discuss the match between the strategy and the course learning outcome using the 'Suggested criteria for evaluating the teaching and learning strategies you have chosen' in Day 4 of the Participant Handbook.
4. Next ask them to find the 6-column chart again at the end of the Day 3 section of their Participant Handbook. Remind them that yesterday they produced **Manilla C** with the six columns as shown in the chart. Today they will be filling in the last column entitled teaching and learning strategies.

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40 minutes

PARTICIPANTS SELECT TEACHING AND LEARNING STRATEGIES THAT MATCH ALL OF THEIR COURSE LEARNING OUTCOMES

1. Participants work from their individual spaces to select teaching and learning strategies that support their course learning outcomes on **Manilla C**, making sure to include a range of different kinds of learning and their associated skills, capabilities and dispositions i.e., foundational knowledge, application (critical thinking and problem-solving skills and creative thinking skills), caring, human dimension and learning how to learn dimensions.
2. Suggest that participants might want to draw on the strategies/activities in the **Final list of teaching and learning strategies** and those that they identified in the Jigsaw Discussion to practise and strengthen the key skills/capabilities/dispositions outlined in the Taxonomy of Significant Learning (soft) skills matrix.
3. Invite participants to then write their selected T&L strategies on separate sticky notes and stick them in the sixth column (on **Manilla C**) aligned to the appropriate course learning outcomes and assessment methods or tasks.
4. Recommend that participants refer again to the 'Suggested criteria for evaluating the teaching and learning strategies you have chosen' in their Participant Handbook when deciding on their teaching and learning strategies and when providing feedback.
5. Give the participants some time to review their work and then move around to provide feedback.
6. Explain to participants that they will have the opportunity to present their work on **Manilla A** and **Manilla C**, during the showcase pitch on the final day of the workshop.

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15 minutes	**PARTICIPANTS START POPULATING THEIR UNIVERSITY COURSE OUTLINE TEMPLATE** 1. Explain to participants that they should take a few minutes to update any sections in their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign**, such as inputting their recent teaching and learning strategies. 2. Next, invite them to start transferring relevant key information from their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** to their university course outline template. 3. Inform participants that they can continue to work on their university course outlines outside the workshop sessions.

13.00 (60 minutes)	LUNCH

14.00 **Total session time (30 minutes)** **BREAKOUT GROUP SESSION**	**THE 4PS: PARTICIPANTS, PURPOSE, PAY-OFF AND PROCESS (PLUS GENDER RESPONSIVENESS AND LEVEL OF TRANSFORMATION)** **RATIONALE:** Conceptualisation of a course entails being able to speak about the course in a succinct and meaningful way. In this session, participants practise the presentation of the 4Ps and how gender-responsive and transformative their course is in their breakout groups. **KEY LEARNING POINT(S) OR OUTPUTS:** • Promoting courses to beneficiaries in a succinct and convincing way. **PRIMARY MATERIALS:** • Participant Handbook. **SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:** • Day 1 Course Redesign session ‘Development of participant concept maps’ (one-minute explanation of their course). • Day 5 Course Redesign session ‘Course redesign showcase three-minute pitch’.
30 minutes	**PRESENTATION OF THE 4PS AND HOW GENDER RESPONSIVE AND TRANSFORMATIVE THEIR COURSE IS** Refresh your memory by referring to Day 1 when this activity was first introduced through a one-minute explanation of the participant course (go to the ‘Development of participant concept maps’ session). 1. Remind participants of the one-minute explanation of their courses which they did on Day 1. Explain that they will now be presenting as if to a new class of students on their redesigned course. It will take the form of an improved and longer version of the 4Ps (Participants, Purpose, Process and Pay-off/ Benefit) together with how they plan to make their course more gender responsive and transformative for the student. Each participant should take at most five minutes to present within their breakout groups. 2. Ask participants to base their presentations on the set of key questions in the ‘Describing your redesigned course in a nutshell’ section of Day 4 in the Participant Handbook. The questions can also be found in the Day 4 additional facilitation guidance & visual aids section of the FRP (but under a different heading).
Preparation/ guidance for next session	Remind participants to retrieve their soft copy **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** so they can enter or revise any of the key outputs they have generated so far during the sessions.

14.30

Total session time (10 minutes)

BREAKOUT GROUP SESSION

PERSONAL REFLECTION

RATIONALE:

This session provides participants with an opportunity to pause and reflect on their assumptions and beliefs about teaching and student learning.

KEY LEARNING POINT(S) OR OUTPUTS:

- Uncovering assumptions about teaching and learning strategies.
- Challenging own beliefs and values on teaching and learning strategies.
- Importance of growing professionally as facilitators of learning (reflective practice).

PRIMARY MATERIALS:

- Personal Reflection Form (in the Participant Handbook).
- A soft copy version to hand in case a participant does not have access to their soft copy of the Participant Handbook.

10 minutes

PARTICIPANT PERSONAL REFLECTION

1. Ask participants to individually reflect on the questions in the personal reflection form (they need to use a soft copy version which can be found in the appendix of the Participant Handbook) for Day 4 and respond accordingly. Recommend that participants keep the completed form so that they can use it later and also put it in their teaching portfolio (if they maintain one).
2. Ask participants to briefly refer again to their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** and enter or revise any of the key outputs they have generated so far during the sessions.
3. Once they have finished, invite the participants to move back to the main room for the rest of the whole group sessions.

Preparation for next session	• Line up the five-minute **Video 4.2** where **Diana Laurillard explains the Conversational Framework and the 6 types of learning**. The link is on **Slide 4.15**. • Prepare six flip charts, with the headings left blank, each listing two T&L strategies/ activities (some of which have been used at this workshop) under six unnamed learning types (i.e., 1. Acquisition, 2. Inquiry, 3. Discussion, 4. Practice, 5. Collaboration 6. Production) **N.B. the learning type heading must be left blank**. An example template has been provided in the Day 4 additional facilitation guidance and visual aids section of the FRP. • **N.B.** In the facilitation notes for the next two sessions, the intentional phase of the Transformative Learning Cycle has been indicated in square brackets and in italics, for example [**TL Cycle phase: Reflective Observation**] against the appropriate stage of each session. This will support your facilitation of the session **after** this one when you will ask participants to share how and when they observed the Transformative Learning Cycle being modelled in this session. • On **Slide 4.19** there is a link to a Padlet board, you might want to see Appendix K on Digital Tools in the Facilitator Resource Pack for more information on how Padlet works.

14.40

Total session time (60 minutes)

WHOLE GROUP SESSION

INTRODUCING THE CONVERSATIONAL FRAMEWORK AND SIX TYPES OF LEARNING

RATIONALE:

The Conversational Framework, introduced in this session, draws on a range of learning theories, for e.g., conceptual learning, experiential learning, social constructivism, constructivism and collaborative learning. It enables facilitators of learning to organise their learning activities with the six different learning types in mind. The framework forms the basis for an online tool called Learning Designer which will be introduced on Day 5.

KEY LEARNING POINT(S) OR OUTPUTS:

- A framework that participants can use in designing students' learning at the class or session level.
- The importance of structuring students' learning using a balance of the six types of learning as stipulated in the framework.

PRIMARY MATERIALS:

- DAY4 T&L strategies PPT Slides.
- Participant Handbook (both include the video on the Conversational Framework and the 6 types of learning and the link to the teaching and learning strategy Padlet board).
- The six pre-prepared flip charts.
- A copy of the **final list of teaching and learning strategies**.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 5 Course Redesign sessions 'Introduction to Learning Designer' and 'Evaluating learning designs'.

5 minutes

DISCUSSION ON EFFECTIVE TEACHING AND LEARNING STRATEGIES

[Pairs]

1. Reveal **Slide 4.14** and invite participants in pairs to discuss the question on the slide for a couple of minutes. [**Transformative Learning Cycle Phase: Concrete Experience**].

[Plenary]

2. Then conduct a short feedback session in plenary (make sure to elicit two responses from both male and female participants). Highlight the strategy that demands the most active engagement of students and the strategy that demands the least.

10 minutes	GROUP DISCUSSION TO AGREE SIX DIFFERENT LEARNING TYPES, ILLUSTRATED BY EXAMPLE TEACHING AND LEARNING STRATEGIES

1. Pin up the six pre-prepared flip charts, with the headings left blank, each listing two teaching and learning strategies by each type (or way) of learning (as presented in **Video 4.2**) **N.B.** the learning type heading must be left blank.

[Plenary]

2. Explain to participants that each of the flip charts correspond to T&L strategies that promote a different type or way of learning. Invite participants to form groups of 3-4 and encourage them to sit with people they have not been in a group with before.

[Groups of three or four]

3. Ask the participants to look at the example T&L strategies which correspond to each of the six hidden learning types and discuss what they have in common and what type or way of learning they are promoting. [**Transformative Learning Cycle phase: Reflective observation**]

[Plenary]

4. Carry out a short debrief, asking some groups to **explain in their own words** why they think the T&L strategies/ activities correspond to their suggested type of learning.

5. If you wish, a co-facilitator can jot down some of the participant suggestions on sticky notes and post them at the top of each flip chart. Make sure there is sufficient room left to write the final heading during the next activity, after playing the video.

20 minutes

PLAY VIDEO 4.2 ON THE CONVERSATIONAL FRAMEWORK AND DEBRIEF LEARNING TYPE HEADINGS

1. Project **Slide 4.15** and play the video (5.06 minutes) where Diana Laurillard explains the Conversational Framework and the six types of learning.

[Individually in the same groups]

2. Ask participants to make notes in their notebooks to the following two questions while watching the video. You might want to write them on a flip chart. [**Transformative Learning Cycle phase: Abstract conceptualisation**]

    a) What are the six different learning types Diana mentions?

    b) What are some of the examples she gives to illustrate each learning type?

[Plenary]

3. Conduct a debrief of the answers to the questions posed and write the final headings at the top of the six flip charts, as each learning type is correctly called out by participants and add any additional teaching and learning strategies mentioned in the video. Make sure you also include the alternative headings used for acquisition - **read, watch, listen** and inquiry – **investigation**.
4. Flag to participants that in the Day 4 section of the Participant Handbook there is a section on the Conversational Framework and the six learning types. Invite them to complete the table during the rest of the session or when they get home.

25 minutes

GROUP DISCUSSION TO POST TEACHING AND LEARNING STRATEGIES UNDER THE SIX TYPES OF LEARNING

[Pairs]

1. Reveal **Slide 4.16** and ask participants in pairs to discuss the question on the slide for around five minutes. Gather some brief feedback from the wider group **before** revealing the table with a suggested answer on **Slide 4.17**. You can ask participants for their thoughts on the slide, for example did this tally with the conclusions they drew in their paired discussions?
2. Now, ask participants to return to their small groups of three to four, and invite them to look again at the flip chart(s) with the **Final list of teaching and learning strategies**.

[Groups]

3. Display **Slide 4.18** and ask them to carry out the task outlined on the slide. Flag to participants that this is not an exact science and to just try to group them under the learning type that is the closest match.

[Plenary]

4. Invite the groups to feedback on the strategies/activities they have come up with that belong under each of the six types of learning.

5. Assign one or two co-facilitators to add the strategies/activities to the flip charts with the six different learning type headings used earlier.

6. If needed as the strategies/ activities are called out, spend some time to again clarify the difference between the different types of learning, as noted in the video. For e.g.:

   - For acquisition, an opportunity to develop concepts but students are not required to do anything active unlike the other learning types.
   - For practice, a feedback component is key.
   - For collaboration, an element of negotiation/working together/solving a problem and a common output is key.
   - Collaboration and production are "larger" activities that involve a lot of engagement from the students and will often include other types of learning as well (e.g., inquiry, discussion)

7. Project **Slide 4.19** and click on the link to a Padlet board. Explain to participants that a teaching and learning strategies Padlet board has been created which provides further examples and descriptions of strategies / activities that fall under each of the six types of learning. The Padlet also includes many of the strategies used during the Programme Alignment, Transformative Learning and Course Redesign workshops. Participants can use these for inspiration as they plan for how to teach their concepts. Stress that the strategies/ activities listed are examples only and that there are many more strategies and activities which could be used. Refer participants to the section 'Padlet with examples of teaching and learning activities/ strategies' in Day 4 of the Participant Handbook for the link.

[See the link to Padlet: teaching and learning activities / strategies]

N.B: If participants ask questions about the difference between teaching and learning strategies, learning types, and teaching and learning activities, explain that it is largely a matter of shift in perspective. From teaching and the strategies that facilitators of learning use in the learning space for e.g., group work, case-study, role-play to the student and learning, and what kind of activities students engage in to learn. So, for example, a teaching strategy could be group work, but within the group work, students could be performing a set of activities e.g., conducting a literature review (inquiry), discussing the findings (discussion) and preparing a presentation to share their findings (production).

[Individually]

8. Invite participants to refer back to their draft university course outlines and the teaching and learning strategies they identified to support the learning outcomes of their course. Ask them to think back to Diana Laurillard's summary at the end of the video and consider the two questions on **Slide 4.20**. If there is time you might want to invite participants to share some of their thoughts, but this could also be a quiet reflective activity with no debrief required. [**Transformative Learning Cycle phase: Active experimentation**]

[Plenary]

9. Close the session by explaining to participants that in the sessions on Day 5 they will be introduced to an online tool called Learning Designer which is based on the Conversational Framework and the six types of learning. It helps facilitators of learning to design teaching and learning activities and to share their learning designs with each other. It was developed by a team led by Diana Laurillard at the UCL Knowledge Lab and is free for anyone to use.

Preparation/ guidance for next session	If there was a previous Transformative Learning workshop you might want to recommend that participants retrieve their **Transformative Learning Participant Handbook**, to use as a resource in the next session.

15.40

Total session time (45 minutes)

WHOLE GROUP SESSION

TRANSFORMATIVE LEARNING CYCLE REFRESHER

RATIONALE:

This session re-introduces the transformative learning cycle, the pedagogy that informs the strategy employed in the High Road Low Road video experiment (which explains potential and kinetic energy) and the Michael Sandel lecture video (which was covered in the previous Transformative Learning workshop). This session re-introduces the science behind how to facilitate learning for significant learning and transformation.

KEY LEARNING POINT(S) OR OUTPUTS:

- A redesigned two- to three-hour learning session based on the Transformative Learning cycle.

PRIMARY MATERIALS:

- DAY4 T&L strategies PPT slides.
- Participant Handbook.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 2 Transformative Learning session ‘What is Thinking?’.
- Day 2 Transformative Learning session ‘High Road Low Road Activity’.
- Day 2 Transformative Learning session ‘Transformative Learning Cycle’.

20 minutes

DISCUSS INSIGHTS REGARDING THE TRANSFORMATIVE LEARNING CYCLE & KOLB’S REFLECTIVE LEARNING CYCLE

[Individually]

1. Invite participants to re-read the Transformative Learning Cycle and view Kolb’s learning cycle in the Day 4 section of the Participant Handbook. [**Transformative Learning Cycle phase: Concrete Experience**]

2. While participants are reading, invite them to reflect on the two questions on **Slide 4.21**. [**Transformative Learning Cycle phase: Reflective Observation**]

[Plenary]

3. Invite participants to share how and when they observed the Transformative Learning Cycle being modelled in the previous session. [**Transformative Learning Cycle phase: Reflective Observation**]

   See the facilitation notes for the previous session which indicates the intentional phases of the TLC against the appropriate stage of the session.

4. Then display **Slide 4.22** and share the points on the slide plus the additional notes below. [**Transformative Learning Cycle phase: Abstract Conceptualization**]

   - **Reflective observation** – an activity that gets the learners to observe their thinking about a concept: their hidden underlying assumptions. This step gets them to think.

- **Abstract conceptualisation** – this is the point a facilitator of learning introduces the facts that underpin a concept.
    - This phase requires learners to evaluate whether their underlying assumptions about the subject matter align with the facts shared.
    - If they do - the facilitator can help them test how well their assumptions align through an active experimentation activity.
    - If their assumptions do not align - the facilitator can get them to reflect on what is the gap between their assumptions and the facts and get them to establish what they would need to do to bridge that gap.

5. Conclude this part of the session, by highlighting the fact that learners can iterate at any time. As in learners can have multiple concrete experiences before moving to reflective observation and then round the cycle - or they could have a concrete experience, move on to reflective observation and repeat this again before moving on to abstract conceptualization and then round the cycle. On a final note, learners can also use an active experiment as their next concrete experience.

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25 minutes

REDESIGN OF A SINGLE LEARNING SESSION BASED ON THE TRANSFORMATIVE LEARNING CYCLE

[Plenary]

1. Invite participants to identify a 2 to 3-hour learning session for a single concept or topic from the course they are redesigning and ask them to design this session against the Transformative Learning Cycle. Encourage them to draft their learning session in the Day 4 section entitled 'Redesign of a single learning session, following the Transformative Learning cycle' in the Participant Handbook.

[Individually]

2. Ask each participant to spend up to five minutes to identify and note down a) the single concept or topic they will be creating a 2 to 3-hour learning session for b) the common misconceptions about their chosen concept or topic that most students make. Refer participants to the 'Redesign of a single learning session, following the Transformative Learning cycle' where they can find these instructions.

3. Display **Slide 4.23** and issue the instructions on the slide. Direct the participants to their PH again for the more detailed version of these instructions and let them work individually on the redesign of their short learning session, completing the table in their Participant Handbook. [**Transformative Learning Cycle phase: Active Experimentation**].

The more detailed version of the instructions has been provided below for ease of reference:

- First note down a single concept or topic for which you will be designing a two- to three-hour learning session.
- Note down the common misconceptions about your chosen concept or topic that most students make.

	• Design a two- to three-hour learning session for this single concept or topic, from the course you are redesigning, following the four phases of the Transformative Learning Cycle. Develop an experience that incorporates the following: • A lot of sensory input from the students. The experience must facilitate sensing and evoke feeling, for e.g., video, sound recordings, games, impromptu skits, self-evaluation questionnaires etc. • Reflective questions that allow for reflective observation and that enable your students to examine their hidden assumptions and misconceptions about the concept or topic in question. • Factual data that will expose the theories that underpin the field of study. • An activity to help formalise new ideas formed due to student interaction with the presented facts. This activity should allow for the validation/invalidation of their assumptions and get them to express what they now know. • Another experience that will help students to test out their new found knowledge. **N.B:** This activity is quite intensive; however, it is not important that the participants finish this activity, what is important is that they know the strategy they should use to effectively align future learning sessions with the Transformative Learning cycle for the purpose of encouraging critical thinking and problem-solving skills in their sessions. You may want to share these points in advance with the participants to help them manage their expectations. You can also encourage them to continue to work on the design of this two- to three-hour learning session outside the workshop sessions.
Preparation/ guidance for next session	Prepare a flip chart in advance for the formative evaluation with the following three questions: a) What did you want to say but didn't have the chance to regarding any of the concepts in the map? b) What has been the most valuable thing you have learnt so far? c) What question do you have, related to one of the concepts in the map, do you need or want to find the answer to?

16.25

Total session time (20 minutes)

WHOLE GROUP SESSION

PREPARATION FOR DAY 5 AND EVALUATION OF DAY 4

RATIONALE:

Planning in advance and reflecting on the previous four days is a useful means of consolidating participant learning. Participants step back for a moment and respond to evaluation questions which require them to reflect on the concepts presented in the Course Redesign concept map. Facilitators of the workshop, meet to deliberate on the day's activities and prepare for Day 5.

KEY LEARNING POINT(S) OR OUTPUTS:

- Clarity on what to expect from sessions on Day 5 and what preparation is necessary.
- Reflections on the learning experience so far with the help of the Course Redesign concept map.

PRIMARY MATERIALS:

- DAY4 T&L strategies PPT slides.
- Flip chart with the three formative evaluation questions.

10 minutes

PREPARATION FOR DAY 5

Inform participants of the following:

1. Continue to work on your university course outlines.
2. You will need to use your laptops tomorrow morning (or at least be able to share one between two participants) to evaluate learning designs online. You might also find some headphones useful to watch videos on your laptops (if the bandwidth is strong enough).
3. Watch **Video 5.1** 'Introduction to Learning Designer' and **Video 5.4** 'Learning Designer Guide' in advance of the morning sessions. Both links are under the section 'Designing effective learning experiences' in Day 5 of the Participant Handbook.
4. Prepare and be ready to give your three-minute course design showcase pitch tomorrow afternoon.

10 minutes	**FORMATIVE EVALUATION OF DAY 4**

[Plenary]

1. Display **Slide 4.24** with the concept map for the Course Redesign workshop.
2. Invite participants to form groups of four to five people (with whomever they feel comfortable chatting with) and appoint a scribe to note the key points made from the group discussion related to questions b) and c).

[Groups of three to four]

3. Ask the groups to look at the concept map on the slide while discussing the following three questions on the flip chart:
   a) What did you want to say but did not have the chance to regarding any of the concepts on the map?
   b) What has been the most valuable thing you have learnt so far?
   c) What question do you have, related to one of the concepts in the map, do you need or want to find the answer to?
4. Explain that the following morning, the group scribe or an appointed spokesperson will be invited to share the key points from the group discussion related to questions b) and c) in plenary.

16.45 END OF DAY

Debrief and preparation for next day

60 minutes

FACILITATION TEAM DEBRIEF MEETING AND PREPARATION FOR NEXT DAY

1. Hold a workshop facilitator debrief meeting and use the following four questions to guide discussions on how the facilitators are feeling after four days of the workshop:
   - What has stood out for you while facilitating this workshop?
   - What have you found natural / difficult to do?
   - How are you feeling at this point of the workshop?
   - Why do you think you are feeling this way?
2. Go through the workshop schedule for Day 5 for example, the facilitation notes and slides, the required printing, who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated.
3. One of the facilitators should check-in and confirm the attendance of individuals such as the DVC of Academic Affairs, the respective Deans/HODs of participants and student leaders if they have been invited to attend the course redesign showcase pitch session in the afternoon.
4. If certificates are to be awarded, ensure they are printed and signed before lunchtime tomorrow, so they can be handed out in the final session.

5. As good practice dictates, it is strongly recommended that both participants and workshop facilitators complete a workshop evaluation so that the findings can inform and improve the delivery of future Course Redesign workshops. A suggested template has been included in Appendix J of the Facilitator Resource Pack but remember this is just a template. It **needs to be tailored** to the context and meet the information needs of the facilitation team and other relevant stakeholders. The evaluation can be conducted using a hardcopy form or an online survey in the final session.

6. Facilitators of the Day 5 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions (the whole group sessions in particular) and anything new that they thought of the previous evening.

The slides for Day 4 can be downloaded from the Course Redesign toolkit section of TransformHE.org

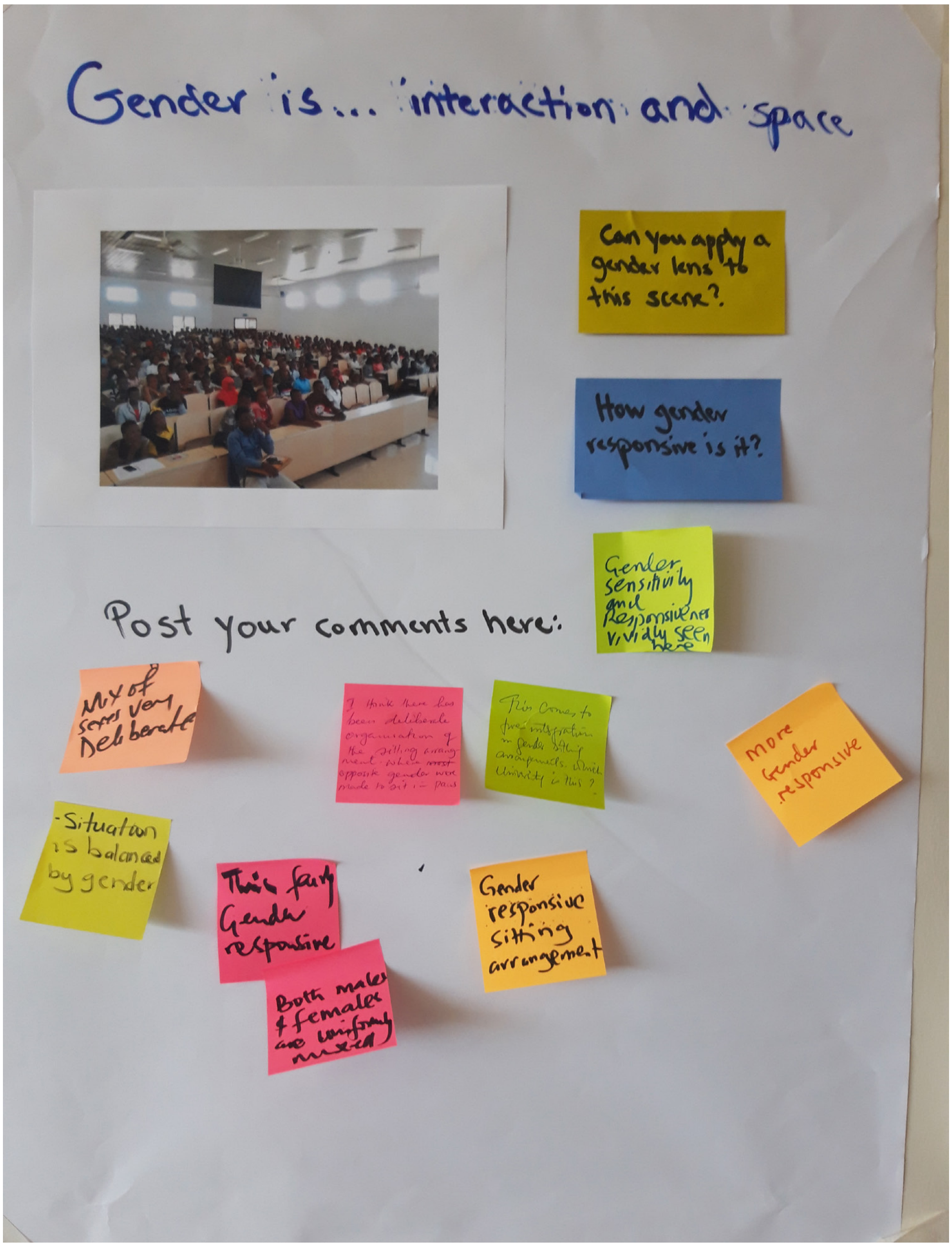
ADDITIONAL FACILITATION GUIDANCE & VISUAL AIDS: TEACHING AND LEARNING STRATEGIES

Example flip chart for the review of photos of learning spaces

SESSION: GENDER IS…INTERACTION AND SPACE

Note to workshop facilitator:

In this session, you are required to stick four different photos of learning spaces onto four separate flip charts with two questions attached (either on sticky notes or written on the flip chart). The image below is to give you an idea of what the flip charts could look like.



Photos of learning spaces

SESSION: GENDER IS…INTERACTION AND SPACE

Note to workshop facilitator:

In this session participants look at photos of learning spaces. Ideally, you should try to gather these photos from your own institution so that participants are looking at photos of learning spaces that are relevant to them (e.g., a classroom situation). If it is not possible, then the following four example photos of learning spaces could be used instead (images shared by the partner universities within the TESCEA project).

Suggested teaching and learning strategies matched to the key skills headings

SESSION: SELECTING TEACHING AND LEARNING STRATEGIES TO LEARN AND PRACTISE SOFT SKILLS

Note to workshop facilitator:

In this session, participants are asked to determine three to four different teaching and learning strategies that will enable their students to practise and strengthen the skills, capabilities and dispositions, under each of the key skill headings listed in column one below. They then complete the second column (left blank) in their Participant Handbook. Some suggested teaching and learning strategies matched to the key skills headings are provided below.

DIMENSION	TEACHING AND LEARNING STRATEGIES
FOUNDATIONAL KNOWLEDGE	
Building a knowledge base	Self-study, lectures, group discussions, case studies, going to the library/ searching online
APPLICATION	
Selecting appropriate information	Flipped classroom, class and group discussion, going to the library/ searching online
Evaluating and interpreting information	Individual work, cases, report writing, peer teaching
Making sound arguments and decisions	Plenary discussion, individual projects, case studies, pitching, debates
Analysing the claims/arguments of others	Class discussion, individual assignments, peer learning, case analysis
Creativity and innovation	Experiments, problem-based projects, simulations, games, exhibitions
INTEGRATION	
Interconnected thinking	Field visits, reflective journals, simulations, problem-based case studies
Applying information to personal, social and/or work life	Reflective journals, student portfolios, writing blogs
Networking	Group work, group projects, simulations, field work
Dealing with an uncertain future	Problem-based scenarios, simulations based on future scenarios, guest speakers

HUMAN DIMENSION	
Self-management	Individual assignments, group work, flipped classroom
Teamwork	Group work/projects, class presentations, field work
Interpersonal skills	Field work, group work and projects, class presentations, peer teaching
Negotiation and managing conflict	Debates, role play, simulations, group work
Oral and written communication	Writing reports, making presentations, role play, group discussion
Leadership	Group projects, group discussion, role play, case studies, guest speakers

CARING	
Social awareness	Field visits, group projects, individual research, media reviews
Commitment to positive social change at the community level	Field visits, group projects and work, internship and community attachment

LEARNING HOW TO LEARN	
Self-direction	Flipped classroom, individual research, graphic organisers, self-study
Reflective thinking	Learning journal/reflective journal, critical reflective questioning, group discussion, case studies, tweeting

Presenting your redesigned course as if to a new class of students

SESSION: THE 4PS: PARTICIPANTS, PURPOSE, PAY-OFF AND PROCESS (PLUS GENDER RESPONSIVENESS AND LEVEL OF TRANSFORMATION)

Note to workshop facilitator:

Building on the one-minute explanation of their course on Day 1, in this session participants are now **presenting** as if to a new class of students on their redesigned course. It takes the form of an improved and longer version of the 4Ps (Participants, Purpose, Process and Pay-off/ Benefit) together with how they plan to make their course more gender responsive and transformative for their students. They base their short presentations on the following questions.

- Who are the participants (the students on your course)?
- What is the purpose of the course or what will the course enable your students to do?
- What is the pay-off or how will your students benefit from being on the course and who will they become?
- What was the process of developing your course? (Share the concepts, then pick one concept and share the aligned LOs, the assessment methods/ tasks and TLS/TLA)
- In what ways are you making the planning and facilitation of your course gender-responsive? (Remember the notes you've made in the 'Ways to be gender-responsive in the planning and facilitation of my course' section in the Participant Handbook)
- How will the course enable your students to make meaning, to create and innovate, to learn and become the person/s described in the Big Dream for the course but also for them to ultimately transform themselves and their world?

Templates for flip charts

DAY 4 SESSION: INTRODUCING THE CONVERSATIONAL FRAMEWORK AND SIX TYPES OF LEARNING

Note to workshop facilitator:

In this session you need to prepare, in advance, six flip charts with the headings left blank, each listing two example T&L strategies/ activities (some of which have been used at this workshop) under six unnamed learning types. Copy the examples below onto six blank pieces of flip chart.

FLIP CHART 1	**FLIP CHART 2**	**FLIP CHART 3**
[Blank space for heading]	*[Blank space for heading]*	*[Blank space for heading]*
Pre-workshop readings	Concept maps	Think-Ink-Pair-Share
Facilitator presentations	4Cs reading strategy: (connections, challenges, concepts, changes)	Pyramid discussion
FLIP CHART 4	**FLIP CHART 5**	**FLIP CHART 6**
[Blank space for heading]	*[Blank space for heading]*	*[Blank space for heading]*
Role-play	Authentic task-based group projects	Design a website
Lab simulation	A cross-disciplinary design	Individual work-based project report

DAY 5:
FROM COURSE TO LEARNING EXPERIENCE REDESIGN

FACILITATION NOTES: FROM COURSE TO LEARNING EXPERIENCE REDESIGN

Learning outcomes

By the end of Day 5, participants will be able to:

1. Evaluate learning designs based on the six types of learning in the Conversational Framework.
2. Capture and share what they have developed so far in their redesigned course using the online Learning Designer tool.
3. Pitch their redesigned course to students and stakeholders in a succinct, convincing and engaging way.
4. Articulate how they will be making the planning and facilitation of their redesigned course more gender responsive going forward.

Key outputs of Day 5:

- **A draft learning design for participants to work on further.**
- **Key materials to make a successful course redesign showcase pitch.**

Preparation/ guidance for Day 5	☐ Review slides for Day 5. If you are using an online survey for the workshop evaluation then insert the link in **Slide 5.11**. ☐ Make sure that if you are giving out certificates and using workshop evaluation forms that they are ready to share at the end of the day. ☐ Ensure facilitators for the different workshop sessions are clear on what and how they are supposed to facilitate. ☐ Confirm the attendance of individuals such as the DVC of Academic Affairs, the respective Deans/HODs of the participants and student leaders if they have been invited to attend the Course Redesign showcase pitch session in the afternoon. Let participants know who will be part of the audience. ☐ Ensure that the learning outcomes for Day 5 are written on flip chart paper and posted to the wall in the main room, before sessions start. ☐ Ensure you have a projector that you have tested to determine that it works and that the sound is clear all the way to the back of the main room. Have some separate loudspeakers to hand to help with sound projection. ☐ Remind participants that they will need to use their laptops in the morning sessions (or at least be able to share one laptop between two participants) to evaluate learning designs online. ☐ Line up the three short videos for the Introduction to Learning Designer session: **Video 5.1**: Introduction to Learning Designer (5.57), **Video 5.2**: Gloriana Monko, University of Dodoma (0.49) and **Video 5.3**: Docus Alowo, Gulu University (0.23) The links are also on **Slide 5.7**. ☐ Line up **Video 5.4** Learning Designer Guide (6.51) for the Learning Designer Taster session. The link is also on **Slide 5.9**. ☐ Display **Slide 5.2** as participants start to enter the main workshop space.

8.30 **Total session time (10 minutes)** **WHOLE GROUP SESSION**	## SUMMARY OF FORMATIVE EVALUATION FROM DAY 4 **RATIONALE:** This session allows participants to share their key reflections directly to the whole group, without any prior processing by workshop facilitators. Participants are able to identify common themes in the most valuable things they have learnt so far and importantly are motivated to exercise some self-directed learning, by researching the questions that have arisen for them around the concepts of the Course Redesign workshop. **KEY LEARNING POINT(S) OR OUTPUTS:** • Participants will need to proactively manage their future learning and take responsibility for researching answers to their questions and/or areas of interest, once outside the workshop. **PRIMARY MATERIALS:** • The flip chart listing the learning outcomes for Day 5. **SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:** • Day 4 Course Redesign session 'Preparation for Day 5 and evaluation of Day 4'.
10 minutes	**PARTICIPANTS SHARE RESULTS FROM DAY 4 FORMATIVE EVALUATION** The workshop facilitator who facilitated the evaluation session the previous day should also facilitate this session. **[Plenary]** 1. Project **Slide 5.3** and invite the group scribes or appointed spokespeople to share the key points from their group discussion related to questions b) and c) from the day before. You might want to organise them in the form of a panel sitting at the front of the room, with each group representative feeding back for three minutes. 2. Highlight any common themes which came through from the panel feedback. 3. Then go through the learning outcomes for Day 5, using the flip chart on the wall.

Preparation/ guidance for next session	• Prepare three flip charts where participants will be posting their sticky notes for the individual reflection exercise:
	  • Key takeaways
	  • More gender responsive courses
	  • Communicating learning

8.40

Total session time (45 minutes)

WHOLE GROUP SESSION

GENDER IS... POWER (EMPOWERMENT): FINAL REFLECTIONS

RATIONALE:

This is a wrap up session to remind participants of what has been covered during the gender sessions as well as to reflect on what they will do to implement the learning going forward.

KEY LEARNING POINT(S) OR OUTPUTS:

- Gender (in)equalities plays into power and knowledge.
- Reflections on how takeaways from gender sessions are going to inform participants' teaching and learning practice going forward.

PRIMARY MATERIALS:

- DAY5 CR to LD PPT Slides.
- Participant Handbook.
- The three pre-prepared flip charts.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 5 Course Redesign session 'Course redesign showcase 3 - minute pitch'.

The reflection question 'What are you going to do to make your course more gender responsive going forward?' will help participants to prepare their course redesign showcase pitch which they will deliver towards the end of the day.

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5 minutes

REVIEWING PHOTOS OF DIFFERENT LEARNING SPACES

[Plenary]

1. Remind participants that a different dimension of gender has been covered during each day of the Transformative Learning and Course Redesign workshops. Ask participants to recall as many of these as they can. Ask for volunteers to share a dimension that they remember with the whole group (they do not have to recall them in the order that they have been covered).
2. Once participants have recalled all or as many of the dimensions as they are able to, display **Slide 5.4** which lists all the gender dimensions covered so far as well as the dimension for today's session.
3. Explain that the final dimension which will be covered in this session is: Gender is... power (empowerment).

20 minutes

SMALL GROUP DISCUSSION AROUND KNOWLEDGE AND POWER FLOWS

[Groups of four - mixed programme and gender]

1. Display **Slide 5.5** and ask the groups to discuss the questions listed.
2. Ask the groups to present back from their discussions. Select two groups to present back on the first question and two other groups to present back on the second question. Once they have presented back, ask all the groups if they have anything to add from their discussions on either question which has not already been shared.

Refer to the following notes, for any additional points that may not have been made in the presentations and wider discussion:

- These questions should prompt a discussion about how students shape what they learn; how the world of work shapes what goes into the course materials, students' aspirations etc., and how all of those processes are shaped by gender in/equalities.
- Power and knowledge can be thought of as a set of connections / a net, they do not flow just one way.

20 minutes

INDIVIDUAL REFLECTION ON TAKEAWAYS FROM THE GENDER SESSIONS

[Individually]

1. Display **Slide 5.6** and ask participants to reflect on the questions listed. Participants should write down their answers to each question on separate sticky notes so that they can post them on the corresponding flip chart once they have answered all three questions.
2. Once participants have written down their answers to the three questions on separate sticky notes, invite them to post their answers onto the corresponding flip chart.

[Plenary]

3. Decide how you want to manage feedback to the whole group. You can refer to the 'Techniques for managing feedback from group work in whole group sessions' section in the introductory facilitation guidelines.

N.B: The Glossary of terms contains a number of terms related to gender. This includes the term 'empowerment'. If participants ask about this term during the session, you can point them to the glossary in the appendices of the Participant Handbook.

At the end of the feedback, in the plenary, flag to participants that during the penultimate session of the day they will be making their course redesign showcase pitch. Participants should refer to the notes they have made during the gender sessions in the 'Days 1-5: Gender-Responsive Pedagogy' section of their Participant Handbook while preparing their pitch.

	Remind them of the 'Gender-Responsive Pedagogy - what facilitators of learning can do' resource also in the 'Days 1-5: Gender-Responsive Pedagogy' section. This resource brings together elements of gender responsive course design that have been covered during this workshop along with elements of gender responsive learning design which will be covered in the online course entitled 'Learning Design – planning effective learning experiences' which comes next. This is a resource that participants can continue to refer to as they work to make their courses more gender responsive.
Preparation/ guidance for next session	• Line up the three videos for the Introduction to Learning Designer session: **Video 5.1**: Introduction to Learning Designer (5.57) and for the experiences of Learning Designer – **Video 5.2**: Gloriana Monko, University of Dodoma (0.49) and **Video 5.3**: Docus Alowo, Gulu University (0.23). The links are on **Slide 5.7**. • For the 'Introduction to Learning Designer' video, the participants might not be able to see the detail on a screen in the main room, so it is recommended that participants watch it the day before. If you want to play it to the whole group, then make sure that the screen is big enough for the learning design to be visible and that all participants are positioned close to the screen. Another option, if there is sufficient bandwidth, is to invite the participants to watch the video again on their laptops with headphones during the session.

9.25

Total session time (35 minutes)

WHOLE GROUP SESSION

INTRODUCTION TO LEARNING DESIGNER

RATIONALE:

Learning Designer is an online tool that can assist facilitators of learning to structure their learning designs so as to engage their students in the six different learning types, as outlined in the Conversational Framework. In this session, participants will watch one video providing a general introduction to the tool and two short test videos on the benefits of Learning Designer, in preparation for the following two hands-on sessions where participants have an opportunity to examine and experiment with the tool more closely.

KEY LEARNING POINT(S) OR OUTPUTS:

- Participants have a basic understanding of what the online Learning Designer tool is and what are some of the benefits and challenges of using it.

PRIMARY MATERIALS:

- DAY5 CR to LD PPT slides.
- The video introducing the Learning Designer tool, **Video 5.1** (link included in the slides).
- The two short videos featuring lecturers sharing their experiences of using Learning Designer, **Video 5.2** and **Video 5.3** (links included in the slides).

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 4 Course Redesign session ‘Introducing the Conversational Framework and six types of learning’.

35 minutes

INTRODUCTION TO THE LEARNING DESIGNER TOOL AND LECTURER EXPERIENCES

[Plenary]

1. Flag to participants that from this point until the end of the workshop, the sessions will be less theoretical than the previous four days and more practical and ‘learning by doing’.
2. Remind participants that the day before they were introduced to the Conversational Framework and six learning types, which draws on learning theories, such as conceptual, experiential and collaborative learning, as well as social constructivism and constructivism. In this session they will be introduced to an online tool called Learning Designer which is based on this framework. It helps facilitators of learning to design teaching and learning activities and to share their learning designs with each other. It was developed by a team led by Diana Laurillard at the UCL Knowledge Lab and is free for anyone to use.

	3. Project **Slide 5.7** and explain that they will first watch a video which provides them with some general background to the Learning Designer tool and what a typical learning design might look like. Then play two short videos (**Video 5.2** and **Video 5.3**) which feature lecturers from universities in Uganda and Tanzania who used the Learning Designer to plan their teaching. 4. Invite any general questions from the whole group, but stress that they will be looking at how it works in more detail over the next two sessions.
Preparation/ guidance for next session	• You might want to recommend that participants view the 'Introduction to Learning Designer' video (**Video 5.1**) again before starting to evaluate the two learning designs. • Participants will be working in pairs or groups of three so will need at least one laptop per pair or group, so that they can evaluate learning designs online. • The links to learning design 1 and 2 are on **Slide 5.8** and also in the Participant Handbook under the section 'Designing effective learning experiences'.

10.00 (20 minutes)	**BREAK**

10.20

Total session time (60 minutes)

WHOLE GROUP SESSION

EVALUATING LEARNING DESIGNS

RATIONALE:

Peer learning is a powerful way of learning and in this session, participants will evaluate one or two example learning designs created by lecturers using the online Learning Designer tool. This learning experience will not only help participants to become better acquainted with the Learning Designer tool. It will also test the knowledge they have acquired over the past four days of the workshop.

KEY LEARNING POINT(S) OR OUTPUTS:

- Participants have a good understanding of what a learning design looks like using the Learning Designer tool and the type and range of detail that is necessary to capture.

PRIMARY MATERIALS:

- DAY5 CR to LD PPT slides.
- Participant Handbook (both include the two links to the example learning designs).

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 4 Course Redesign session 'Introducing the Conversational Framework and six types of learning'.
- The 'Learning Design - planning effective experiences' online course.

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60 minutes

PARTICIPANTS EVALUATE AT LEAST ONE EXAMPLE LEARNING DESIGN ON THEIR LAPTOPS

[Plenary]

1. Explain that in this session, participants will have the opportunity to evaluate one or two different learning designs from lecturers who have used the online Learning Designer tool. The links to the two designs are under the section 'Designing effective learning experiences' of the Participant Handbook.
2. Display **Slide 5.8** with the two links to the learning designs. Instruct the participants to click on the links in the soft copy version of their handbook so that they can access the first and/or second learning design.

[Pairs or groups of three]

3. Invite participants to examine at least one learning design and evaluate it against the list of questions which focus on how well the author used the Learning Designer to capture the detail of their learning experience; the questions are in a table under the 'Designing effective learning experiences' section of the Participant Handbook. The list of questions is too long to insert in a slide, so they are copied below for ease of reference. You can find an example of feedback on learning design 1 in the Day 5 additional facilitation guidance and visual aids section of the Facilitator Resource Pack.

i. How clear are the course learning outcomes?

ii. Do the descriptions of the TLAs match the learning types assigned by the author?

iii. Is the balance of learning types used, appropriate given the learning outcomes?

iv. How effectively does the author use Kolb's learning cycle and what does the sequence of phases look like?

v. How accurately has the author used the different features? for e.g., if the blended icon has been selected, does the contents of the learning design actually match this?

vi. How appropriate and clear is the choice of teaching and learning activities and their sequencing? (incl. student no. selected and timings for each TLA)

vii. How gender responsive is the learning design?

viii. How aligned are the learning outcomes, assessment and teaching and learning activities?

ix. What other observations do you have?

4. Allow around 10 minutes, before the end of the session, to gather some feedback from the pairs or small groups in plenary. Workshop facilitators will need to manage time carefully here, as this part of the session can easily overrun. You might want to refer to the section on 'Techniques for managing feedback from group work in whole group sessions' section in the introductory facilitation guidelines.

Preparation/ guidance for next session	• Line up **Video 5.4** for the Learning Designer Guide (6.51). The link is on **Slide 5.9**. • For the Learning Designer Guide video, the participants might not be able to see the detail on a screen in the main room, so it is recommended that participants watch it the day before. If you want to play it to the whole group, then make sure that the screen is big enough for the learning design to be visible and that all participants are positioned close to the screen. Another option, if there is sufficient bandwidth, is to invite the participants to watch the video again on their laptops with headphones during the session. • Participants will be working individually or in pairs so they will need at least one laptop per pair, so they can try out the online Learning Designer tool. • Ask participants to retrieve their soft copy **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** so they can draw on its content when experimenting with Learning Designer.

11.20

Total session time (60 minutes)

WHOLE GROUP SESSION

LEARNING DESIGNER TASTER

RATIONALE:

Learning by doing is another powerful way to learn and in this session, participants will have the opportunity to gain some hand-on experience in using the Learning Designer tool. The session will be less structured compared to other sessions during the week and participants will be expected to navigate the tool with the help of the Learning Designer Guide video. This learning experience will hopefully raise the interest of participants in using the tool and motivate them to join the online course called 'Learning Design - planning effective learning experiences' where participants have the opportunity to work more intensively with the tool.

