

Title: **Turning challenge into opportunity: building a learning design framework and support model**

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Session Learning Outcomes

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

- Understand how the response to an acute challenge contributed to the fundamental, longer-term transformation of learning and teaching
- Compare the example of the case study with their own institution's response to the pandemic
- Explore models for both learning design frameworks and distributed leadership roles and support structures relevant to on-campus and online learning

Session Outline

Weeks before the Covid outbreak, Regent's designed a set of new pedagogic principles, including a move towards more challenge-based learning, collaboration on real-world problems, authentic assessment, and a focus on human skills such as communication and reflection, to develop graduates able to embrace the opportunities of what has been termed the fourth industrial revolution (Schwab, 2016). An early decision to pivot to online delivery meant we had to move quickly to find a framework that would avoid a static, transmission-based model being transferred wholesale into an online environment. We decided to adapt the learning design framework developed by Toro-Troconis (2016) and others at the University of Liverpool. Our RADAR framework – the acronym for Research, Acquire, Discuss, Action, Reflect – was designed following a round table of external and internal educators and designers. To inform the design of both synchronous and asynchronous activities we incorporated the concept of the 70, 20, 10 split between experiential, collaborative and didactic learning types (Laurillard, 2012; Jennings, 2013). And to support this new framework our existing learning technology team were joined by a group of eight learning design champions seconded from their academic departments, in a train the trainer approach. We built an online training course to explain and model the new RADAR framework, allocated the new learning design champions to different disciplinary areas, created exemplars, scheduled weekly drop-in workshops for staff and created a video for students on how they would learn online. A pulse survey conducted in November 2020, of more than 500 responses 76% of students rates their online learning activities great or good with a further 16% rating them as meeting expectations.

Activities and Approximate Timings

Presentation of context, challenge and development model – 10 minutes

Presentation of design framework preparation – 10 minutes

Presentation of support roles and resources – 10 minutes

Q&A and group learning – 10 minutes

Preparation before the session

Please reflect on how your own institution's delivery model during the pandemic has aligned (or not) with existing institutional pedagogic principles and/or its learning, teaching and assessment strategy.

References and sources

Jennings, C. (2013). *70:20:10 Framework Explained: Creating High Performance Cultures*. Forum.

Laurillard, D. (2012). *Teaching as Design Science. Building Pedagogical Patterns for Learning and Technology*. Routledge.

Schwab, K. (2016). *The Fourth Industrial Revolution: what it means, how to respond*. Available at :<https://www.weforum.org/agenda/2016/01/the-fourth-industrial-revolution-what-it-means-and-how-to-respond/> (Accessed: 29/01/21)

Toro-Troconis, M et al. (2016). *Course Design Sprint Framework (CoDesignS)*. Developed at the University of Liverpool.