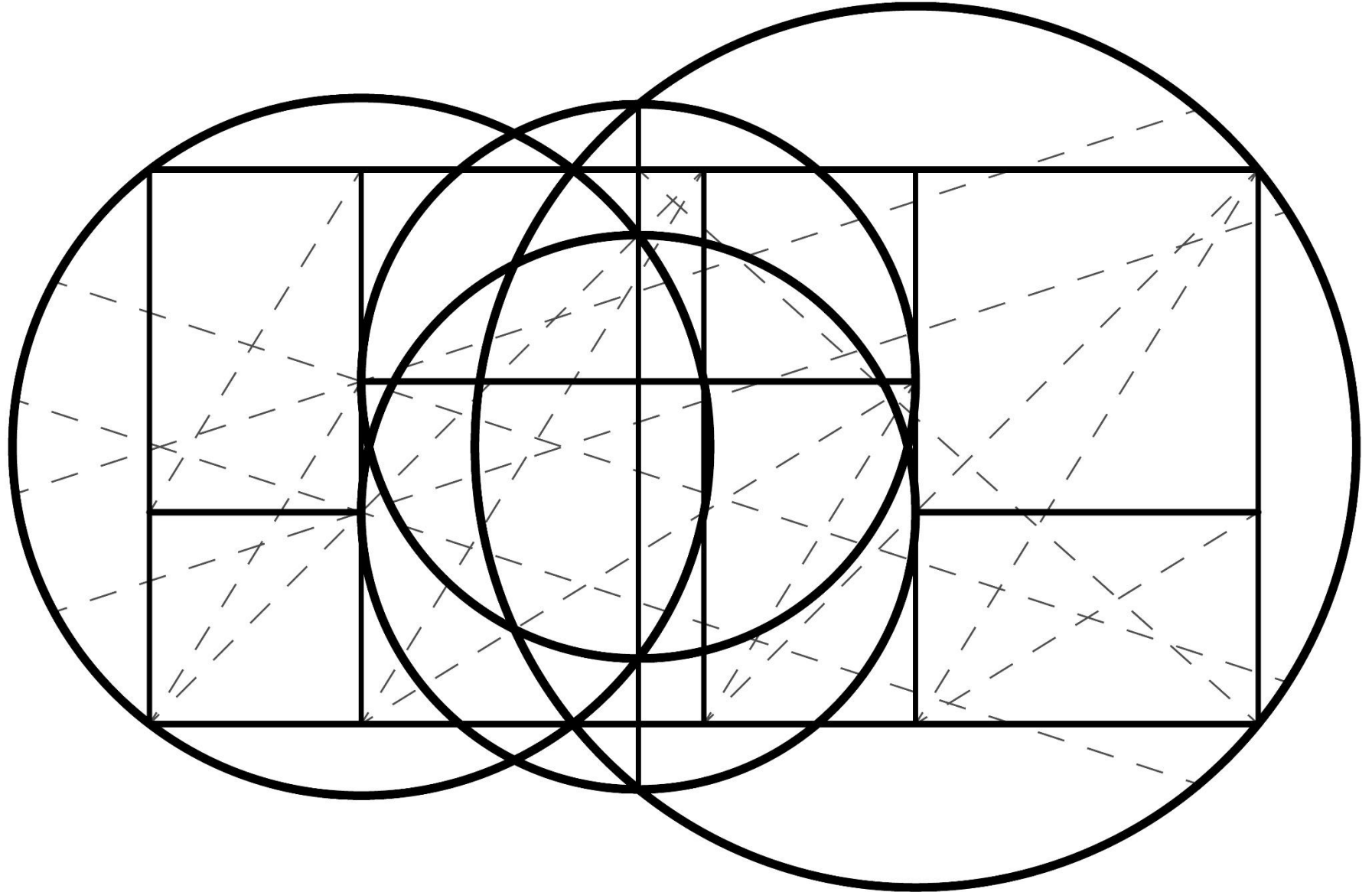


Planning your course



Deirdre Cijffers

Cambridge University Press, May 2020

Aims

Context

Principles of Course Design

Proactive Student Support

A present

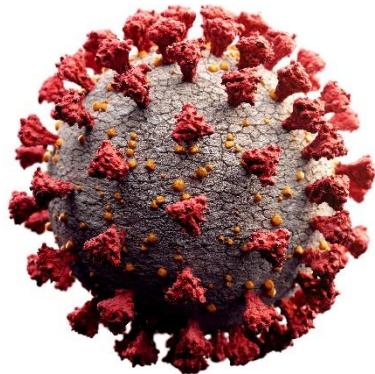
Process



Context: The Old Normal

Lecture

Content



Seminar

In depth discussion

[Cambridge lectures to be delivered online 20/21](#)