KEY LEARNING POINT(S) OR OUTPUTS:

- Participants can create in Learning Designer an account and a new design; input information related to their redesigned course and can save and share their learning design.

PRIMARY MATERIALS:

- DAY5 CR to LD PPT slides.
- Participant Handbook (including **Video 5.4** – 'Learning Designer Guide' in the Day 5 section and the 'Learning Designer Guide' document in the appendices).

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 4 Course Redesign session 'Introducing the Conversational Framework and six types of learning'.
- The 'Learning Design - planning effective experiences' online course.

60 minutes

PARTICIPANTS GET A CHANCE TO EXPERIMENT WITH LEARNING DESIGNER ON THEIR LAPTOPS

[Plenary]

1. Explain to participants that in this session they will have the opportunity to try out the Learning Designer tool for themselves. This is an opportunity for participants to explore the tool adopting a learning by doing approach, in a relaxed and unstructured way. Participants will not be required to share or submit any of their learning designs to the facilitators at the end of the session.
2. Project **Slide 5.9** and play **Video 5.4** - 'Learning Designer Guide' (which is also in the Participant Handbook). Explain that they can refer to the video again, by accessing the link under the 'Designing effective learning experiences' section of their Participant Handbook. Also flag to participants that there is a simple step-by-step guide that they can also use in the appendices of their Participant Handbook.

[Individually or pairs]

1. Invite participants to first create an account in Learning Designer and then create a new learning design. Invite participants to input the information they have so far related to their re-designed course, drawing on their **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign** if helpful.
2. Recommend that participants now follow the steps as outlined in the 'Learning Designer Guide' document.
3. For first time participants this can seem like a daunting task, so make sure that all workshop facilitators are on hand to provide support to participants as they navigate the tool.
4. Close the session by encouraging participants to continue experimenting with their learning designs after the workshop. You might like to inform them that if they are interested, there is an online course on planning learning experiences using the Learning Designer tool.

Preparation/ guidance for next session	Inform participants that they will need to have their **Manilla A** with their concept map and **Manilla C** with their 6-column chart to hand as they start to prepare for their course redesign showcase pitch before lunch.

12.20

Total session time (20 minutes)

WHOLE GROUP SESSION

PERSONAL REFLECTION

RATIONALE:

This session provides participants with an opportunity to pause and reflect on their assumptions and beliefs about planning learning sessions or experiences.

KEY LEARNING POINT(S) OR OUTPUTS:

- Uncovering assumptions about the planning and design of learning experiences.
- Challenging own beliefs and values on the design of learning experiences.
- Importance of growing professionally as facilitators of learning (reflective practice).

PRIMARY MATERIALS:

- Personal Reflection Form (in the Participant Handbook).
- A soft copy version to hand in case a participant does not have access to their soft copy of the Participant Handbook.

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20 minutes

PARTICIPANT PERSONAL REFLECTION AND PREPARATION FOR COURSE REDESIGN SHOWCASE PITCH

1. Ask participants to individually reflect on the questions in the personal reflection form (they need to use a soft copy version which can be found in the appendix of the Participant Handbook) for Day 5 and respond accordingly. Recommend that participants keep the completed form so that they can use it later and also put it in their teaching portfolio (if they maintain one).
2. Also ask participants to refer to their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign** and enter or revise any of the final key outputs they have generated so far during the sessions.
3. Inform them that straight after lunch they will need to be ready to present their redesigned course showcase pitches. You might want to add that they will be using their manilla papers rather than the Learning Designer tool!
4. If possible, split the whole group in half and ask one half of the participants to each stick their flip chart **Manilla A** (with the concept map) above their flip chart **Manilla C** (with the six-column chart) on the wall (on one side of the main room) and the other half on the wall on the other side of the main room, ready for the next session.

12.40
(50 minutes)

LUNCH

Preparation/ guidance for next session

- Time needs to be carefully managed in this next session, so that every participant (both the confident and less confident ones) has the opportunity to pitch their redesigned course.

- Depending on the size of the whole group, this session of 90 minutes might need to be split into two sessions running in parallel. For example, if it is a group of 15 participants then it will take about 45 minutes for the actual presentations and 45 minutes in total for the giving of feedback. If it is a group of 20 however, then it will take about 60 minutes for the actual presentations and 60 minutes in total for the giving of feedback. So, it would be better to run two separate sessions in two different rooms at the same time, with 10 participants and at least two workshop facilitators in each room.
- As recommended in the introductory facilitation guidelines, the total number of participants at the Course Redesign workshop should not exceed 24.

13.30

Total session time (1 hour and 30 minutes)

WHOLE GROUP SESSION

COURSE REDESIGN SHOWCASE THREE-MINUTE PITCH

RATIONALE:

Participants have spent five days on the redesign of their courses. This session provides them with a chance to sell or pitch their course, as if to an audience of future students on their redesigned course and/or to important stakeholders, in as succinct a way as possible.

KEY LEARNING POINT(S) OR OUTPUTS:

- Promoting courses to students and stakeholders in a succinct, convincing and engaging way.

PRIMARY MATERIALS:

- Participant Handbook.
- **Manilla A** with concept maps.
- **Manilla C** with six-column charts.

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- Day 1 Course Redesign session 'Development of participant concept maps' (one-minute explanation of their course).
- Day 4 Course Redesign session 'The 4Ps: Participants, Purpose, Pay-off and Process (plus gender responsiveness and level of transformation'.

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1 hour and 30 minutes

PARTICIPANTS PREPARE AND PITCH THEIR REDESIGNED COURSE

1. Explain that the time has come for them to make their showcase pitch for their redesigned course, as if to a new class of students and important stakeholders. You might want to add that they already started to prepare for this pitch on Days 1 and 4 and through making notes on how they are being gender-responsive in the planning and facilitation of their redesigned course.
2. Ask participants to revisit the key questions in the section on 'Describing your redesigned course in a nutshell' in the Day 4 section of the Participant Handbook and to base their three-minute showcase pitch on their responses to these questions. The same list of guiding questions has also been included in the Day 5 additional facilitation guidance and visual aids section of the Facilitator Resource Pack (but under a different heading).
3. Inform participants that half of the whole group, based on where they have stuck their **Manilla** papers (**A** and **C**), will present their work first.
4. Assign one of the workshop facilitators as timekeeper. Each participant is allowed three minutes only to present their showcase pitch.
5. As soon as the three-minute period ends, the alarm should ring and the other participants should be encouraged to clap to show appreciation for the presenter's efforts.

6. Ask each presenter (from the first half of the group) to stand by their work to receive feedback from the second half of the group. Move around encouraging your co-facilitators, the second half of the participant audience and any invited guests to give feedback on the work presented.
7. Gauge the level of intensity of the discussion and use your judgement as each participant should receive no more than three minutes feedback to ensure that every participant gets to pitch.
8. Next ask the second half of the whole group to present their work and follow through the same steps 5-7.
9. Draw the session to a close with some words of encouragement and give thanks to any invited guests who have attended the session. Add that participants can transfer their finalised concept map (on **Manilla A**) into a soft copy version if they so wish and also remind them to input any revised outputs from the workshop into their **Evidence Document for Programme Alignment, Transformative Learning and Course Redesign**.

Preparation/ guidance for next session	Make sure that if you are giving out certificates and conducting a workshop evaluation that they are ready for the next session.

15.00

Total session time (45 minutes)

WHOLE GROUP SESSION

THE WAY FORWARD

RATIONALE:

This final session is about bringing effective closure to the workshop. It is a time to recap on the highlights of what happened, reinforce learning, celebrate one another's efforts and reflect on how the participants and the facilitation will turn the learning into action moving forward.

KEY LEARNING POINT(S) OR OUTPUTS:

- Participants have a solid understanding of what the online course 'Learning Design – planning effective learning experiences' covers and are motivated to continue their redesign learning journey.

PRIMARY MATERIALS:

- DAY5 CR to LD PowerPoint slides.
- Participant Handbook.
- Certificates (if applicable).
- Workshop evaluation online survey or form (if applicable).

SPECIFIC LINKS TO OTHER SESSIONS OR WORKSHOPS:

- The 'Learning Design - planning effective experiences' online course.

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45 minutes

BRINGING THE WORKSHOP TO A CLOSE

[Plenary]

1. Project **Slide 5.10** and provide a brief overview of the online course called 'Learning Design – planning effective learning experiences' which potentially comes next in their redesign journey.
2. If you are awarding certificates, this is the appropriate time to perform the ceremony.
3. As good practice dictates, it is strongly recommended that both participants and workshop facilitators complete a workshop evaluation so that the findings can inform and improve the delivery of future Course Redesign workshops. You can either hand out printed versions of your workshop evaluation form or share a link to an online survey on **Slide 5.11**.

15.45

END OF DAY

Debrief and next steps **40 minutes**	**FACILITATION TEAM DEBRIEF MEETING AND NEXT STEPS** 1. Hold a workshop facilitator debrief meeting and use the following four questions to guide discussions on what next: • What loose ends need to be addressed from the workshop, and how will they be addressed? • What further support can the facilitation team provide to participants outside the workshop? • What are the team's key learnings from the workshop, and how will these learnings inform the facilitation of any future workshops? • To whom should the results of this workshop be communicated to, by whom, how and by when? 2. Following on from the discussions above, ensure that a clear action plan for the facilitation team has been agreed with assigned responsibilities and deadlines.

The slides for Day 5 can be downloaded from the Course Redesign toolkit section of TransformHE.org

Learning design 1: example feedback on how well the author used the Learning Designer tool to capture the detail of their learning experience

SESSION: EVALUATING LEARNING DESIGNS

Note to workshop facilitator:

In this session, participants are invited to evaluate at least one of two learning designs, created by lecturers using the online Learning Designer tool. They draw on the list of questions (which are in the Participant Handbook) to evaluate how well the author used the tool to capture the details of their learning experience. A sample of feedback given on learning design 1 is provided below.

EVALUATION QUESTION	YOUR NOTES
1. How clear are the course learning outcomes?	Good, all very clear.
2. Do the descriptions of the TLAs match the learning types assigned by the author?	**In TLA column 1**: • the Collaborate activity shows no signs of being collaborative and is mostly 'watching' so should be R-W-L. **In TLA column 2**: • The Collaborate activity is just reading, even though they are in different groupings, so should be R-W-L. • The final Practice activity is really more Production of their presentations.
3. Is the balance of learning types used, appropriate given the learning outcomes?	Good, but they are not always correctly assigned, and sometimes under-represent the quality of the design.
4. How effectively does the author use Kolb's learning cycle and what does the sequence of phases look like?	Taking TLA column 1 as an example, the phases and sequence appear to be organised like this: abstract conceptualisation (factual data is introduced that underpins the topic), concrete experience (which facilitates sensing and evokes feeling), reflective observation and abstract experimentation (to help students to test out their newfound knowledge.) It might be a good idea to make it clearer how, during the reflective observation phase, student assumptions and misconceptions about the topic in question are being surfaced. In addition, rather than the first TLA being a textbook reading activity (abstract conceptualisation) an activity is designed to demand more sensory input from the student (i.e., concrete experience) to help them surface their own assumptions and misconceptions about the topic.

5. How accurately has the author used the different features? For example, if the blended icon has been selected, does the contents of the learning design actually match this?	• This is meant to be blended, but the internet is never used, and everything is face-to-face. There is no mention of digital resources. So, this looks like a classroom-based session. The only digital resource mentioned is video, which may not be made available to students as it is run in the class session, so not blended. • None of the calendar icons are ticked so it is all asynchronous, which does not make sense.
6. How appropriate and clear are the teaching and learning activities and their sequencing? (including student numbers selected and timings for each TLA)	**In TLA column 1:** • After so much input they may need to have taken some notes to help them discuss the tour experience and also produce their report, so after each R-W-L activity it would be good to have a Practice activity where they make notes that will contribute to making their report. • The first TLA is well structured for engaging students in the application relating to the request for markers. **In TLA column 2:** • If the Collaborate activity is actually a R-W-L activity of 25 mins, assume this should be done outside class? Or if in class and they are working together in their groups, the instruction should describe how they are to work together through discussion and preparation of something. • The Discuss activity asks them to write their views of the tests, but they will need some guidance on how to focus their discussion. These tasks are not very clear, as the individual groups (what does that refer to?) have 10 mins each, but the duration is 30 mins. How many tasks does each group have? • In the Produce activity there are several large groups coming together to make a presentation – 10 mins to produce a 10 min presentation does not seem to be enough. **In TLA column 5:** • It mentions role modelling, but this is done as part of the facilitator of learning's presentation. • The Collaborate activity does not explain how they are meant to collaborate – what should they produce together, to achieve what goal? • The Practice activity is all part of the same Collaborate activity, and does give some sense of what they should aim for. But then there is no follow-through activity where the chosen students actually present their handling of the case to the class – this would be an additional Production activity. • 28 is a very large group to be collaborating. It would be better to stay in smaller groups and agree how to write a plan for their case, which they post to a Google Doc. The facilitator of learning can then discuss some of the responses with the whole group.

	In TLA column 6: • The Produce activity should be size 1 as it is individual. • The Discuss activity is interesting but not sure how it works. It seems to cover more than just discussion as it seems to be collaborative. But what happens to what they write? Do they get feedback?
7. How gender responsive is the learning design?	The size of class has not been disaggregated by male and female. **In TLA columns 2-4:** • In the Produce activity there is mention of the group leaders and secretaries for each group being both female and male i.e., if the leader is female then the vice must be male and vice versa. • In the Practice activity, two students, one male and one female will present. **In TLA column 5:** • In the Collaborate activity there is mention of a case involving a 'pregnant' who is unwilling to have a liver function test.
8. How aligned are the learning outcomes, assessment and teaching and learning activities?	The outcomes are quite well aligned with the activities, and there should be enough negotiating in the collaboration tasks to enable students to critique as well as apply what they know. For the assessment many of the tasks are assessable by the facilitator of learning as students present. There seems to be no final formative assessment except as feedback to the facilitator of learning, but that's ok, given the other opportunities.
9. What other observations do you have?	The learning design is detailed and thoughtful. It shows how the patterns of each TLA can be repeated, and then build on in the final two sessions.

Source: Diana Laurillard, Professor of Learning with Digital Technology

Pitching your redesigned course as if to a new class of students or important stakeholders

SESSION: COURSE REDESIGN SHOWCASE THREE-MINUTE PITCH

Note to workshop facilitator:

Building on their 4Ps presentation of their course on Day 4, in this session participants are now **pitching** their redesigned course as if to a new class of students and/or to important stakeholders. It takes the form of a succinct and convincing three-minute pitch, based on the same questions as before.

- Who are the participants (the students on your course)?
- What is the purpose of the course or what will the course enable your students to do?
- What is the pay-off or how will your students benefit from being on the course and who will they become?
- What was the process of developing your course? (share the concepts, then pick one concept and share the aligned LOs, the assessment methods/ tasks and TLS/TLA)
- In what ways are you making the planning and facilitation of your course gender-responsive? (Remember the notes you've made in the 'Ways to be gender-responsive in the planning and facilitation of my course' section in the Participant Handbook)
- How will the course enable your students to make meaning, to create and innovate, to learn and become the person/s described in the Big Dream for the course but also for them to ultimately transform themselves and their world?

APPENDICES

APPENDIX A: EXAMPLE WORKSHOP FACILITATOR SCHEDULE FOR A FIVE-DAY COURSE REDESIGN WORKSHOP

DAY 1: CONCEPT MAPPING

Learning outcomes

By the end of Day 1, participants will be able to:

1. Conceptualise their course content using a graphic organiser to visualise meaningful relationships among concepts.
2. Draft at least one SMART(TT) learning outcome for one of their course concepts.
3. Identify how gender might manifest itself in their course content.

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
8.30	**Welcome and Introductions**	• Introductions, ways of working and housekeeping • Overview of the workshop and learning outcomes • Results of needs assessment	• Participants have a clear understanding of the design & learning-centred approach which underpins the CR workshop • Participants appreciate the level of commitment & participation required to successfully complete the workshop
9.10	**Whistle stop review of transformative learning**	• Capturing key points from Transformative Learning workshop • Links between transformative learning and course redesign	• Importance of redesigning courses to enable students to make meaning, to create and innovate and to ultimately be transformed.
9.40	**Gender is...equality/ equity**	• Reflection on your own education through a gender lens • Gender audits of male/ female ratios in programmes	• Educational settings can teach students about gender differences both explicitly and implicitly • Gender audits of male/female ratios in each programme
10.25	**Compulsory reading: How people learn**	• Review and discussion of reading guided by questions	• Conceptualising content when redesigning courses • Applying a metacognitive approach in the design of courses • Considering students' pre-existing knowledge in the design of courses
10.55	**BREAK**		
11.10	**An introduction to the Course Redesign workshop and concept mapping** ***[move to break-out groups]***	• Presentation on structure of Course Redesign workshop • Bullet-pointing content of course you plan to redesign • Demonstration of concept mapping	• Structure of the course redesign workshop • Differences between a concept and a topic • Course redesign process using concept mapping
12.10	**Development of participant concept maps**	• One-minute explanation of your course • Developing a concept map for your course	• Conceptualising course content as concepts not topics • Adopting a holistic view of courses
13.30	**LUNCH**		

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
14.30	**Presentation of participant concept maps**	• Presentation of your concept map • Give and receive feedback from peers and facilitators	• Feedback on the conceptualization of course content
15.45	**Personal reflection**	• Reflection on what you have learnt so far • Completing your **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign**	• Uncovering assumptions about the content of their courses • Challenging own beliefs and values about the content of their courses • Importance of growing professionally as facilitators of learning
16.00	**Introduction to LO**	• Presentation on the different levels of LO • Developing a draft LO for one of your course concepts	• Drafting of learning outcome(s) for a concept that are SMART(TT)
17.00	**Preparation for day 2 and evaluation of day 1**	• Parking lot of Course Redesign workshop TLS • What you need to prepare for Day 2 • Formative evaluation of day 1	• The TLS/TLA used to support participant learning on Day 1 • Clarity on what to expect from sessions on Day 2 and what preparation is necessary • Reactions to the learning experience on day 1
17.20	**END OF DAY**		
60 MINS	Facilitation team debrief meeting and preparation for the next day		

Preparation for Day 2

- Go through the workshop schedule for Day 2 for e.g., the facilitation notes and slides, the compulsory reading (including sending out a text/WhatsApp to remind participants), the required printing of handouts and any extra assigned readings, who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated.
- Facilitators of the Day 2 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions (the whole group sessions in particular) and anything new that they thought of the previous evening.
- It is recommended that facilitators watch the short video, which shows the use of probing questions to offer feedback to participants on their course learning outcomes. This has been produced for workshop facilitators to watch as part of their preparation for Day 2. The link can be found in the 'Table of videos and instructions' section in the **introductory facilitation guidelines**.

DAY 2: LEARNING OUTCOMES

Learning outcomes

By the end of Day 2, participants will be able to:

1. Articulate hard and soft skills learning outcomes that are consistent with the concepts in their course concept map.
2. Incorporate gender into at least one of the learning outcomes related to the concepts in their course concept map.
3. Develop high-order learning outcomes, for their course concepts, in line with the six dimensions of learning as outlined in the Taxonomy of Significant Learning (TSL) soft skills matrix.

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
8.30	**Summary of formative evaluation from day 1**	• Results from Day 1 formative evaluation	• Participants are confident that the workshop facilitators are responding to feedback and are making appropriate adjustments to the workshop schedule.
8.45	**Gender is... stereotypes and (conscious/ unconscious) bias**	• Gender audit of relevant industry • Individual reflection on audit results	• Gender stereotypes and bias have real world impacts • Facilitators of learning should make a conscious effort to examine their own stereotypes and unconscious bias in order to prevent these from disadvantaging one group of students over another
9.30	**Compulsory reading: Taxonomy of Significant Learning (TSL)**	• Review of reading and discussion through identifying key ideas	• Participants are motivated to draw on the six kinds (or dimensions) of learning in the TSL, when developing their course-level LO
10.40	**BREAK**		
11.00	**TSL (soft) skills matrix**	• An introduction to the TSL (soft) skills matrix • Crafting LO that incorporate soft skills	• Importance of LO which inculcate the soft skills outlined in the ideal university graduate profile, especially those associated with critical thinking and problem-solving.
11.30	**Moving from concept map to LO** ***[move to break-out groups]***	• Demonstration of moving from concept map to crafting LO	• Participants gain an initial understanding of crafting course LOs through a demonstration on the process of crafting LOs.
11.45	**Crafting SMART(TT) LO aligned to course concepts**	• Drafting LO for your course • Give and receive feedback from peers & facilitators	• SMART(TT) LO aligned to course concepts, need to cut across the six dimensions of learning and the accompanying soft skills outlined in the TSL skills matrix.
13.15	**LUNCH**		
14.15	**Presentation of revised concept maps and LO**	• Presentation of your concept map and LO	• Importance of hard and soft skills LO that are SMART(TT)

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
15.15	**Personal reflection**	• Reflection on what you have learnt so far • Completing your **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign**	• Uncovering assumptions about student learning (learning outcomes) • Challenging own beliefs and values about student learning • Importance of growing professionally as facilitators of learning (reflective practice)
15.30	**Integrating assessment into the course**	• Short presentation to introduce assessment • Reflection on quotes about assessment	• Assessment is important in students' learning as it defines, signals and prompts what students should learn and how they should learn.
16.00	**Formative and summative assessment**	• Summing up formative and summative assessment	• Assessment is not just about testing but learning. • Use and benefits of formative assessment
16.30	**Preparation for day 3 and evaluation of day 2**	• Parking lot of workshop TLS • What you need to prepare for Day 3 • Formative evaluation of day 2	• The TLS/TLA used to support participant learning on Day 2 • Clarity on what to expect from sessions on Day 3 and what preparation is necessary • Reactions to the learning experience on day 2
16.55	**END OF DAY**		
60 MINS	Facilitation team debrief meeting and preparation for the next day		

Preparation for Day 3

- Go through the workshop schedule for Day 3 for e.g., the facilitation notes and slides, the compulsory reading (including sending out a text/WhatsApp to remind participants), the required printing of assigned readings, who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated.
- Facilitators of the Day 3 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions (the whole group sessions in particular) and anything new that they thought of the previous evening.

DAY 3: ASSESSMENT

Learning outcomes

By the end of Day 3, participants will be able to:

1. Determine formative assessment methods or tasks for their course that promote the learning of male and female students.
2. Design a forward-looking assessment task that is gender-responsive and supports the learning of both female and male students.
3. Evaluate a rubric that can be used to promote peer and self-assessment.

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
8.30	**Summary of formative evaluation from day 2**	• Results from Day 2 formative evaluation	• Participants are confident that the workshop facilitators are noting their points for clarification and making appropriate adjustments to the schedule, in order to address them.
8.45	**Gender is… internalised bias**	• Feedback scenarios • Reflection on implications for the workplace	• Bias can be internalised and make people biased about their own gender • Facilitators of learning should aim to be gender responsive in their feedback to students
9.30	**Assessing for understanding**	• Identifying a common theme related to rules of assessment	• Use of assessment 'for' and 'as' learning • Providing effective feedback (by facilitator of learning, peers and self)
10.15	**BREAK**		
10.35	**An Introduction to Educative Assessment**	• Presentation on Educative Assessment • Converting a backward-looking to a forward-looking assessment task • Introduction to rubrics and how to use them for self- and peer-assessment	• Participants create a forward-looking assessment task • Participants appreciate how useful assessment tools such as rubrics are in enabling students to conduct peer- and self-assessment
11.20	**Moving from LO to assessment** ***[move to break-out groups]***	• Demonstration of moving from LO to the course assessment plan	• Importance of alignment of assessments to LO
11.35	**Development of course assessment plans**	• Developing your course assessment plan • Give and receive feedback from peers & facilitators	• How to align formative and summative assessment tasks to LO • An assessment plan that has both formative and summative assessments
13.00	**LUNCH**		
14.00	**Development of course assessment plans cont.**	• Finalise your course assessment plan	• See above
14.15	**Presentation of course assessment plans**	• Presentation of your course assessment plan	• Constructive feedback on course assessment plans

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
15.15	**Personal reflection**	• Reflection on what you have learnt so far • Completing your **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign**	• Uncovering assumptions about assessments • Challenging own beliefs and values about assessments • Importance of growing professionally as facilitators of learning (reflective practice)
15.30	**Moving from LO to TLS**	• Clustering TLS under three approaches to teaching • Pooling TLS you use in your courses • Short presentation on Constructive Alignment (CA)	• Theories of teaching/ approaches to teaching • Pooled list of teaching and learning strategies used by participants on their courses • The importance of aligning TLS to LOs
16.30	**Preparation for day 4 and evaluation of day 3**	• Parking lot of workshop TLS • What you need to prepare for Day 4 • Formative evaluation of day 3	• The TLS/TLA used to support participant learning on Day 3 • Clarity on what to expect from sessions on Day 4 and what preparation is necessary • Reactions to the learning experience on day 3
16.50	**END OF DAY**		
60 MINS	Facilitation team debrief meeting and preparation for the next day		

Preparation for Day 4

- Go through the workshop schedule for Day 4 for e.g., the facilitation notes and slides, the compulsory reading (including sending out a text/WhatsApp to remind participants), who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated.
- Remind the co-facilitator who was writing up the Final list of teaching & learning strategies that they should add any new strategies to this list from the rolling 'Parking lot of workshop T&L strategies/activities' flip chart (compiled Days 1-3). Make sure that this is finished before the first session on Day 4 and that it is posted on the wall or board in the main room in the morning.
- Facilitators of the Day 4 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions (the whole group sessions in particular) and anything new that they thought of the previous evening.

DAY 4: TEACHING AND LEARNING STRATEGIES

Learning outcomes

By the end of Day 4, participants will be able to:

1. Select teaching and learning strategies that enable both female and male students to achieve course learning outcomes, take control of their learning (i.e., through a metacognitive approach) and form the habit of critical reflective thinking.
2. Organise teaching and learning spaces and interactions that enable both female and male students to participate and benefit equally from the learning.
3. Draft a university course outline, drawing on the evidence they have gathered through their participation in the Programme Alignment, Transformative Learning and Course Redesign workshops.

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
8.30	**Summary of formative evaluation from day 3**	• Results from Day 3 formative evaluation	• Participants can vary what they evaluate by focusing on both cognitive and affective domains. • Formative evaluations can be designed in such a way that the results can be disaggregated by gender so that facilitators of learning can identify whether there are any differences between male and female participant responses and follow-up on why this might be.
8.45	**Gender is... interaction and space**	• Reviewing photos of learning spaces though a gender lens • Reflection on how male and female students can benefit equally from learning	• Gender responsive teaching and learning spaces enable both female and male students to participate and benefit equally from the learning • Facilitators of learning have a responsibility to ensure that both female and male students are able to participate in and benefit equally from their course
9.30	**Compulsory reading: Unpacking thinking**	• Review of reading guided by questions • Connecting ideas between the workshop readings	• Making students' thinking visible by encouraging them to think about thinking, through the use of the Understanding Map
10.30	**BREAK**		
10.50	**Selecting TLS to learn and practise soft skills**	• Determining TLS that develop the skills, dispositions and capabilities outlined in TSL (soft) skills matrix	• Alignment of TLS to the headline skills stipulated in the TSL (soft) skills matrix
11.25	**Moving from course LO to TLS** ***[move to break-out groups]***	• Demonstration of moving from course LO to TLS	• Alignment of TLS to LO • Examples of TLS

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
11.40	**Selecting TLS aligned to LO**	• Selecting TLS that meet your course LO • Give and receive feedback from peers & facilitators • Starting to transfer key information from your Evidence Document for Programme Alignment, Transformative Learning & Course Redesign to your university course outline template.	• TLS that support course LO and include a range of different kinds of learning and their associated skills, capabilities and dispositions
13.00	LUNCH		
14.00	**The 4Ps: Participants, Purpose, Pay-off and Process (plus gender responsiveness and level of transformation)**	• Presentations of the 4Ps plus how your course is gender responsive and transformative.	• Promoting courses to beneficiaries in a succinct and convincing way
14.30	**Personal reflection**	• Reflection on what you have learnt so far • Completing your **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign**	• Uncovering assumptions about teaching and learning strategies • Challenging own beliefs and values on teaching and learning strategies • Importance of growing professionally as facilitators of learning (reflective practice)
14.40	**Introducing the Conversational Framework and six types of learning**	• Video on The Conversational Framework • Posting teaching and learning strategies and activities under the six types of learning	• A framework that participants can use in designing students' learning at the class or session level • The importance of structuring students' learning using a balance of the six types of learning as stipulated in the framework
15.40	**Transformative Learning Cycle refresher**	• Discussion on the Transformative Learning Cycle & Kolb's Reflective Learning Cycle • Redesign of a single learning session following the Transformative Learning Cycle	• A redesigned 2–3-hour learning session based on the Transformative Learning cycle

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
16.25	**Preparation for day 5 and evaluation of day 4**	• What you need to prepare for Day 5 • Formative evaluation of day 4	• Clarity on what to expect from sessions on Day 5 and what preparation is necessary • Reflections on the learning experience so far with the help of the course redesign concept map
16.45	**END OF DAY**		
60 MINS	Facilitation team debrief meeting and preparation for the next day		

Preparation for Day 5

- Go through the workshop schedule for Day 5 for e.g., the facilitation notes and slides, the required printing, who should be the lead facilitator and co-facilitators for what sessions and how the sessions will be facilitated.
- One of the facilitators should check-in and confirm the attendance of individuals such as the DVC of Academic Affairs, the respective Deans/HODs of participants and student leaders if they have been invited to attend the course redesign showcase pitch session in the afternoon.
- If certificates are to be awarded, ensure they are printed and signed before lunchtime tomorrow, so they can be handed out in the final session.
- As good practice dictates, it is strongly recommended that both participants and workshop facilitators complete a workshop evaluation so that the findings can inform and improve the delivery of future CR workshops. A suggested template has been included in **Appendix J** of the FRP but remember this is just a template. It **needs to be tailored** to the context and meet the information needs of the facilitation team and other relevant stakeholders. The evaluation can be conducted using a hardcopy form or an online survey in the final session.
- Facilitators of the Day 5 workshop sessions should prepare in the evening. At the facilitation team meeting the following morning at 8.00 a.m., they should share how they are going to facilitate the sessions (the whole group sessions in particular) and anything new that they thought of the previous evening.

DAY 5: FROM COURSE TO LEARNING EXPERIENCE DESIGN

Learning outcomes

By the end of Day 5, participants will be able to:

1. Evaluate learning designs based on the six types of learning in the Conversational Framework.
2. Capture and share what they have developed so far in their redesigned course using the online Learning Designer tool.
3. Pitch their redesigned course to students and stakeholders in a succinct, convincing and engaging way.
4. Articulate how they will be making the planning and facilitation of their redesigned course more gender responsive going forward.

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
8.30	**Summary of formative evaluation from day 4**	• Results from Day 4 formative evaluation	• Participants will need to proactively manage their future learning and take responsibility for researching answers to their questions and/or areas of interest, once outside the workshop.
8.40	**Gender is... power (empowerment): final reflections**	• Discussion around knowledge and power flows • Reflection on takeaways from the gender sessions	• Gender (in)equalities plays into power and knowledge • Reflections on how takeaways from gender sessions are going to inform participants' teaching and learning practice going forwards
9.25	**Introduction to Learning Designer**	• Introductory video on the Learning Designer tool • Videos of lecturers sharing their experiences of using the tool.	• Participants have a basic understanding of what the online Learning Designer tool is and what are some of the benefits and challenges of using it.
10.00	**BREAK**		
10.20	**Evaluating learning designs**	• Evaluating one or two example learning designs on Learning Designer	• Participants have a good understanding of what a learning design looks like using the Learning Designer tool and the type and range of detail that is necessary to capture.
11.20	**Learning Designer Taster**	• Screencast demonstration of using Learning Designer • Trying out Learning Designer, including initial set-up and inputting of information from the **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign**	• Participants can create in Learning Designer an account and a new design; input information related to their redesigned course and can save and share their learning design.
12.20	**Personal reflection**	• Reflection on what you have learnt so far • Completing your **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign** • Preparation for course redesign showcase pitch	• Uncovering assumptions about the planning and design of learning experiences • Challenging own beliefs and values on the design of learning experiences • Importance of growing professionally as facilitators of learning (reflective practice)

TIME	SESSION TITLE	KEY ACTIVITIES	KEY LEARNING POINT(S) OR OUTPUT(S)
12.40	**LUNCH**		
13.30	**Course redesign showcase three - minute pitch**	• Preparing and pitching their redesigned course as if to a new class of students	• Promoting courses to students and stakeholders in a succinct, convincing and engaging way
15.00	**The way forward**	• Overview of the online course called 'Learning Design - planning effective learning experiences' • Optional awarding of certificates • Workshop evaluation	• Participants have a solid understanding of what the online course 'Learning Design – planning effective learning experiences' covers and are motivated to continue their redesign learning journey.
15.45	**END OF DAY**		
40 MINS	Facilitation team debrief meeting and next steps		

APPENDIX B: EXAMPLE PARTICIPANT SCHEDULE FOR A FIVE-DAY COURSE REDESIGN WORKSHOP

Date(s) and Location:

To be completed by workshop facilitators

Overall workshop learning outcomes

By the end of the workshop, you will be able to:

1. Conceptualise your course content through the means of a graphic organiser to visualise meaningful relationships among concepts.
2. Develop high quality hard and soft skills learning outcomes (LO) that are consistent with the concepts in your course concept map.
3. Produce an assessment plan at the course level that is aligned to your course LO.
4. Select high quality teaching & learning strategies (TLS) that are aligned to your course LO.
5. Integrate a gender dimension into the design, planning and facilitation of your course(s).

Note to workshop facilitators: you might want to insert additional information and a suitable image here.

DAY 1: CONCEPT MAPPING

Learning outcomes

By the end of the day, you will be able to:

1. Conceptualise your course content using a graphic organiser to visualise meaningful relationships among concepts.
2. Draft at least one SMART(TT) learning outcome for one of your course concepts.
3. Identify how gender might manifest itself in your course content.

Key output of Day 1

- Course concept map

TIME	SESSION TITLE	KEY ACTIVITIES
8.30	**Welcome and Introductions**	• Introductions, ways of working and housekeeping • Overview of the workshop and learning outcomes • Results of needs assessment
9.10	**Whistle stop review of transformative learning**	• Capturing key points from Transformative Learning workshop • Links between Transformative Learning and Course Redesign
9.40	**Gender is…equality/equity**	• Reflection on your own education through a gender lens • Gender audits of male/female ratios in programmes
10.25	**Compulsory reading: How people learn**	• Review and discussion of reading guided by questions
10.55	**BREAK**	
11.10	**An introduction to the Course Redesign workshop and concept mapping** ***[move to break-out groups]***	• Presentation on structure of Course Redesign workshop • Bullet-pointing content of course you plan to redesign • Demonstration of concept mapping
12.10	**Development of participant concept maps**	• One-minute explanation of your course • Developing a concept map for your course
13.30	**LUNCH**	
14.30	**Presentation of participant concept maps**	• Presentation of your concept map • Give and receive feedback from peers and facilitators
15.45	**Personal reflection**	• Reflection on what you have learnt so far • Completing your **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign**

TIME	SESSION TITLE	KEY ACTIVITIES
16.00	**Introduction to Learning Outcomes**	• Presentation on the different levels of Learning Outcome • Developing a draft Learning Outcome for one of your course concepts
17.00	**Preparation for day 2 and evaluation of day 1**	• Parking lot of Course Redesign workshop teaching and learning strategies • What you need to prepare for Day 2 • Formative evaluation of day 1
17.20	**END OF DAY**	

Preparation for Day 2

1. Look at the Day 2 Learning Outcomes section in your participant handbook for details on what to prepare for tomorrow.
2. Continue to refine your concept map and start to develop your learning outcomes. There will be time to work further on them tomorrow morning. Note that the learning outcomes should be aligned with your concept map – you should be able to explain how the learning outcomes shape and are shaped by your concept map.
3. Make sure you have read the compulsory reading, ‘Creating significant learning experiences – Chapter 2 - A Taxonomy of Significant Learning’ and be ready to discuss your thoughts about it tomorrow morning. This is a **key text** so it’s important that you read it, no summary will be provided during the session.
4. Read the recommended reading ‘Think you’re all for gender equality? Your unconscious may have other ideas’ in the ‘Days 1-5: Gender-Responsive Pedagogy’ section of your Participant Handbook for tomorrow’s gender session which will be looking at bias.
5. Make sure you have your Programme Alignment and Transformative Learning Participant Handbooks with you throughout all five days of the Course Redesign workshop.

DAY 2: LEARNING OUTCOMES

Learning outcomes

By the end of Day 2, you will be able to:

1. Articulate hard and soft skills learning outcomes that are consistent with the concepts in your course concept map.
2. Incorporate gender into at least one of the learning outcomes related to the concepts in your course concept map.
3. Develop high-order learning outcomes, for your course concepts, in line with the six dimensions of learning as outlined in the Taxonomy of Significant Learning (TSL) soft skills matrix.

Key output of Day 2

- Course learning outcomes

TIME	SESSION TITLE	KEY ACTIVITIES
8.30	**Summary of formative evaluation from day 1**	• Results from Day 1 formative evaluation
8.45	**Gender is... stereotypes and (conscious/ unconscious) bias**	• Gender audit of relevant industry • Individual reflection on audit results
9.30	**Compulsory reading: Taxonomy of Significant Learning (TSL)**	• Review of reading and discussion through identifying key ideas
10.40	**BREAK**	
11.00	**TSL (soft) skills matrix**	• An introduction to the TSL (soft) skills matrix • Crafting learning outcomes that incorporate soft skills
11.30	**Moving from concept map to learning outcomes** ***[move to break-out groups]***	• Demonstration of moving from concept map to crafting learning outcomes
11.45	**Crafting SMART(TT) LO aligned to course concepts**	• Drafting learning outcomes for your course • Give and receive feedback from peers & facilitators
13.15	**LUNCH**	
14.15	**Presentation of revised concept maps and LO**	• Presentation of your concept map and learning outcomes
15.15	**Personal reflection**	• Reflection on what you have learnt so far • Completing your **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign**

TIME	SESSION TITLE	KEY ACTIVITIES
15.30	**Integrating assessment into the course**	• Short presentation to introduce assessment • Reflection on quotes about assessment
16.00	**Formative and summative assessment**	• Summing up formative and summative assessment
16.30	**Preparation for day 3 and evaluation of day 2**	• Parking lot of workshop teaching and learning strategies • What you need to prepare for Day 3 • Formative evaluation of day 2
16.55	**END OF DAY**	

Preparation for Day 3

1. Revise and finish your learning outcomes based on the feedback you received in the earlier sessions.
2. Begin to think about how you will move from learning outcomes to assessment.
3. Make sure you have read the compulsory reading, 'Fourteen rules for better assessment in higher education – Chapter 10 - Assessing for understanding from the book 'Learning to teach in higher education' (2nd edition) by Paul Ramsden and be ready to discuss your thoughts about it tomorrow. Bring a hard or soft copy of the reading with you on Day 3.
4. Bring examples of assessment tasks you have used in your courses (ideally in the course you are redesigning) to work with during the sessions the next day.

DAY 3: ASSESSMENT

Learning outcomes

By the end of Day 3, you will be able to:

1. Determine formative assessment methods or tasks for your course that promote the learning of male and female students.
2. Design a forward-looking assessment task that is gender-responsive and supports the learning of both female and male students.
3. Evaluate a rubric that can be used to promote peer and self-assessment.

Key output of Day 3

- Course assessment plan and a forward-looking assessment task at the course level

TIME	SESSION TITLE	KEY ACTIVITIES
8.30	**Summary of formative evaluation from day 2**	• Results from Day 2 formative evaluation
8.45	**Gender is... internalised bias**	• Feedback scenarios • Reflection on implications for the workplace
9.30	**Assessing for understanding**	• Identifying a common theme related to rules of assessment
10.15	**BREAK**	
10.35	**An Introduction to Educative Assessment**	• Presentation on Educative Assessment • Converting a backward-looking to a forward-looking assessment task • Introduction to rubrics and how to use them for self- and peer-assessment
11.20	**Moving from LO to assessment** ***[move to break-out groups]***	• Demonstration of moving from learning outcomes to the course assessment plan
11.35	**Development of course assessment plans**	• Developing your course assessment plan • Give and receive feedback from peers & facilitators
13.00	**LUNCH**	
14.00	**Development of course assessment plans cont.**	• Finalise your course assessment plan
14.15	**Presentation of course assessment plans**	• Presentation of your course assessment plan

TIME	SESSION TITLE	KEY ACTIVITIES
15.15	**Personal reflection**	• Reflection on what you have learnt so far • Completing your **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign**
15.30	**Moving from LO to TLS**	• Clustering teaching and learning strategies under three approaches to teaching • Pooling teaching and learning strategies you use in your courses • Short presentation on Constructive Alignment (CA)
16.30	**Preparation for day 4 and evaluation of day 3**	• Parking lot of workshop teaching and learning strategies • What you need to prepare for Day 4 • Formative evaluation of day 3
16.50	**END OF DAY**	

Preparation for Day 4

1. Revise your concept map, learning outcomes and assessment plan, as needed.
2. Think about teaching and learning strategies that directly support the learning described in your learning outcomes and which enable student success in assessment.
3. Make sure you have read 'Making Thinking Visible: How to promote engagement, understanding, and independence for all learners – Chapter 1 – Unpacking Thinking' and be ready to discuss your thoughts about it in the session tomorrow. Concentrate on pages 10-15.
4. Tomorrow there will be an activity drawing on all four of the compulsory readings. You will need to bring your completed 'Notes on reading form' for each of the readings and soft or hard copies of the Day 2 and Day 3 readings.
5. Watch the five-minute video where Diana Laurillard explains the Conversational Framework and the six types of learning so that you familiarise yourselves with the concepts and framework, and are ready to apply them in the sessions on Day 4. The link is in the 'The Conversational Framework and six learning types' section of Day 4 in the Participant Handbook.

DAY 4: TEACHING AND LEARNING STRATEGIES

Learning outcomes

By the end of Day 4, you will be able to:

1. Select teaching and learning strategies that enable both female and male students to achieve course learning outcomes, take control of their learning (i.e., through a metacognitive approach) and form the habit of critical reflective thinking.
2. Organise teaching and learning spaces and interactions that enable both female and male students to participate and benefit equally from the learning.
3. Draft a university course outline, drawing on the evidence you have gathered through your participation in the Programme Alignment, Transformative Learning and Course Redesign workshops.

Key output of Day 4

- A list of teaching and learning strategies that are aligned to each course learning outcome.

TIME	SESSION TITLE	KEY ACTIVITIES
8.30	**Summary of formative evaluation from day 3**	• Results from Day 3 formative evaluation
8.45	**Gender is...interaction and space**	• Reviewing photos of learning spaces though a gender lens • Reflection on how male and female students can benefit equally from learning
9.30	**Compulsory reading: Unpacking thinking**	• Review of reading guided by questions • Connecting ideas between the workshop readings
10.30	**BREAK**	
10.50	**Selecting teaching and learning strategies to learn and practise soft skills**	• Determining teaching and learning strategies that develop the skills, dispositions and capabilities outlined in TSL (soft) skills matrix
11.25	**Moving from course learning outcomes to teaching and learning strategies** ***[move to break-out groups]***	• Demonstration of moving from course learning outcomes to teaching and learning strategies
11.40	**Selecting teaching and learning strategies aligned to learning outcomes**	• Selecting teaching and learning strategies that meet your course learning outcomes • Give and receive feedback from peers & facilitators • Starting to transfer key information from your Evidence Document for Programme Alignment, Transformative Learning & Course Redesign to your university course outline template.
13.00	**LUNCH**	

TIME	SESSION TITLE	KEY ACTIVITIES
14.00	**The 4Ps: Participants, Purpose, Pay-off and Process (plus gender responsiveness and level of transformation)**	• Presentations of the 4Ps plus how your course is gender responsive and transformative.
14.30	**Personal reflection**	• Reflection on what you have learnt so far • Completing your **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign**
14.40	**Introducing the Conversational Framework and six types of learning**	• Video on The Conversational Framework • Posting teaching and learning strategies and activities under the six types of learning
15.40	**Transformative Learning Cycle refresher**	• Discussion on the Transformative Learning Cycle & Kolb's Reflective Learning Cycle • Redesign of a single learning session following the Transformative Learning Cycle
16.25	**Preparation for day 5 and evaluation of day 4**	• What you need to prepare for Day 5 • Formative evaluation of day 4
16.45		**END OF DAY**

Preparation for Day 5

1. Continue to work on your university course outlines.
2. You will need to use your laptops tomorrow morning (or at least be able to share one between two participants) to evaluate learning designs online. You might also find some headphones useful to watch videos on your laptops (if the bandwidth is strong enough).
3. Watch the videos 'Introduction to Learning Designer' and 'the Learning Designer Guide' in advance of the morning sessions, both links are under the section 'Designing effective learning experiences' in Day 5 of the Participant Handbook.
4. Prepare and be ready to give your three-minute course design showcase pitch tomorrow afternoon.

DAY 5: FROM COURSE TO LEARNING EXPERIENCE DESIGN

Learning outcomes

By the end of Day 5, you will be able to:

1. Evaluate learning designs based on the six types of learning in the Conversational Framework.
2. Capture and share what you have developed so far in your redesigned course using the online Learning Designer tool.
3. Pitch your redesigned course to students and stakeholders in a succinct, convincing and engaging way.
4. Articulate how you will be making the planning and facilitation of your redesigned course more gender responsive going forward.

Key output of Day 5

- A draft learning design to work on further.
- Key materials to make a successful course redesign showcase pitch.

