Planning your course

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Cambridge University Press, May 2020
Aims

Context
Principles of Course Design
Proactive Student Support
A present
Process
Context: The Old Normal

Lecture

Content

Seminar

In depth discussion

Cambridge lectures to be delivered online 20/21

1 in 5 students considering deferring until next year

340,000 students signed a petition to get their fees back

‘only powerpoints online for learning materials which is not
worthy of up to £9,250’
The New Normal

**Large Group**
- Self Access
- Content
- Connection

**Small Group**
- Self Access
- Activity
- Discussion
Making choices

Preparation

Lecture 1
- Concept 1
- Concept 2
- Concept 3

Lecture 2
- Concept 4
- Concept 5
- Concept 6
Making it work

Asynchronous Coursework
- Concept 1
- Concept 2
- Concept 4
- Concept 5

Synchronous Coursework
- Concept 3
- Concept 6

Time
Aims
Grade
Teacher
Presence
Integration
(Some) Principles of Course Design

1. Learning Outcomes
2. Learner centric
3. Predictable structure
4. Assess action/learning
5. Asynchronous work wherever possible
7. Authentic tasks and Assessment
8. Teacher Presence – feedback and guidance
# Simplified Course Template

## Storyboard

### Course Structure

<table>
<thead>
<tr>
<th>Description</th>
<th>The course is divided into n sections. Each deals with a specific aspect of XYZ:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1. List topic titles here</td>
</tr>
<tr>
<td>Media</td>
<td>For example</td>
</tr>
<tr>
<td>Supporting Doc</td>
<td>Downloadable Course Overview, schedule for sessions and objectives for each section</td>
</tr>
</tbody>
</table>

### Assessment

<table>
<thead>
<tr>
<th>Media</th>
<th>Throughout the course you will work on XYZ (max 30 words). To complete the course, you will have to submit XYZ (max 50 words). You will be assessed against the learning objectives of the course and the assessment criteria below.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Image</td>
<td>You will submit this by DEADLINE via MEDIUM. More details will be released in session 3.</td>
</tr>
</tbody>
</table>

Deirdre Ciffers
It is important to show the link between the course work and how they will prove they have learned from it here.

Deirdre Ciffers
If necessary, ideally, you will have all the details of the assessment ready at the start.
Student Support

Course Plan
Statement of Learning Outcomes
  • Whole course
  • Each cycle
Accessible docs with marked up headings, meaningful hyperlinks
Accessible video with transcripts
Consistent Learning Pattern
Variety of Learning Activities
Variety of Assessment Activities
Course Plan Template

Sample Cycle of Learning

Part 1
- Asynchronous Coursework
- Lecture

Part 2
- Assignment
- Share/Review
- Tutorial

Day 1

Day 12
How to design your course

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

A. Convince the board to pivot your business model
B. Understand the 6 degrees of innovation
C. Use the 6 degrees of innovation to plan how you will clearly identify the details of your new business model
Learning Cycle

- Plan how to experiment
- Effective planning and communications
- Relate 6 degrees to context
- Explore 6 degrees

Contact time

Asynchronous Coursework
Integration

Everything matters

Class 1 Online work Class 2

Single journey, various steps
Complementarity
Plan synchronous events

1. Focus on connection, not just content
2. Revisit and expand
3. Do not repeat

Remote Teaching Webinar Series

1. Maintaining engagement
3. Keep the conversation going
Plan asynchronous activities

1. Decide what students need to do to be able to meet their outcomes
2. Create or curate assets
3. Create blurb, reflection activities, knowledge checks
4. Be realistic about time
5. Create links between asynchronous activity and synchronous activity

2. Communicating your ideas online
Watch the video below to find out about the various aspects of historical content that are recorded, why they are recorded, and how researchers can use that history.

1. As you watch the video, consider and take notes on the following questions:
   - What are the historical practices of cataloguing the history of a manuscript?
   - What are the similarities between MS Add.9306 and your own manuscript?

2. Now, consider and make notes on the following questions. These will be used to aid discussion in the class:
   - How do you think electronic tagging could change the way you think about presenting the historical content of a manuscript?
   - How do you think electronic tagging could prompt new research questions?
   - How do you think electronic description of the historical context may change the way in which you address existing research questions?
   - What do you think you could learn from the tagging process?

Further reading
Digital images of MS, II.3.21
http://cudl.lib.cam.ac.uk/view/MS-II-00003-00021/1

Cambridge University Archives, Collect. Admin. 4 (which contains an inventory of the University library’s manuscripts, compiled c. 1424-c. 1440)
http://cudl.lib.cam.ac.uk/view/MS-UA-COLLECT-ADMIN-00004/1

Consider reviewing the following resources. You can find links in the sidebar:
- ‘Getting started with TEI for medieval manuscript cataloguing’
- ‘TEI PS Customization and Encoding Guidelines’
Plan Assignments/Assessments

A. Write a 4,000 word essay about the effectiveness of using the 6 degrees of innovation to convince decision makers to undertake major change

B. Write a proposal to the board to convince them to undertake major change

C. Plan a cycle of experimentation, based on the 6 degrees of innovation that your company could undertake to assess feasible change

Authentic – course level

Authentic – learning cycle level
Write your orientation section

1. Assess time commitment and communicate this
2. Teacher presence
   - Introduce the course
   - Establish your voice, use 1st person where appropriate
   - Say how you’ll interact with them online
   - Explain how you will support them
3. Explain how to succeed on the course
   - Set out expectations
   - Activities/content linked to live class
   - Assessment and criteria
Course structure

The course is divided into four topics, with a final fifth summary section. Each topic focuses on a specific aspect of the description of medieval manuscripts:

1. Content
2. Physical Description
3. History
4. Transcription
5. Putting it all together

You will do some preparation online before each face to face classroom session, followed by consolidation work afterwards.

Preparation 30 minutes  Class 1 hour 30 minutes  Consolidation 2 hours

Please note that for Topic 3: History there will be no face to face session. All of the work will be completed online.

You can download an overview of the course below.
Thank you!

Next time:
Creating and Managing Your Community

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