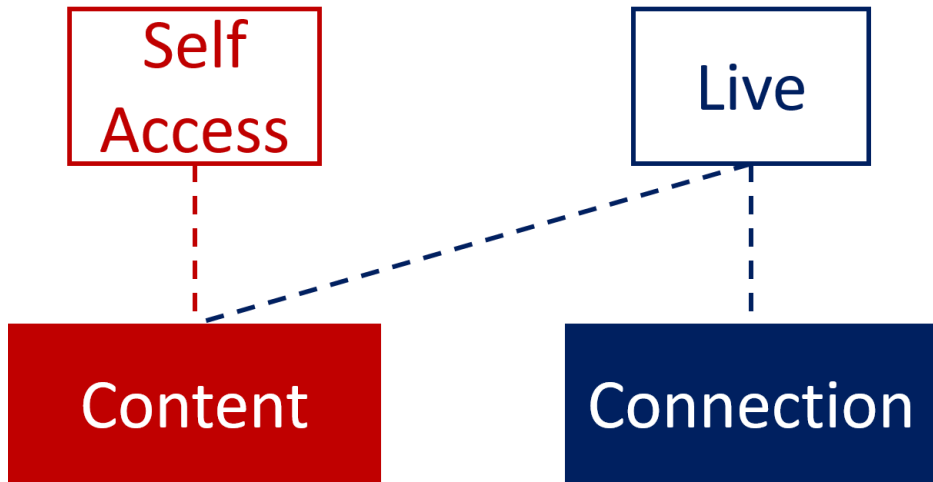
[1 in 5 students considering deferring until next year](#)

[340,000 students signed a petition](#) to get their fees back

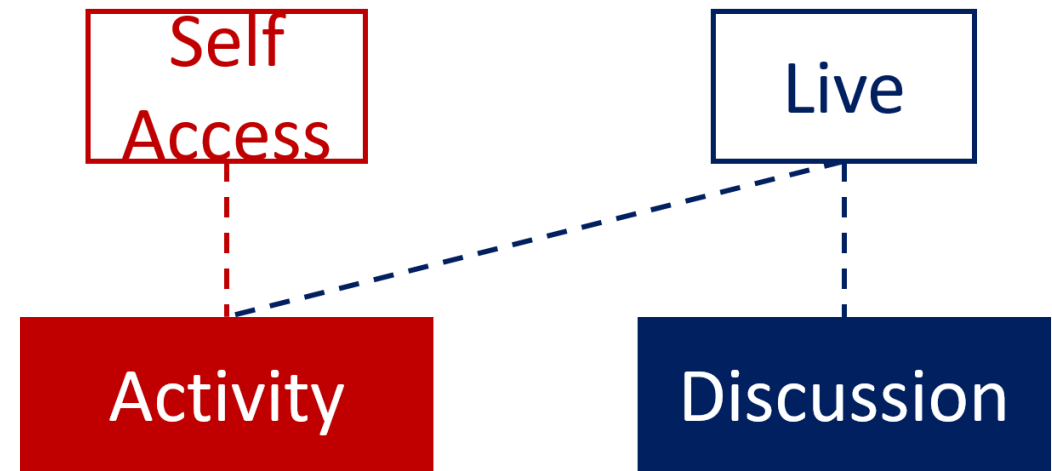
‘only powerpoints online for learning materials which is not worthy of up to £9,250’