TIME	SESSION TITLE	KEY ACTIVITIES
8.30	**Summary of formative evaluation from day 4**	• Results from Day 4 formative evaluation
8.40	**Gender is... power (empowerment): final reflections**	• Discussion around knowledge and power flows • Reflection on takeaways from the gender sessions
9.25	**Introduction to Learning Designer**	• Introductory video on the Learning Designer tool • Videos of lecturers sharing their experiences of using the tool.
10.00	**BREAK**	
10.20	**Evaluating learning designs**	• Evaluating one or two example learning designs on Learning Designer
11.20	**Learning Designer Taster**	• Screencast demonstration of using Learning Designer • Trying out Learning Designer, including initial set-up and inputting of information from the **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign**
12.20	**Personal reflection**	• Reflection on what you have learnt so far • Completing your **Evidence Document for Programme Alignment, Transformative Learning & Course Redesign** • Preparation for course redesign showcase pitch
12.40	**LUNCH**	

TIME	SESSION TITLE	KEY ACTIVITIES
13.30	**Course redesign showcase three - minute pitch**	• Preparing and pitching their redesigned course as if to a new class of students
15.00	**The way forward**	• Overview of the online course called 'Learning Design - planning effective learning experiences' • Optional awarding of certificates • Workshop evaluation
15.45	**END OF DAY**	

APPENDIX C: NEEDS ASSESSMENT QUESTIONNAIRE FOR ACADEMIC TEACHING STAFF

Please email us your completed questionnaire and the course outline for the course you plan to redesign, **at least one week** in advance of the workshop to: [**workshop facilitator to insert return email address**]

The purpose of this needs assessment questionnaire is:

- Firstly, to provide the workshop facilitators with information on the participants, to assist them in the planning and facilitation of the workshop and in the grouping of participants during the sessions. The groups in the breakout sessions need to be made up of academic teaching staff who: have differing years of teaching experience, are from different disciplines and are a mix of both male and female participants.
- Secondly, to enable participants to reflect on the course they are planning to redesign, in advance of the course redesign for significant learning and transformation workshop.

A. DEMOGRAPHIC INFORMATION

NAME:	
GENDER (M/F):	
EMAIL ADDRESS:	
DESIGNATION/ JOB TITLE:	
FACULTY:	
DEPARTMENT:	
COURSES AND PROGRAMMES THAT YOU HAVE TAUGHT ON:	

B. GENERAL INFORMATION

1. What is the average class size of the courses that you have taught on?
    a) 100+ students
    b) 50-100 students
    c) 20-50 students
    d) less than 20 students

2. How many years of university teaching experience do you have? ________________________

C. COURSE YOU PLAN TO REDESIGN

3. Please provide a paragraph describing the course you have chosen to focus on during the course redesign workshop. Remember to include the name and duration of the course.

4. Have you taught this course before? Yes / No

If yes, how many times? ____________________

5. Approximately how many students are expected to enrol on this course? ___________________

6. Briefly describe your students' profile (part-time/full-time, employed/unemployed, technical knowledge, socio-economic background, etc.)

7. Please describe the teaching and learning setting (e.g., large class, seminar, clinical teaching etc.)

8. In order of importance, list what you have expected or will expect students to learn from this course.

9. What soft skills do you expect students to acquire and develop in this course?

10. What are some of the gender aspects that may constrain or enable the learning of your students?

11. What teaching and learning strategies have you used, or would you like to use in the course?

12. How have you assessed or how are you thinking of assessing student learning in this course?

13. On a scale of 1-10, where 1 is low and 10 is high, how would you rate the following in the context of the course you are redesigning? Insert a X in the relevant box below.

Please don't insert more than 1 answer (i.e., X) per row.

	10	9	8	7	6	5	4	3	2	1
Your knowledge of the subject matter in this course?										
Your knowledge of teaching/ facilitating learning in this course?										
Your knowledge of how students learn in this course/ discipline?										

14. Describe any concerns you have related to teaching/ facilitating learning (e.g., speaking in front of a large group, deciding what to include in your course, how to get students to think etc.).

15. What do you (as a facilitator of learning) expect to get out of this workshop?

Thank you. Your responses will help us in the planning stages of the Course Redesign for Significant Learning and Transformation workshop.

APPENDIX D: NOTES ON READING FORM

The purpose of this form is to capture your key reflections, as you read through each of the assigned readings. The contents of this form will support your overall learning during the five days of the course redesign for significant learning and transformation workshop and you will be expected to apply what you have learnt to the session activities you participate in. This will also make a useful addition to your teaching portfolio (if you maintain one) and you might want to share its contents with your colleagues.

Complete this form (one form per compulsory reading) **in soft copy and in advance** of the workshop day where the reading will be examined in more depth.

Author and title: **Key ideas:**   **Questions I have about the reading:**   **Ways the key ideas relate to the redesign of my course:**   Continue overleaf

APPENDIX E: GLOSSARY OF TERMS FOR THE COURSE REDESIGN FOR SIGNIFICANT LEARNING AND TRANSFORMATION WORKSHOP

TERM	DEFINITION
Active learning	Active learning concerns itself with 'creating an environment where students can take charge of their learning, see relevance in it and engage in it, instead of having information just delivered to them' (Walsh & Inala, 2010) "Active learning" is an umbrella term for learning and teaching methods that put the student in charge of their own learning through meaningful activities. They think about and apply what they are learning, in a deliberate contrast to passive learning. Active learning — University of Leicester
Affective domain	The affective domain is one of the three domains in Bloom's Taxonomy. This domain involves our feelings, emotions and attitudes. It is about the manner in which we deal with things emotionally such as feelings, values, appreciation, enthusiasm, motivations and attitudes. The domain as categorised in Krathwohl-Bloom's Taxonomy includes five sub-domains: receiving, responding, valuing, organisation and characterisation by value.
Analytic rubrics	Analytic rubrics separate different assessment criteria and address them comprehensively. In a horizontal assessment rubric, the top axis includes values that can be expressed either numerically or by letter grade, or a scale from exceptional to poor (or professional to amateur, and so on). The side axis includes the assessment criteria for each component. Analytic rubrics can also permit different weightings for different components. Rubrics: Useful Assessment Tools | Centre for Teaching Excellence | University of Waterloo (uwaterloo.ca)
Asynchronous learning	Asynchronous learning is a student-centred teaching method widely used in online learning. Its basic premise is that learning can occur in different times and spaces particular to each learner, as opposed to synchronous learning at the same time and place with groups of learners and their instructor [in our case their facilitator of learning], or one learner and their instructor. In asynchronous learning, instructors usually set up a learning path, which students engage with at their own pace. Asynchronous vs. Synchronous Learning: A Quick Overview | Bryn Mawr College
Authentic assessment	Authentic assessment evaluates whether the student can successfully transfer the knowledge and skills gained in the classroom to various contexts, scenarios and situations. In many ways, it can be considered the difference between measuring what students know vs. how they can apply that knowledge. These types of assessments will vary by discipline but typically require students to complete a project. For example, you may ask students to apply an engineering problem to a real world example, develop a web application, design a model, critically review case studies, or create multimedia presentations. Authentic Assessment | Institute for Teaching Excellence (njit.edu)

TERM	DEFINITION
Backward-looking assessment	Backward-looking assessment is when the facilitators of learning look back at what they have taught in a unit and assess students on how much content they have learnt (Fink, 2013).
The Big Dream for the students taking the course	This is a coherent expression (in form of a statement) of what the student taking the course 1) must know, 2) so that they are able to do, and finally, 3) so that they can become that intended expert or professional on completing the course. This statement should show clear alignment with one or more of the programme learning outcomes.
Blended learning	Dziuban et al., 2004, referred to blended learning as “a pedagogical approach that combines the effectiveness and socialization opportunities of the classroom with the technologically enhanced active learning possibilities of the online environment…” Dziuban, C., Hartman, J., & Patsy, M. (2004). Blended learning, Educause Centre for Applied Research. *Research Bulletin 2004*, (7), 1–12.
Bloom’s Taxonomy	Bloom’s Taxonomy is a hierarchical ordering of cognitive skills that can, among countless other uses, help academic teaching staff teach and students learn. For example it can be used to create assessments, plan learning sessions, evaluate assignments, design online courses and much more.
Cognitive domain	This is the mental skills domain, it is where you process information, create knowledge and think. It tends to be the domain that people most link to learning. Bloom’s Taxonomy classifies thinking according to six cognitive levels of complexity: knowledge, comprehension, application, analysis, synthesis and evaluation.
Concept	A concept is a mental construct that is timeless (can be taken from any period of time), universal (can be taken from any culture) and transferable (can relate to many other disciplines and aspects of life). Concepts can be used to categorise the content of a course – the understanding of the concept becomes deeper the more examples are studied.
Constructive alignment	Constructive alignment is an outcomes-based approach to teaching in which the learning outcomes that students are intended to achieve are defined before teaching takes place. Teaching and assessment methods are then designed to best achieve those outcomes and to assess the standard at which they have been achieved (Biggs, 2014).
Content-centred approach	The content-centred approach (which focuses solely on cognitive learning) is where facilitators of learning are challenged by the question of how much of the traditional and additional topics they can cover in the time available (Fink, 2013).
Course concept map	A course concept map is a coherent visual representation of the major concepts in a course and the significant relationships between them.

TERM	DEFINITION
Critical thinking	While there is widespread consensus on its importance, the definition of critical thinking is highly debated, two definitions have been included here for you to consider: The ability to "process and utilise new information … reason objectively and draw objective conclusions from various types of data; evaluate new ideas and techniques efficiently; become more objective about beliefs, attitudes, and values; evaluate arguments and claims critically; and make reasonable decisions in the face of imperfect information" (Pascarella & Terenzini, 2005, p. 155). Pascarella, E. T., & Terenzini, P. T. (2005). How college affects students. (2nd ed.). San Francisco, CA: Jossey-Bass. "…considering an issue from multiple perspectives, critically examining evidence (and attending to information that may run counter to or disconfirm initial ideas), valuing claims that are backed by appropriate and adequate evidence, reasoning objectively and dispassionately, and arriving at informed judgments and decisions" (Chun, 2010, p. 23). Chun, M. (2010). Taking teaching to (performance) task: Linking pedagogical and assessment practices. Change: The Magazine of Higher Learning 42 (2), 22–29.
Critical reflective questioning	Critical reflective questioning is a form of questioning concerned with the fostering of reflection rather than the eliciting of information. The questioning process helps us to identify and assess our deeply held assumptions, about our knowledge, the way we perceive events and issues, our beliefs, feelings, and actions.
Diagnostic assessment	Diagnostic assessment is a type of assessment that examines students' strengths, weaknesses, knowledge and skills before a learning programme or a smaller unit of study begins. It is sometimes referred to as "pre-assessment" and can help academic teaching staff in the design and planning of meaningful and efficient teaching and learning experiences in their course (Biggs and Tang, 2007).
Educative assessment	Educative assessment is an assessment that itself educates. It is a concept which suggests that facilitators of learning should design assessment activities that go beyond simply telling them whether students "got it" or not but rather design assessment activities that actually help students learn more (Fink, 2013).
Empowerment	Empowerment is a process that enables a person to gain control of their lives. It involves awareness-raising, building self-confidence, expansion of choices, increased access to and control over resources and actions to transform the structures and institutions which reinforce and perpetuate (gender) discrimination and inequality. No one can empower another: only the individual can empower herself or himself to make choices or to speak out. However, institutions can support processes that can nurture self-empowerment of individuals or groups. https://trainingcentre.unwomen.org/mod/glossary/view.php?id=36&mode=letter&hook=E&sortkey=&sortorder=asc

TERM	DEFINITION
Facilitator of learning	A facilitator of learning is an individual who does not operate under the traditional concept of teaching i.e. adopts approaches that are teacher-directed and where students are taught in a manner that is conducive to sitting and listening. In contrast, a facilitator of learning guides and assists students in learning for themselves, for example picking apart ideas, forming their own thoughts about them, and generating new knowledge through critical reflection and dialogue. You will notice that in this workshop, the term "facilitator of learning" is being used over terms such as "instructor", "teacher" and "lecturer". The reason for this is that it is more compatible with the learning philosophy and pedagogy being promoted through this workshop.
The faculty promise to the students on the programmes	This is a coherent expression (in the form of a statement) of who the student will become after completing the programme, based on the Faculty Vision and Mission and aligned to the University Promise.
Feminism	Is a movement for social, cultural, political and economic equality of women and men. Feminism is not just about women or a pro-women agenda, but it is about a pro-women agenda that seeks to transform power relations in a way that lifts up all people. www.icrw.org/wp-content/uploads/2016/12/ICRW_FemUNRecommendations_WebReady_v5.pdf; and https://en.wikipedia.org/wiki/History_of_feminism
Formative assessment	Formative assessment is used to monitor how students progress towards achieving learning outcomes during the course. It is also known as "assessment for (or as) learning" and provides ongoing feedback that can be used by facilitators of learning to improve their teaching and by students to improve their learning. Formative assessments are generally low stakes, which means that they have low or no point value. Examples of formative assessments include asking students to draw a concept map to represent their understanding of a topic or submitting one or two sentences identifying the main point of a lecture. Formative vs Summative Assessment - Eberly Center - Carnegie Mellon University (cmu.edu)
Forward-looking assessment	Forward-looking assessment is when the facilitator of learning looks forward beyond the end of the course by creating realistic life or work situations (including any relevant gender aspects) and asks students to use what they have learned and/or are learning to address questions or make decisions related to those situations (Fink, 2013).
Gender	Refers to the roles, activities, attitudes, feelings, and behaviours that a given culture associates with a person's biological sex; in other words, that a given society considers appropriate for men and women. Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., & Friis Laustsen, C. (2018). Gender mainstreaming in higher education toolkit. INASP. www.inasp.info/gendertoolkit

TERM	DEFINITION
Gender bias	Refers to the unfair difference in treatment of women, girls, men and boys because of their sex. Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., & Friis Laustsen, C. (2018). Gender mainstreaming in higher education toolkit. INASP. www.inasp.info/gendertoolkit.
Gender equality	Equality between men and women does not mean that women and men have to become the same, but that their rights, responsibilities and opportunities will not depend on whether they were born male or female. Pavlic, B., Ruprecht, L., & Sam-Vargas, S. (2000). Gender equality and equity: A summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145
Gender equity	Fairness of treatment for men and women according to their respective needs. This may include equal treatment or treatment that is different, but which is considered equivalent in terms of rights, benefits, obligations, and opportunities. Pavlic, B., Ruprecht, L., & Sam-Vargas, S. (2000). Gender equality and equity: A summary review of UNESCO's accomplishments since the Fourth World Conference on Women, Beijing 1995. UNESCO. https://unesdoc.unesco.org/ark:/48223/pf0000121145
Gender mainstreaming	Is the process of assessing implications for women and men of any planned action, including legislation, policies or programmes, in all areas and at all levels. It is a strategy for making women's as well as men's concerns and experiences an integral part of the design, implementation, monitoring and evaluation of all legislation, policies and programmes so that women and men benefit equally and inequality is not perpetuated. https://unesdoc.unesco.org/ark:/48223/pf0000121145
Gender responsive	A gender-responsive policy or programme considers gender norms, roles and inequality with measures taken to actively reduce their harmful effects. www.who.int/gender-equity-rights/knowledge/glossary/en

TERM	DEFINITION
Gender-responsive pedagogy	Refers to teaching and learning processes that pay attention to the specific learning needs of female students and male students. Adapted from Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., & Washika, R. (2005). *Gender responsive pedagogy (GRP): A teacher's handbook*. Forum for African Women Educationalists (FAWE). https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teac. The following definition of gender-responsive pedagogy was developed by the TESCEA project, which builds on the FAWE definition: • The learning needs of male and female learners are addressed in teaching and learning processes (inside and outside of the classroom). • Teaching staff are gender-aware and gender-responsive in their planning and facilitation of courses, and are continuously reflecting and adapting.
Habit of mind	A habit of mind means having a disposition towards behaving intelligently when confronted with questions and problems, the answers to which are not immediately known. Thus, as facilitators of learning we are interested in focusing on student performance under those challenging conditions that demand strategic reasoning, insightfulness, perseverance, creativity, and craftsmanship to resolve a complex problem or question. What Are Habits of Mind? – The Institute for Habits of Mind (habitsofmindinstitute.org)
Hard skills	Hard skills are technical or subject-specific skills which require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience, for example, engineering design, credit risk assessment or software programming. Gosling. D., "Supporting student learning" in Fry, H., Ketteridge, S. & Marshall, S. (2008). A handbook for teaching and learning in higher education: enhancing academic practice.–3rd ed. Routledge
Higher-order thinking skills	They refer to skills that go beyond merely replicating information and emphasise the development of thinking skills in the top three levels of Bloom's Taxonomy. Higher-order thinking skills are thought to be harder to teach and learn than mere facts, but are ultimately more important for developing the critical and creative thinking and problem-solving skills of students.
Holistic rubrics	Holistic rubrics group several different assessment criteria and classify them together under grade headings or achievement levels. Rubrics: Useful Assessment Tools | Centre for Teaching Excellence | University of Waterloo (uwaterloo.ca)
Ideal university graduate profile	The desired competencies, core values and habits of mind, based on the University Vision and Mission, the TSL soft skills matrix and feedback (assessment of needs) from 1) industry 2) the community 3) students and 4) other stakeholders, that the graduates of the university should exhibit in their life and in the world of work.

TERM	DEFINITION
Learner-centred education	Learner-centred education is a pedagogical approach that gives learners, and demands from them, a relatively high level of active control over the content and process of learning. What is learnt, and how, are therefore shaped by learners' needs, capacities and interests (Schweisfurth, 2014).
Learning-centred approach	The learning-centred approach is where facilitators of learning respond to the question of what students should learn by describing the different kinds (or dimensions) of learning: foundational knowledge, application, integration, human dimension, caring and learning how to learn (Fink, 2013)
Learning design	Learning design is "a methodology for enabling teachers/designers [in our case facilitators of learning] to make more informed decisions in how they go about designing learning activities and interventions, which is pedagogically informed and makes effective use of appropriate resources and technologies. This includes the design of resources and individual learning activities right up to curriculum-level design. A key principle is to help make the design process more explicit and shareable." (Conole, 2013) It is worth adding that learning design puts the learner rather than the facilitator of learning at the centre of the design process and encourages the facilitators of learning or learning designers to put themselves in the learners' shoes. So learner experience is at the heart of the process.
Learning outcome	A learning outcome is a clear concise statement that describes what a student should be able to know, do, and value by the end of a programme, course or topic. Learning outcomes should not just focus on content, but should emphasise how the student would apply what they have learned in applicable contexts. A learning outcome identifies the knowledge, skills and attitudes a student should be able to demonstrate, how they will do so, and in what context or at what level they should do so (Biggs and Tang, 2007).
Metacognition	Metacognition refers to people's abilities to predict their performances on various tasks (e.g. how well they will be able to remember various stimuli) and to monitor their current levels of mastery and understanding (Brown, 1975; Flavell, 1973). It entails learners thinking about thinking and/or making thinking visible (Ritchhart et al., 2011).
Muddiest point	This is a formative assessment method where students are asked to write down the most difficult or confusing point of a lesson, topic or concept. Angelo. T. A., & Cross. P. K (1993). *A classroom assessment technique: A handbook for college teachers*.

TERM	DEFINITION
Pedagogy	A concept that embraces virtually all teaching and learning processes. Within the context of classroom settings, pedagogy is a term that includes *what* is taught (the content), *how* teaching takes place (the teaching process) and *how what* is taught is taught (the teaching methods). Chapin, J., & Warne, V. (2020). *Gender responsive pedagogy in higher education: A framework*. INASP. https://www.inasp.info/publications/gender-responsive-pedagogy-higher-education. Adapted from Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., & Washika, R. (2005). *Gender responsive pedagogy (GRP): A teacher's handbook*. Forum for African Women Educationalists. https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teac.
Peer assessment	Peer assessment involves students taking responsibility for assessing the work of their peers against set assessment criteria. They can therefore be engaged in providing feedback to their peers (sometimes referred to as peer review), summative grades (moderated by the facilitator of learning or their colleagues), or a combination of the two. Peer assessment is particularly useful in helping students to develop judgement skills, critiquing abilities and self-awareness. Peer assessment - Engage in Assessment - University of Reading
Peer learning	Peer learning is a teaching and learning strategy which encompasses a broad sweep of activities. For example, researchers from the University of Ulster identified 10 different models of peer learning (Griffiths, Housten, & Lazenbatt, 1995). These ranged from the traditional model in which senior students tutor junior students, to the more innovative learning cells, in which students in the same year form partnerships to assist each other with both course content and personal concerns. Other models involved discussion seminars, private study groups, parrainage (a buddy system) or counselling, peer-assessment schemes, collaborative project or laboratory work, projects in different sized (cascading) groups, workplace mentoring and community activities. Adapted from: What is Peer Learning and Why is it Important? | Tomorrow's Professor Postings (stanford.edu)
Psychomotor domain	Psychomotor domain is one of the three domains in Bloom's Taxonomy. It refers to the use of motor skills, coordination and physical movement. Measurements of learning may be gauged in terms of speed, coordination, dexterity and technique, for example. Simpson's Taxonomy has a focus toward the progression of mastery of a skill from observation to invention.
Reflection (in the context of reflective practice)	Reflection is a deliberate and conscientious process that employs a person's cognitive, emotional and somatic [relating to the body] capacities to mindfully contemplate on past, present or future (intended or planned) actions in order to learn, better understand and potentially improve future actions. Harvey, M., Coulson, D., & McMaugh, A. (2016). Towards a theory of the ecology of reflection: Reflective practice for experiential learning in higher education. *Journal of University Teaching and Learning Practice*, 13(2). http://ro.uow.edu.au/jutlp/vol13/iss2/2

TERM	DEFINITION
Rubric	A rubric is an assessment tool that clearly indicates achievement criteria across all the components of any kind of student work, from written to oral to visual. It can be used for marking assignments, class participation, or overall grades. There are two types of rubrics: holistic and analytical. Rubrics: Useful Assessment Tools | Centre for Teaching Excellence | University of Waterloo (uwaterloo.ca)
Self-assessment	Self-assessment requires students to reflect on their own work and judge how well they have performed in relation to the assessment criteria. The focus is not necessarily on having students generate their own grades, but rather providing opportunities for them to be able to identify what constitutes a good (or poor) piece of work. Some degree of student involvement in the development and comprehension of assessment criteria is therefore an important component of self-assessment. Self-assessment - Engage in Assessment - University of Reading
Sex	Sex refers to a person's biological status and is a fact of human biology: we are born male, female or intersex (this refers to atypical features that usually distinguish male from female such as sex chromosomes, internal reproductive organs and external genitalia). Gollifer, S., Gorman, S., Hamisi, M., Fabian, F., Kilonzo, R., Bottomley, R., Walker, J., Dennis, A., Chapin, J., Reggev, M., & Friis Laustsen, C. (2018). Gender mainstreaming in higher education toolkit. INASP. www.inasp.info/gendertoolkit.
Significant learning	Learning that lasts and has an impact on how students live their lives after the course is over and even after university (Fink, 2013).
Soft skills	Soft skills are generic, transferable skills that do not require a dedicated course or teaching unit, but can be acquired by the student through well-designed activities in the curriculum. They are also referred to as "power skills". They can be skills required in the workplace, irrespective of a specific role, for example, communication, teamwork, critical thinking and problem-solving skills; namely the skills, capabilities and dispositions found in the TSL (soft) skills matrix, first introduced in the Programme Alignment workshop. Gosling. D., "Supporting student learning" in Fry, H., Ketteridge, S. & Marshall, S. (2008). A handbook for teaching and learning in higher education: enhancing academic practice.–3rd ed. Routledge
Summative assessment	The goal of summative assessment is to evaluate student learning at the end of a unit or course by comparing it against some standard or benchmark. It is also known as *assessment of learning*. They are often *high stakes*, which means that they have a high point value. Examples of summative assessments include a midterm exam or a final project. Information from summative assessments can be used formatively when students or faculty use it to guide their efforts and activities in subsequent courses. Formative vs Summative Assessment - Eberly Center - Carnegie Mellon University (cmu.edu)

TERM	DEFINITION
Synchronous learning	Synchronous learning refers to all types of learning in which learners and instructors [in our case facilitators of learning] are in the same place, at the same time, in order for learning to take place. This includes in-person classes, live online meetings when the whole class or smaller groups get together. In synchronous learning, students usually go through the learning path together, accompanied by their instructor who is able to provide support while students are completing tasks and activities. Asynchronous vs. Synchronous Learning: A Quick Overview | Bryn Mawr College
Taxonomy of Significant Learning	The Taxonomy of Significant Learning aims to create meaningful learning experiences in higher education. It is a taxonomy that describes various ways in which learning can be significant. It consists of six interwoven learning dimensions (or kinds of learning): foundational knowledge, application, integration, human dimension, caring and learning how to learn. Each dimension encompasses a unique perspective on the learning process, and when collectively applied to curriculum and course re/design, significant learning occurs (Fink, 2013). Fink, D. (2013). "Chapter 2 - A Taxonomy of Significant Learning." Creating Significant Learning Experiences, Jossey-Bass, page 27-33
Teaching and learning strategies and activities	Strategies are over-arching orientations that guide design choices at the level of individual activities and assessments. Strong teaching strategies are responsive to a variety of factors in a context, including disciplinary context, and student and staff profiles. Strategies tend to be broader and more generic than activities, while activities focus on the student and the learning they are engaged in and are more detailed and specific. Strategies can include peer learning, group work, real-life projects for example. While activities can sit under the umbrella of a strategy. For example, a strategy might be group work, but within the group work, students could be performing a series of different learning activities at the learning session level such as conducting a literature review (inquiry), discussing the findings (discussion), preparing a presentation to share findings (production), and so on. During this workshop, the focus is more on identifying what approaches will help students reach the learning outcomes, as opposed to differentiating too closely between strategies and activities.
Topic	A topic is a category or class of ideas, which unlike a concept, is more about a specific time, people, thing and/or place. It can often sit comfortably under a number of different concepts.
Transformative learning	By definition, transformative learning is a type of experience that causes a shift in an individual's perspective or attitude. It's based on a learning theory propounded by Jack Mezirow (1978, 1991, 2000) and proposes that learning is "the process of making new interpretations based on the meaning derived out of experience". What this means is that, rather than focusing on surface experiences, transformative learning challenges the simplicity behind learning. Transformative Learning (edapp.com)

TERM	DEFINITION
Transformative Learning Cycle	The 'Transformative Learning Cycle' is a termed coined by Charles Kingsbury of AFELT to refer to teaching and learning that aligns with the four areas of Kolb's (1984) learning styles. The cycle is a matching of Kolb's styles with Mezirow's (1978, 1991, 2000) Transformative Learning theory.
Twenty-first century skills	Twenty-first century skills is a shorthand phrase for the capabilities, dispositions and soft skills, including critical thinking and problem-solving, creativity and imagination, communication, collaboration and digital literacy that will not only help students to lead successful careers in the modern workplace but to become positive contributors to wider society. Students are expected to develop these types of soft skills while learning and generating content in their courses.
The University Promise to the students	This is a coherent expression (in the form of a statement) of whom the student will become after graduating from the university, based on the Ideal University Graduate Profile.

APPENDIX F: GENDER RESPONSIVE PEDAGOGY – WHAT FACILITATORS OF LEARNING CAN DO

This resource has been developed by the Transforming Employability for Social Change in East Africa (TESCEA) partnership. It exists to support you, as a facilitator of learning, to integrate gender responsive pedagogy into the redesign of your course and to implement this in your subsequent learning designs.

The resource covers a range of areas related to course redesign and learning design. It provides examples of what you can do yourself as a facilitator of learning and what you can do in collaboration with your students in order to address gender in your course concepts/topics, learning outcomes, assessment, teaching and learning strategies and activities, teaching and learning materials as well as in your learning spaces. It is not expected that all examples included in this resource will be of equal relevance for all courses. You will know best which parts of the resource will be most relevant to the context of your course.

You can read examples of how lecturers who have participated in the TESCEA project have made their courses and classes more gender responsive here: http://blog.inasp.info/how-to-make-university-classes-more-gender-responsive/

We have drawn on a number of toolkits to inform this resource. You can find the details of these at the end of the document. You might have further examples of what facilitators of learning can do either by themselves or in collaboration with their students to make their courses and learning designs more gender responsive. We encourage you to add these to the resource so that you have them all collated in one place for future reference.

	What you can do as a facilitator of learning yourself	What you can do with your students
FUTURE GENDER-RESPONSIVE PROFESSIONALS	• Contemplate how your students, as future professionals, will encounter gender issues in the course of their professional work. Will they be sensitive to different needs that women and men might have as their customers/patients/pupils or users of products your students will make as professionals? • Think about how to make your students more aware of gender stereotypes connected to the field you are trying to teach? Are they aware of gender inequalities they will face one day as professionals? If you are teaching for a profession that is traditionally male-dominated, have you considered how your female students feel about the professional scene they are entering? And vice versa. How can you better prepare your students for a professional world where men and women are sometimes treated differently? (Feel free to add your own examples)	• Ask your students to identify any gender gaps/issues related to the professional field you are trying to teach; discuss possible contributing factors with your students and what you can do together during the course to prepare your students for encountering these gaps/issues as future professionals (Feel free to add your own examples)

	What you can do as a facilitator of learning yourself	What you can do with your students
GENDER-RESPONSIVE CONCEPTS AND TOPICS	• Consider any global, national or local gender inequalities that might arise in your course and how these might need to be factored into your course concepts/topics either directly or in the way you teach these • Consider how gender issues related to the profession (see above) might play out in your course and how these might need to be factored into your course concepts/topics either directly or in the way you teach these • Consider how any gender stereotypes related to the field you are teaching might play out in your course and how these might need to be factored into your course concepts/topics either directly or in the way you teach these • Consider what gender biases and assumptions on gender/gender blindness exist in the research that informs the field you are teaching (e.g. is research data in your field gender disaggregated and are gender differences analysed and addressed?). Do you need to address how students conduct gender responsive research either directly in your course concepts or in the way you will teach these concepts? If so, where will this fit into your course outline? (Feel free to add your own examples)	• Share your concepts/ topics with your students and explain to them how gender will be considered in your course • Ask your students to identify any gender gaps in a particular concept/topic; discuss possible contributing factors with your students and how you together can bridge these gaps during the course (Feel free to add your own examples)

	What you can do as a facilitator of learning yourself	What you can do with your students
GENDER-RESPONSIVE LEARNING OUTCOMES (LO)	• Ensure that gender is incorporated into the intended learning outcomes for your course or learning design; this can be: • as general gender LOs (e.g. students can carry out research with a gender perspective; students can identify and problematise gender roles, stereotypes and biases in their subject or the exercise of their profession) • or as subject-specific gender LOs (e.g. students can interrogate and understand the impact of gender on a particular topic) *[see detailed examples of gender responsive intended learning outcomes relevant for various disciplines in AQU Catalunya (2018). General framework for incorporating the gender perspective in higher education teaching. Section 4: Appendices:* www.aqu.cat/doc/doc_21331700_1.pdf*]* (Feel free to add your own examples)	• Share the LOs with your students and explain why gender is incorporated into them (Feel free to add your own examples)

	What you can do as a facilitator of learning yourself	What you can do with your students
GENDER-RESPONSIVE ASSESSMENT AND EVALUATION	• Consider whether your male and female students might have different preferences for types of assessment methods when choosing these (e.g. might your female students feel more confident about written assessments, might your male students feel more confident about oral assessments?) • Use a variety of assessment methods to take into account different learning preferences amount your students • Ensure that both your male and female students will be able to demonstrate and enhance their skills and/or knowledge as part of any formative assessment activities (e.g. by taking on a leadership role in any assessment activities that require group work) • Ensure that both your male and female students will have equal access to any special equipment or facilities that might be needed for an assessment activity • Use gender-responsive content, case studies and language in your assessment activities • In your course evaluation, consider posing questions on the extent to which the course is gender-sensitive and/or to what extent you as the facilitator of learning is gender-sensitive in your teaching (Feel free to add your own examples)	• Offer your students two or three choices as to how they want to be formally assessed (for example, writing a pitch or delivering a pitch) in order to take account of different learning preferences • Include gender aspects as an assessment criterion for student assessments (and share this criterion with your students) (Feel free to add your own examples)

	What you can do as a facilitator of learning yourself	What you can do with your students
GENDER-RESPONSIVE TEACHING AND LEARNING STRATEGIES AND ACTIVITIES	• Select teaching strategies that will ensure equal participation of both female and male students (e.g. group work, group discussions, role play, debates, explorations and practicals can be effective) • Develop and use case studies, learning activities, examples and content that is relevant, meaningful and personalised to female students and male students • Craft written questions to reflect gender representation – use names of both men and women, and use both male and female characters • Ensure that activities take gender into account/ apply a gender lens /challenge gender stereotypes (e.g. include female and male styles in discussions on leadership, the differential impacts on women and men, cases where women or men do things that contradict gender stereotypes etc.) • Develop activities to support students in recognising and identifying gender stereotypes, gender bias, lack of/under representation etc. (e.g. analysis of course relevant news articles or teaching and learning materials); or in countering them (e.g. tasks related to female agriculturists) • Invite equal numbers of female and male guest speakers (leaders and/or appropriate role models) to talk to students within the context of your course • Consider inviting a visiting lecturer renowned for her/his gender-sensitive approach to bring a gender perspective that might be lacking in your course (Feel free to add your own examples)	• Design activities and questions that elicit your student's pre-existing beliefs (e.g. gender stereotypes, or unconscious biases they may hold) and then get your students to consider how those beliefs influence/d their own problem-solving, decision-making, responses etc. • Give assignments that require that your students think about the gender dimensions of the subject • Task your students with taking a previously existing non-gender-sensitive study and adjust it so it would have provided gender-sensitive data (Feel free to add your own examples)

<table>
<tr><th></th><th>What you can do as a facilitator of learning yourself</th><th>What you can do with your students</th></tr>
<tr><td>GENDER-RESPONSIVE TEACHING AND LEARNING MATERIALS</td><td>

Develop (or co-develop with your students) and use learning materials that depict both genders performing the same activities and roles
Use images and cases that reinforce attitudes and beliefs that women are equal to men (e.g. by portraying women in lead roles and men as helpers)
Introduce students to the gender dimension of the presented content
Include publications that take a gender-sensitive approach in the course readings
Use gender-equitable research when presenting teaching and learning content (Is all data or information that is used gender-disaggregated? Are gender differences analysed and addressed in the research examples? Is there any effort to create awareness based on the data presented, for example, regarding gendered divisions of labour?)
Look at the “hidden curriculum” (exclusion of particular content) which might reinforce stereotypes about gender, ethnicity, race, class and power relations

[for an explanation of the “hidden curriculum” see, Chapin, J. (2021). Untangling the impact of gender in the “hidden curriculum”: blog.inasp.info/untangling-the-impact-of-gender-in-the-hidden-curriculum/]
Pose gender-sensitive questions during each step of creating the curriculum (in order to introduce gender related content)
Devote at least one class to the gender dimensions of your course’s main topic
Review existing teaching and learning materials using a gender lens: How many times do women/men appear in the material? What roles are they playing? Are both women and men engaged in doing, not just watching or assisting?
Examine a course outline you are familiar with: Are gender issues addressed? Are there gender stereotypes? Is it gender-blind, and how does gender-blindness affect the teaching and learning positively and negatively?

(Feel free to add your own examples)</td><td>

Ensure that a gender aspect is included as a requirement for student presentations and projects
Co-develop learning materials with your students that depict both genders performing the same activities and roles

(Feel free to add your own examples)</td></tr>
</table>

	What you can do as a facilitator of learning yourself	What you can do with your students
GENDER-RESPONSIVE CLASSROOM INTERACTION	• Reflect on how many female/male academics/ guest lecturers are invited for visiting lectures during your course • Reflect on whether students of different genders are attracted to taking your course • Make positive remarks about the capabilities or positive characteristics of women and men, and avoid comments about personal appearance • Cultivate a friendly, open and approachable persona so both female and male students feel comfortable in seeking assistance or guidance on academic and personal issues • Give examples of gender stereotype statements/ stories and non- stereotypes (within the context of your course) • Move and/or position yourself within the classroom so that both female and male students can make eye contact with you • Exercise active listening skills and allow students enough time to answer or ask questions and do not interrupt them mid-way • Note which students are making important points in plenary/ group work and ensure she or he is credited for the point being made • Plan, in advance, to ask substantive questions to both female and male students equally • Extend deadlines for the completion of individual assignments, or project tasks etc. if particular students have family/household responsibilities or similar • Take time to understand the personality traits, learning abilities, histories and aspirations of your students (even if at a general level). Take into account student characteristics and watch out for specific needs of students and address them within the learning space • Use facilitation techniques to support your students in recognizing and identifying gender stereotypes, gender bias, lack of/under representation etc. (e.g. how would the priorities and/or motivations differ if the manager was a female or male?)	• Encourage and be willing to receive feedback from your students to improve the teaching and learning process – particularly feedback from a female student to a male teacher (she may be socialised not to ask questions of a man or not to answer back) • Encourage your students to express each other's (and their own) strengths without looking at gender • Challenge negative gender-based behaviour within the classroom by students, for example teasing, abusive language and gestures, stereotyping etc. (Feel free to add your own examples)

	What you can do as a facilitator of learning yourself	What you can do with your students
GENDER-RESPONSIVE CLASSROOM INTERACTION (CONTINUED)	• Give examples of how you, or people you know, like to do things that do not conform to gender stereotypes • Encourage and provide positive feedback to your male and female students, including when they demonstrate positive behaviours that are not always associated with their gender (e.g. a female student being assertive or a male student being nurturing) • Ensure you take any comments about harassment or discrimination from students seriously and sensitively. Follow the protocols set out within your institution (Feel free to add your own examples)	

	What you can do as a facilitator of learning yourself	What you can do with your students
GENDER-RESPONSIVE CLASSROOM MANAGEMENT	• Assign the roles of gender "monitors" or "champions" to one male and one female student to monitor and report back on adherence to the learning contract (see opposite column) • Break your class into small groups to promote better participation of male and female students. Be careful of the composition and ensure that the groups are as balanced as possible • Group your students in ways that do not rely on gender – e.g. table groups, letters in their names, numbering • Actively encourage the equal participation and involvement of female and male students in your class activities • Ensure equal participation by female and male students in activities such as delivering presentations (not simply preparing slides and/or taking notes on the whiteboard) • Assign male and female students different (non-traditional) roles within your classroom and project activities (e.g. male students act as note takers and female students in leadership roles) • Build in sufficient time for plenary and feedback to allow quieter, more introverted students to process their thoughts and build the confidence to contribute • When managing feedback in plenary, invite a female student to contribute their ideas first (this has proven to encourage more female students to participate) (Feel free to add your own examples)	• Develop a learning contract (ground rules) in collaboration with your students to ensure that gender needs, participation, respect etc. are championed within the learning space (Feel free to add your own examples)

	What you can do as a facilitator of learning yourself	What you can do with your students
GENDER-RESPONSIVE CLASSROOM SET UP	• Organise your female students so that they are sat in the centre and towards the front of the class, rather than at the back or in corners, which discourages them from speaking out • Ensure that both female and male students have equal to access and use of equipment, textbooks, library, laboratory, computers etc. • If there is a shortage of learning materials, ensure that they are distributed equally to female and male students • Display/make very visible on walls etc. learning materials and visual aids that are gender responsive and/or send positive gender messages (Feel free to add your own examples)	• Agree with your students at the beginning of the course (e.g. as part of the learning contract) how seating arrangements will be organised to ensure that all students are encouraged to contribute (Feel free to add your own examples)

	What you can do as a facilitator of learning yourself	What you can do with your students
GENDER-RESPONSIVE LANGUAGE	• Phrase questions to reflect gender representation – use names of both men and women, use both male and female characters • Use language that reinforces positive gender attitudes e.g. use terms and expressions – and tone of voice – that communicate that female students are just as intelligent as male students and that they are expected to perform just as well as male students • Use encouraging and inclusive language in the classroom, e.g. avoid using gender-specific pronouns where possible • Use gender-inclusive terms such as "firefighter" instead of "fireman" or "flight attendant" rather than "airline hostess" • Encourage female students to take STEM subjects and highlight the relevance and interest of these subjects to their lives and their families and communities • Be mindful of non-verbal communication (e.g. rolling of eyes, shaking head, frowning) and how it might be interpreted by female and male students • Be mindful of behaviours such as winking, touching and brushing as these can be interpreted in the wrong way • Pay attention to language used to describe the course and how this might discourage/encourage a particular gender from taking the course over another (findings show that women are more likely to choose STEM courses related to society and the environment, such as medical sciences) (Feel free to add your own examples)	• Agree with your students at the beginning of the course (e.g. as part of the learning contract) that together you will respectfully challenge any gender-biased language (Feel free to add your own examples)

THE FOLLOWING TOOLKITS HAVE BEEN DRAWN UPON TO INFORM THIS RESOURCE:

AQU Catalunya, 2018. *General Framework for Incorporating the Gender Perspective in Higher Education Teaching*: www.aqu.cat/doc/doc_21331700_1.pdf

Drawn on in particular for the section on gender-responsive learning outcomes.

Association of African Universities, 2006. *A Toolkit for Mainstreaming Gender in Higher Education in Africa*, Association of African Universities: https://aau.org/past-projects/mainstreaming-gender-in-higher-education-in-africa/

Drawn on in particular for the section on gender-responsive teaching and learning materials.

Frei, S., & Leowinata, S., 2014. *Gender Mainstreaming Toolkit for Teachers and Teacher Educators*, Commonwealth of Learning: www.ungei.org/sites/default/files/Gender-mainstreaming-toolkit-for-teachers-and-teacher-educators-2014-eng.pdf

Drawn on in particular for the sections on gender-responsive teaching and learning methodologies and activities; and gender-responsive teaching and learning materials.

IBE-UNESCO, 2017. *Training Tools for Curriculum Development: A Resource Pack for Gender-Responsive STEM Education*, International Bureau of Education: www.ungei.org/sites/default/files/Resource-Pack-Gender-Responsive-STEM-Education-2017-eng.pdf

Drawn on in particular for the sections on gender-responsive teaching and learning materials; and gender-responsive language.

Mlama, P., Dioum, M., Makoye, H., Murage, L., Wagah, M., & Washika, R., 2005. *Gender Responsive Pedagogy (GRP): A Teacher's Handbook*, Forum for African Women Educationalists: https://issuu.com/fawe/docs/gender_responsive_pedagogy_-_a_teac

Drawn on in particular for the sections on gender-responsive teaching and learning methodologies and activities; gender-responsive teaching and learning materials; gender-responsive classroom interaction; gender-responsive classroom management; gender-responsive classroom set up, and gender-responsive language.

Trbovc, J. M., & Hofman, A., 2015. *Toolkit for Integrating Gender-Sensitive Approach into Research and Teaching*, Garcia Working Paper 6, University of Trento: http://garciaproject.eu/wp-content/uploads/2015/12/GARCIA_working_paper_6.pdf

Drawn on in particular for the sections on future gender-responsive professionals; gender-responsive assessment and evaluation; gender-responsive teaching and learning methodologies and activities; gender-responsive teaching and learning materials; and gender-responsive classroom interaction.

APPENDIX G: EVIDENCE DOCUMENT FOR PROGRAMME ALIGNMENT, TRANSFORMATIVE LEARNING AND COURSE REDESIGN

Introduction

This document is introduced to you on the first day of the Programme Alignment – Profiling the Ideal Graduate workshop. The purpose of this document is for you to capture (in soft copy) the key evidence relevant to the redesign of your course. You will draw upon this evidence to support you, as a facilitator of learning, in the completion of your standard university course outline template, which you will start on Day 4 of the Course Redesign for Significant Learning and Transformation workshop. Make sure that you have this document with you at all times during the three workshops, as you will need to draw on your inputs in this document to support your learning in the sessions.

You will need to enter key information related to your institution (section 1) as well as the key outputs you generate through participating in the Programme Alignment, Transformative Learning and Course Redesign workshops (sections 1–8).

Treat this as a dynamic document, completing the sections as you navigate your learning journey through the three aforementioned workshops and make time to revisit your inputs, reflect upon them and revise where necessary. As a final note, this evidence document will prove to be a valuable contribution to your teaching portfolios (if you maintain one).

If you have any questions about this document, don't hesitate to ask your workshop facilitators for more guidance.

1. INSTITUTIONAL INFORMATION

(most of this information exists already within your institution and/or you will need to draw on what is generated in the Programme Alignment workshop).

Complete the table below.

<table>
<tr><td>UNIVERSITY NAME:</td><td colspan="2"></td></tr>
<tr><td>FACULTY/SCHOOL NAME:</td><td colspan="2"></td></tr>
<tr><td>DEPARTMENT NAME:</td><td colspan="2"></td></tr>
<tr><td>UNIVERSITY VISION:</td><td colspan="2"></td></tr>
<tr><td>UNIVERSITY MISSION:</td><td colspan="2"></td></tr>
<tr><td rowspan="6">UNIVERSITY MISSION OUTCOMES:</td><td>UMO1:</td><td></td></tr>
<tr><td>UMO2:</td><td></td></tr>
<tr><td>UMO3:</td><td></td></tr>
<tr><td>UMO4:</td><td></td></tr>
<tr><td>UMO5:</td><td></td></tr>
<tr><td>UMO6:</td><td></td></tr>
<tr><td>UNIVERSITY CORE VALUES:</td><td colspan="2"></td></tr>
<tr><td>THE UNIVERSITY PROMISE TO THE STUDENTS:</td><td colspan="2"></td></tr>
<tr><td>FACULTY/SCHOOL VISION:</td><td colspan="2"></td></tr>
<tr><td>FACULTY/SCHOOL MISSION:</td><td colspan="2"></td></tr>
<tr><td rowspan="6">FACULTY/SCHOOL MISSION OUTCOMES:</td><td>FMO1:</td><td></td></tr>
<tr><td>FMO2:</td><td></td></tr>
<tr><td>FMO3:</td><td></td></tr>
<tr><td>FMO4:</td><td></td></tr>
<tr><td>FMO5:</td><td></td></tr>
<tr><td>FMO6:</td><td></td></tr>
<tr><td>FACULTY/SCHOOL CORE VALUES:</td><td colspan="2"></td></tr>
<tr><td>THE FACULTY PROMISE TO THE STUDENTS ON THE PROGRAMMES:</td><td colspan="2"></td></tr>
<tr><td>THE IDEAL UNIVERSITY GRADUATE PROFILE:</td><td colspan="2"></td></tr>
</table>

2. PROGRAMME LEARNING OUTCOMES

(you will need to draw on what is generated in the Programme Alignment workshop)

These are clear and short statements of the knowledge, competencies or skills you expect students to have acquired by the end of the programme.

