

Title: **Promoting academic innovation by valuing and enabling disruptive design**

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Aims of the Session

To consider methods to inspire and inform academics and collaborative design groups in producing innovative curricula

Session Learning Outcomes

By the end of this session, delegates will be able to:

- Engage academics, learning support staff, students, employers and other curriculum design collaborators in activities that lead to innovative, principle-based pedagogy
- Position creativity, innovation and sound pedagogy in relation to each other in the context of curriculum design

Session Outline

- Approaches to conducting collaborative curriculum design activities that support, challenge and involve diverse groupings of stakeholders and which lead to high quality, authentic curricula. To do this the session will introduce, explore and build upon the Viewpoints method (O'Donnell *et al.*, 2011) and principle-based transformation (Nicol & Draper, 2009).
- How creative thinking strategies can be used to generate "concrete and detailed" scenarios (Carroll 2000, p.46) to inspire innovative and engaging pedagogy and how these can empower academics leading curriculum design activities. The session will explain and demonstrate how the use of scenarios and principle-based approaches can lead to radically innovative pedagogies by engendering multi-stakeholder confidence and risk-free thinking.
- How curriculum enhancement and innovation can be appreciated in terms of disruptive innovation in contrast to change that is evolutionary or supplemental or in contrast to simple conceptions of best practice.

Session Activities and Approximate Timings

- Introduction and setting the context of running the Curriculum Design Studio at Sheffield Hallam University (10 minutes)

- Participants consider the key features of principle-based 'design lens' tools produced to support foci including Embedding Employability, Digital Literacy, and Learner Engagement (25 minutes)
- Reflecting on principle-based design and how it provides a constructive framework for diverse design collaborators (10 minutes)
- Constructing scenarios to concretise design activities – considering key features of a well-formed, useful scenario (Carroll, 2000) and the benefits of this to curriculum design (10 minutes)
- Small group activity: Facilitating the design of pedagogy to promote learner engagement and authentic learning by using two sets of principle-based design lenses together towards constructing a scenario statement to support communication and critical evaluation of ideas (20 minutes)
- Considering how educational developer colleagues can work together around institutional design priorities to construct useful design lens and related resource-bases (10 minutes)
- Concluding discussion to evaluate the approaches (5 minutes).

References

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Nicol, D., and Draper, S. (2009). A blueprint for transformational organisational change in higher education.: REAP as a case study. In: Mayes, T., Morrison, D., Mellar, H., Bullen, P. and Oliver, M., (eds) *Transforming higher education through technology-enhanced learning*. York: Higher Education Academy.

O'Donnell, C., Masson, A., and Harrison, J. (2011). Encouraging creativity and reflection in the curriculum. SEDA Spring Teaching Learning and Assessment Conference 2011, "Academics for the 21st Century", 5th May 2011 - 06 May 2011, Holyrood Hotel, Edinburgh.