The New Normal

Large Group



Small Group



Making choices

Preparation

Lecture 1

Lecture 2

Concept
1

Concept
2

Concept
3

Concept
4

Concept
5

Concept
6



Making it work



Asynchronous Coursework

Concept
1

Concept
2

Concept
4

Concept
5

Time
Aims
Grade
Teacher
Presence
Integration

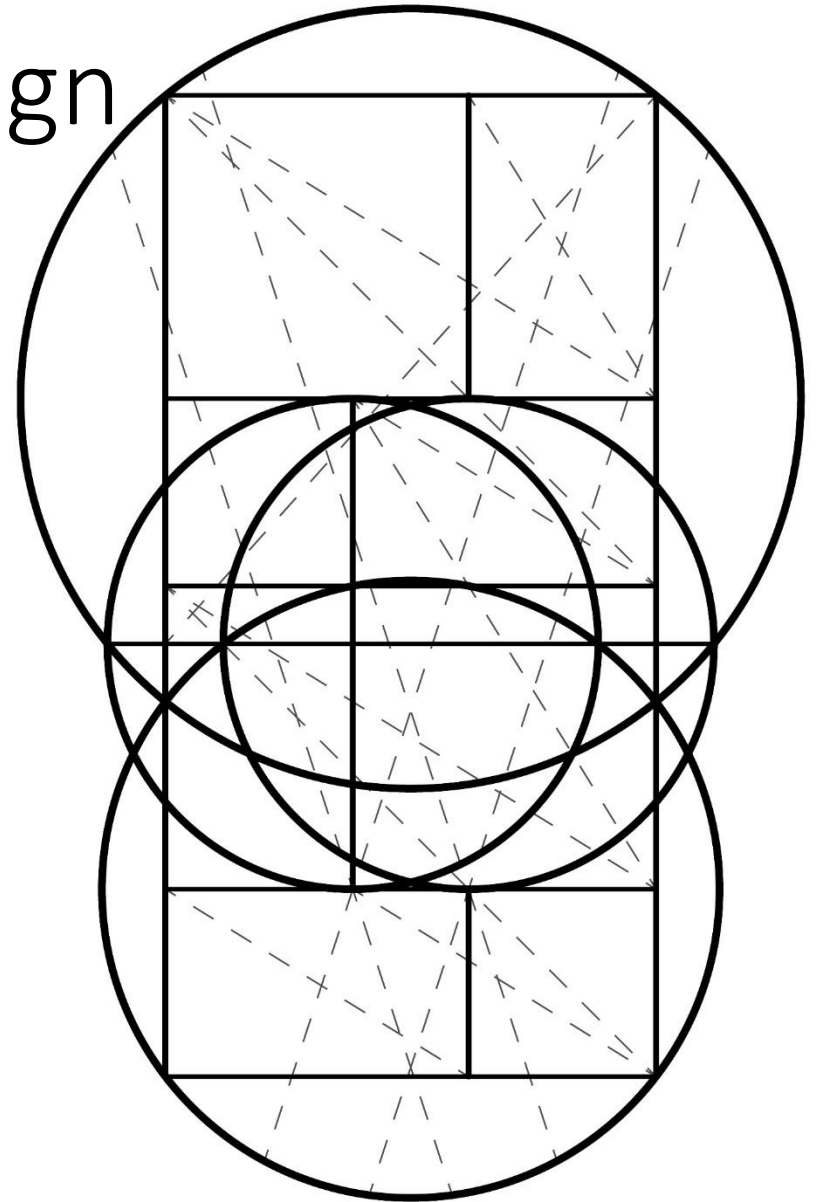
Synchronous Coursework

Concept
3

Concept
6

(Some) Principles of Course Design

1. Learning Outcomes
2. Learner centric
3. Predictable structure
4. Assess action/learning
5. Asynchronous work wherever possible
6. Student Support – Affective, Academic, Technical
7. Authentic tasks and Assessment
8. Teacher Presence – feedback and guidance





Simplified Course Template

Storyboard



Course Structure

| | |
|----------------|--|
| Description | The course is divided into n sections. Each deals with a specific aspect of XYZ: 1. List topic titles here Brief paragraph, max 75 words: Each week you will do x, then y then... |
| Media | For example |
| Supporting Doc | Downloadable Course Overview, schedule for sessions and objectives for each section |

Assessment

| | |
|-------------|--|
| Media | Image |
| Description | 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. You will submit this by DEADLINE via MEDIUM. More details will be released in session 5. |