List your programme learning outcomes (**PLOs**) in the table below.

PLO1:	
PLO2:	
PLO3:	
PLO4:	
PLO5:	
PLO6:	
PLO7:	
ETC.	

2.1 FACULTY/PROGRAMME OUTCOMES MATRIX

Next, list the programme learning outcomes (**PLOs**) down the left-hand column and then indicate which PLO contributes to which faculty/school mission outcome by marking with an **X**.

PROGRAMME LEARNING OUTCOMES (PLOS)		**FACULTY/SCHOOL MISSION OUTCOMES**					
		FMO1	**FMO2**	**FMO3**	**FMO4**	**FMO5**	**FMO6**
PLO1:							
PLO2:							
PLO3:							
PLO4:							
PLO5:							
PLO6:							
PLO7:							
ETC.							

2.2 PROGRAMME (CURRICULUM) MATRIX

Hard skills are technical or subject-specific skills that require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience, for example engineering design, credit risk assessment or software programming.

Soft skills are generic, transferable skills that do not require a dedicated course or teaching unit, but can be acquired by the student through well-designed activities in the curriculum. They are also referred to as “power skills”. They can be skills required in the workplace, irrespective of a specific role, for example, communication, teamwork, critical thinking and problem-solving skills and so on, namely the skills, capabilities and dispositions found in the TSL soft skills matrix.

Differentiate between the programme learning outcomes (**PLOs**) that inculcate hard skills and those which inculcate soft skills and list them down the first empty column. Then next list the Y1, Y2, Y3 and Y4 courses that contribute to each specific PLO listed.

PROGRAMME LEARNING OUTCOMES (PLOS)		**YEAR 1 COURSES**	**YEAR 2 COURSES**	**YEAR 3 COURSES**	**YEAR 4 COURSES**
HARD SKILLS PROGRAMME LEARNING OUTCOMES					
PLO1:					
PLO2:					
PLO3:					
PLO4:					
SOFT SKILLS PROGRAMME LEARNING OUTCOMES					
PLO5:					
PLO6:					
PLO7:					

3. PERSONAL TEACHING AND LEARNING PHILOSOPHY

(you will need to draw on what you developed at the Transformative Learning workshop)

You can revisit the following five questions to help refine your personal philosophy:

1. What is the value you intend to create through your facilitation of this course?
2. What approach will you use to facilitate learning?
3. What kind of learning environment do you intend to create to allow for a great learning experience?
4. What is your attitude towards the content you are facilitating learning about?
5. What will your attitude be towards your students?

Enter the description of your personal teaching and learning philosophy in the table below:

4. GENERAL COURSE INFORMATION

(most of this information exists already within your records; you will just need to draw on Day 3 of the Transformative Learning workshop for the Big Dream for the students taking the course).

Complete the table below.

<table>
<tr><td>COURSE CODE:</td><td colspan="3"></td></tr>
<tr><td>COURSE TITLE:</td><td colspan="3"></td></tr>
<tr><td>THE BIG DREAM FOR THE STUDENTS TAKING THE COURSE:</td><td colspan="3">By the end of this course, the student will be able to know… [please complete]

in order to be able to do… [please complete]

so that they become… [please complete]</td></tr>
<tr><td>NUMBER OF CREDITS:</td><td colspan="3"></td></tr>
<tr><td>MODE OF DELIVERY:

Select one option and mark with an X.</td><td>Face to face: ____</td><td>Online: ____</td><td>Blended: ____</td></tr>
<tr><td>PREREQUISITES:

Particular courses to have already completed, specific knowledge or skills a student should have before beginning the course (e.g. use of the computer, ability to read architectural plans, etc.)</td><td colspan="3"></td></tr>
</table>

5. COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

5.1 CONCEPT MAP

A concept map or graphic representation of the content of the course should be inserted here (for example by taking a photo):

5.2 DESCRIPTION OF COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

Brief descriptions, in the form of bullet points, of the key content that will be covered under each concept of the course.

Complete the table below.

CONCEPTS	DESCRIPTION OF THE CONTENT
	• • •
	• • •
	• • •
	• • •
	• • •

5.3 RATIONALE FOR THE SEQUENCE

(you will need to draw on what is generated in the Course Redesign workshop)

The rationale for the sequence of the course, especially if you are not using an assigned text in chapter sequence (e.g. a historical approach with topics arranged chronologically, a progression from simple to more complex procedures or concepts, or a series of theoretical principles followed by applications).

Enter your rationale in the table below.

6. COURSE LEARNING OUTCOMES

(you will need to draw on what is generated in the Course Redesign workshop)

Clear statements of the knowledge, capabilities or skills you expect students to have acquired by the end of the course. Differentiate between the course learning outcomes (CLOs) that inculcate hard skills and those that inculcate soft skills, then list them in the table below.

HARD SKILLS COURSE LEARNING OUTCOMES	
CLO1:	
CLO2:	
CLO3:	
ETC.	
SOFT SKILLS COURSE LEARNING OUTCOMES	
CLO4:	
CLO5:	
CLO6:	
ETC.	

7. ASSESSMENT

(you will need to draw on what is generated in the Course Redesign workshop)

A description of assessment methods or tasks that will be used during the course, aligned to each course learning outcome. The description of each assessment method or task should provide significant detail as to how it will assess the course learning outcome/s, i.e. the specific knowledge, capabilities, skills and habits of mind being developed.

Complete the table below.

COURSE LEARNING OUTCOMES	FORMATIVE ASSESSMENT METHODS/TASKS	SUMMATIVE ASSESSMENT METHODS/TASKS
CLO1:		
CLO2:		
CLO3:		
CLO4:		
CLO5:		
ETC.		

8. TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)

(you will need to draw on what is generated in the Course Redesign workshop)

A description of the teaching and learning strategies or activities that will be used during the course, aligned to each course learning outcome (e.g. lectures, seminars, laboratory or clinical activities, group projects, etc.)

Complete the table below.

HARD SKILLS COURSE LEARNING OUTCOMES	**TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)**
CLO1:	
CLO2:	
CLO3:	
ETC.	
SOFT SKILLS COURSE LEARNING OUTCOMES	**TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)**
CLO4:	
CLO5:	
CLO6:	
ETC.	

APPENDIX H: EVIDENCE DOCUMENT FOR PROGRAMME ALIGNMENT, TRANSFORMATIVE LEARNING AND COURSE REDESIGN – EXAMPLE

This worked example is based on a course taught by Irine Akite at Gulu University.

Introduction

This document is introduced to you on the first day of the Programme Alignment - profiling the ideal graduate workshop. The purpose of this document is for you to capture **in soft copy** the key evidence relevant to the redesign of your course. You will draw upon this evidence to support you, as a facilitator of learning, in the completion of your standard university course outline template, which you will start on day 4 of the course redesign for significant learning and transformation workshop. Make sure that you have this document with you at all times during the three workshops, as you will need to draw on your inputs in this document, to support your learning in the sessions.

You will need to enter key information related to your institution (section 1) as well as the key outputs you generate through participating in the Programme Alignment, Transformative Learning and Course Redesign workshops (sections 1-8).

Treat this as a dynamic document, completing the sections as you navigate your learning journey through the three aforementioned workshops and make time to revisit your inputs, reflect upon them and revise where necessary. As a final note, this evidence document will prove to be a valuable contribution to your teaching portfolios (if you maintain one).

If you have any questions about this document, don't hesitate to ask your workshop facilitators for more guidance.

1. INSTITUTIONAL INFORMATION

(most of this information exists already within your institution and/or you will need to draw on what is generated in the PA workshop).

Complete the table below.

<table>
<tr><td>UNIVERSITY NAME:</td><td colspan="2">Gulu University</td></tr>
<tr><td>FACULTY/SCHOOL NAME:</td><td colspan="2">Faculty of Agriculture and Environment</td></tr>
<tr><td>DEPARTMENT NAME:</td><td colspan="2">Department of Rural Development and Agribusiness</td></tr>
<tr><td>UNIVERSITY VISION:</td><td colspan="2">To be the leading academic institution for the promotion of rural transformation and industrialization of sustainable development.</td></tr>
<tr><td>UNIVERSITY MISSION:</td><td colspan="2">To expand access to higher education, conduct applied research, and provide quality professional training for the delivery of appropriate services directed towards social transformation and conservation of bio-diversity.</td></tr>
<tr><td rowspan="4">UNIVERSITY MISSION OUTCOMES:</td><td>UMO1:</td><td>Expand access to higher education</td></tr>
<tr><td>UMO2:</td><td>Provide quality professional training</td></tr>
<tr><td>UMO3:</td><td>Transform community</td></tr>
<tr><td>UMO4:</td><td>Conserve biodiversity</td></tr>
<tr><td>UNIVERSITY CORE VALUES:</td><td colspan="2">Professionalism | Integrity | Effectiveness and efficiency | Accountability and transparency | Teamwork | Gender responsiveness | Concern for the elderly and people with disabilities.</td></tr>
<tr><td>THE UNIVERSITY PROMISE TO THE STUDENTS:</td><td colspan="2">After graduating from the university, you (the student) will be able to leverage your discipline knowledge and critical thinking skills to creatively and innovatively solve problems found in your community. You will be able to do this in an enterprising and ethical manner considering the needs and interests of both women and men. With the transferable skills you have acquired, you will be able to adapt to difficulties and/or changes you encounter within the world and the world of work.</td></tr>
<tr><td>FACULTY/SCHOOL VISION:</td><td colspan="2">To be a center of inspiration and excellence in providing training, research, innovations and knowledge in agriculture and environment.</td></tr>
<tr><td>FACULTY/SCHOOL MISSION:</td><td colspan="2">To produce practical graduates and practitioners in the field of agriculture and environment, generate and disseminate knowledge and technologies for social economic transformation of communities in an ecologically sustainable manner.</td></tr>
<tr><td rowspan="4">FACULTY/SCHOOL MISSION OUTCOMES:</td><td>FMO1:</td><td>Graduates should be able to manage agricultural enterprises.</td></tr>
<tr><td>FMO2:</td><td>Graduates should be able to strategically conserve land and the environment.</td></tr>
<tr><td>FMO3:</td><td>Graduates should be able to provide professional agricultural advisory services to the community and agribusiness establishments.</td></tr>
<tr><td>FMO4:</td><td>Graduates should be able to develop their own profitable agri-enterprises.</td></tr>
</table>

FACULTY/SCHOOL CORE VALUES:	Excellence | Innovation |Applied knowledge and research| Community orientation| Socio-economic transformation | Sustainability |
THE FACULTY PROMISE TO THE STUDENTS ON THE PROGRAMMES:	After completing a programme from this faculty, you (the graduate) will be empowered to transform your community in an ecologically sustainable manner through innovation and knowledge in agriculture and the environment. Further to this, you will be able to generate and disseminate knowledge by leveraging emergent technologies.
THE IDEAL UNIVERSITY GRADUATE PROFILE:	Critical Thinker | Problem Solver| Team Player | Skilled | Knowledgeable | Creative | Innovative | Gender Responsive | Professional | Ethical | Self-Driven | Communicative | Adaptive | Compassionate | Enterprising

2. PROGRAMME LEARNING OUTCOMES

(you will need to draw on what is generated in the Programme Alignment workshop)

These are clear and short statements of the knowledge, competencies or skills you expect students to have acquired by the end of the programme.

List your programme learning outcomes (**PLOs**) in the table below.

PLO1:	Create jobs for the others and self by establishing profitable agri-enterprises in their communities
PLO2:	Provide advisory services to the community and other agri-business establishments
PLO3:	Solve agricultural development problems in the community
PLO4:	Critically evaluate gender related issues (gender roles) in agriculture
PLO5:	Communicate effectively (orally and/or in written) to farmer groups in improving agricultural services in the communities

2.1 FACULTY/PROGRAMME OUTCOMES MATRIX

Next, list the programme learning outcomes (**PLOs**) down the left-hand column and then indicate which PLO contributes to which faculty/school mission outcome by marking with an **X**.

PROGRAMME LEARNING OUTCOMES (PLOS)		**FACULTY/SCHOOL MISSION OUTCOMES**			
		FMO1	**FMO2**	**FMO3**	**FMO4**
PLO1:	Create jobs for the others and self by establishing profitable agri-enterprises in their communities	X			X
PLO2:	Provide advisory services to the community and other agri-business establishments	X		X	
PLO3:	Solve agricultural development problems in the community	X	X		X
PLO4:	Critically evaluate gender related issues (gender roles) in agriculture		X		
PLO5:	Communicate effectively (orally) to farmer groups in improving agricultural services in the communities	X		X	

2.2 PROGRAMME (CURRICULUM) MATRIX

Hard skills are technical or subject-specific skills which require a dedicated course or teaching unit. They can be understood as the ability to research or carry out specific tasks that require specialist knowledge and/or experience for e.g., engineering design, credit risk assessment or software programming.

Soft skills are generic, transferable skills which do not require a dedicated course or teaching unit, but can be acquired by the student through well designed activities in the curriculum. They are also referred to as 'power skills'. They can be skills required in the workplace, irrespective of a specific role for e.g., communication, teamwork, critical thinking and problem-solving skills etc., namely the skills, capabilities and dispositions found in the TSL soft skills matrix.

Differentiate between the programme learning outcomes (**PLOs**) which inculcate hard skills and those which inculcate soft skills and list them down the first empty column. Then next list the Y1, Y2, Y3 and Y4 courses which contribute to each specific PLO listed.

PROGRAMME LEARNING OUTCOMES (PLOS)		YEAR 1 COURSES	YEAR 2 COURSES	YEAR 3 COURSES	YEAR 4 COURSES
HARD SKILLS PROGRAMME LEARNING OUTCOMES					
PLO1:	Create jobs for the others and self by establishing profitable agri-enterprises in their communities			ARD 3102 (Developing)	
PLO2:	Provide advisory services to the community and other agri-business establishments			ARD 3102 (Advanced)	
SOFT SKILLS PROGRAMME LEARNING OUTCOMES					
PLO5:	Solve agricultural development problems in the community			ARD 3102 (Advanced)	
PLO6:	Critically evaluate gender related issues (gender roles) in agriculture			ARD 3102 (Advanced)	
PLO7:	Communicate effectively (orally and/or written) to farmer groups on how to improve agricultural services in the communities			ARD 3102 (Advanced)	

3. PERSONAL TEACHING AND LEARNING PHILOSOPHY

(you will need to draw on what you developed at the Transformative Learning workshop)

You can revisit the following five questions to help refine your personal philosophy:

1. What is the value you intend to create through your facilitation of this course?
2. What approach will you use to facilitate learning?
3. What kind of learning environment do you intend to create to allow for a great learning experience?
4. What is your attitude towards the content you are facilitating learning about?
5. What will your attitude be towards your students?

Enter the description of your personal teaching and learning philosophy in the table below:

My personal teaching and learning philosophy
As a passionate teacher, it is my desire to have my students fully engaged in learning processes. I therefore feel indebted when I find a gap in my teaching methods. Teaching plays a key role in facilitating students' learning and overall on their employability in the world of work. It is in my interest to produce plug and play graduates who can easily link the knowledge and skills they have acquired to solve real world problems with high level of creativity and innovativeness. The achievement of this desire is highly dependent on the way I teach and impart knowledge on to the learners. Teaching should be learner centered with the ability to facilitate students to learn how to learn. This is possible through the application of a variety of flexible teaching methods, relating knowledge to real life scenarios, providing students with an assessment criterion and providing frequent feedback to improve learning. With this, I believe we can produce the graduates and the employees we yearn for.

4. GENERAL COURSE INFORMATION

(most of this information exists already within your records, you will just need to draw on Day 3 of the Transformative Learning workshop for the Big Dream for the students taking the course).

Complete the table below.

<table>
<tr><td>COURSE CODE:</td><td colspan="3">ARD 3102</td></tr>
<tr><td>COURSE TITLE:</td><td colspan="3">Sociology and Group Dynamics</td></tr>
<tr><td>THE BIG DREAM FOR THE STUDENTS TAKING THE COURSE:</td><td colspan="3">By the end of this course, you (the student) will be able to acquire skills in social analysis in order to be able to solve agricultural development challenges so that you become an agent of transformation in the agricultural sector.</td></tr>
<tr><td>NUMBER OF CREDITS:</td><td colspan="3">3 credit Units</td></tr>
<tr><td>MODE OF DELIVERY:

Select one option and mark with an X.</td><td>Face to face: ____</td><td>Online: ____</td><td>Blended: X</td></tr>
<tr><td>PREREQUISITES:

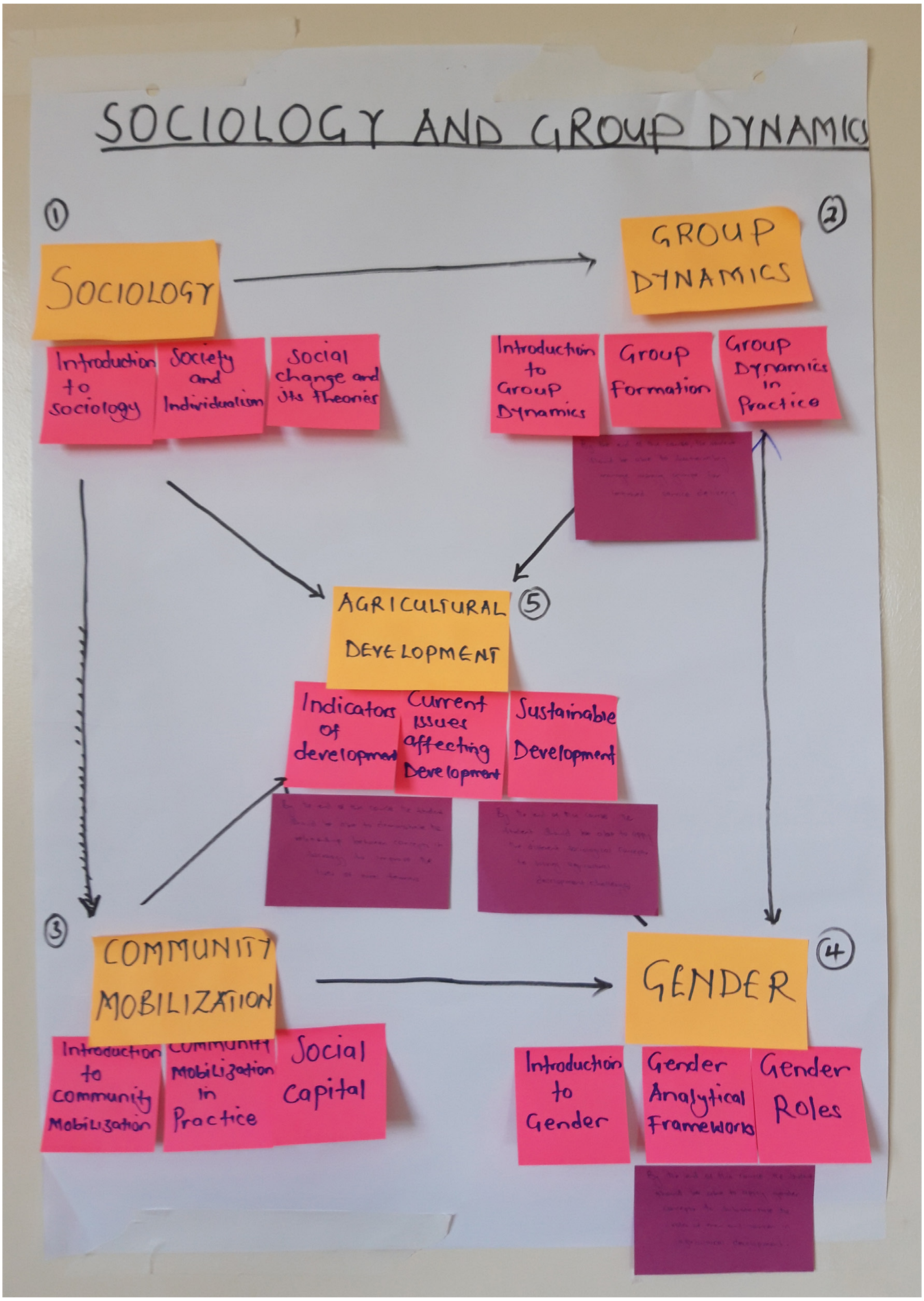
Particular courses to have already completed, specific knowledge or skills a student should have before beginning the course (e.g. use of the computer, ability to read architectural plans, etc.)</td><td colspan="3">No prerequisite</td></tr>
</table>

5. COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

5.1 CONCEPT MAP

A concept map or graphic representation of the content of the course should be inserted here (for example by taking a photo):



5.2 DESCRIPTION OF COURSE CONTENT

(you will need to draw on what is generated in the Course Redesign workshop)

Brief descriptions, in the form of bullet points, of the key content that will be covered under each concept of the course.

Complete the table below.

CONCEPTS	DESCRIPTION OF THE CONTENT
Sociology	• Introduction to sociology • Society and individualism • Social change and its theories • Critical thinking • Problem solving • Communication
Group Dynamics	• Introduction to group dynamics • Group formation • Group dynamics in practice • Critical thinking (Formation of groups) • Problem solving (Financial, extension services etc) • Communication (Oral)
Community Mobilization	• Introduction to community mobilization • Community mobilization in practice • Social capital • Critical thinking (Techniques for participation/engagement by the community) • Problem solving (Acceptability of technology. New practices of Agriculture) • Communication (Oral)
Gender	• Introduction to gender • Gender analytical frameworks • Gender roles • Critical thinking • Problem solving (Involvement of different gender in different segments of agricultural value chain) • Communication
Agricultural Development	• Indicators of development • Current issues affecting development • Sustainable development • Critical thinking • Problem solving • Communication

5.3 RATIONALE FOR THE SEQUENCING OF CONCEPTS AND MAPPING OF RELATIONSHIPS

(you will need to draw on what is generated in the Course Redesign workshop)

The rationale for the sequencing of the concepts in the course, especially if you are not using an assigned text in chapter sequence (e.g., it might be based on a historical approach with topics arranged chronologically, a progression from simple to more complex procedures or concepts, or a series of theoretical principles followed by applications). Also include the reasons why you have mapped out the relationships between and among the concepts in such a way in your concept map.

Enter your rationale in the table below.

The five concepts are interrelated with agricultural development at the center. Sociology forms the first concept because it discusses human interactions as individuals in the society and their behavior in relation to others especially in groups. The concept informs gender studies, group dynamics, community mobilization resulting into agricultural development. All the concepts fit into each other and contribute to agricultural development.

6. COURSE LEARNING OUTCOMES

(you will need to draw on what is generated in the Course Redesign workshop)

Clear statements of the knowledge, capabilities or skills you expect students to have acquired by the end of the course. Differentiate between the course learning outcomes (CLOs) which inculcate hard skills and those that inculcate soft skills, then list them in the table below.

HARD SKILLS COURSE LEARNING OUTCOMES	
CLO1:	Relate the influence of individuals on society and vice versa to improve the lives of rural farmers (bring about social change)
CLO2:	Mentor farmer groups effectively for improved service delivery
CLO3:	Mainstream gender in extension service delivery
CLO4:	Sensitize the community about gender roles in the community
CLO5:	Mobilize communities to manage innovative agricultural projects
SOFT SKILLS COURSE LEARNING OUTCOMES	
CLO6:	Solve agricultural development problems in the community
CLO7:	Critically evaluate relationships between individuals and groups involved in agricultural development in the community
CLO8:	Communicate effectively (orally and /0r written) agricultural development solutions to the community

7. ASSESSMENT

(you will need to draw on what is generated in the Course Redesign workshop)

A description of assessment methods or tasks that will be used during the course, aligned to each course learning outcome. The description of each assessment method or task should provide significant detail as to how it will assess the course learning outcome/s i.e., the specific knowledge, capabilities, skills and habits of mind being developed.

Complete the table below.

COURSE LEARNING OUTCOMES	FORMATIVE ASSESSMENT METHODS/TASKS	SUMMATIVE ASSESSMENT METHODS/TASKS
CLO 1, 6 & 7:	**Presentations:** Challenges of rural life. **Case studies:** In groups from similar communities, discuss how your culture affects adoption of techs.	**Examinations:** Essay based questions testing application) **Tests**
CLO 2 & 8:	**Group presentations**: Implications of farmer organized groups on agricultural development	**Presentations**
CLO3, 7 & 8:	**Simulations:** Mimic the rural setting, prepare and provide an extension service to a farmer group (rubric) **Checklist during a role play** on gender roles.	**Examinations:** Essay based questions testing application Tests
CLO4, 6 & 7:	**Rubric to evaluate the Posters:** develop and present a poster (self, peer to peer, performance based)	**Poster**
CLO5, 6 & 8:	**Case analysis** **Scenarios** to illustrate mobilization steps and tips (checklist) **Presentation:** on agricultural innovations (rubric)	**Examinations:** Essay based questions (testing application) **Tests** **Group report** on agricultural innovation
CLO6 & 8:	**Group projects:** Design a solution to a prominent agricultural problem in your community **Discussion forum** for agricultural development	**Written report** on the group project **Individual portfolio** on the experience

8. TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)

(you will need to draw on what is generated in the Course Redesign workshop)

A description of the teaching and learning strategies or activities that will be used during the course, aligned to each course learning outcome (e.g., lectures, seminars, laboratory or clinical activities, group projects, etc.)

Complete the table below.

HARD SKILLS COURSE LEARNING OUTCOMES	TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)
CLO1:	• Lectures • Presentations • Livelihood projects that are culture sensitive
CLO2:	• Group work on the implications of farmer organized groups on agricultural development
CLO3:	• Lectures • Group work
CLO4:	• Poster design and presentations
CLO 5:	• Lectures • Class presentation on agricultural innovations • Group work on analyzing cases/scenarios
SOFT SKILLS COURSE LEARNING OUTCOMES	**TEACHING AND LEARNING STRATEGIES (OR ACTIVITIES)**
CLO 6:	• Lectures • Presentations • Field visits to the community • Group work on analyzing cases/scenarios • Livelihood projects that are culture sensitive
CLO 7:	• Lectures • Presentations • Group work on the implications of farmer organized groups on agricultural development • Livelihood projects that are culture sensitive
CLO 8:	• Lectures • Field visits to the community • Group work on analyzing cases/scenarios • Poster design and class presentations

APPENDIX I: PERSONAL REFLECTION FORM

Personal reflection leads us to make meaning from our learning experiences. It helps us to understand the significance of those experiences to us personally on our journey to being better facilitators of learning. Reflection also helps us uncover assumptions we have about teaching and our work as facilitators of learning. This provides us with the evidence to evaluate those assumptions so that we can then challenge our beliefs and values and therefore continue to grow and learn.

The purpose of this daily personal reflection is to help you critically reflect over what has been happening in the workshop and in any readings, as it pertains to your life and your experiences throughout the workshop. Enter your comments as reflections on your reactions to what you have encountered, rather than simply summaries of what took place in the workshop or in the reading assignments.

Complete the form in **soft copy**, one form for each day of the workshop.
The following questions are here to help guide your reflection:

TITLE OF COURSE UNDER REDESIGN:		REFLECTIONS FOR DAY NO.	

QUESTION	RESPONSE
What new learning did I experience during today's sessions and activities?	
What did I learn about myself as a learner as I worked through the sessions and activities?	
How did my work in today's sessions and activities challenge my beliefs and values about my teaching?	
What assumptions did I uncover? **What evidence do I need to gather to (in)validate these assumptions?**	
Additional thoughts/insights	Continue overleaf

Briefly explain how you intend to improve students' learning after this workshop in relation to transformative learning and gender responsiveness. Provide some examples:

Please share any suggestions for improvement for similar workshops in the future:

Any other comments:

APPENDIX J: COURSE REDESIGN WORKSHOP EVALUATION TEMPLATE

Thank you for your participation in the course redesign for significant learning and transformation workshop. We would appreciate your anonymous feedback to continually improve what we do.

STATEMENTS		Strongly Agree	Agree	Neither agree nor disagree	Disagree	Strongly Disagree
1.	My expectations of this workshop were met.					
2.	The workshop achieved its objectives.					
3.	The workshop was well organised.					
4.	The workshop was useful in terms of my professional development.					
5.	I would recommend this workshop to my colleagues.					
6.	I have a deeper understanding of course design that I will use for other courses.					
7.	Presentation in the whole group prepared me to work on different design elements of my course.					
8.	Facilitation in the small breakout rooms was productive for me.					
9.	I am able to apply the skills in the Taxonomy of Significant Learning (soft) skills matrix.					
10.	I am able to integrate Gender-Responsive Pedagogy in my course.					

Briefly explain how you intend to improve students' learning after this workshop in relation to transformative learning and gender responsiveness. Provide some examples:

Please share any suggestions for improvement for similar workshops in the future:

Any other comments:

APPENDIX K: DIGITAL TOOLS

This appendix was developed by Kendi Muchungi and Josephine Dryden.

Introduction

As you navigate the facilitation of the linked course redesign workshops, you will notice that some activities involve using (and modelling the use of!) the digital tools outlined in this appendix. For example, Mentimeter or Google Forms to carry out end of day formative evaluations and Padlet to showcase a variety of teaching and learning strategies with links from the web. You might also choose to use Google Classroom to manage the overall workshop learning experience, if your institution does not have access to a bespoke e-learning management system.

The following digital tools are introduced here: Google Classroom, Google Docs, Google Forms, Mentimeter and Padlet, together with some detailed 'how to' instructions and useful links to online tutorials. It is strongly recommended that you draw on the contents of this appendix, to help you prepare and practise using these tools in advance of the workshop sessions.

Some of them may already be very familiar to you, while others less so. These digital tools are not essential to the facilitation of these workshops, however they can provide, amongst other things, excellent opportunities for participant collaboration, personalised learning, peer learning and immediate or 'just in time' feedback. It is worth noting that there are some perceived challenges to using these tools effectively. For example, limits of existing technology infrastructure and workshop facilitators having the time and capacity to provide the appropriate level of support to participants. The good news is that with a bit of perseverance and adopting a 'learning by doing' approach, you should be able to confidently use all of the tools listed above in the facilitation of these workshops.

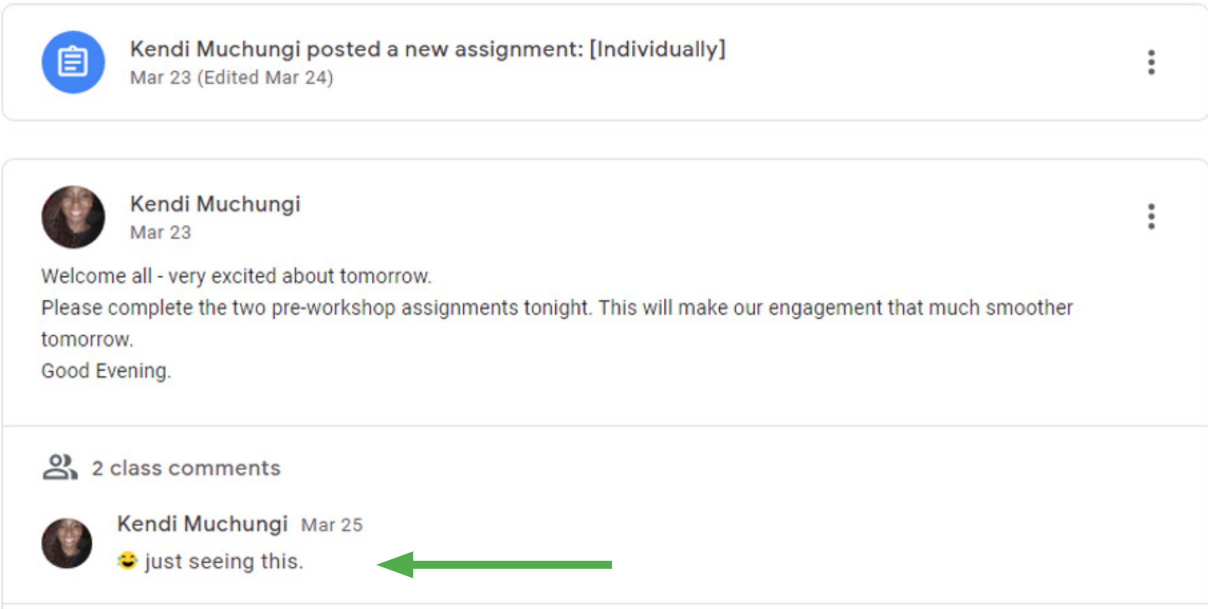
Google Classroom

WHAT IS GOOGLE CLASSROOM?

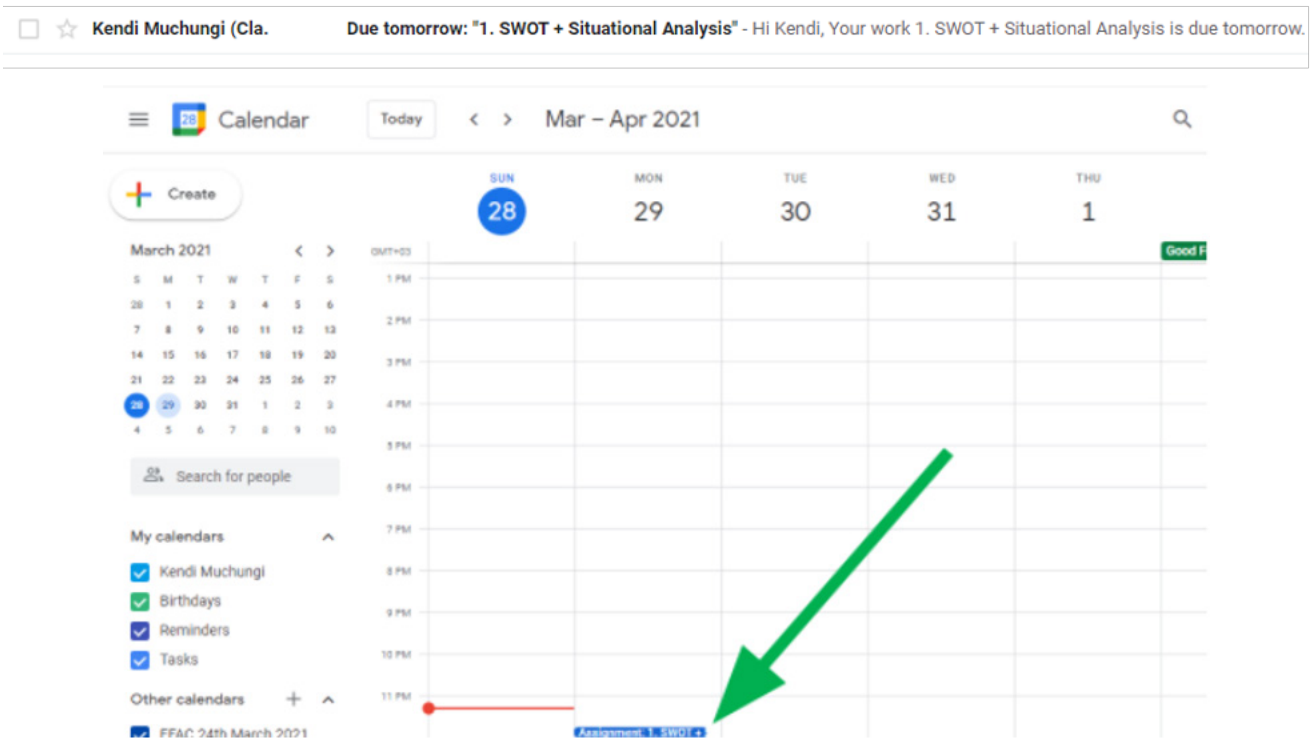
This is a free online learning management system, established by Google. It allows one to manage both online and face-to-face learning. It is especially effective for institutions that do not have access to bespoke e-learning management systems.

Google classroom supports effective communication between the facilitator and workshop participants. This is made possible by the following:

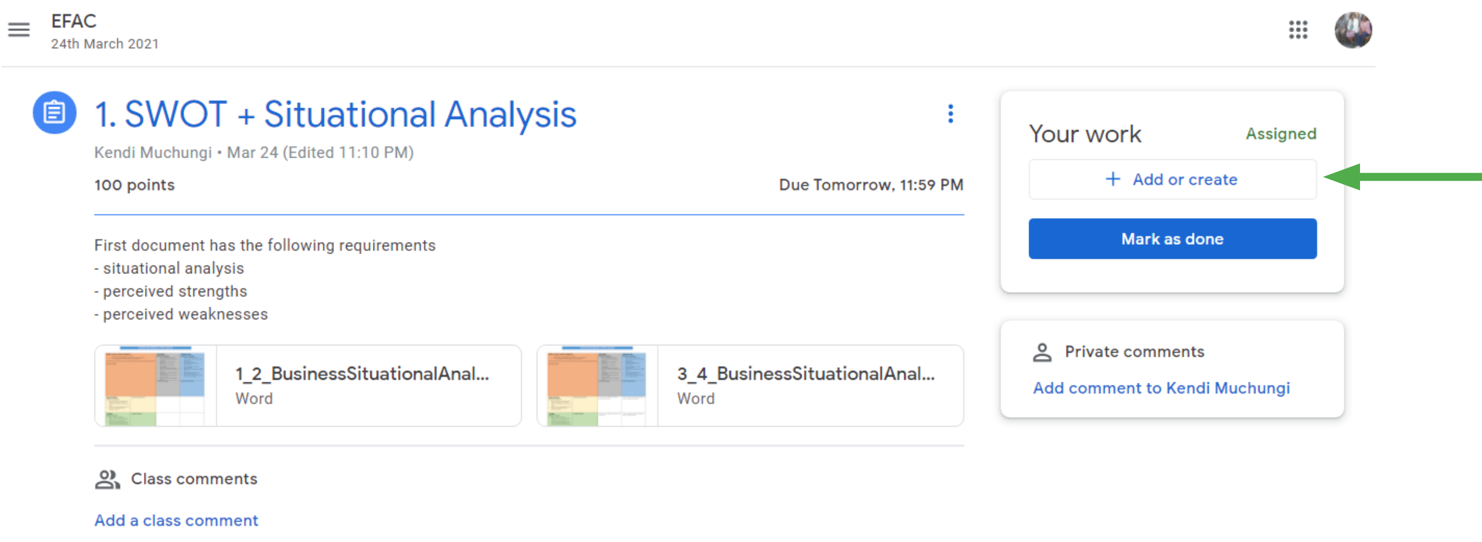
1. **Live chatting** is possible on the main Classroom stream or against any assignment or topic setup.

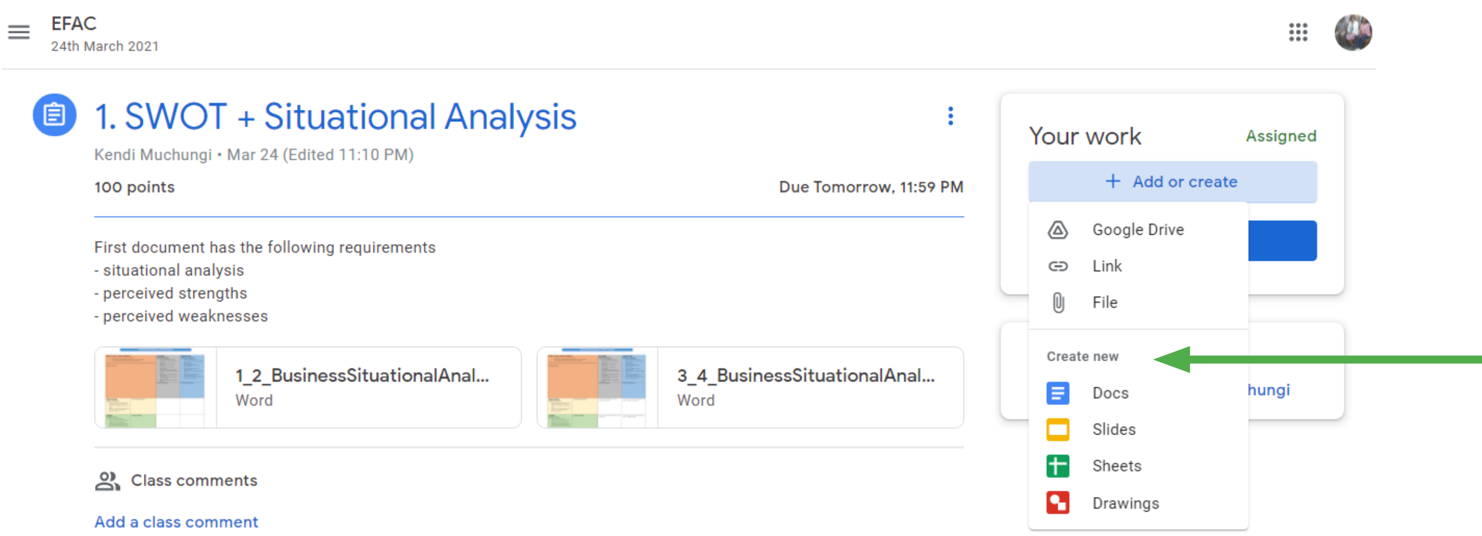


2. Assignments you set up as a facilitator prompt an **automatic email alert** and is set up automatically in the student's **Google Calendar**.

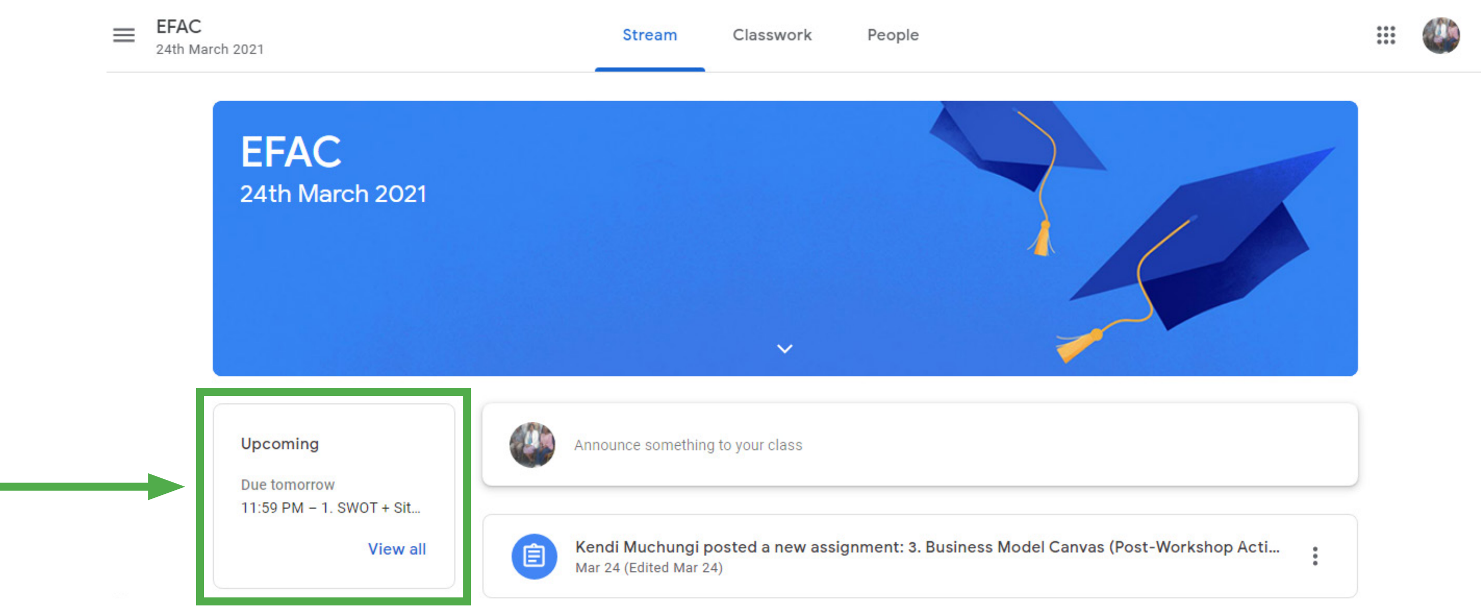


3. Participant's submissions can be pegged directly to the **assignment**. You can either add a document to upload as an assignment [Google Drive |Share Link | Select a File] or create a document [Docs | Slides | Sheets | Drawings].





4. Both facilitators and participants can see upcoming assignments on an easily accessible **notification board**.



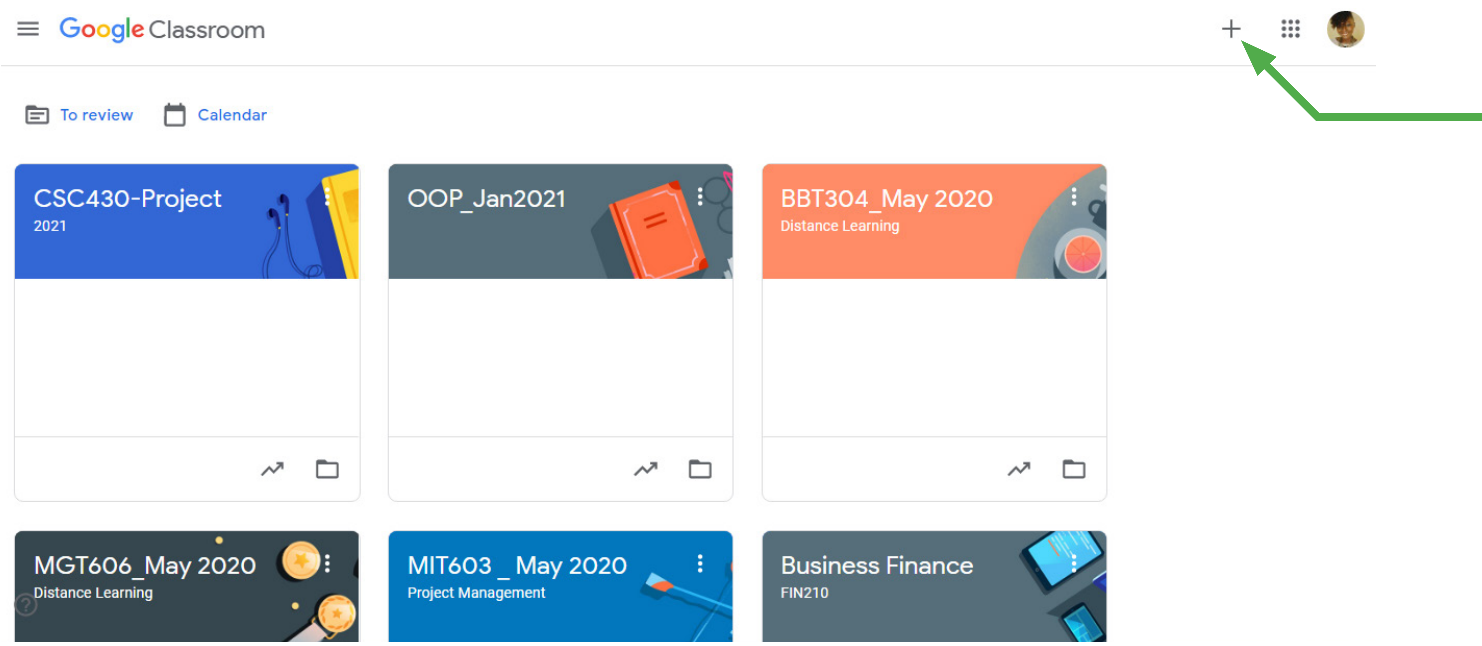
HOW WOULD I ACCESS GOOGLE CLASSROOM FROM MY BROWSER?

If you have not accessed Google Classroom before you could either use:

1. The following link https://classroom.google.com/ or
2. Go through the following steps
    a. open your google email
    b. click the 9 dots [Google Apps] usually on the top right, between settings and your Google profile account image or initials. See the image below.

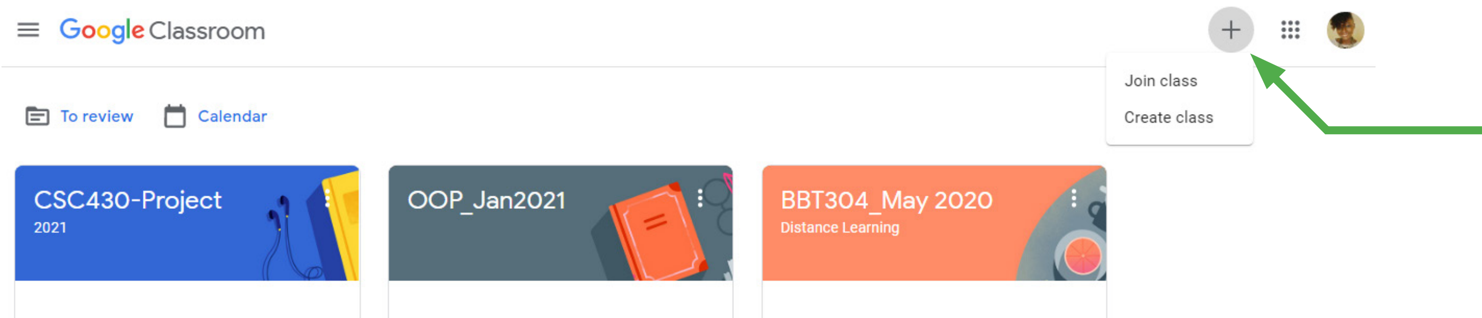
HOW DO I SET UP GOOGLE CLASSROOM FOR THE PA + TL + CR WORKSHOP?

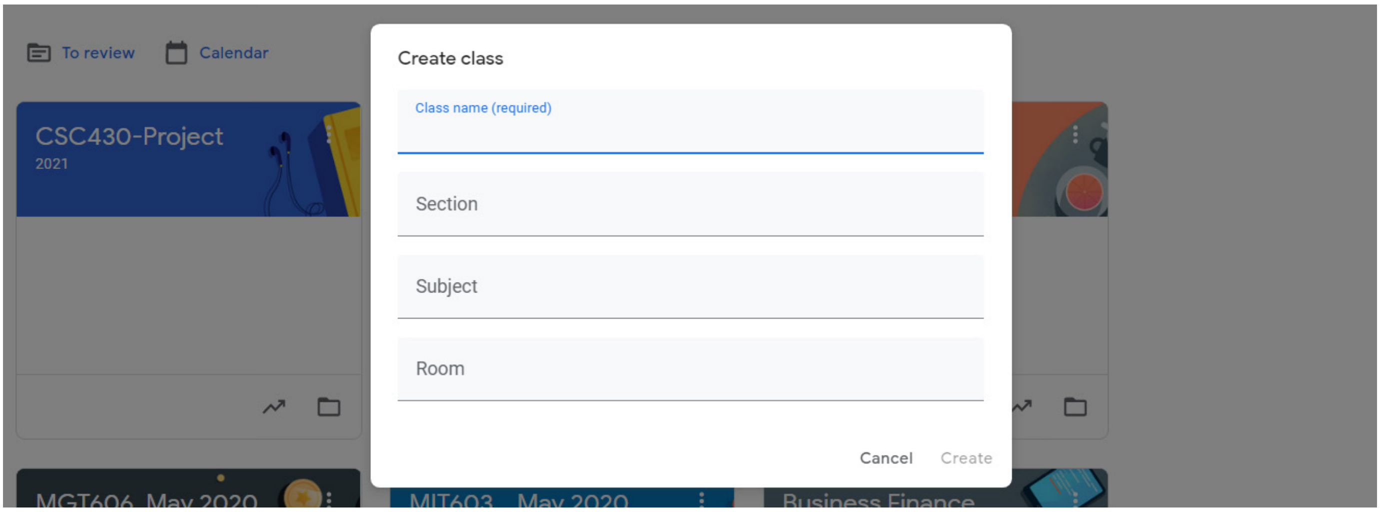
1. Click the plus symbol found at the top right next to the either your Google account profile image/ initials and the 9 dots [Google Apps] icon.



2. This should open up a pop-up dialogue box with two options
    a. Join Class
    b. Create Class

3. Select the option 'Create Class", which should open up a dialogue box that will help you create a Google Classroom (your online classroom)





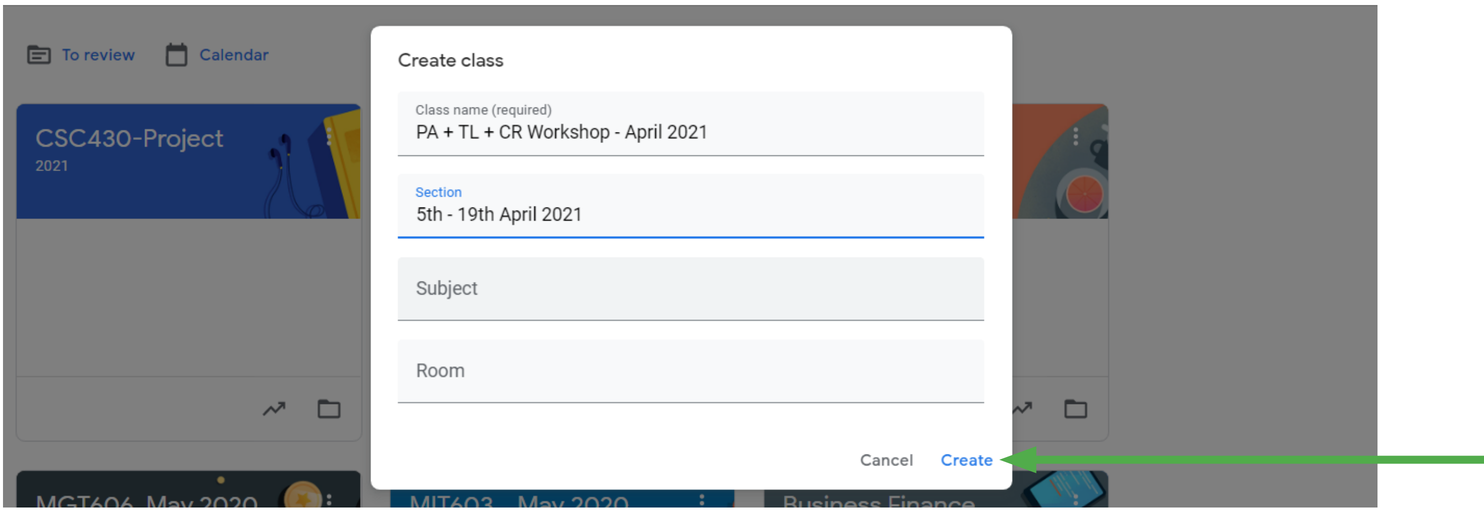
4. This dialogue box will have the following:

    a. **Class Name** [Required]: This is required – we propose you name your class "PA + TL + CR Workshop – April 2021"

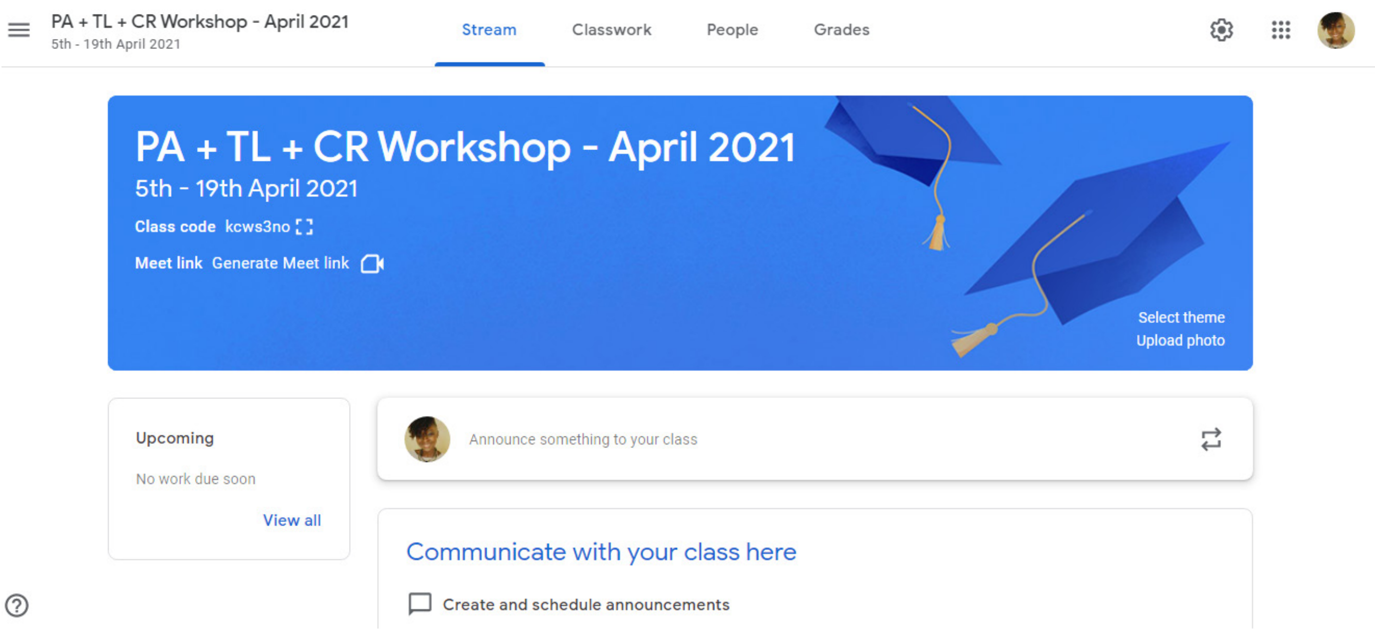
    b. **Section**: Should indicate the period you will be facilitating the workshop e.g. "5th – 19th April 2021"

    c. **Subject**: You can use any other descriptors that will help with distinguishing this workshop from other workshops

    d. **Room**: You can use any other descriptors that will help with distinguishing this workshop from other workshops

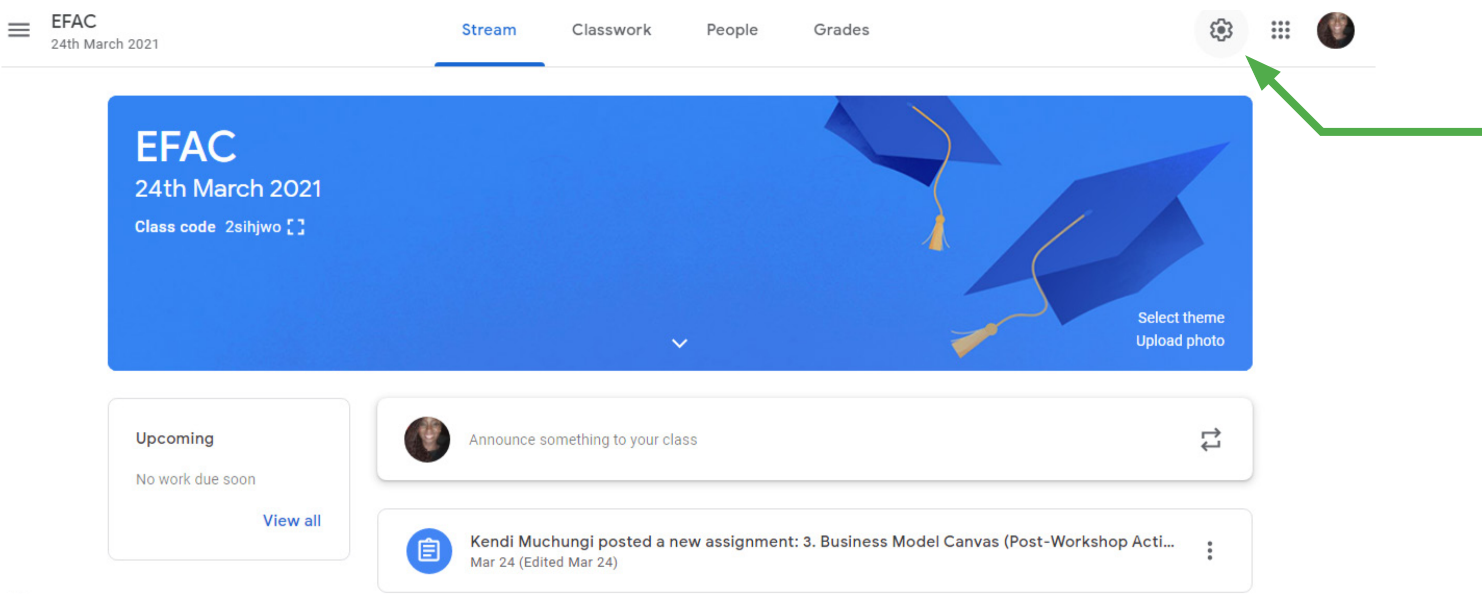


5. Then select/click "Create"



HOW DO I INVITE WORKSHOP PARTICIPANTS TO THE WORKSHOP GOOGLE CLASSROOM?

1. Select the classroom settings icon.

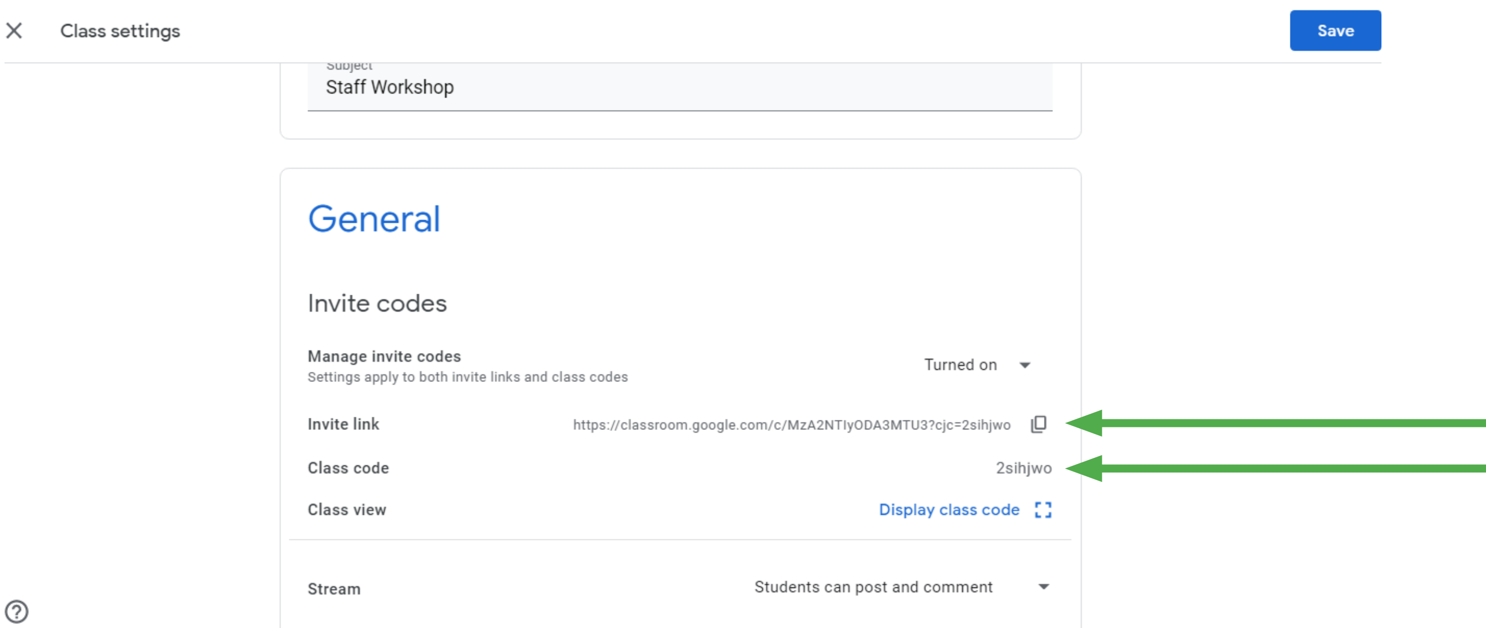


2. This will open up to class settings, which has the following sections
    a. Class Details
    b. General
    c. Grading.

You will find the class **invite details** here. You should be able to either

a. **Copy invite link:** Once you have copied the invite link, share the link via email or WhatsApp with the workshop participants. **This will be a unique link for every classroom.**

b. **Share the class code:** You could also share copy down the class code and share it either via email or WhatsApp with the workshop participants. **This will be a unique code for every classroom.**

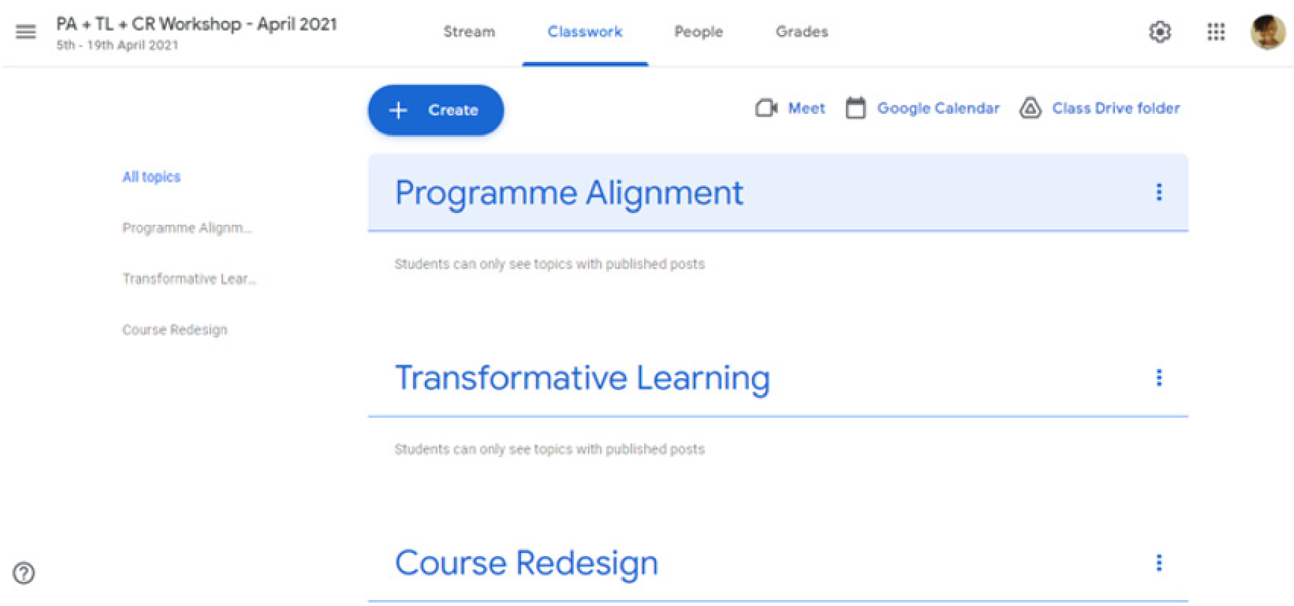


STRATEGIES FOR EFFECTIVELY ORGANISING THE WORKSHOP GOOGLE CLASSROOM

1. You have the following menu items:
    a. **Stream:** Allows you to communicate with students
        i. Create & Schedule Announcement
        ii. Respond to Participants' Posts
    b. **Classwork:** Allows you to share materials, ask questions, setup assignments and organise your work
    c. **People:** Allows you to invite the other workshop facilitators [Teachers] and workshop participants [Students]
    d. **Grades:** You don't really need this for this workshop

SETTING UP ONLINE SESSIONS FOR THE PA + TL + CR WORKSHOP

1. Select "Classwork", which should allow you to create any of the following:
    - Assignment
    - Quiz Assignment
    - Question
    - Material
    - Re-Use Post
    - Topic
2. Select "Create" and then select "Topic" and then create the following Topics
    a. Programme Alignment [PA]
    b. Transformative Learning [TL]
    c. Course Redesign [CR]



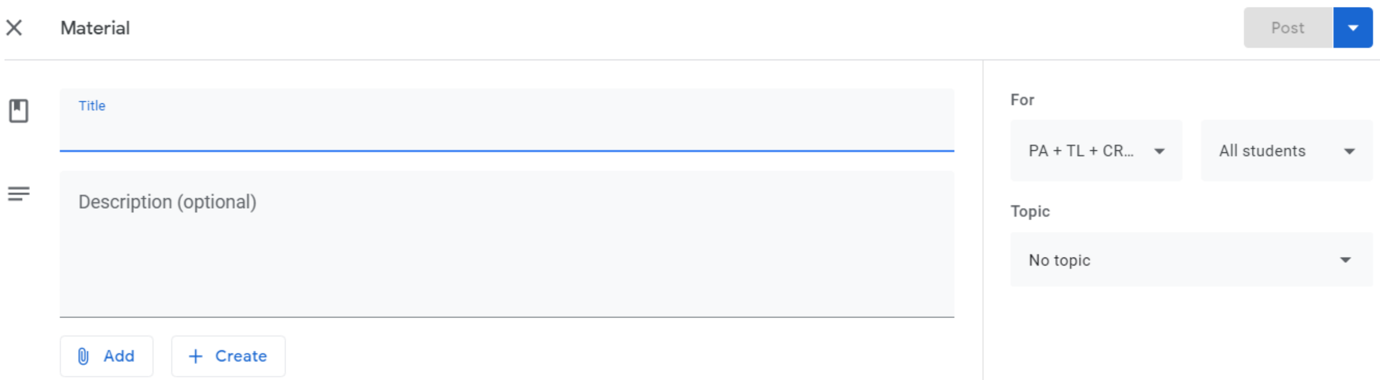
3. Then create materials and/or assignments for each workshop section. E.g., for the Transformative Learning workshop, we will have the following
   a. TL_Day1_Gender
   b. TL_Session1_The Promise versus Reality
   c. TL_Session2_The Banking Concept
   d. TL_Session3_Mandate of The Elite
   e. TL_Session4_Principles of Adult Learning
   f. TL_Session5_Characteristics of a Great Learning Experience
   g. TL_Day2_Gender
   h. TL_Session6_What is Thinking
   i. TL_Session7_How to Make Thinking Visible
   j. TL_Session8_Transformative Learning Cycle
   k. TL_Session9_Transformative Learning Philosophy
   l. TL_Session10_Critical Reflective Thinking
   m. TL_Session11_How to Dream

To create the above you would need to select "Create" again and then select either "Assignments/ Materials". A pop-up dialogue box will come up requiring you to key in the following information:

i) Title

ii) Description

iii) Topic

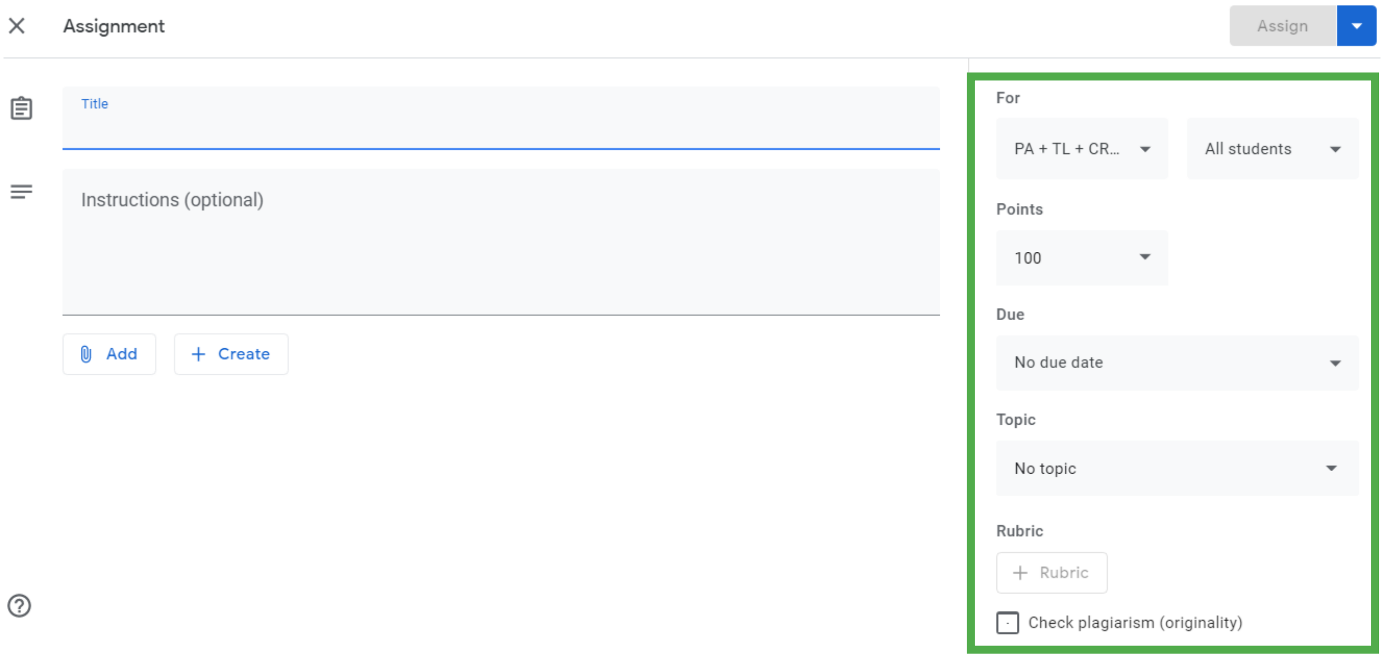


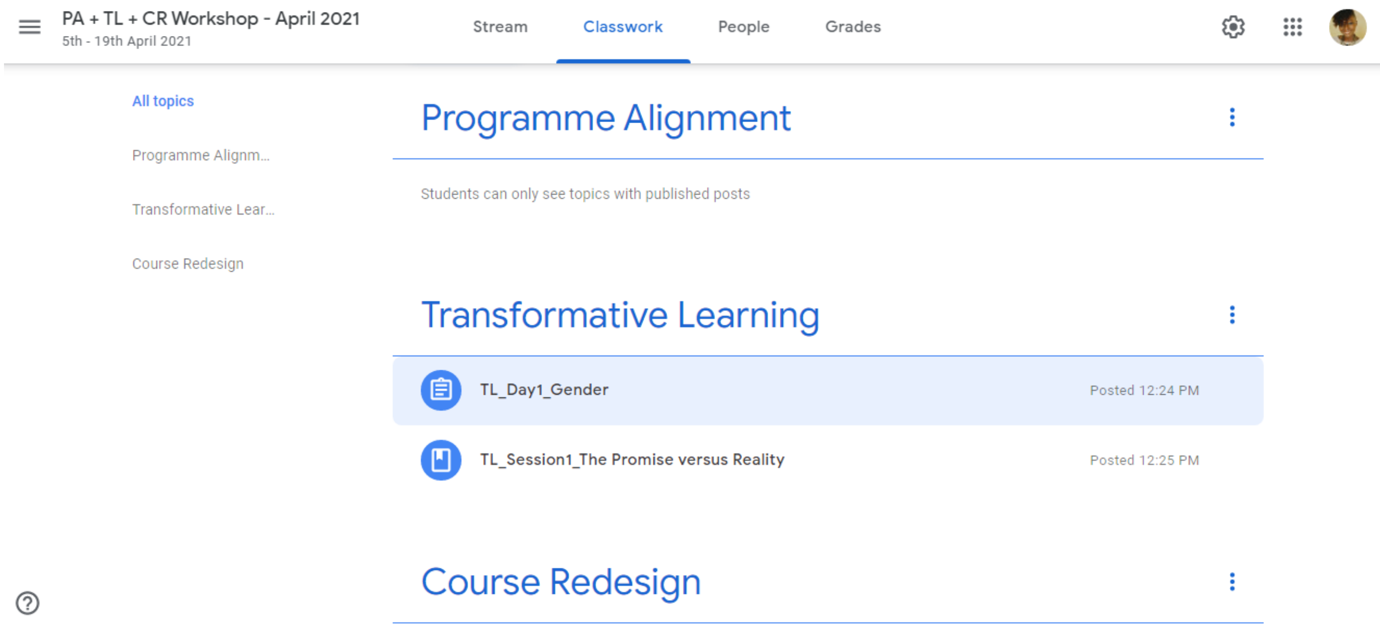
If you have chosen "Assignment" and not "Material" – these are the additional options

a. Points (Grade points)

b. Due (Date and Time)

c. Rubric





Google Docs

WHAT IS IT?

Google Docs is an online word processor (like Microsoft Word) which is offered as part of the Google Suite (which also includes Google Sheets, Google Slides and Google Forms).

BENEFITS

- It allows for **collaborative work**, especially for online or blended learning
- when participants are not in the same physical room.
- when (as a facilitator) you want to create a single repository of collaborative work done from different groups, working on different aspects of the same problem.
- It allows for access to your work from different devices as long as you login to Google.

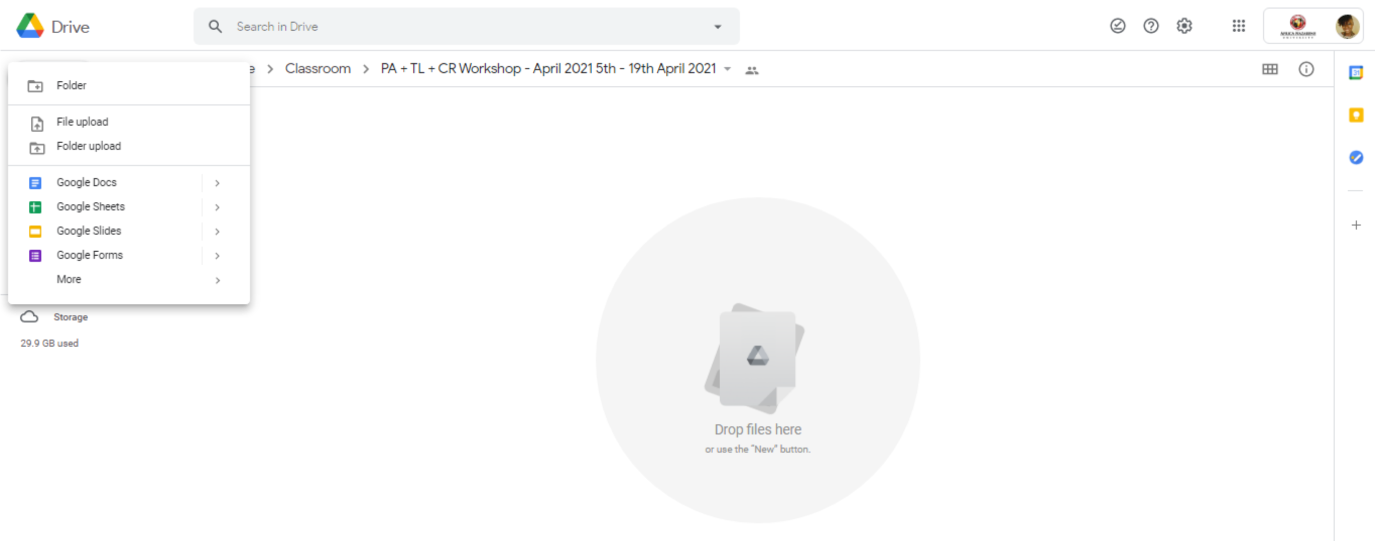
CONCERNS

- Need for good connectivity
- Must have a Google account

HOW DO YOU ACCESS GOOGLE DOCS

The most ideal way to do this, especially for this workshop is to:

1. Open Google Classroom
2. Select the "Classwork" menu item
3. Select the "Class Drive Folder"
4. Then select "+ New", this should open up a menu containing the following items



5. Select "Google Docs" and then work with this document as you intended

The beauty of using the route of Google Classroom to set up your Google doc, is that this should ensure all your work that pertains to the PA + TL + CR workshop is in the same online space.

Google Forms

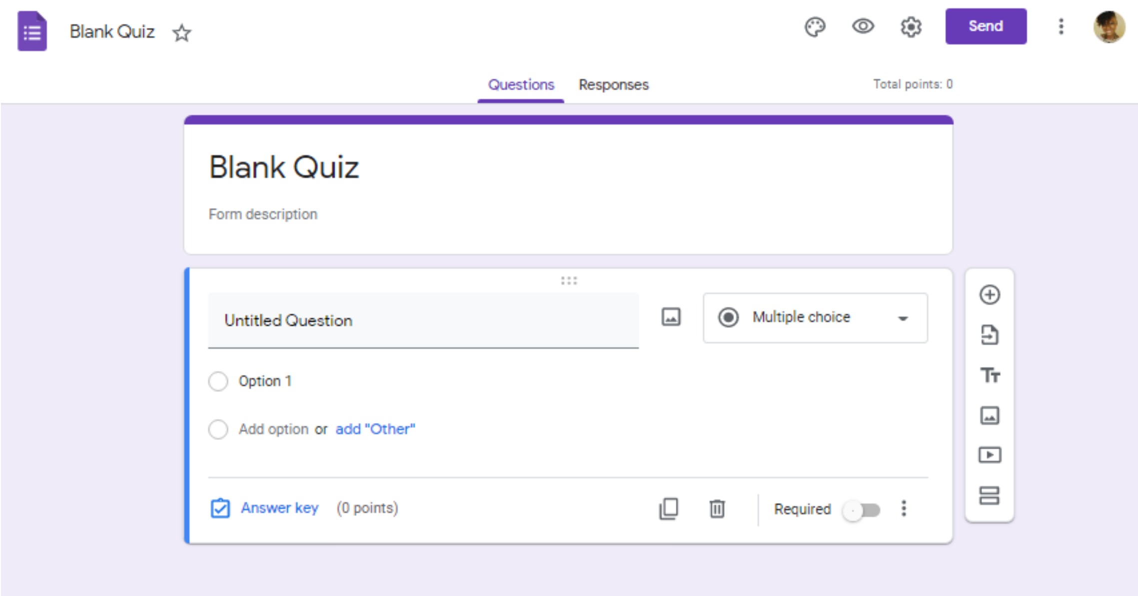
WHAT IS GOOGLE FORMS?

Google Forms is a survey/questionnaire administration web application. It is part of the Google Suite.

HOW DO I SET IT UP?

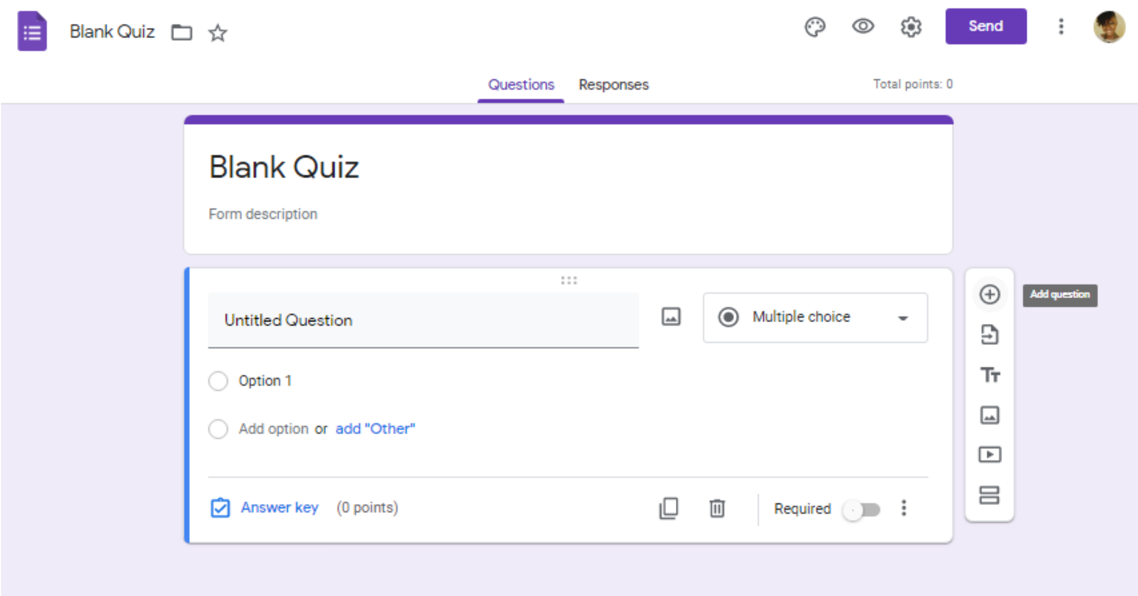
1. Use the following link https://docs.google.com/forms/
2. Select either "Blank Form/Blank Quiz"

This opens up a Google Form that look something like this



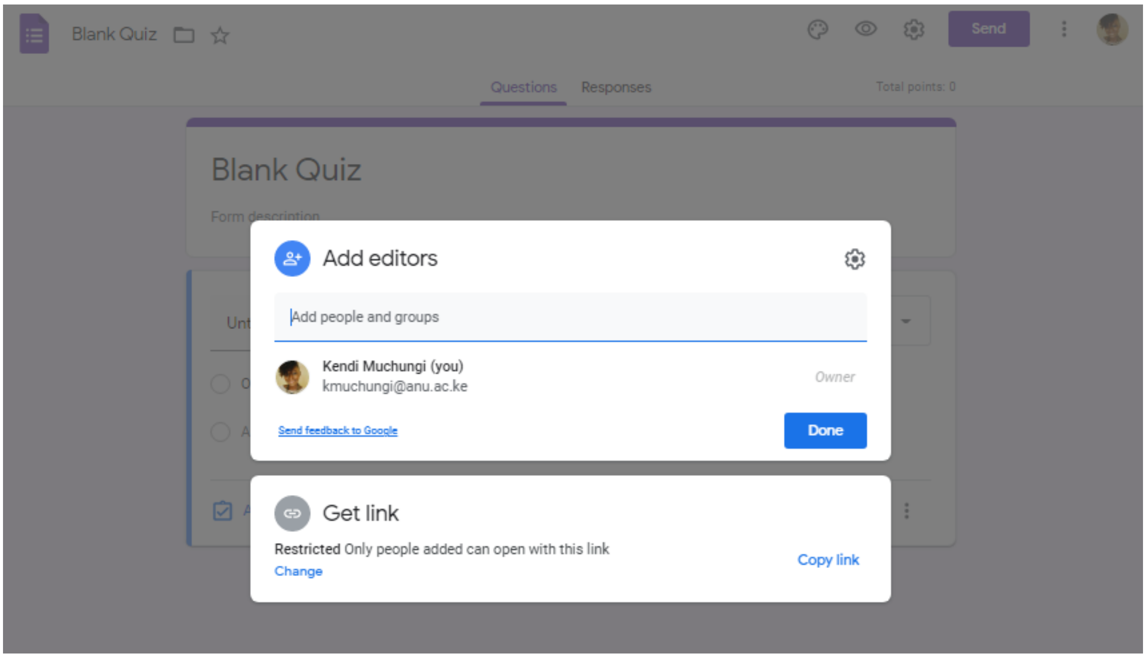
3. Name your form e.g., TL_Day1_FormativeEvaluation in place of "Blank Quiz"
4. Describe your form
5. You have the following options for your question types
   a. Short Answer
   b. Paragraph
   c. Multiple Choice
   d. Dropdown
   e. File Upload
   f. Linear Scale
   g. Multiple Choice Grid
   h. Checkbox Grid
   i. Date
   j. Time
6. You can also make a question mandatory or not (e.g., whether it can be skipped).

7. You have the following options to add using the vertical menu list

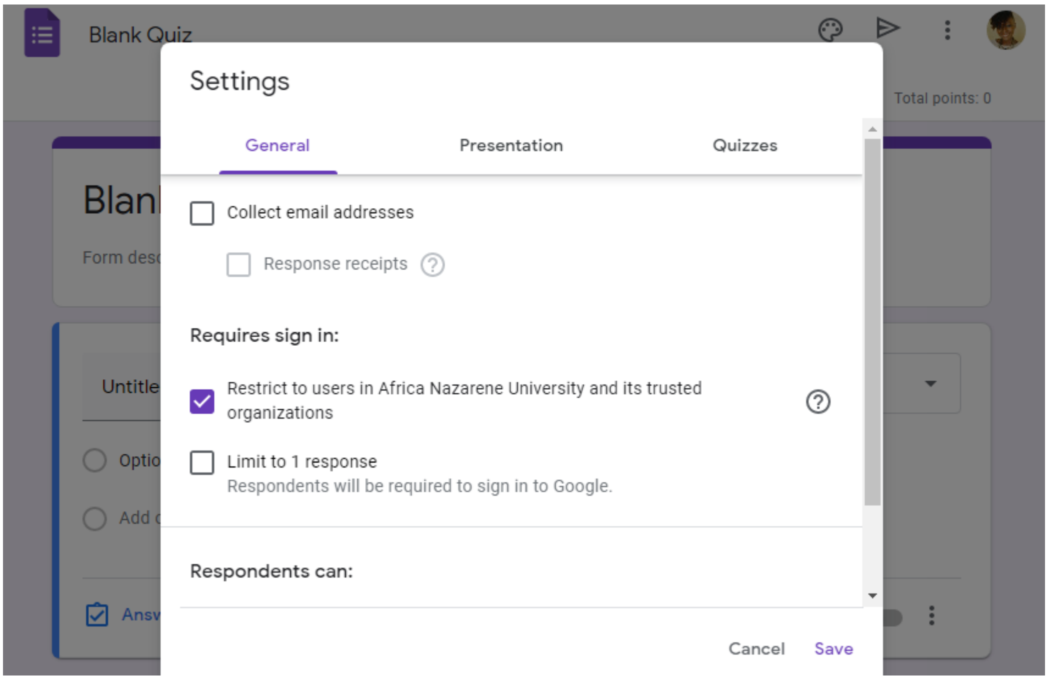


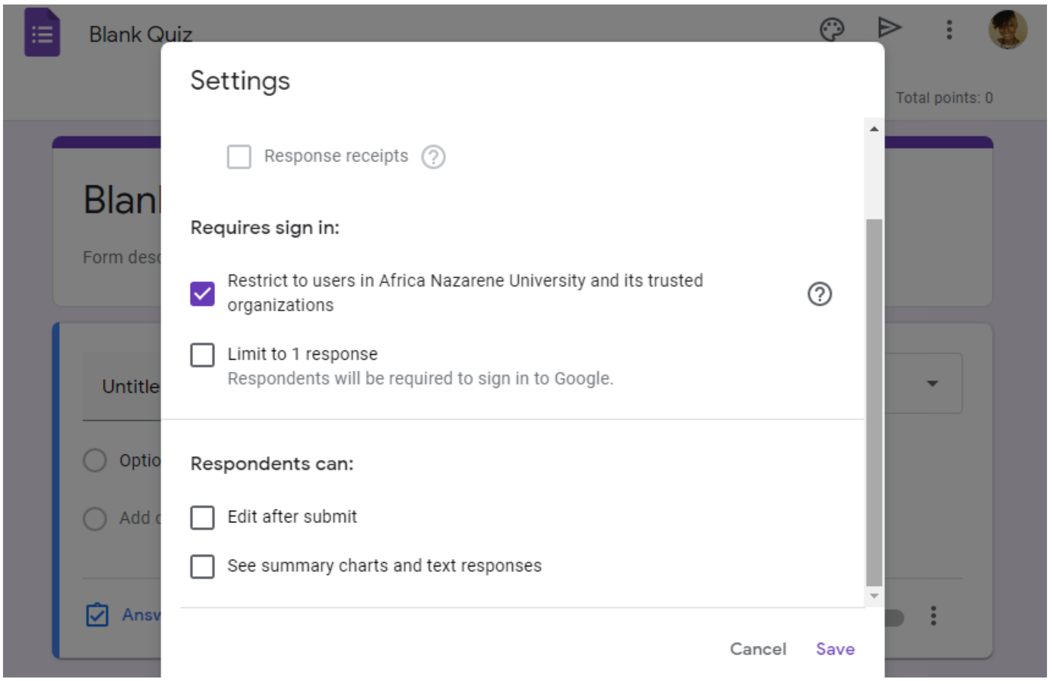
   a. Add Question
   b. Import Question
   c. Add Title & Description
   d. Add Image
   e. Add Video
   f. Add Section

8. To add other workshop facilitators to this Form, click on "Send Button" and then select the "Add Collaborators". Enter the email addresses of your fellow co-facilitators and then click "Done". You could also send them the Google Form's link by "Copy Link" and then emailing it or sending the link via WhatsApp.



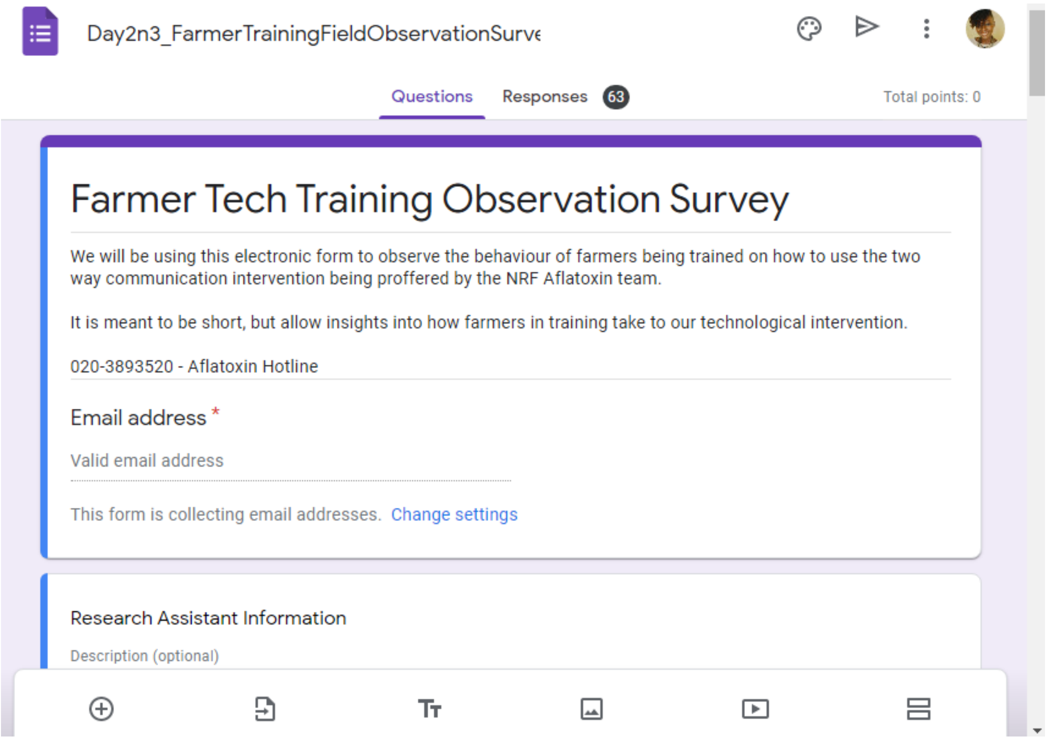
9. Next, select the "Form Settings" (The Wheel Icon), which is next to the "Send" button. This gives you access to the following menu items: General | Presentation | Quizzes.
   - Check the box "Collect email addresses" - this will ensure participants get email notifications once they finish completing the survey.
   - Uncheck the box "Restrict to users ......" - this will ensure that participants can use any email address to complete their submission.
   - Leave the box "Limit to 1 response" unchecked - this will allow participants to make more than one submission. This is important especially if they reflect on their first submission and feel that they would like to make another more detailed or better thought-out submission.
   - Check the box "Edit after submit" - this will allow respondents to be able to edit their survey responses once they are done.





10. You can then select the menu item - “Presentations”. While here, make sure to check the box “Show link to submit another response” and then you can customise the message participants will receive once they submit their response – e.g. “Thank you for your response to TL Day 1 Formative Evaluation”.

HOW TO VIEW PARTICIPANT RESPONSES?



1. Once participants submit their responses - a “Responses” tab becomes available. Select the “Responses” tab. This should open up three menu items:

   “Summary” | “Question” | “Individual”

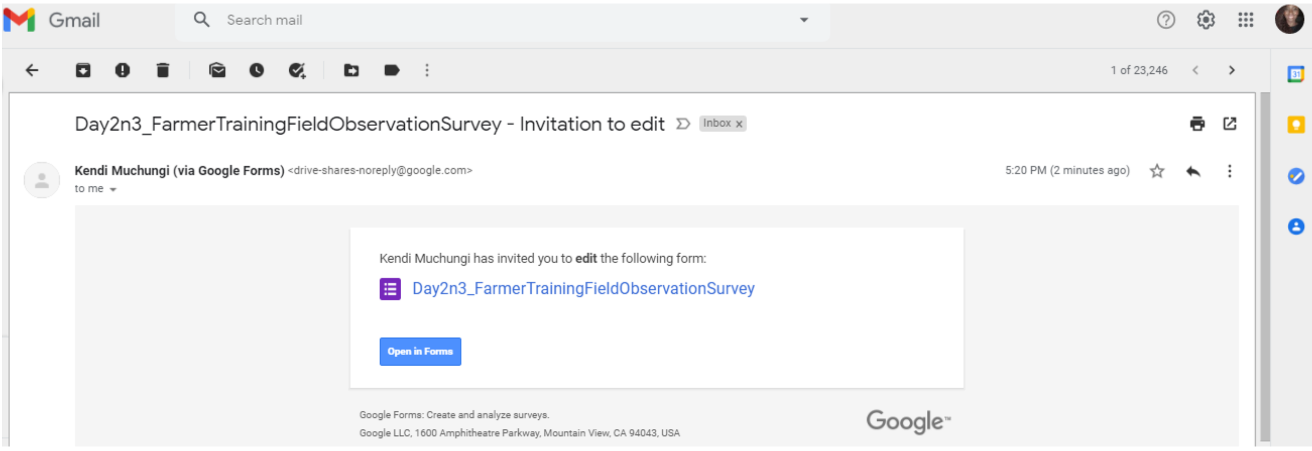
   Summary – This shares insights of all responses submitted in graphs and summaries

   Question – This shows all responses per question

   Individual – This shows all responses per individual

HOW COLLABORATORS CAN ACCESS THE GOOGLE FORM

Collaborators should receive an email from which they can have access to the Google Form by selecting "Open in Forms".



WHEN DO I USE IT?

- To collect session/workshop feedback
- To carry out a baseline study
- When quizzing participants

MORE INFORMATION:

For a short video on how to use Google Forms, recorded by Jeremiah Victor Harding of University of Sierra Leone as part of Assuring Quality Higher Education in Sierra Leone, a sister project to TESCEA, see www.inasp.info/CR_K

Mentimeter

WHAT IS IT AND WHAT DO I GET WITH THE FREE VERSION?

Mentimeter is an audience response management solution, which can help you engage with participants and students by providing tools to create interactive presentations. The platform enables you to collect data via live polls, quizzes, and questions in real-time and to analyse that data. You can also use the system to translate content into multiple languages, collect feedback via surveys, and control lectures via smartphones. The software allows participants to collaborate collectively and anonymously.

It requires internet connectivity and has a free and premium version. The free version allows for only three questions. You can get a few more questions if you share emails of friends who might be interested in using Mentimeter.

You can access an overview of the pricing here: https://www.mentimeter.com/plans.

HOW CAN IT BE USED IN THE SESSIONS I.E., WHAT IS IT GOOD FOR?

As a workshop facilitator you will need to set up the questions using www.mentimeter.com. You will find that there are several types of questions with the free version:

- Multiple Choice
- Word Cloud
- Open Ended
- Scales
- Ranking
- Q&A

Participants will use www.menti.com where they will key in the code specific to the session you have created to access the questions/presentations you have developed.

There are two paces of presentation:

- **Presenter:** In this pace, you as the workshop facilitator control movement from one slide to the next, the slide you navigate to is the one the participants have access to. Participants cannot access any slide that you as a workshop facilitator have not navigated to.
- **Audience:** In this pace, you allow your participants to navigate through your slide presentation without requiring explicit permission from you as the creator of the presentation.

Mentimeter works best when you:

- desire real-time feedback
- are seeking honest and unadulterated feedback from training participants
- would like to create a repository of knowledge created by a group of people
- want to make participants learning visible to them
- want to elicit stronger plenary discussion – it works better than asking participants to raise their hands or picking on participants within the plenary
- want to hear from a majority of the participants in the plenary

- when you want to build the confidence levels of the whole group within the workshop - especially at the onset of a workshop when participants are starting to feel their way in a new environment
- are integrating questions into presentations in order to generate a repository of the session material and responses from your participants

The aforementioned suggestions support most feedback activities and sessions.

RECOMMENDED LINKS TO ONLINE TUTORIALS

Getting Started with Mentimeter:
https://www.youtube.com/watch?v=azIt1JXhCUs

How to Use Mentimeter in a Remote Session:
https://help.mentimeter.com/en/articles/3810352-how-to-use-mentimeter-in-a-remote-session

Can I Use Mentimeter with PowerPoint?
https://www.youtube.com/watch?v=miV0KaIOgPA

Create Your First Presentation with Mentimeter:
https://www.youtube.com/watch?v=Sd0fAenuAnw

5 Ways to Use Mentimeter to Engage and Interact with Students:
https://www.youtube.com/watch?v=8ckjXGzOM-g

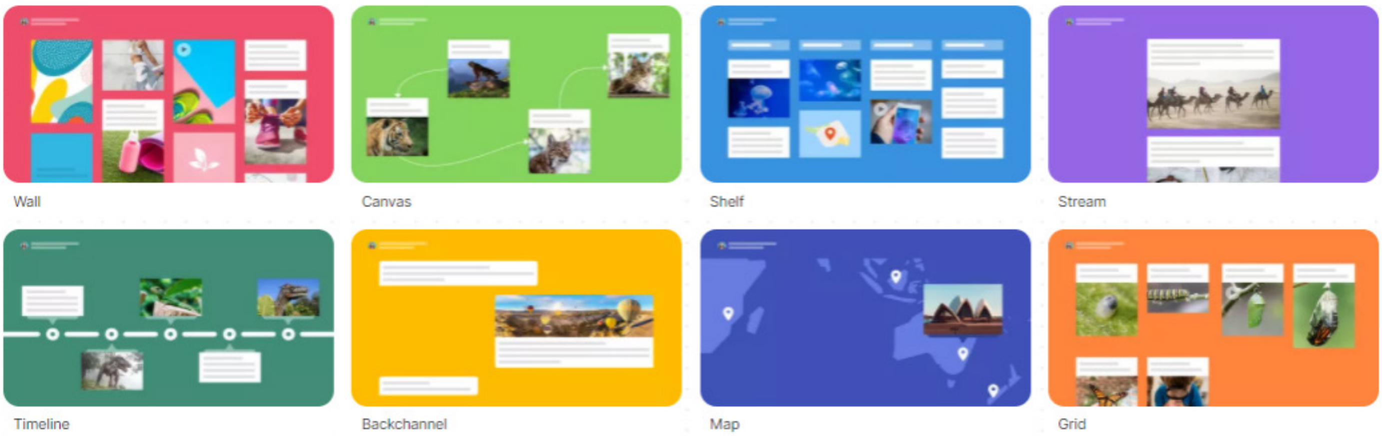
Padlet

WHAT IS IT AND WHAT DO I GET WITH THE FREE VERSION?

Padlet is a versatile online tool that can be used interactively to collect and present information – it can be described as 'an online notice board'. You can create a Padlet board by selecting from a range of options, including timelines, maps, grids, and streams. The tool is designed to be easy to use, allowing you to add posts with one click, copy and paste, or drag and drop. It also autosaves changes as you make them.

To create Padlet boards, you will need to sign-up for a free account. Once you have an account, you can create up to three boards (you can export old boards to PDF/excel and then delete them on the Padlet site to make room for new ones). It is important to note that you can invite others – i.e., your students – to contribute to a board (adding comments and new sections) by sharing a link. They will not need to create an account of their own to edit and add to a board.

To sign up for free: https://padlet.com/auth/signup



HOW CAN IT BE USED IN THE SESSIONS I.E., WHAT IS IT GOOD FOR?

A new Padlet board is a bit like a blank canvas - you can use it for any number of functions. Throughout the TESCEA project, Padlet boards have been used to brainstorm ideas, to collect resources and, also, as a place to accept submissions (attachments) to a task.

Padlet is designed for collaboration. As mentioned above, you can invite others to contribute to your boards without them having to sign up. Plus, the number of contributors you can invite is unlimited, which makes it a viable tool for large class sizes. You can also control how others interact with your boards; allowing them to only view the content or allowing them to write on and add to the board. It is also worth noting that you can make a board public, private and password protected.

Padlet is compatible with most devices, including mobile phones (downloaded from an app store).

RECOMMENDED LINKS TO ONLINE TUTORIALS

- Padlet Tutorial - How to Get Started Guide 2020 by Evgenii Permiakov
  www.youtube.com/watch?v=OPkq5q8nRbM
- Learn Padlet – NEW! Tutorial by Teacher's Tech
  www.youtube.com/watch?v=UkBnwPqaljA
- Padlet Tutorial for Students - How to Join and Participate by Evgenii Permiakov
  www.youtube.com/watch?v=delW1Jtoq_w
- Padlet For Teachers: The Best Tips, Tricks, and Ideas For Your Classroom by We Are Teachers
  www.weareteachers.com/padlet-for-teachers
- Padlet Tutorial for Teachers by The New Edtech Classroom
  https://newedtechclassroom.com/padlet-tutorial-for-teachers

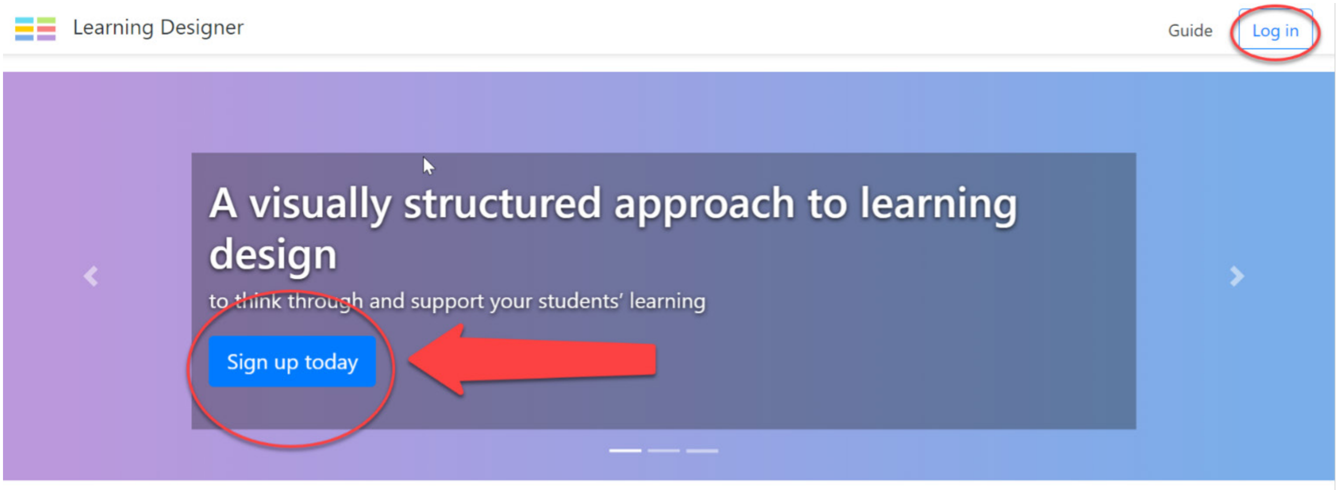
APPENDIX L: USING THE LEARNING DESIGNER

This guide, developed by Roisin Manning, is an introduction to using the Learning Designer software, available for free at: www.ucl.ac.uk/learning-designer/index.php

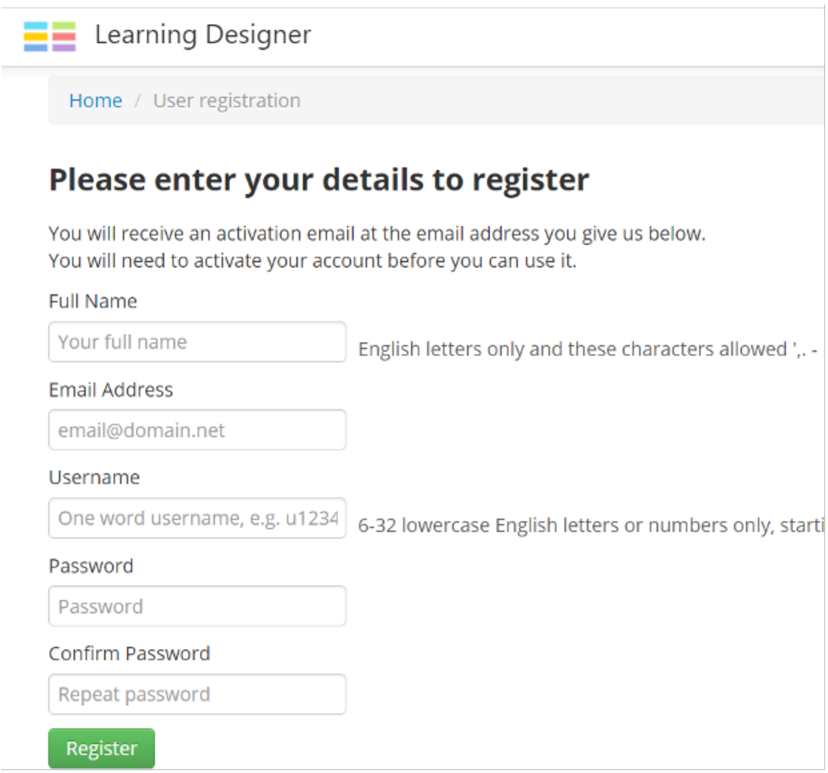
The Learning Designer has been developed to support learning design that follow Diana Laurillard's Conversational Framework. You can find out more about this here.

Getting started

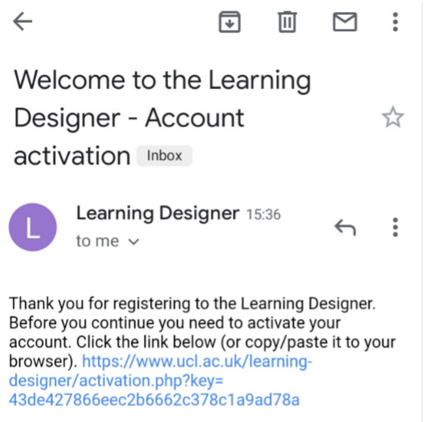
1. Navigate to www.ucl.ac.uk/learning-designer/index.php and click **Sign up today** to start. If you already have an account, click **Log In**.



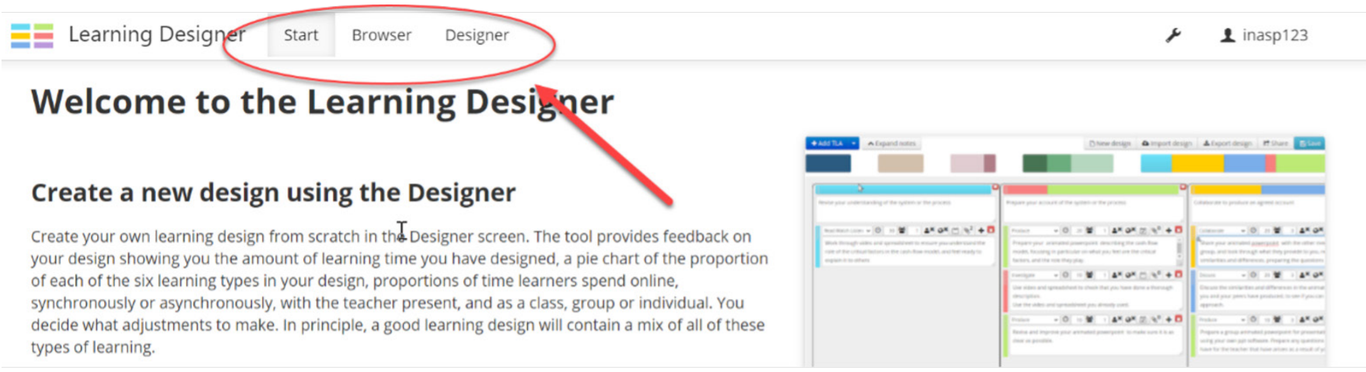
2. Enter your details and create a password to register. Note that the software will only accept passwords with lowercase English letters or numbers only. Passwords must start with a letter, must contain at least one number and must be at least 8 characters long.



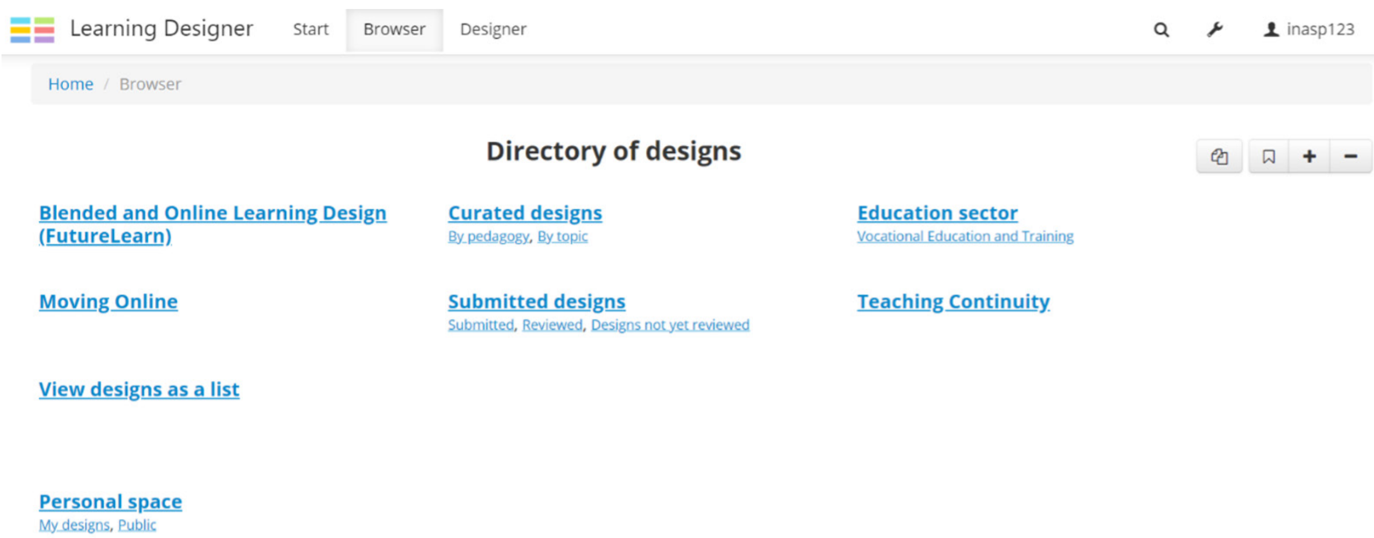
3. You will then receive an email to the email address provided in the form to register your account. Make sure you check your spam or junk folder if you cannot see the email in your main inbox. By clicking the link in the email, you will then be able to log in to your account.



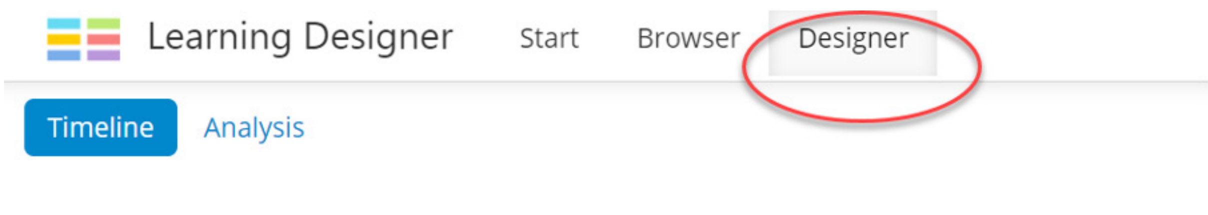
4. After logging in, you will see three tabs – Start, Browser and Designer.



5. In the Browser screen, you can see previous designs by other people. Look at some of these before starting your own.

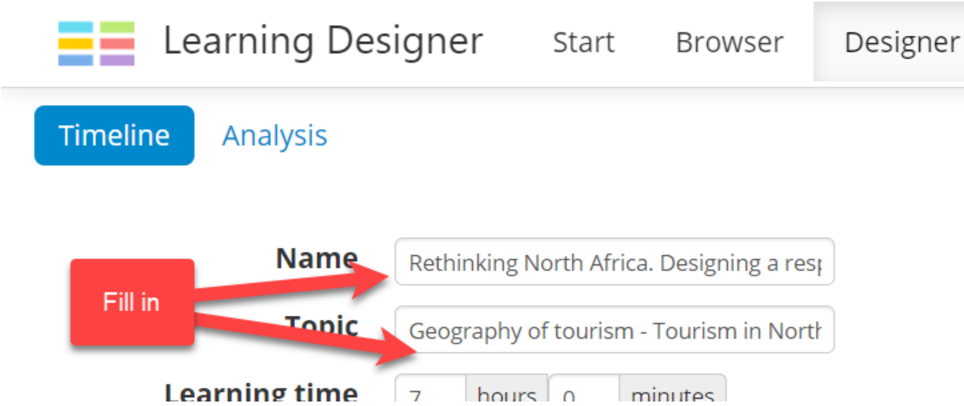


6. Make sure you are in the Designer screen to begin your design.



Adding details to your design

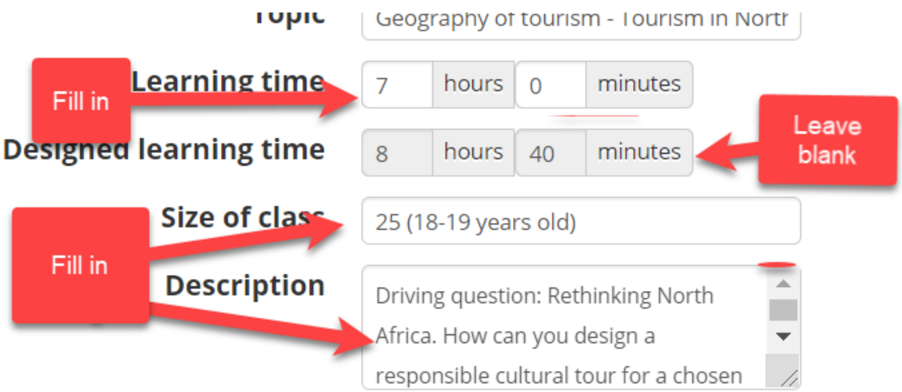
7. Begin by giving your design a name in the **Name** field and a topic in the **Topic** field. You might want to use one of the concepts you have developed for your course to fill in the **Topic** field and the name of your course to fill in the **Name** field. However, you do not need to use this method and can fill in the **Name** and **Topic** fields in any way that is meaningful to you.



8. Now fill in the **Learning time** field. This is the amount of time you have planned for the learners to complete the piece of learning you are designing. At university level, this will align with the time you have been allotted to teach the topic. Leave the **Designed learning time** field blank as the software will fill this in automatically as you complete your design. When you have finished your design, you can check back here to ensure that the learning you have designed does not exceed the actual time you have available for it.

9. Indicate the class or group size in the **Size of class** field – this should be the total number of learners in the class

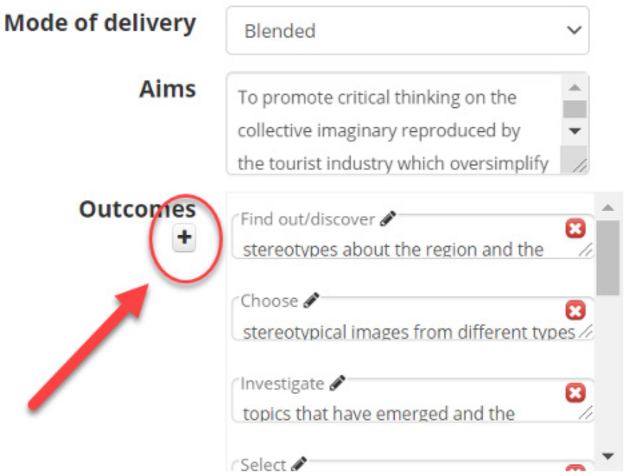
10. Include a description for this design in the **Description** field. This should be a brief summary of what learners will do during this piece of learning.



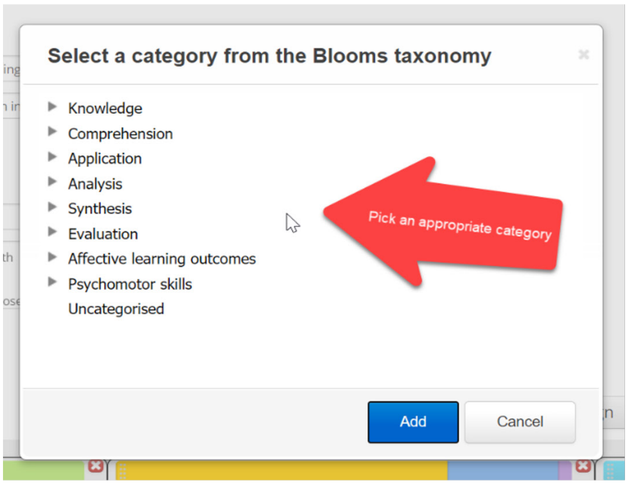
11. Beside the **Mode of delivery** field, we can choose an option from the dropdown menu. Choose 'wholly online' for learning that is completely digital, 'blended' for learning that mixes digital learning with face-to-face learning, 'classroom-based' for face-to-face learning and 'location-based' for learning that takes place on a location, for example, a work experience placement or field trip.

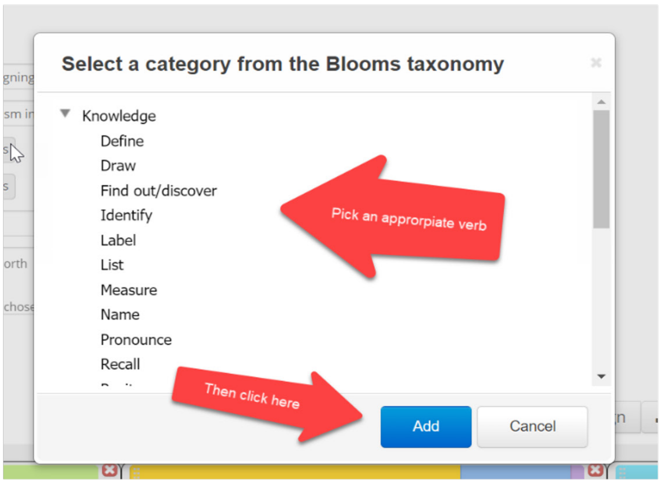
12. Now write the aims of the design in the **Aims** field. What are you as the facilitator of learning hoping to convey to the learners in this piece of learning?

13. Now write the learning outcomes for the design in the **Outcomes** field. Click the + symbol.

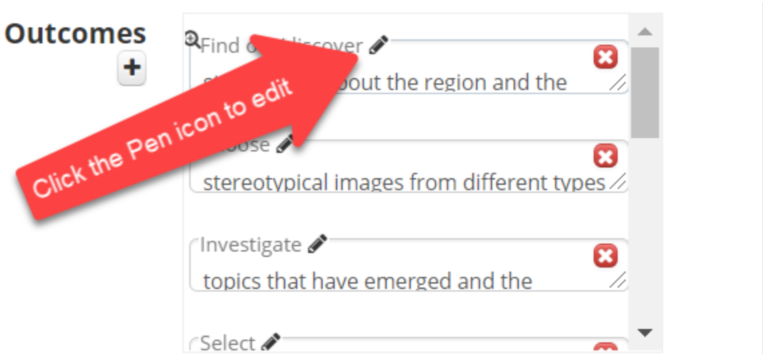


This gives you a menu of verbs from Bloom's Taxonomy, which you can use to help pick an appropriate verb for the first outcome. If you are using another taxonomy, such as the Taxonomy of Significant Learning (soft) skills matrix, you can select the **Uncategorised** label.

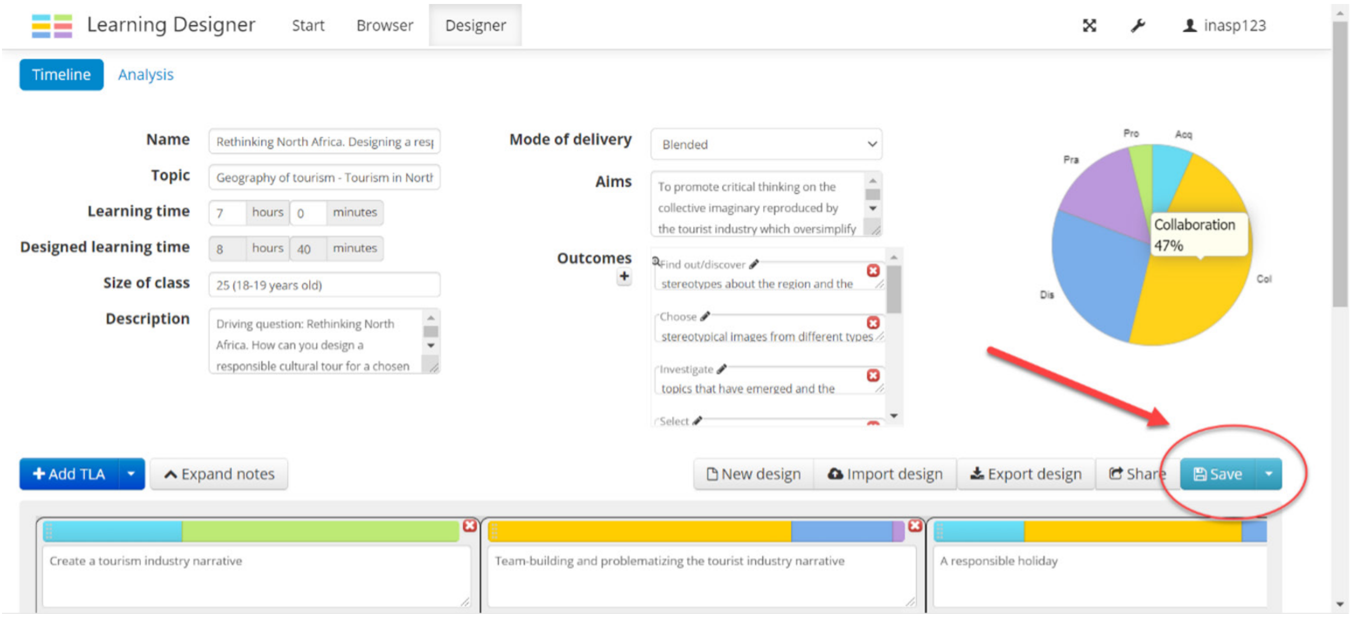




Now fill in the rest of the outcomes. Learning outcomes should feature an appropriate verb, the content to be addressed and the context in which it is being addressed.

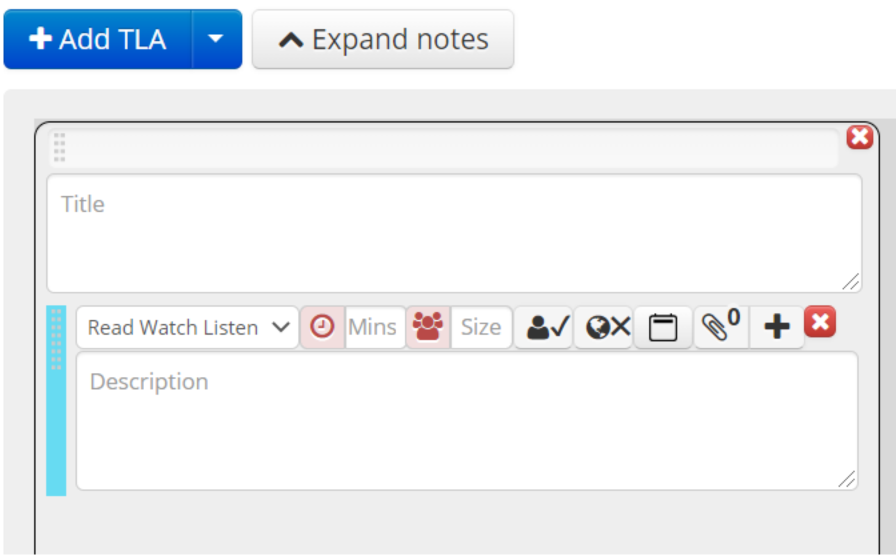


14. Remember to click the save button regularly to avoid losing any of your work.

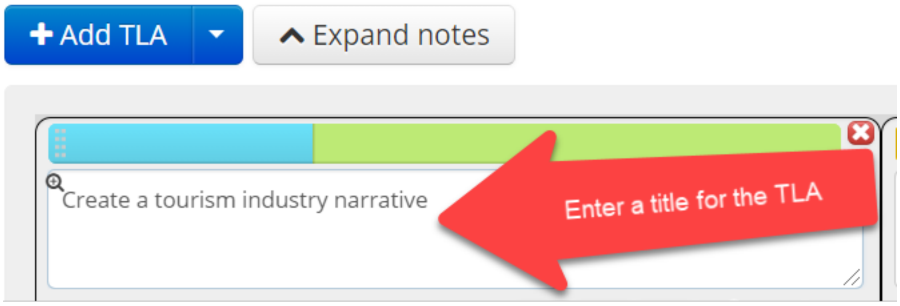


Adding a teaching and learning activity (TLA)

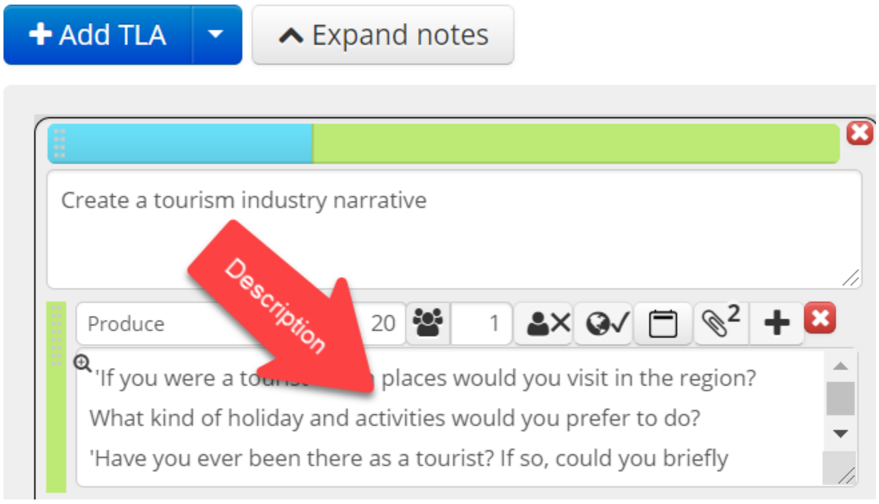
15. TLAs are for providing more detail on your design and the activities involved. Your first TLA already appears blank in the TLA section of your design.



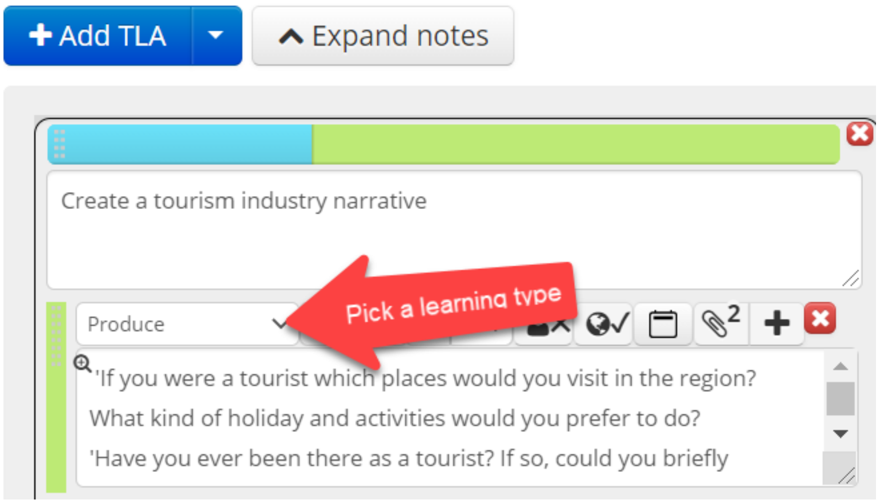
16. Give this an appropriate **Title** describing what learners will do in this TLA.



17. Below the Title box, you will see the box to add your first activity to the TLA. Start by entering a description of this activity.



18. Now decide on what type of learning this is. The dropdown menu provides the six types of learning from Diana Laurillard's Conversational Framework to choose from.



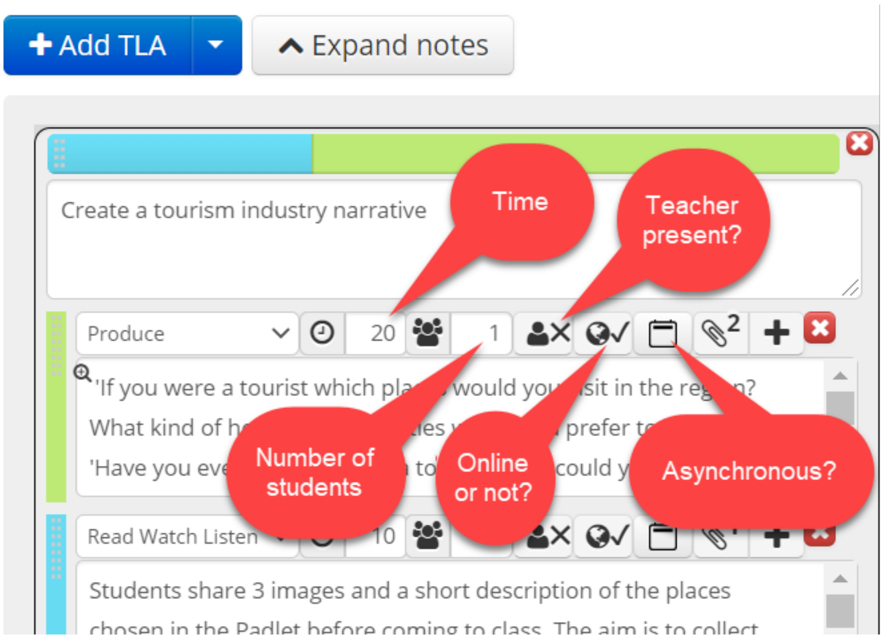
19. Enter a time needed to complete the activity in the **Mins** box.

20. Indicate how many students are involved in the activity in the **Size** box. If the activity is to be completed individually, you might put 1 here. For a small group activity, you might put 5 here (to represent groups of five people) or for an activity that involves the whole class, you would put the total number of learners in the class.

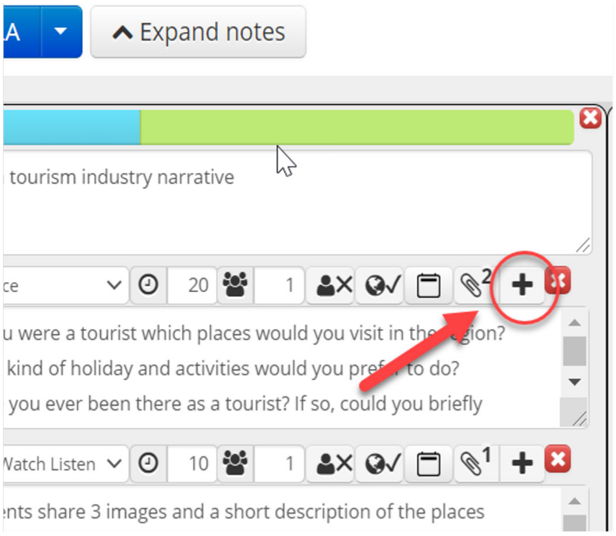
21. Indicate whether this is an activity the facilitator of learning needs to be present for by clicking the **Teacher present** button. If this button is ticked, the facilitator of learning does need to be present. If this is an activity that does not involve the facilitator of learning, for example if learners complete the activity online before coming to class, click the button to cross it out.

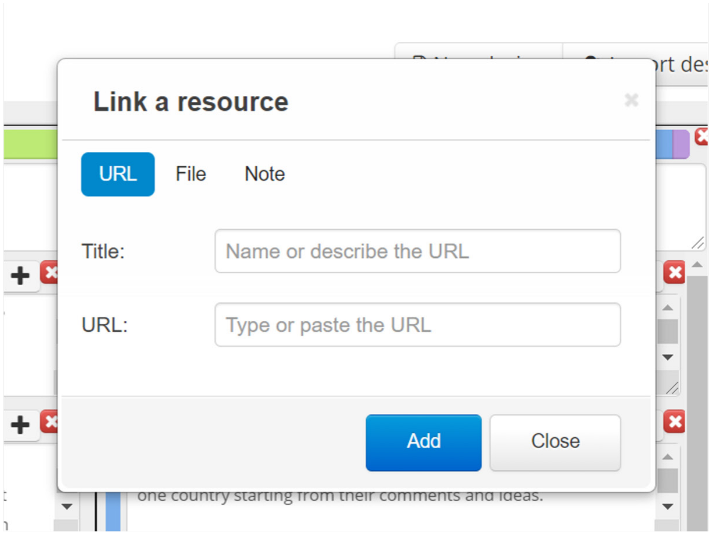
22. Indicate if this activity will be conducted online or not by clicking the **Online** button. For a face-to-face activity, you can leave this unticked.

23. If the activity will be asynchronous (not carried out by learners simultaneously, for example, an online discussion forum), you can indicate this by ticking the **Asynchronous** button. If the activity is to be carried out synchronously (for example, an in-class discussion or exercise), leave this unticked.

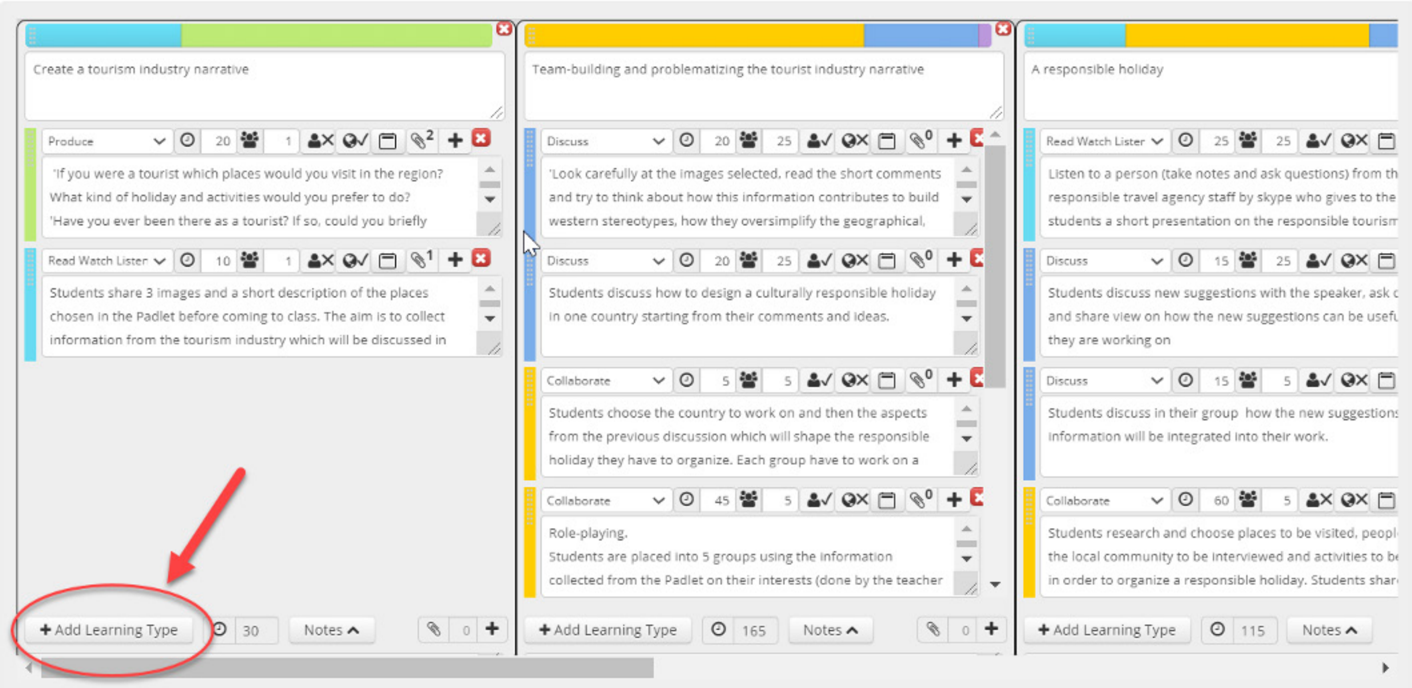


24. Link to the relevant resources for the activity by clicking the **Link resource** button. These can be URLs, files or you can add a note.

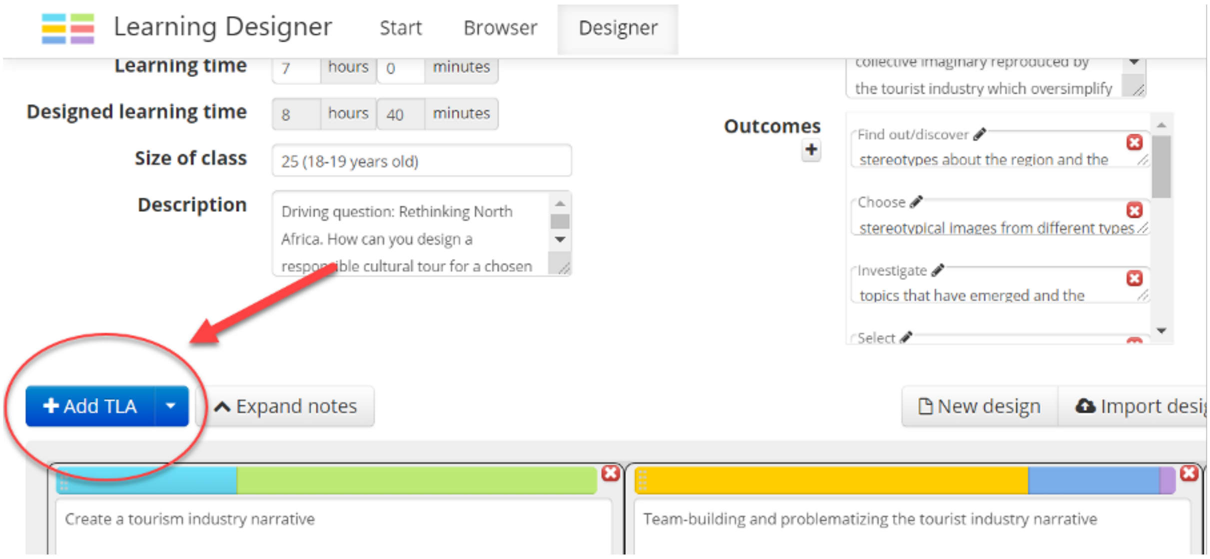




25. Add more activities to this TLA by clicking the **Add Learning Type** button.

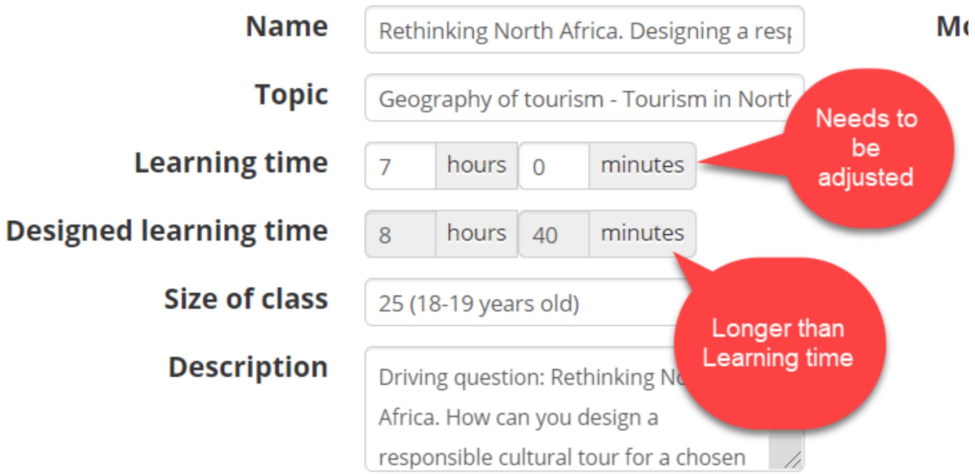


26. Add additional TLAs to the design by clicking **Add TLA**.

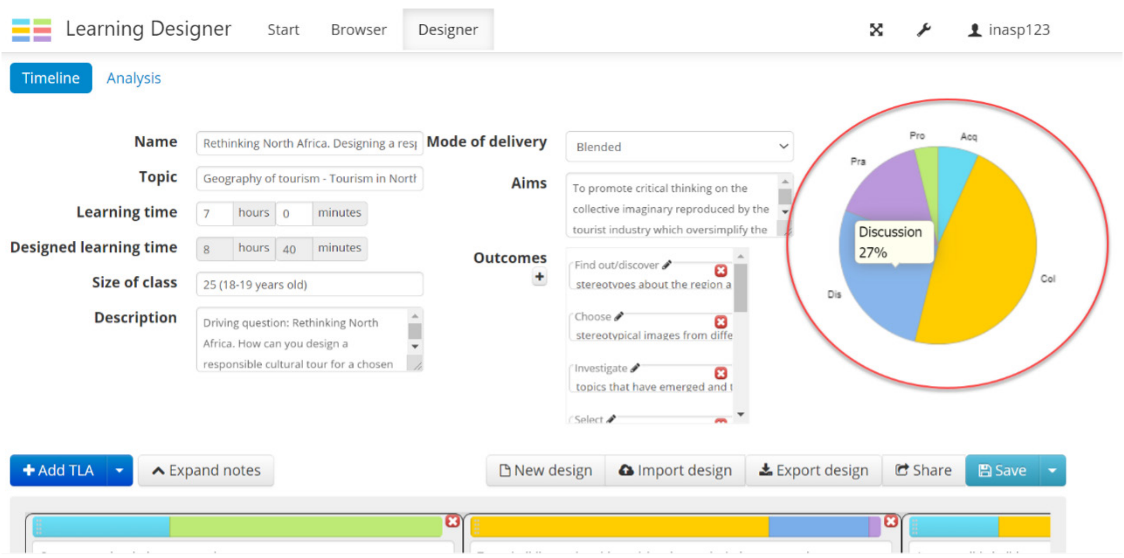


Finalising your design

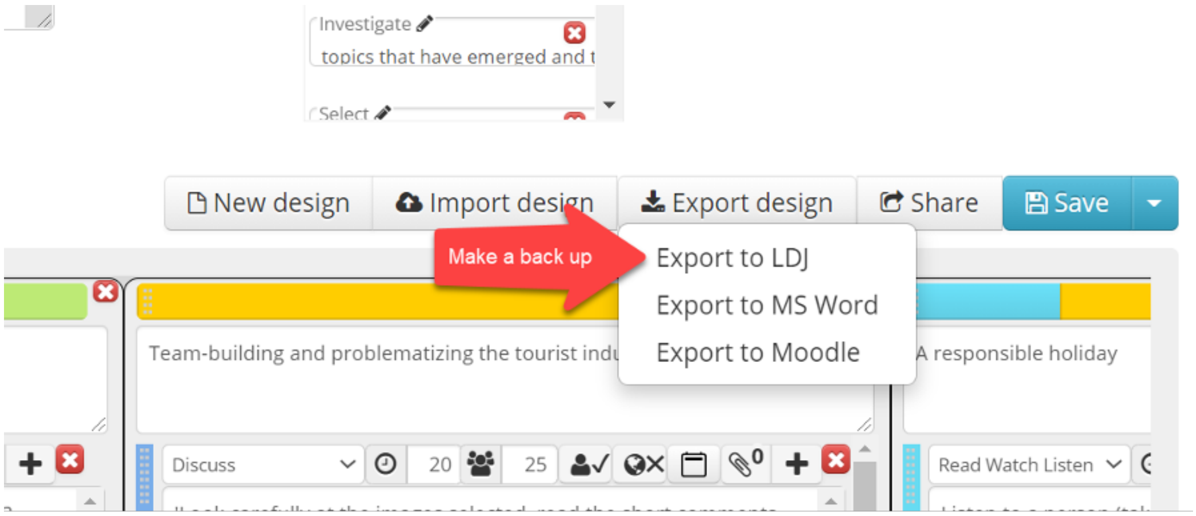
27. Check the learning time needed. The tool will automatically fill in the designed learning time field. This may be shorter or longer than the learning time estimated at the start in the learning time field, so this may need to be adjusted.



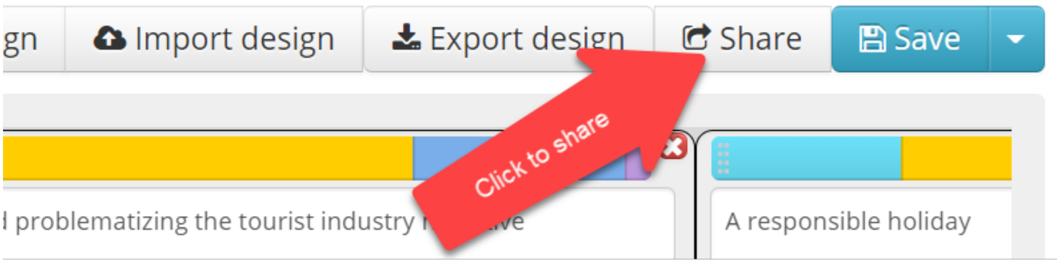
28. Check the pie chart which displays the different types of learning included in the design. This can be useful for alerting you if there is not enough variety in types of learning in the design.



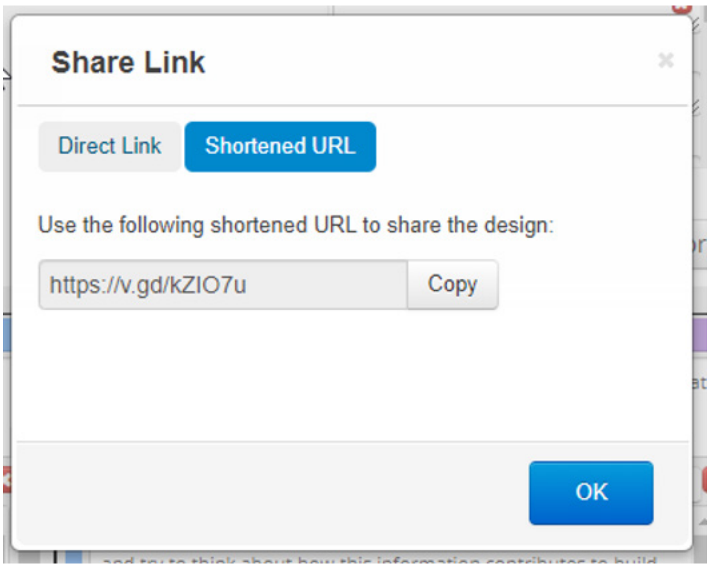
29. Export your design. To securely back up your design on your computer, click the **Export design** button and then LDJ format. This will create a backup file on your computer which you can import to learning designer if you ever lose the online version. You can also export your design as a Word document or to Moodle.



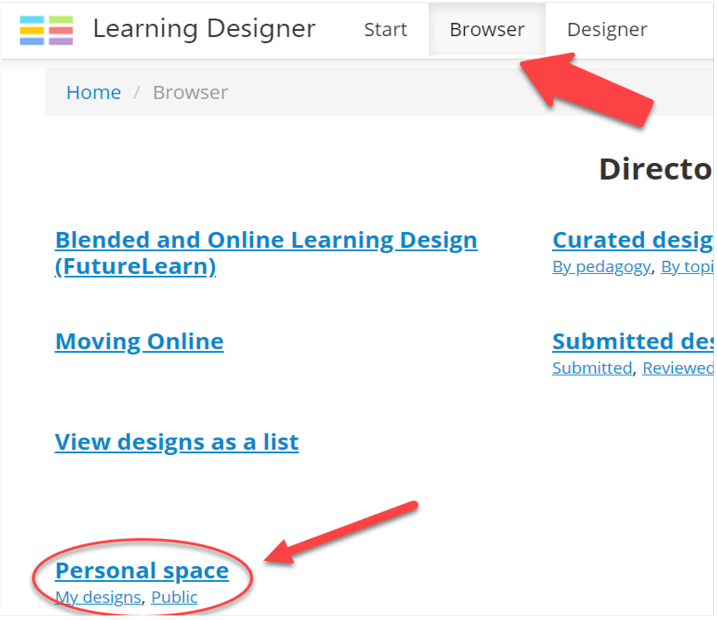
30. Share your design. Click **Share** to show the design to specific people.

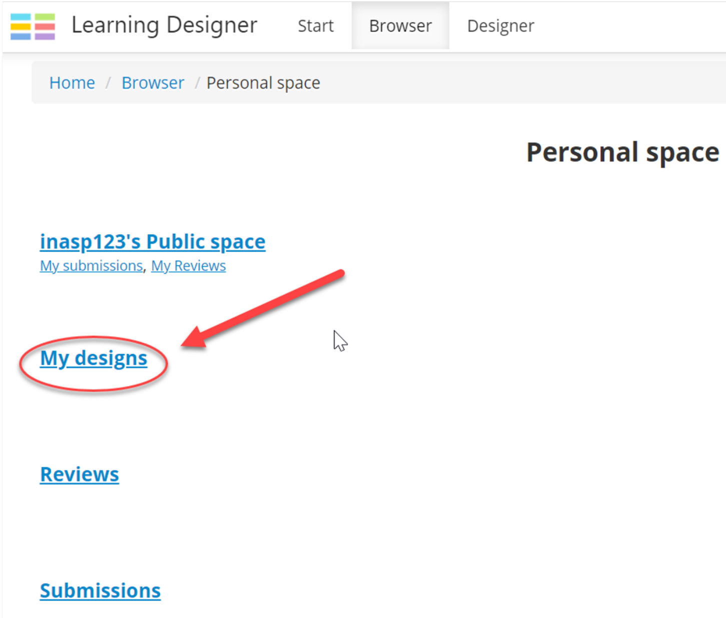


Select the shortened URL option and copy and share the link provided with anyone you want to view your design.



31. Finding your design again. Your design will now be visible in your Personal Space, which you can find in the Browser screen under Browser/Personal Space/My designs





APPENDIX M: ENERGISERS AND ICEBREAKERS

Suggestions of icebreakers and energiser activities with a focus on gender, critical thinking and/or problem solving.

Icebreakers

Icebreakers can be used at the beginning of a workshop or event to help participants get to know one another. All of the following examples are collaborative tasks which can be completed in smaller groups or all together.

GETTING TO KNOW EACH OTHER AND NOTICING COMMONALITIES

[All participants]

[10 minutes]

Participants stand in an open space and are asked to form groups according to categories. The facilitator asks them to group themselves according to:

- Where you came from (this could be done by city or country, depending on the diversity of participants).
- Which institution you work at (if relevant).
- Length of time at your institution (for example less than one year, one to five years, over five years). People who have been at the institution for over five years can be asked to organise themselves in a line with the person who has worked the longest at one end – this helps to highlight if there are experienced women at the institution who could support newer female staff members.
- What your role is (for example research scientist, technologist, librarian, administrator).

The facilitator then asks participants to form a line, and asks:

- What gender experience you have (for example none, a little, quite a lot, very experienced). Participants stand in the line and step forward when their level of experience is called out and briefly share what kind of experience they have.
- Who you care for (for example, husband, children, partner, parents, other)? Participants stand in a line and step forward when the number of people they care for is called out (one or more person other than yourself, step forward again if two or more, if three or more etc).

(Gender Mainstreaming in Higher Education Toolkit, 2018)

ID NUMBERS

[All participants]

[10 minutes]

Distribute a blank index card and a pen to each person. Instruct everyone to write their first name on the top half of the card. In the bottom half, ask each person to write a series of numbers and letters which represent a set of interesting facts about themselves. For example, 1984-14Y-1K could represent a person born in in 1984, married for 14 years and has one child (kid). Encourage people to focus on interesting aspects of their life and experiences. When ready, pin the name tags on each person's clothing and invite everyone to mingle and engage in a series of conversations about their nametags with as many people as possible. The same activity can be done with a series of symbols or drawings. (ID Numbers - Creative Ice-Breakers That Uses Numbers to Break The Ice, 2021).

SPIDER WEB

[All participants]

[10 minutes, or longer depending on size of group]

Participants stand up and form a circle. The facilitator holds the end of a ball of string and throws the rest of the ball to one of the participants. The participant who receives the ball is asked to briefly share their personal motivation for attending the workshop. They then keep hold of the string and throw the ball to another participant, who answers the same question. This continues until all participants have answered the question, and a web of string has been formed. The exercise is now reversed. While the web is being reversed, each participant shares their professional motivation for attending the workshop (this activity is best for groups of fewer than 20 people). (Adapted from CARE's Gender equity and diversity module 501: engaging men and boys for gender equality in Gender Mainstreaming in Higher Education Toolkit, 2018).

WHAT HAS CHANGED?

[All participants]

[5-10 minutes]

Participants break into pairs. Partners observe one another and try to memorise the appearance of each other. Then one turns their back while the other makes three changes to his/her appearance: for example, putting their watch on the other wrist, removing their glasses, and rolling up their sleeves. The other player then turns around and has to try to spot the three changes. The players then switch roles. (Gender Mainstreaming in Higher Education Toolkit, 2018)

DANCE CIRCLES

[All participants]

[10-15 minutes]

Participants form two circles while standing (one circle inside the other). The facilitator plays some culturally relevant and up-tempo music. When the music starts, the circles move in opposite directions (one clockwise and the other anticlockwise, either walking or dancing depending on what the participants feel comfortable with). When the music stops, ask participants to turn and face whoever is level with them in the other circle and ask them to discuss a topic or question related to the workshop. Allow 2-3 minutes for discussion. For example:

a) What I'd like to do at my institution to promote gender responsive pedagogy.

b) What I'd like to do at my institution to promote critical thinking and problem solving.

c) The challenges I think I'll face in promoting gender responsive pedagogy in my institution.

d) The challenges I think I'll face in promoting critical thinking and problem solving in my institution.

You can repeat this process as many times as you like, asking participants to consider a different question or topic each time. (Gender Mainstreaming in Higher Education Toolkit, 2018).

SPEED DATING

[All participants]

[15 minutes or longer, depending on number of questions]

Number all participants either one or two. The ones take their chairs and form a circle facing outwards. The twos form a circle around them, facing them at a comfortable conversational distance. Once everyone is seated, go around the room giving each pair a question to discuss for 2-3 minutes. The number of questions you give out will be informed by how long you want the activity to run (i.e., 5 questions discussed for 3 minutes each equals 15 minutes overall). Examples of questions:

- What made you decide to follow a career in (science, research, information etc)?
- Have you ever felt stereotyped in some way because of your gender?
- As a child or teenager, when did you first realise you were different from those with another gender to you?

Then ask all the twos to move around and discuss the next question with a new partner. After all the questions have been asked, participants could share any interesting reflections they have from their conversations. (Adapted from CARE's Gender equity and diversity module 501: engaging men and boys for gender equality in Gender Mainstreaming in Higher Education Toolkit, 2018).

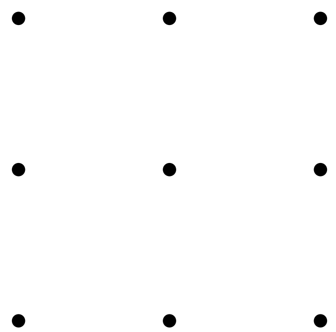
Energisers:

CONNECT THE DOTS

[Individual Activity]

[5 minutes]

- Draw a three-by-three dot square like the one below on a flipchart and ask each participant to draw a similar square on a piece of paper.



- Now task each participant with trying to connect all nine dots together using only four straight lines without lifting their pen/pencils from the piece of paper.

  (You can find the answer in the solutions section below)

WALK AND STOP

[All participants]

[5-10 minutes]

Invite participants to spread out around the room. Instruct them to walk when you say "walk" and stop walking when you say "stop". Issue a series of these two commands in any order for 20 or 30 seconds to all participants to practice responding.

When ready, announce that you will now swap the meaning of these words, so "walk" means stop walking and "stop" means walk. Challenge the participants to continue to be as accurate and as fast as possible responding to each command.

When ready, announce two new commands: "name" invites everyone to say their own name out loud; and "clap" invites your group to perform one simultaneous clap. Practice these two new commands together with "walk" and "stop".

Finally, announce you will swap the meaning of the last two commands. So, when you call "name" everyone claps and vice versa. Continue playing for a few minutes and/or try a variation. (Walk & Stop - Hilarious Large Group Energiser To Inspire Good Listening, 2021)

MAPPING GENDER STEREOTYPES:

[All participants]

[5-10 minutes]

Prepare two life size paper people – one male and one female. Give participants two slips of paper each and ask them to write down a gender stereotype about women, and one about men. Participants are then invited to stick their papers onto the bodies. They may choose to stick 'men are better at science' on the man's head, or 'women's role is childbearing' near the woman's womb, for example. End the activity with some reflection on the figures, including which stereotypes participants feel are positive and which are negative.

(Gender Mainstreaming in Higher Education Toolkit, 2018)

RIVER CROSSING

[Small Groups]

[5-10 minutes]

Ask participants to form small groups of 2-5 people and ask the groups to solve the following imaginary puzzle: Using a small rowboat, how can they transport a chicken, a fox, and a bag of corn to the other side of the river in as few moves as possible. The solution must acknowledge three critical parameters:

- The rowboat can only carry one person and one item at any point in time.
- The fox and chicken cannot be left alone; and
- The chicken and the bag of corn cannot be left alone.

Allow ample time for discussion and trial-and-error.

Finally, describe the step-by-step solution to get all three items safely to the other side of the river.

(You can find the answer in the solutions section below)

(River Crossing Team Puzzle - Classic Group Problem-Solving Activity, 2021)

ALTERNATIVE USES:

[All participants]

[5-10 minutes]

Take an everyday object, like a paperclip. As participants to write down as many alternative uses for the object as they can within 3 minutes. When the time is up, ask participants to share how many alternative uses they have come up with, and see the range of "scores" in the group. Have some fun and ask people to share their most creative and entertaining response.

Gender Riddles

[INDIVIDUAL ACTIVITY]

[5-10 minutes]

Gender riddles can be used to help participants recognise any unconscious gender bias they may have. Each riddle will take approximately 10 minutes to deliver. **Please note, we recommend not naming this activity a gender riddle, as it will give away the answer!**

- Choose which riddle you will be using
  Make sure that you are familiar with and understand the riddle yourself.
- Share the riddle with the participants
  This can either be on a PowerPoint or on a piece of paper for each participant
- Decide how you want the participants to work with the riddle – do you want them to reflect on the riddle individually, in groups, or a mix of both? **You will likely find that participants might come up with some creative ways to try and solve the riddle – as a facilitator you should keep in mind that the purpose of the riddle is to help your participants see any unconscious bias they might have as it relates to gender.**
- Decide how you want to debrief the riddle with the participants. As part of the debrief for the riddle you could reiterate to participants what unconscious bias is and how it manifests.

GENDER RIDDLE OPTIONS:

The following are examples of gender riddles that could be used. These riddles are widely available on the internet.

Option 1: Police raid story

Acting on an anonymous phone call, the police raid a house to arrest a suspected murderer. They don't know what he looks like but they know his name is John and that he is inside the house. The police burst in, and find a carpenter, a lorry driver, a mechanic and a firefighter all playing poker. Without hesitation or communication of any kind, they immediately arrest the firefighter. How do they know they've got the right man?

(You can find the answer in the solutions section below)

Option 2: Nairobi businessman story

A middle-aged businessman is walking back to his office in the central business district of Nairobi one day after having lunch. While walking he sees an old friend of his whom he has not met in many years walking towards him accompanied by a young girl. They meet and greet each other warmly. The old friend says to the businessman: "Since we last met, I have married someone that you have never met. This is our daughter Maya". The businessman greets Maya and says: "Maya it is nice to meet you. You look just like your mother". How does the businessman know this?

(You can find the answer in the solutions section below)

Option 3: Car crash story

Version 1

A father and son are involved in a car crash and are rushed to the hospital. The father dies. The boy is taken to the operating room and the surgeon says, “I can’t operate on this boy, because he is my son.”

How is this possible?

Version 2

A young boy and his father are on their way home from soccer practice when a distracted driver crosses the center line and hits them head-on. The father dies at the scene of this horrible car accident, but the boy is still alive when the emergency medical technicians arrive. The injured boy is transported in an ambulance to the hospital, where’s he taken immediately into surgery.

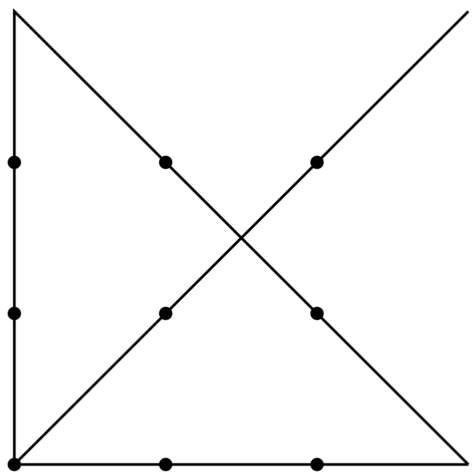
However, the awaiting surgeon steps out of the operating room and says, “Call Dr. Baker straight to the operating room. I can’t operate on this boy. He is my son!”

How is this possible?

(You can find the answer in the solutions section below)

Solutions:

CONNECT THE DOTS - SOLUTION:



RIVER CROSSING - SOLUTION:

- Take the chicken across the river and leave it on the other side.
- Take the chicken across the river and leave it on the other side. However, put the chicken back in the boat and take it back to the original side of the river.
- Leave the chicken on the original side of the river and take the corn to the other side.
- Return for the chicken, and transport it to the other side.

GENDER RIDDLES - SOLUTIONS:.

Option 1: Police raid story

Answer to the riddle: The firefighter is the only man among the group in the house playing poker. The carpenter, lorry driver and mechanic are all women. As the police know that the suspected murderer is a man, they can arrest the firefighter without hesitation when they enter the house.

Due to unconscious bias, many people will automatically assume that carpenters, lorry drivers, mechanics and firefighters are all men. They will therefore struggle to solve this riddle without coming up with long and complicated explanations for why the police is able to arrest the firefighter as soon as they enter the house.

Option 2: Nairobi businessman story

Answer: the friend that the businessman meets in the central business district of Nairobi is Maya's mother (a women) and the businessman is therefore easily able to see the resemblance between the mother and Maya when he meets both of them.

Due to unconscious bias, many people will assume that the friend the businessman meets must be a man. They will therefore struggle to solve this riddle without coming up with long and complicated explanations for why the businessman is able to see the resemblance between Maya and her mother without having met the person (which most will assume is the mother) that his friend has married.

Option 3: Car crash story

Answer: The surgeon is the mother of the boy.

Due to unconscious bias, many people will assume that the surgeon must be a man. They will therefore struggle to solve this riddle without coming up with long and complicated explanations for why the surgeon cannot operate on the boy.

APPENDIX N: COMPULSORY READING – A TAXONOMY OF SIGNIFICANT LEARNING

Fink, L. Dee. (2003). *Creating significant learning experiences*. San Francisco, CA: Jossey-Bass. 27-59

CHAPTER TWO

A TAXONOMY OF SIGNIFICANT LEARNING

If learning is regarded not as the acquisition of information, but as a search for meaning and coherence in one's life and, if an emphasis is placed on what is learned and its personal significance to the learner, *rather than* how much is learned, *researchers would gain valuable new insights into both the mechanisms of learning and the relative advantages of teacher-controlled and learner-controlled modes of learning.*

—Philip Candy (1991)

Some years ago I was visiting with my doctor during an annual physical, and we started talking about the quality of our country's schools and colleges. As a man concerned about public affairs, he expressed a feeling that seems to be widespread in society at the present time, that "students don't seem to be learning much these days." My response was, "No, they are learning things. They just aren't learning the 'right' things, the things that they need to be learning."

The distinction I was trying to make that day—and the distinction that Candy makes so well in the opening quote—is the difference between a content-centered and a learning-centered approach to teaching. If higher education hopes to craft a more meaningful way of educating students, as advocated by the multiple constituencies cited in the preceding chapter, then college professors will need to find a new and better way of teaching, one that focuses on the *quality* of student learning. How can we begin the process of doing this?

For the past twenty years, I have been working with faculty members as an instructional consultant at the University of Oklahoma to assist them in finding ways to improve their teaching and their students' learning. As we worked at that task, we found ourselves on a journey that seemed to parallel the national effort described in Chapter One: searching for better ways of providing significant learning experiences for our students.

Before long we realized that we needed to find or create a new set of concepts and terms to describe those experiences. We needed a language that could accurately and fully describe the kind of impact we wanted to have on students' lives. This new language would need to be applicable across a wide range of disciplines and learning situations. It would also have to satisfy the felt needs of the several major constituencies in higher education: faculty members, students, administrators, disciplinary associations, employer groups, and so on.

This chapter describes a new "taxonomy of significant learning" that encompasses a wide range of different kinds of learning. It includes the types of learning that many constituencies (students, faculty, professional associations, commentators on the educational needs of modern society, and so on and on) deem to be significant. It goes on to show how to create course goals based on the taxonomy and describe how the taxonomy reflects the kinds of learning described and advocated in the literature on college teaching. It also points out the paradigm shift embedded in this taxonomy and addresses a number of questions associated with such a fundamental change in perspective.

Beginning the Journey

My own search for better ideas on teaching began a number of years ago when I was waiting in an office on campus one day and a receptionist asked me: "Given all your experience of observing other people's courses, what do you think makes a good course 'good'?" After recovering from the embarrassed realization that I did not have a ready answer for this innocent but profound question, I began working on a reply and eventually developed a list that I capriciously called "Fink's Five Principles of Fine Teaching." The last three items on this list have been modified from time to time, but the first two have always remained at the top of the list. The current list is as follows:

Good courses are courses that. . .

- Challenge students to significant kinds of learning.
- Use active forms of learning.
- Have teachers who *care*—about the subject, their students, and about teaching and learning.
- Have teachers who *interact well* with students.
- Have a good system of feedback, assessment, and grading.

This list simply reflects my view that, if someone's teaching successfully meets these criteria, its impact is going to be good, no matter what else is bad about it—even if a teacher is not a great lecturer or well organized. Conversely, if someone's teaching does not meet these five criteria, that teaching is poor, no matter what else is good about it.

The single most important item on this list, in my view, has always been the first one. If students have indeed been challenged to and have achieved something that can meaningfully be called "significant learning," then the learning experience has been good, no matter what else is bad about the course. The bottom line is that significant learning has been achieved. This then leads to the question: What kinds of learning can be said to constitute significant learning?

What Makes Learning Significant?

When teachers face the task of describing what they want students to get out of their course and when they want something that would take them beyond their own thinking, some turn to the well-known taxonomy of educational objectives formulated by Benjamin Bloom and his associates in the 1950s. Although there are in fact three taxonomies (cognitive, affective, and psychomotor), teachers refer to the one in the cognitive domain most frequently (Bloom, 1956). The cognitive taxonomy consists of six kinds of learning arranged in a hierarchical sequence. These are, from the highest to the lowest

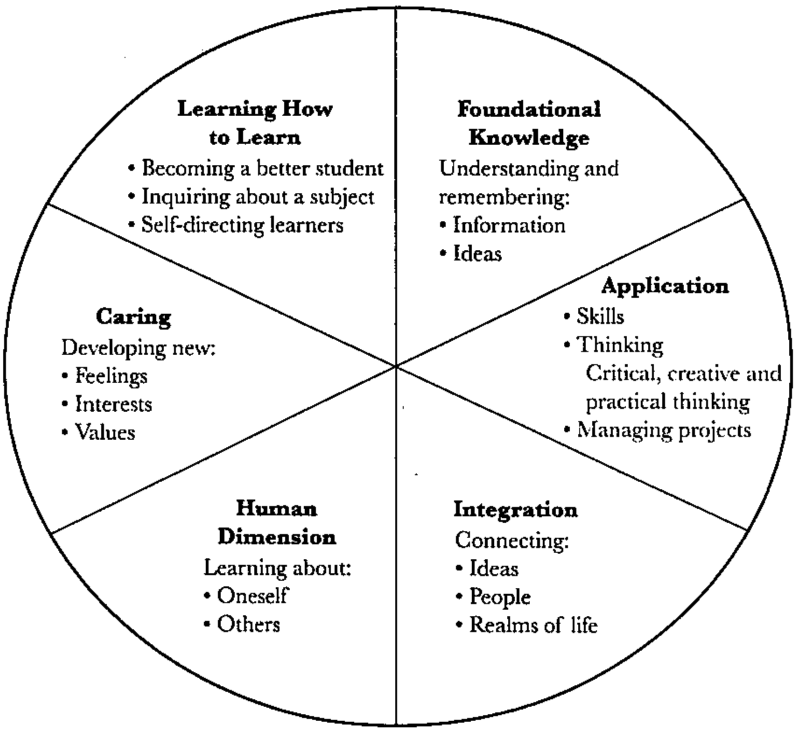
- Evaluation
- Synthesis
- Analysis
- Application
- Comprehension
- Knowledge (meaning the ability to recall information)

Teachers have used this taxonomy both as a framework for formulating course objectives and as a basis for testing student learning.

There is no question about the value of what Bloom and his associates accomplished by creating this taxonomy. Any model that commands this kind of respect half a century later is extraordinary. However, as noted in Chapter One, individuals and organizations involved in higher education are expressing a need for important kinds of learning that do not emerge easily from the Bloom taxonomy, for example: learning how to learn, leadership and interpersonal skills, ethics, communication skills, character, tolerance, and the ability to adapt to change. My interpretation of the aforementioned statements is that they are expressing a need for *new kinds* of learning, kinds that go well beyond the cognitive domain of Bloom's taxonomy and even beyond cognitive learning itself. This suggests that the time may have arrived when we need a new and broader taxonomy of significant learning. With an awareness of this need in mind, I have reviewed descriptions of quality teaching and learning and have attempted the task of creating a new taxonomy, one that describes various ways in which learning can be significant and represents my effort to synthesize several decades of conversations with students and teachers on this topic.

In the process of constructing this taxonomy, I was guided by a particular perspective on learning: I defined learning in terms of change. For learning to occur, there has to be some kind of change in the learner. No change, no learning. And significant learning requires that there be some kind of lasting change that is important in terms of the learner's life. With this perspective in mind, I created a taxonomy based on the six kinds of significant learning shown in Figure 2.1.

FIGURE 2.1. TAXONOMY OF SIGNIFICANT LEARNING.



Major Categories in the Taxonomy of Significant Learning

Each category of significant learning contains several more specific kinds of learning that are related in some way and have a distinct value for the learner.

Foundational Knowledge. At the base of most other kinds of learning is the need for students to know something. *Knowing,* as used here, refers to students' ability to understand and remember specific information and ideas. It is important for people today to have some valid basic knowledge, for example, about science, history, literature, geography, and other aspects of their world. They also need to understand major ideas or perspectives, for example, what evolution is (and what it is not), what capitalism is (and is not), and so forth.

Special value: Foundational knowledge provides the *basic understanding* that is necessary for other kinds of learning.

Application. Besides picking up facts and ideas, students often learn how to engage in some new kind of action, which may be intellectual, physical, or social. Learning how to engage in various kinds of thinking (critical, creative, practical) is an important form of application learning. But this category of significant learning also includes developing certain skills (such as communication or playing the piano) or learning how to manage complex projects.

Special value: Application learning allows other kinds of learning to become *useful.*

Integration. When students are able to see and understand the connections between different things, an important kind of learning has occurred. Sometimes they make connections between specific ideas, between whole realms of ideas, between people, or between different realms of life (say, between school and work or between school and leisure life).

Special value: The act of making new connections gives learners a new form of *power,* especially intellectual power.

Human Dimension. When students learn something important about themselves or about others, it enables them to function and interact more effectively. They discover the personal and social implications of what they have learned. What they learn or the way in which they learn sometimes gives students a new understanding of themselves (self-image) or a new vision of what they want to become (self-ideal). At other times, they acquire a better understanding of others: how and why others act the way they do, or how the learner can interact more effectively with others.

Special value: This kind of learning informs students about *the human significance* of what they are learning.

Caring. Sometimes a learning experience changes the degree to which students care about something. This may be reflected in the form of new feelings, interests, or values. Any of these changes means students now care about something to a greater degree than they did before, or in a different way.

Special value: When students care about something, they then have the *energy* they need for learning more about it and making it a part of their lives. Without the energy for learning, nothing significant happens.

Learning How to Learn. In the course of their studies, students can also learn something about the process of learning itself. They may be learning how to be a better student, how to engage in a particular kind of inquiry (such as the scientific method), or how to become a self-directing learner. All these constitute important forms of learning how to learn.

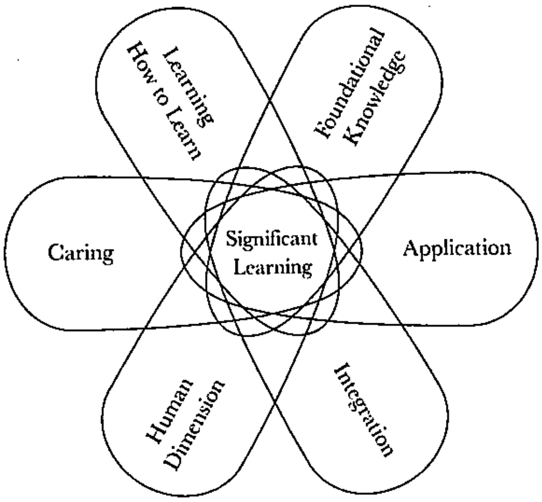
Special value: This kind of learning enables students to *continue* learning in the future and to do so with *greater effectiveness.*

Interactive Nature of Significant Learning

One important feature of this taxonomy is that it is not hierarchical but rather relational and even interactive. The diagram in Figure 2.2 illustrates the interactive character of this taxonomy. This more dynamic diagram is intended to show that each kind of learning is related to the other kinds of learning and that achieving any one kind of learning simultaneously enhances the possibility of achieving the other kinds of learning as well. Why is this so important?

This interrelation matters to teachers because it means the various kinds of learning are synergistic. And this in turn means that *teaching is no longer a zero-sum game.* That is, teachers don't automatically have to give up one kind of learning to achieve another. Instead, when a teacher finds a way to help students achieve one kind of learning, this can in fact enhance, not decrease, student achievement in the other kinds of learning. For example, if a teacher finds a way to help students learn how to use the information and concepts in a course to solve certain kinds of problems effectively (application), this makes it easier for them to get excited about the value of the subject (caring). Or when students learn how to effectively relate this subject to other ideas and subjects (integration), this makes it easier for students to see the significance of the course material for themselves and for others (human dimension). When a course or learning experience is able to promote all six kinds of learning, one has had a learning experience that can truly be deemed significant.

FIGURE 2.2. THE INTERACTIVE NATURE OF SIGNIFICANT LEARNING.



Formulating Course Goals Around Significant Learning

The taxonomy of significant learning has two major implications for teachers. The first is that the learning goals for a course should include but also go beyond content mastery. Including something besides foundational knowledge will make the learning experience inherently more worthwhile and at the same time make it more interesting for learners. The second is that if teachers use a combination of significant learning goals, it will be possible to create some interaction effects and synergy that greatly enhance the achievement of significant learning by students.

But to enjoy these benefits, teachers need to know how to formulate new course goals around the ideas of significant learning. How does one do that? Chapter Three contributes additional ideas to answering this question, but it's useful to start by looking at a general version of significant learning goals and then at a course-specific version.

General Version

Some teachers like to describe their course goals in general terms; others prefer more specifics. For those who prefer the former approach, Exhibit 2.1 shows a set of course goals that reflect the six kinds of significant learning. Most teachers

EXHIBIT 2.1. GENERAL COURSE GOALS FORMULATED IN TERMS OF SIGNIFICANT LEARNING.

By the end of this course, students will. . . .

Understand and remember key concepts, terms, relationships, and so on.

Know how to *use* the content.

Be able to *relate* this subject to other subjects.

Understand the *personal and social implications* of knowing about this subject.

Care about the subject (and about learning more on the subject).

Know *how to keep on learning* about this subject after the course is over.

---

would find these meaningful and would be delighted if students in their courses achieved these goals.

A generalized form of course goals, such as those in Exhibit 2.1, leaves open the question of what the specific concepts, terms, and relationships will be, what specific uses will be made of the content, and so forth. These will presumably become clear during the course as students work their way through the readings, lectures, application exercises, and other learning activities.

Developing Course-Specific Learning Goals

Other teachers prefer to describe their course goals, even initially, in more specific terms. What might the learning goals look like when formulated in terms of a specific course? To give a quick answer to this question, let me describe the learning goals for a course on world regional geography that I have taught, formulated around the six categories of significant learning.

"After this course is over, students will. . . ."

Foundational Knowledge

- Have a mental map of the world and be able to correctly locate major places—countries, mountain ranges, rivers, cities, oceans, and so on.
- Understand major geographic concepts—physical geography, human geography, scale, demographic transition, and so on.

Application

- Be able to find information on and analyze regional problems from a geographic perspective.
- Be able to use an atlas effectively and efficiently.

Integration

- Identify the interactions between geography and other realms of knowledge such as history, politics, economics, social structure, and so on.

Human Dimension

- Be able to identify ways in which one's personal life affects and is affected by interactions with other world regions.
- Be able to intelligently discuss world events with other people and the impact of geography on these events.

Caring

- Be interested in other places of the world and want to continue learning about those places via reading, TV, the Internet, and travel.

Learning How to Learn

- Be able to interpret the geographic significance of new information and ideas acquired in the future.
- Be familiar with a number of popular geography journals and other sources of knowledge about other parts of the world.
- Have some specific ideas about what else it would be desirable to know about other places in the world.

When different professors develop goals for their own courses, those goals will naturally look quite different from my sample. But this initial version nonetheless illustrates what significant learning goals for a specific course might look like. The next chapter, which addresses the initial steps in designing a course, will offer additional examples of how teachers create significant learning goals for specific courses.

Significant Learning and the Literature on College Teaching

One of the attractive features of a taxonomy as broad as this one is that it encompasses and integrates a wide range of literature on desirable kinds of learning. Familiar curricular goals come to life when viewed in relation to the taxonomy. In addition, the new taxonomy can organize and make sense of a broad range of published statements on what students can and should learn at the college level.

General Curricular Goals

The literature on college teaching contains numerous recommendations about what teachers should be teaching and students should be learning. By looking at these in the framework of significant learning, it becomes easier to see both what is distinctively valuable about each one and that none of them capture the whole of significant learning on their own.

Exhibit 2.2 contains a list of several educational goals that have been described in the literature of higher education as desirable for college courses and curricula. These have been sorted into groups, according to the kind of significant learning that each seems to best express.

The next step in understanding the value and meaning of this taxonomy is to relate it even more broadly to the literature on college teaching. People have written extensively about what students should learn and about how to teach so that students learn something significant. One of the tests of any taxonomy is how well it interprets and makes sense out of this literature.

To review this literature, I will start with the most familiar category, foundational knowledge, and work toward the more novel categories in the taxonomy.

First Kind of Significant Learning: Foundational Knowledge. The basic meaning of this kind of learning is *understanding and remembering*. Any sustained effort to learn about any topic, subject, or activity will almost inevitably require students to acquire a basic understanding of particular data, concepts, relationships, and perspectives, as well as the ability to recall this knowledge in the future.

However, some educators have offered important ideas to keep in mind, even when pursuing a basic understanding of a subject. Jerome Bruner is famous for many visionary ideas in education, and one of his important contributions is his belief that all subjects have a certain logic or conceptual structure associated with them (Bruner, 1960, 1966). Hence one of the responsibilities of teachers should be not just to teach factual knowledge about a given subject but also to help students gain a full understanding of that subject's underlying conceptual structure. Only then will students be in a good position to do something worthwhile with their new knowledge. Note that the second part of this argument, doing something with knowledge, refers to what the taxonomy of significant learning calls *application*. Bruner is correct, however, in arguing that a powerful grasp of foundational knowledge will require an in-depth understanding of the conceptual structure of a subject, something more than a large collection of poorly related facts and concepts.

During the last few decades, in part as a result of Bruner's influence but also as a result of rethinking educational ideas, practitioners in a number of disciplines have tried to articulate the key concepts and the conceptual structure of their disciplines.

EXHIBIT 2.2. MAJOR EDUCATIONAL GOALS AND SIGNIFICANT LEARNING.

This exhibit presents examples of the many types of significant learning described and advocated in the general literature on teaching and learning. The examples are categorized according to the specific type of learning they exemplify within the overarching framework of the taxonomy of significant learning.

Learning How to Learn:
How to be a better student: Learning how to engage in self-regulated learning or deep learning

How to inquire and construct knowledge: Learning how to engage in the scientific method, historical method, and other forms of inquiry

How to pursue self-directed or intentional learning: Developing a learning agenda and plan; becoming an intentional learner; becoming skilled in autodidaxy (the ability to direct one's own learning and life); being a reflective practitioner

Caring:
Wanting to be a good student: Wanting to have a high GPA or be an honors student

Becoming excited about a particular activity or subject: For example, developing a keen interest in bird watching, reading history, or listening to music

Developing a commitment to live right: For example, deciding to learn and follow Covey's seven habits of highly effective people

Human Dimension:
Leadership: Learning how to be an effective leader

Ethics, character building: Developing character and living by ethical principles

Self-authorship: Learning how to create and take responsibility for one's own life

Multicultural education: Becoming culturally sensitive in one's interactions with others

Working as a member of a team: Knowing how to contribute to a team

Citizenship: Being a responsible citizen of one's local community, nation state, and other political entity

Serving others (local, national, world): Contributing to the well-being of others at multiple levels of society

Environmental ethics: Having ethical principles in relation to the nonhuman world

Integration:
Interdisciplinary learning: Connecting different disciplines and perspectives

Learning communities: Connecting different people

Learning and living/working: Connecting different realms of life

Application:
Critical thinking: Analyzing and critiquing issues and situations

Practical thinking: Developing problem-solving and decision-making capabilities

Creativity: Creating new ideas, products, and perspectives

Managing complex projects: Being able to coordinate and sequence multiple tasks in a single project

Performance skills: Developing capabilities in such areas as foreign language, communication, operating technology, performing in the fine arts, sports

Foundational Knowledge:
Conceptual understanding: Developing a full understanding of the concepts associated with a subject to a degree that allows explanations, predictions, and so on.

One notable example of this is the recent effort in physics education by David Hestenes and his associates at Arizona State University to develop a clearer statement of the most fundamental concepts in physics (Hestenes, 1999). They have gone on to develop ways of helping students acquire a conceptual understanding of physics rather than just the ability to correctly perform the calculations involved in the usual exercise problems.

The central theme in all this is that almost all kinds of significant learning will be based on, and hence will require students to have, an in-depth understanding of some subject matter. And this is why it has been labeled here as *foundational knowledge.*

Second Kind of Significant Learning: Application. After foundational knowledge, application learning is probably the most common educational goal for many college teachers. They frequently talk about wanting their students to "learn how to *use* knowledge" in some way. However, knowledge can be used in multiple ways, which is why this category of significant learning has multiple meanings. As used here, *application* or using foundational knowledge includes developing particular skills, learning how to manage complex projects, and developing the ability to engage in various kinds of thinking.

Skills. When teachers say they want students to learn how to use some particular knowledge, they are sometimes referring to students' learning how to develop a skill of some kind, that is, the ability to engage in a particular kind of action. Sometimes this skill has a significant physical component associated with it. For example, anyone who learns how to play the piano must pick up a certain amount of foundational knowledge: notes, scales, harmonies, and so on. But at some point, new pianists must learn how to use their arms, hands, feet, and fingers to make this instrument create music. When they are learning how to do that, they are developing a skill, an ability to engage in a particular kind of action. Other familiar examples of skills include writing, oral communication, using computer programs, and operating laboratory equipment such as microscopes and burners.

Most skills have criteria associated with them that distinguish competent or expert-level performance of these skills from novice-level performance. The goal of any skill-focused learning is to move learners along a continuum in the direction of being able to perform an action at a higher level of competence.

Managing Complex Projects. Another kind of application is the ability to manage complex projects. Like the use of skill, this activity also has criteria associated with high-quality performance. But what distinguishes this activity from other forms of application learning is the complexity of the activity. This complexity requires students to learn how to organize and coordinate several tasks as part of one major project.

A good example of a complex project comes from a professor of regional and city planning at the University of Oklahoma who had a course that involved both undergraduate and graduate students. This professor had his students develop ideas on how the city of Los Angeles could beautify a river running through the city and then make an actual proposal to the city to implement the project. This required the students to learn about urban waterways, how to find information on Los Angeles and their particular river, how to use computers to build models and graphics, and then how to engage in the politics, marketing, and public relations required to sell their idea to the city. Part of what made this project distinctive is that the students had to learn how to organize and coordinate many different tasks to successfully complete the whole project.

A modest but perhaps more familiar example of learning to manage complex projects is when professors have students engage in a complex research project. Students have to learn how to organize and coordinate several subtasks to complete the whole project: learning how to focus the topic, finding relevant sources of information, extracting key information and ideas from the literature, analyzing and organizing these into a coherent paper or presentation, and the like. Completing such tasks helps students develop a general ability for managing complex projects.

The General Concept of Thinking. A third and very important kind of application is learning how to think. Few topics have received more attention in the literature on college teaching than this one. Almost every teacher who talks at length about educational goals will eventually say in one way or another, "I want my students to learn how to think." The scholarly literature on this topic is so voluminous that two authors have put together an annotated bibliography on the teaching of thinking (Cassel and Congleton, 1993). However, even a quick review of this literature makes it clear that teachers and writers are often referring to very different things when they use the term *thinking*. This has happened in part because of the complexity of the concept and in part because it is such an attractive term; people use it to describe their favorite kind of learning, whatever that is.

Regardless of which particular view of thinking a teacher holds, it will constitute a form of application learning. To cite one example that I have found particularly attractive, Robert Sternberg (1989) has what he calls the "triarchic" view of thinking, which he uses to help students learn to think more effectively. He sees *thinking* as a general concept and then identifies three distinct subcategories: critical thinking, creative thinking, and practical thinking. My own translation of this view makes the following distinction among these three kinds of thinking. *Critical* *thinking*, the term invoked most widely in higher education, has a specific meaning in Sternberg's triarchic view. Here it refers to the process of analyzing and evaluating something; hence criteria play an especially important role. *Creative thinking* occurs when one imagines and creates a new idea, design, or product; in these instances, novelty and "fit with the context" play a key role. *Practical thinking* occurs when a person is learning how to use and apply something, as when trying to solve a problem or make a decision. The product of this kind of thinking is a solution or a decision, and the effectiveness of the solution or decision is paramount. The use of case studies in business schools is a good example of promoting practical thinking; students are generally learning how to solve problems and make decisions.

To help teachers see the classroom meaning of this view of thinking, Sternberg created a list of questions that illustrates each of the three kinds of thinking, for six different kinds of courses. (See Exhibit 2.3.) Again, what this list shows is that, unlike many writers, Sternberg uses "thinking" rather than "critical thinking" as the appropriate label for the general concept; *critical thinking* is still important, but it is only one of three important kinds of thinking. I find this distinction helpful when visiting with teachers to talk about what it is they specifically want their students to learn. What are some familiar examples of course goals that reflect these three kinds of thinking?

Critical Thinking. When college teachers want their students to learn how to analyze and evaluate something, they have a critical thinking goal. Literature teachers want their students to "analyze and evaluate" when they ask students to interpret a novel. They want students to analyze the novel in terms of various concepts (plot development, the portrayal of characters, the creation of dramatic tension, and so on); whole-class discussions are then frequently used for students to learn how to assess different interpretations. Science teachers want their students to analyze when they ask them to use previously explained concepts (such as energy conservation or plate tectonics) to explain (or to predict) what is happening (or will happen) to certain phenomena under particular circumstances. Then they ask the students individually or collectively to assess those explanations and predictions.

In these and similar teaching situations, teachers are wanting their students to engage in and improve their ability to think critically. To do this, students need to have the relevant conceptual understanding, but they also need criteria for assessing the quality of interpretations, explanations, and predictions.

Creative Thinking. People who teach in the humanities are quite accustomed to encouraging their students to engage in creative thinking. In applied courses in the

EXHIBIT 2.3. QUESTIONS DESIGNED TO PROMPT THREE KINDS OF THINKING.

Field	Critical Thinking	Creative Thinking	Practical Thinking
Psychology	Compare Freud's theory of dreaming to Crick's.	Design an experiment to test a theory of dreaming.	What are the implications of Freud's theory of dreaming for your own life?
Biology	Evaluate the validity of the bacterial theory of ulcers.	Design an experiment to test the bacterial theory of ulcers.	How would the bacterial theory of ulcers change conventional treatment regiments?
Literature	In what ways were Catherine Earnshaw and Daisy Miller similar?	Write an alternative ending to *Wuthering Heights,* uniting Catherine and Heathcliff in life.	Why are lovers sometimes cruel to each other and what can we do about it?
History	How did events in post-WWI Germany lead to the rise of Nazism?	How might Truman have encouraged the surrender of Japan without A-bombing Hiroshima?	What lessons does Nazism hold for events in Bosnia today?
Mathematics	How is this mathematical proof flawed?	Prove [a given proposition] How might catastrophe theory be applied to psychology?	How is trigonometry applied to the construction of bridges?
Art	Compare and contrast how Rembrandt and Van Gogh used light in [specific paintings].	Draw a beam of light.	How could we reproduce the lighting in this painting in an actual room?

Source: Material supplied by Robert J. Sternberg, Psychology Department, Yale University. Used by permission.

humanities, teachers help their students find new forms and styles for expressing themselves in painting, writing, music, and other media. Even in nonapplied courses, teachers are often trying to get their students to find new interpretations of existing works. When this happens, they are encouraging their students to engage in creative thinking.

Creative thinking is also found in the social science and natural science areas. When teachers want their students to "think outside the box," to find new ways of answering questions, to develop new perspectives on the phenomena being studied, or to devise new solutions to old problems, they are urging their students to engage in creative thinking. The common element in creative thinking is helping students learn how to create new ideas, new ways of doing things.

Practical Thinking. A third kind of thinking is practical thinking, which means students are learning how to answer questions, make decisions, and solve problems. This is what we are doing when we ask students to engage in problem-solving or decision-making exercises. When teachers in business, engineering, or education, for example, say to their students, "Here is a problem. How would you solve it?" they are asking students to engage in practical thinking. When teachers say, "Here is a common situation where you have these choices. What choice or decision should you make?" they are again asking students to engage in practical thinking.

Whether we use hypothetical, simulated, or real problems and questions, we are asking students to learn how to engage in effective practical thinking, an ability that will have extensive value in their personal, social, and work life.

And that is the key value of all application learning. It provides students with a kind of learning that will be useful. Learning particular skills, learning how to manage complex projects, and learning how to engage in critical, creative, and practical thinking—these all allow students to take other kinds of learning and make them useful.

Third Kind of Significant Learning: Integration. The third realm of significant learning is integration. This is where students learn how to connect and relate various things to each other. Of the many examples that might be mentioned, I would like to note three major kinds of connections that many educators have emphasized.

Interdisciplinary Learning. Teachers have been interested for a long time in the goal of interdisciplinary learning. While recognizing the obvious need to continue learning about individual disciplines, a number of scholars have noted that most of the world's big problems are bigger than any single discipline (for example, see Davis, 1995). Therefore the world needs people who have learned how to look at problems from the perspectives of two or more disciplines and who can interact effectively with individuals who represent different perspectives and disciplines.

Sometimes interdisciplinary teaching is accomplished by one teacher in one course who presents the perspectives of two or more disciplines to the class. At other times, educators use team teaching, coordinated courses, interdisciplinary programs, or even the curriculum of a whole college to achieve interdisciplinary learning (Klein and Doty, 1994; Klein and Newell, 1996). Evergreen State University in Washington is one example of such a college; another is the College of Liberal Studies at the University of Oklahoma. The common element in all of these efforts is the goal of helping students learn how to connect and integrate different kinds of information, perspectives, and methods of inquiry and analysis—all in order to develop a more holistic understanding of a problem or issue.

Learning Communities. Another closely related activity that has gathered strong interest in the 1990s is the creation of learning communities. This activity also has the general goal of helping students learn how to integrate different perspectives but focuses on the strategy of connecting diverse people as well as diverse disciplines (Gabelnick and others, 1990; Shapiro and Levine, 1999).

These programs search for ways of creating new kinds of interactions between faculty, students, staff, and sometimes off-campus people. This is done in a variety of ways:

- Creating different residential arrangements
- Linking courses so that students take a set of courses together, often with team teaching as a corollary
- Bringing in outside people to do something with students on campus or sending students off-campus to work with people in other contexts and environments

Parker Palmer, in his enormously successful book *The Courage to Teach* (1998), also recommended and described another way of creating learning communities. Speaking partly allegorically and partly realistically, he urged educators to put the subject "in the center," and for the teacher and students to sit in a circle around the subject and try to learn about it together. The intent is to create a new kind of relationship between the teacher, the students, and the subject.

The theme that occurs repeatedly in the discussion of these ventures is the desirability of breaking down walls and overcoming the isolation of students and subjects from each other. That is, they are seeking to create hitherto absent connections and integration between different people and different ideas.

Connecting Academic Work with Other Areas of Life. A third closely related realm of educational effort has been in the direction of connecting what students learn in their academic work with other areas of their lives. These other areas often include students' work but also extend to students' personal and social lives.

When teachers have students interview older family members to learn via oral history, the students are learning how to gather information about history from a new source. But they are also developing a connection between the history they are studying in class and their own family life. When professors in pre-professional programs have students do internships or work in real-life settings while taking courses, the curriculum is intended to help students build connections between what they are learning in class and what they are or will be doing in the workplace. When professors create service learning opportunities, students are encouraged to find and create connections between what they are learning in class and the activities of the larger community in which they live. When teachers have students keep a journal, noting events in their personal lives that reflect whatever subject the students are studying, the teacher is trying to help students build connections between what they are learning in class and what is happening in other parts of their lives.

Fourth Kind of Significant Learning: Human Dimension. The fourth kind of significant learning addresses the important relationships and interactions we all have with ourselves and with others. When we learn how to fulfill these relationships in positive ways and how to honor and advance those relationships, we learn something very important. College students frequently report that learning about themselves and about others is among the most significant experiences they have during college. It is also clear that this is something very different from learning about "people out there," and the difference lies in the existence of a real relationship.

Learning About Self. When we learn about our Self, we might learn something that helps us understand who we are at the present time; this kind of learning changes or informs our self-image. At other times, we might learn something new about the person we want to become; this gives us a new self-ideal. Both are important and either may happen intentionally or as a by-product of the formal aspects of our education.

As an example of this kind of learning, imagine a new, first-generation college student taking a challenging chemistry or math class and thinking: "This material is difficult. But if I study smart and study hard, I find that I can do it. That is, I can understand challenging subjects and get good grades. I guess I am capable of doing college-level work." A student such as this can have doubts and uncertainty about being the kind of person who is capable of succeeding in college. But if the efforts go well, the student can develop a new self-image—as a new, more competent kind of person.

A student I interviewed some years ago told the story of how he was enrolled in a course on urban geography and how the teacher had the class working on an authentic project for the local city. One day the student was walking across campus with some maps under his arm and ran into a group of friends. They saw the maps, asked him what he was doing, and he told them he was working on a project to assess a new transportation system for the city. The friends were impressed. As a result of this exchange, this student felt he had become important in the eyes of his friends and therefore more worthwhile in his own eyes. But he also realized that he liked feeling this way, that is, feeling like a professional person. Consequently he decided that he wanted to become a professional city planner. What happened in this situation was that this person not only acquired a new self-image but also a new *self-ideal,* that is, a new image of the kind of person he wanted to become.

Journey Toward Self-Authorship. Marcia Baxter Magolda (1992, 1999, 2001) postulates an educational goal for all college teachers that is a powerful and valid example of this kind of significant learning: assisting students on their journey toward self-authorship. She is conducting a longitudinal study of a hundred students who began college in 1986 and has now followed these students into their early thirties. One of her conclusions is that it is possible for college teachers to do more than we are currently doing to assist students along on their journey toward being able to internally define their own beliefs, identity, and relationships, that is, toward self-authorship.

Underlying her recommendations are the beliefs that knowledge is complex and socially constructed and that Self is central to knowledge construction. Students must develop a strong sense of their own identity if they are going to take responsibility for constructing their own knowledge and the other aspects of their lives, that is, if they are going to engage in self-authorship.

Learning About Others. Sometimes our educational experiences enable us to better understand and interact with other people. For example, on my campus several professors are now using small groups with team-based learning in their classes. In one of these classes, a student team included an East Asian student. The group soon realized that this student was getting high scores on his individual tests but was often not volunteering his answers when they took the same test as a group. When they asked why he didn't speak up and share his answers more freely, he replied: "In my culture it is not polite to tell others they are wrong." After pondering this situation awhile, the rest of the group decided on a new strategy when it came time to take the group test. They would start their discussions by asking this student what his answer was and then go on to see what the rest of the group thought was correct. That way he wasn't forced into telling anyone they were wrong, yet the group was able to find out what his answer was. The students in this group learned a very important lesson about interacting with people from a different culture and specifically about people in cultures where saving face is very important.

A second example comes from a freshman orientation-to-college class I taught some years ago. That year I wanted to do something to counter the strong attitude of "me-ism" that I saw in that group of students. So I made arrangements for the class to do some community service. On this particular occasion we served lunch in a community kitchen called "Food for Friends." When the students later wrote about the experience, many commented on how they came to see poor people in a different light. They could see that these people were struggling hard to maintain their self-respect. And that experience in turn changed the way these students saw and interacted subsequently with other people in less fortunate circumstances than themselves.

In both these situations, students were acquiring a new understanding of and an ability to interact with others, that is, they were learning about the human dimension in learning and in life.

A Broader Concept of Others. Usually we are referring to other people when we speak of learning about Others. But sometimes *Others* extends to more than people.

I have been educated in very important ways by the writings and videotapes of Monty Roberts, the original "horse whisperer" (1997, 2001). As a young man he spent time observing wild horses in the open lands of Nevada and, as a result, developed an understanding of how they behaved and communicated with each other. Based on that, he created procedures for communicating and interacting with horses in a way that allows humans and horses to "join up" and do things together collaboratively rather than violently and forcefully. In this case, Monty Roberts (and other humans who have learned from him) has learned how to understand and interact with others, only in this case the Others are horses. In a similar vein, Native Americans sometimes speak of parts of nature as being significant Others in their lives.

Some people develop a similar, special kind of relationship with nonanimate Others, that is, with machines and technology. People who have read Charles Lindbergh's writings about his adventures with airplanes often conclude that he did not just operate airplanes, he "worked with them." Even the titles of his books reflect this relationship: *We* (1927) and *The Spirit of St. Louis* (1953). He had a relationship with this particular kind of technology, he understood it and cared for it deeply, and as a result seemed to be able to do things together with airplanes that others could not do. Today we often find people who have a similar kind of relationship with cars or computers. Again, these individuals have learned how to "understand and interact" with others, only in these cases the Other is a form of technology.

Human Dimension of Learning and Emotional Intelligence. The kind of learning I am referring to under the label of the human dimension of learning is similar to emotional intelligence as described by Daniel Goleman (1995, 1998). He has identified several different competences having to do with oneself (Personal Competence) and one's interactions with others (Social Competence):

Personal Competence:
- *Self-Awareness:* Knowing one's internal states, preferences, resources, and intuitions
- *Self-Regulation:* Managing one's internal states, impulses, and resources
- *Motivation:* Emotional tendencies that guide or facilitate reaching goals

Social Competence:
- *Empathy:* Awareness of other's feelings, needs, and concerns
- *Social Skills:* Adeptness at inducing desirable responses in others

Source: Goleman, 1998, Table 1, pp. 26–27.

In essence Goleman is saying we must develop an understanding of ourselves and others, emotionally as well as intellectually; then we can learn how to direct our own activities and our interactions with others successfully. As he has documented so thoroughly, this kind of learning is extremely important for the quality of our personal lives as well as for our working lives.

Reciprocity of Learning About Self and Others. Once I started looking for examples of the human dimension in learning, I soon discovered a relationship that is extremely helpful to teachers: when one learns about one's Self, one almost inevitably learns about Others, and vice versa. This means that if teachers can work one kind of learning into their course, they will likely achieve both.

This relationship is found in several contexts. Teachers involved in minority cultural education have learned that students will learn about both their own ethnic group and other ethnic minorities at the same time, regardless of whether the course or curricular program primarily focuses on one or the other topic. Similarly, when students in a literature course read about characters in a novel, they often identify with and begin to relate to particular individuals in the story, thereby developing a fuller understanding of themselves while at the same time learning how to understand others.

One can also see this reciprocity in the list of major educational goals shown back in Exhibit 2.2: building character, learning how to interact with people different from oneself (multicultural insights), leadership, ethics (which may be personal, social, professional, or environmental), learning how to work effectively as a member of a team, citizenship, serving others, international awareness, and the rest. Some of these are focused primarily on learning about one's Self, others more on understanding Others. But essentially all of these involve learning about both, that is, developing a Self that is capable of interacting with Others in a more effective and productive way.

The lesson of this point is clear: Help students learn about Self and they will likely learn about Others, and vice versa.

Present in All Parts of the Curriculum? Some readers might wonder whether the human dimension aspect of significant learning is applicable to the natural sciences as well as the humanities and social sciences. To explore this question, I asked a physics teacher whether the human dimension kind of learning was relevant in his courses. After thinking a bit on the question, he decided that, yes, it was. He wants students to understand that the major figures in physics, as in all of science, are much like the students themselves. They all have very different personalities; some are noble, some are vain. Some gladly share their ideas and the results of their research with others; others are secretive and jealous of their work. Most have a strong passion, either about the awesome nature of the physical world or about research. This teacher's response suggests that this form of significant learning is applicable in all or almost all disciplines.

Fifth Kind of Significant Learning: Caring. The fifth kind of significant learning is caring. When I conduct workshops for faculty members on designing courses and significant learning, I often start by asking them to describe the most important things they would like students to get out of their courses. One of their most frequent answers is, "I want my students to get excited about. . . ." Sometimes the teachers want their students to get excited about the subject matter—"I want students to get excited about history." At other times the focus is on getting excited about learning as an activity—"I want students to be *curious,*" or "I want them to be excited about doing research on [whatever]." Either way, what these teachers want is for their students to care more deeply about something, that is, to value something differently.

Caring as a Change in Feelings, Interests, or Values. When I talk with students about how they feel about a particular course (or subject) or with teachers about what kind of affective responses they would like to see in their students, they often respond with the following kinds of comments (phrased in terms of what students might say):

- I *enjoy* coming to this class. (Any course)
- I *like* looking through microscopes. (Biology)
- I find it *fascinating* to learn about why people do what they do. (Psychology, sociology)

Such statements indicate students have developed certain feelings associated with a particular subject or learning experiences (such as a course), that certain interests have emerged, and that various values have become important for them. Whenever any of these happen, students have come to care differently about something, and when students care, they have a different affective response.

The Focus of the Caring. When thinking about caring as an educational goal, it is important to remember that students can come to care about any of several possible foci for learning. As a result of their learning experiences, students might care more or differently about. . . .

- The *phenomena* studied: They may find a new interest in literature, history, birds, weather, rocks. . . .
- The *ideas* studied: They may become more curious about the perspectives through which geographers or historians study the world, the implications of the theory of relativity, the power of the theory of evolution to explain biological phenomena, the widespread insights offered by a feminist perspective on events. . . .
- Their own *Self:* "Maybe I have the potential for doing exciting things in life, more than I realized, or to become the kind of person I want to be."
- The *Others* they encounter in the class or the study: Students may find that people different from themselves—in terms of age, gender, ethnicity, religion, nationality, or whatever—are good people and that the process of understanding and interacting with them can be an exciting and enriching experience.
- The process of *learning* itself: When students start to care about learning and want to learn, either in general or about particular things, then truly powerful things can happen educationally. Then students not only care about phenomena, ideas, and the like, they also *care about learning about* them.

Sixth Kind of Significant Learning: Learning How to Learn. The sixth general kind of significant learning is that of helping students learn how to learn. This is an educational goal that has been attractive to teachers for a long time. Like valuing and thinking, this goal holds out the promise of being particularly effective in enabling other kinds of learning. If we can help people learn how to learn—both during the course and after the course is over—learners will be capable of continuing their learning for the rest of their lives, a truly attractive prospect.

Historical changes have also made this kind of learning particularly important. The twentieth century saw an explosion of knowledge in which the volume of ideas and information about virtually every topic and subject grew exponentially year after year, and that trend continues unabated. Students and teachers are both painfully aware of the educational implications of this explosion. Students buy textbooks that are larger and larger every year; teachers see more and more material they have to cover. As educators, the only strategy that offers any hope of dealing with this situation is to identify the fundamental knowledge for a given subject, make sure that students know that, and then teach them how to keep on learning after the course is over.

If one accepts this view, that learning how to learn is extremely important, what does this mean and how should we do it? Unfortunately the very popularity of the phrase "learning how to learn" has also led to a voluminous body of literature on this topic that can be confusing. This has happened because different people mean different things when they use this phrase. After reviewing the literature on this subject, I have concluded that scholars and teachers have three different sets of meanings for the idea of "learning how to learn":

- Learning how to be a better student
- Learning how to inquire and construct knowledge
- Learning how to be a self-directing learner

Each of these three meanings of learning how to learn is valid and distinct from the other two. And each one leads to different recommendations for teachers. Hence it is important to review the meaning of each of the three forms of "learning how to learn."

Learning How to Be a Better Student. A number of educational efforts have been initiated over the years, especially since the 1980s, aimed at helping students learn how to be more effective students.

The Freshman Year Experience started by John Gardner at the University of South Carolina in the early 1980s is a prime example of this. He and now others have written books (for example, Gardner and Jewler, 1999; Ellis, 2000) and sponsored programs intended to help beginning college students learn, among other things, how to read for better understanding, take notes in lectures, take tests, manage their time and attention, and handle a number of other life tasks during this major transition year. When successful, these programs allow students to learn what might be called the fundamentals of learning how to learn.

More recently several cognitive psychologists have developed the idea of "Self-Regulated Learning" (Pintrich, 1995; Schunk and Zimmerman, 1998; Zimmerman and Schunk, 1989). This is aimed at helping students learn how to regulate three dimensions of their learning: their observable *behavior,* their *motivation* and *affect,* and their *cognition* (Pintrich, 1995, p. 5). Although this is potentially applicable to the learning activities of people of any age and in any situation, the primary focus of the research and application effort has been with college students (Pintrich, 1994).

A similar effort has originated in Europe, starting with research in the late 1970s and becoming increasingly active and visible worldwide in the 1990s. It is concerned with "deep learning," which refers to students' orientation to learning (Marton, Hounsell, and Entwistle, 1997; Gibbs, 1992, 1993). After working with teachers who tried to promote more deep learning among their students, Gibbs has suggested that it is possible to move students toward a deeper approach to learning by doing the following (Gibbs, personal correspondence with the author, 1999):

- Develop their underlying concept of learning or of knowledge itself.
- Develop metacognitive *awareness,* so that they recognize that a deep approach is required, and metacognitive *control,* so that they can make appropriate "meaning making" moves.
- Provide the space and freedom to have time to explore personal interests.
- Make assessment demands explicit so that students understand that only full understanding will be acceptable as a learning outcome.
- Change teaching methods to make learning more active and interactive.

There is a feeling among this group (which is justified in my view) that simply training students in study skills will not have the same effect as changing their orientation to learning along the lines Gibbs lists.

Again, all three of these educational initiatives have the intent of helping college students learn what they need to learn in order to be more effective students. And this is one valid meaning of "learning how to learn."

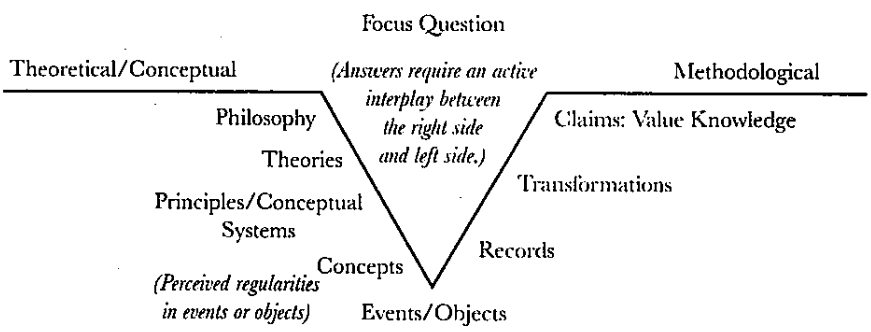
Inquiring and Constructing Knowledge in Specific Ways. A second general meaning of "learning how to learn" is helping students learn how to add to their own knowledge in ways that are specific to particular domains of knowledge, such as science, history, literature, and so forth. The nature of knowledge in each of these domains is different, and therefore how one adds to that knowledge, whether publicly or personally, is also distinct. Educationally that means we need to help students learn what those differences are and how to at least continue adding to their own personal knowledge in each domain.

Science educators have supported the concepts of "inquiry teaching" and "inquiry learning" for some time. Much of this is based on the argument that science education should not only teach the results of other people's inquiry but should teach how scientific inquiry works (Schwab, 1962; Thelen, 1960). When teachers make a serious effort to respond to this challenge, they search for ways of helping students learn how to formulate questions and then how to seek information that will allow them to answer those questions.

In a more general form, this can lead into extended efforts to help students learn about canonical and innovative research procedures (for example, Barzun and Graff, 1992) in science (for example, Gower, 1997) and in other fields such as history with well-established research procedures (for example, Collingwood, 1993).

Novak and Gowin extended this form of learning how to learn beyond simply learning about research procedures to the construction of meaning and knowledge. In the preface of their book *Learning How to Learn*, they state that in their view the goal of education is not to produce a "change in behavior" but to produce a "change in the meaning of experience" (Novak and Gowin, 1984, p. xi). This led them to search for ways to help learners "reflect upon their experiences and to construct new, more powerful meanings." They offer two primary ways of doing this. The first is the "Vee" diagram (see Figure 2.3).

FIGURE 2.3. "KNOWLEDGE VEE" DIAGRAM.



Source: Novak and Gowin, 1984, p. 3. Reprinted with permission of Cambridge University Press.

Based on the idea that any claim to knowledge has two dimensions, the theoretical (or conceptual) and the methodological, this diagram stresses the need to alternate back and forth between these two dimensions in an escalating search for "knowledge" or "knowledge claims." Novak and Gowin argue that when students learn how to construct knowledge on their own, their efforts lead to meaningful learning rather than rote learning (1984, pp. 7–9).

Their second way of helping students learn how to construct knowledge is by using "Concept Mapping" (Novak and Gowin, 1984, chapter 2; Novak, 1998). This is a technique in which teachers ask students to take the various concepts they have studied in a unit or course and then create a map or diagram showing the relationships among the concepts. Doing this prompts students to make sense of what they have learned, to see how other people might make a different sense of the same concepts, and to link new concepts to their preexisting understanding of the general topic.

Helping students learn how to ask and answer questions and then incorporate any resulting new knowledge into their existing knowledge is a second valid meaning of "learning how to learn."

Self-Directing Learners. The third meaning of learning how to learn involves helping students become "self-directing learners." (Note: The traditional term for this educational goal is "self-directed learning," but I prefer the more active and personal meaning implied by referring to the learners rather than the learning that takes place.)

In 1975 Malcolm Knowles laid the conceptual and theoretical groundwork for much of the research on this topic. In his view, learning how to learn involves two general steps: diagnosing one's own needs for learning and designing a learning plan (pp. 11–13).

Taking note of Allen Tough's research findings (1979) that adults learn on their own—all the time—Brookfield (1985) uses those observations to argue that teachers therefore need to be "facilitators of learning" rather than "transmitters of knowledge." In separate chapters in this same book, which is edited by Brookfield, he and Jack Mezirow (1985) both comment on the need for critical reflection by the learner. The adult, self-directing learner needs to consider multiple and alternative ways of understanding the meaning of each experience, and the key to this is *critical reflection.*

Phil Candy, in 1991, published what remains the most comprehensive review of self-directed learning to date. He notes the distinction between learning how to learn as a goal and as a method, and then takes this one step further by indicating how the two apply in life as well as in classroom learning. The relationships among these can be illustrated in the following way:

	Self-Directed Learning as a	
	Goal	*Method*
Use in life:	Personal autonomy	Autodidaxy
Use in the student role:	Self-managed learning	Learner-controlled activities

One of the reasons Candy emphasized these distinctions was that he wanted to note that "learner-controlled activities" were *not* the same thing as *autodidaxy*, which means knowing how to learn what one needs to learn in life. Many teachers give students an assignment to select a topic, do an independent study of it, and then report back to the class—in hopes that this will promote self-directed learning. And it does . . . but only in a limited way. According to Candy's analysis, this exercise only engages self-directed learning as a method of learning and only within the student role. Without the necessary accompaniment of critical reflection on the process, it does not serve as a major thrust toward the goal of "self-managed learning." And without linking this whole process to the larger process of engaging the student in the question—"What should I be learning beyond this topic, and why, and how?"—the learner-controlled activity does not lead to an enhanced capability to engage in autodidaxy for the purpose of enhancing personal autonomy in life. What can a teacher do to promote a stronger, fuller kind of self-directed learning? Candy offers the following suggestions (in chapter 11):

- Make use of learners' existing knowledge structure.
- Encourage deep-level learning.
- Increase questioning by the learners.
- Develop their critical thinking capabilities.
- Enhance their reading skills.
- Enhance their comprehensive monitoring (of their own learning).

For readers interested in further exploration of this important version of learning how to learn, I recommend three additional resources. Gerald Grow (1991) suggests that learners are often not ready initially for a mature kind of self-direction of their own learning; they may need to make progress toward this goal by going through a series of four stages: dependent, interested, involved, and self-directed. In each stage, the role of the teacher changes significantly. Maria Martinez (1998) labels this form of learning as "Intentional Learning." She uses this concept to develop ideas on what students have to learn to become intentional learners and describes four kinds of learners that will be recognizable to most teachers: resistant learners, conforming learners, performing learners, and intentional learners. And finally Donald Schön (1983, 1987) has persuasively argued that professional schools need to break down the separation between studying the principles of good practice and allowing students to apply them. In his view, good professionals are reflective practitioners, meaning they reflect on what they are doing *while* they are doing it, and college students in professional schools need a curriculum that allows and supports them in learning how to do both these tasks simultaneously.

Paradigm Shift

Now that I've described the multiple kinds of learning envisioned by this new taxonomy of learning, it's useful to step back and examine the implications of one very important feature. This taxonomy represents a major shift in the way we think about teaching and learning. In higher education most teachers still teach from what I would call a content-centered paradigm. In this paradigm, teachers respond to the question of what students should learn by describing the topics or content that will be included in the course:

Topics: A, B, C, D. . . .

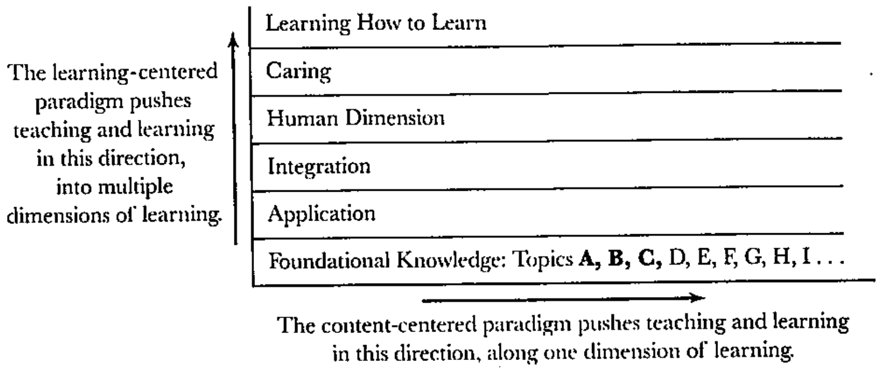
In contrast, the taxonomy of significant learning is a learning-centered paradigm. In this paradigm, teachers respond to the question of what students should learn by describing different kinds of learning:

Learning How to Learn
Caring
Human Dimension
Integration
Application
Foundational Knowledge

These two paradigms operate in very different ways. Under the content-centered paradigm, teachers are always being challenged by the question of how much they can cover in the time available. The continuous publication of new research drives a felt need to cover more and more topics in more and more detail; this is clearly reflected in the ever-growing size of textbooks. This leaves the teacher feeling a need to not only cover the traditional topics—A, B, and C—but to add topics D, E, F, and even more if possible.

The learning-centered paradigm pushes teachers in a very different direction. As shown in Figure 2.4, it includes attention to important content but drives teachers to incorporate new kinds of learning (rather than new content):

FIGURE 2.4. THE EFFECTS OF TWO DIFFERENT PARADIGMS.



Now that it's clear there are in fact two different ways of looking at teaching and learning, on what grounds should we choose one over the other? To me, the learning-centered paradigm is the better choice. One reason relates to student learning, the other to faculty needs.

The Need for a Long-Term View of Learning. One of the concerns I often hear from teachers pertains to the ever-growing body of knowledge that characterizes essentially all fields of study. When I present this taxonomy, teachers frequently respond skeptically with: "But I can't cover all the content I need to cover now, and you are telling me I need to spend time on whole new kinds of learning as well??!!"

I respond to this issue by asking teachers to face the facts. Are they currently covering everything that students will ever need to know about the subject of their courses? They always answer, "Of course not." No one can, and the situation is getting worse. What then are our options in dealing with this dilemma? One option is talk faster and faster each year; this is clearly a simplistic response that is neither effective nor attractive. Furthermore, the research described in Chapter One suggests that cramming more and more material into a course does not lead to learning that lasts. What else can we do?

My own belief is that the only viable option is to take a long-term view of learning. This means we need to identify the most important topics in our courses and then simultaneously promote multiple kinds of learning as a way of increasing the likelihood that students will keep on learning after the course is over.

Consider the two options. If we include lots of content but students end up neither caring about the subject nor learning how to keep on learning, what are the chances that students will either retain what they have learned or make the effort to keep on learning? The evidence from research and from the widespread faculty observation that students do not currently retain what they learn—even from one course to another—suggests that this is not the option we want.

On the other hand, if students learn how to apply the content, can see how it connects with other knowledge, understand the human implications of what they have learned, and come to care about the subject and about learning how to keep on learning, it seems much likelier that they will both retain what they have learned and continue to enlarge their knowledge after the course is over. Hence, if we take a long-term view of student learning, attending to significant kinds of learning seems like the right choice to make.

Significant Learning and Faculty Dreams. The second reason for choosing the learning-centered paradigm relates to teachers. In Chapter One I describe the responses of faculty when I ask them to dream about what they would really like for students to get out of their courses. They have consistently responded by describing exciting kinds of learning. Do these dreams reflect the content-centered or the learning-centered paradigm? Exhibit 2.4 shows the relationship between faculty dreams and the taxonomy of significant learning. This list takes all of the faculty dreams for student learning described in Chapter One and indicates the kind(s) of significant learning each one exemplifies.

My conclusion—drawn from the close relationship between the taxonomy of significant learning and the list of faculty dreams—is that choosing the learning-centered paradigm will allow faculty to come much closer to realizing their own deep dreams for student learning than will the content-centered paradigm.

Does the Learning-Centered Paradigm Abandon Content? Sometimes faculty feel a shock at having to think about student learning in such a different way. This shock prompts them to wonder whether we have abandoned their original goal of communicating the content of a course in the process of widening the scope of the course to include other desirable kinds of student learning.

My answer to this is, "No, we have not abandoned course content." We have simply given it a new name, foundational knowledge, and then wrapped several other important kinds of learning around it. The other kinds of significant learning still require students to acquire new information and ideas about the subject being studied. But rather than being the sole purpose of the course, "acquiring new knowledge of the content" becomes the basis for achieving several other kinds of learning—learning how to use the content and how to integrate it with other realms of knowledge, understanding its personal and social implications, and so forth.

EXHIBIT 2.4. FACULTY DREAMS AND SIGNIFICANT LEARNING.

"My dream is that students in my courses will. . . ."

• Be ready to engage in life-long learning. • Value continuous improvement.	= Learning how to learn
• Develop a deep curiosity. • Experience the joy of learning.	= Caring
• See the connections between themselves and their own beliefs, values, and actions, and those of others. • Think about problems and issues in integrated ways, rather than in separated and compartmentalized ways. Students will see connections between multiple perspectives.	= Integration
• Take pride in what they have done and can accomplish in whatever discipline or line of work they choose. • See the importance of community building, both at work and in their personal lives. • Learn how to stay positive, despite the setbacks and challenges of life and work. • Mentor others.	= Human dimensi
• Be able to apply and use what they learn in real-life situations. • Find ways to make the world better, be able to make a difference. • Be creative problem solvers. • Develop key skills in life, such as communication skills. • Become critical thinkers.	= Application
• Think holistically rather than in compartments. See the big picture.	= Foundational knowledge
• See the need for change in the world and be a change agent. (Application/thinking and human dimension/self) • Dissect problems, reconstruct them into new solutions, and connect the solutions to personal life and lives of other people. (Application/thinking and human dimension/self and others).	= A Combination

How Do We Achieve Significant Learning?

If one accepts the value of the learning-centered paradigm, the next question is likely to be: How do we achieve more significant kinds of learning for our students? Simply defining one's teaching goals in terms of the taxonomy of significant learning does not, by itself, improve the quality of student learning. To do that, we must find ways of designing and creating a special kind of learning experience for our courses. Only then is there any likelihood that these more exciting kinds of learning will be realized.

And that is the purpose of the next three chapters in this book. Chapters Three and Four introduce the model of integrated course design as a way of creating more powerful learning experiences for students. Chapter Five provides specific ideas on how to change the way we teach so that significant learning happens more frequently for more students.

APPENDIX O: COMPULSORY READING – FOURTEEN RULES FOR BETTER ASSESSMENT IN HIGHER EDUCATION

'Fourteen rules for better assessment in higher education', taken from Ramsden, P. (2003) "Chapter 10 - Assessing for understanding." Learning to teach in higher education (2nd edition). Routledge. pages 204-206

1. Link assessment to learning: focus first on learning, second on encouraging effort, and third on grading; assess during the experience of learning as well as at the end of it; set tasks that mimic realistic problems whenever possible; reward integration and application.
2. Never assess without giving comments to students about how they might improve.
3. Learn from your students' mistakes. Use assessment to discover their misunderstandings, then modify teaching to address them.
4. Deploy a variety of assessment methods.
5. Try to get students participating in the assessment process, through:
   - discussions of appropriate methods and how the methods relate to the course goals;
   - joint staff-student design of assessment questions and negotiation of criteria for success and failure;
   - self and peer assessment activities;
   - offering students responsible choice among different methods.
6. Give lucid and frequent messages, both in the assessment questions you set and in your course goals, that memorisation, reproduction and imitation will be penalised and that success in your courses will only be achieved through decisive demonstrations of understanding.
7. Think about the relation between reporting and feedback. Justify on educational grounds either the separation or the combination of the diagnostic and summative functions of a particular test, rather than blindly applying an algorithm such as 'No assessment for feedback should count for a mark' or 'Every assessment should count or students won't bother with it'.
8. Use multiple choice and other 'objective' tests cautiously, preferably in combination with other methods. When numbers of students and time permit alternative techniques (see 6 above), use these.
9. In subjects involving quantitative manipulations, always include questions requiring explanations in prose (such as 'What does it mean in this case to say that the standard deviation is 1.8?') as well as numerical examples.
10. Focus on validity (is what you are measuring important?) before reliability (is your test consistent?). Try to avoid the temptation to test trifling aspects because they are easier to measure than important ones.
11. Do everything in your power to lessen the anxiety raised by assessments.

12 'Examinations are formidable even to the best prepared, for the greatest fool may ask more than the wisest man can answer' (Colton). Never set an assignment or examination question you are not ready to answer yourself. Practise the habit of writing model answers to your questions and using them to help students appreciate what you want.
13 Reduce the between-student competitive aspects of assessment while simultaneously providing inducements to succeed against a standard (through using assessments of group products and deriving standards from several cohorts of students, for example).
14 Be suspicious of the objectivity and accuracy of all measures of student ability and conscious that human judgement is the most important element in every indicator of achievement.

Conclusions on assessment

I hope that you will be able to appreciate more fully the benefits as well as the problems of the processes by which we assess our students in higher education. Assessment's educational value depends on our understanding of its multiple purposes and how they are related, on our willingness to accept that all judgements about people's performance must involve human error, and on how successfully we integrate the process of making judgements into the job of teaching.

No other aspect of university education reveals more starkly the essential conception of teaching inherent in a course or a lecturer's view of the educational process. Much assessment still proceeds from an ingenuous conception focused on methods of collecting information and comparing the relative worth of different students. The other extreme, much less common—but equally naive—is to think that there should be no attempt to combine the process of teaching with the process of making decisions about progress in an area of learning.

I have been arguing for a view of assessment as being (a) a means of helping students to learn, (b) a way of reporting on student progress and (c) a way of making decisions about teaching. Functions (a) and (b) are inextricably linked: the two separate worlds of assessment called 'formative' and 'summative' in the assessment manuals do not exist in reality. There is only one world: in that world, candid diagnosis implies valid judgements about student achievement and appropriate changes to teaching. The connection between diagnosis and judgement is like a one-way street. There can be no truthful reporting or effective changes to teaching in the absence of faithful diagnosis of students' understandings.

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