Deirdre Cijffers

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



Deirdre Cijffers

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

Orientation

Sample Cycle of Learning

Part 1

Asynchronous
Coursework

Lecture

Day 1

Part 2

Assignment

Share/
Review

Tutorial

Day 12

Assessment

How to design your course



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

Course

- 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

Learning Cycle



Plan how to experiment

Contact time



Effective planning and communications



Relate 6 degrees to context

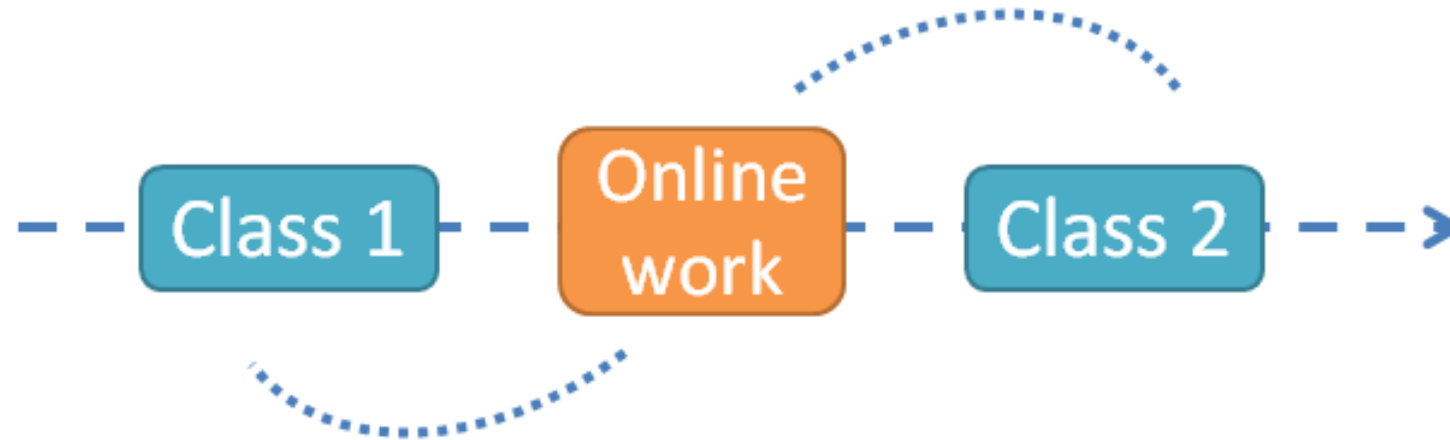


Explore 6 degrees

Asynchronous
Coursework

Integration

Everything matters



Single journey, various steps

Complementarity

Plan synchronous events

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



1. Maintaining engagement
3. Keep the conversation going



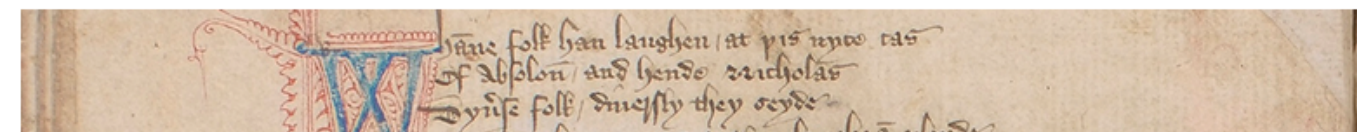
Plan asynchronous activities

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

3.1 Preparation



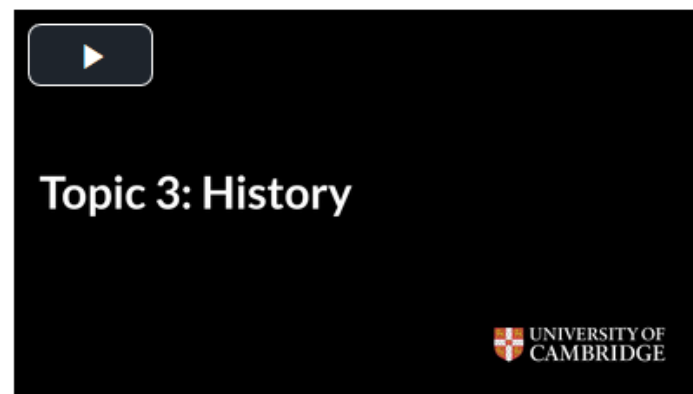
Watch the video below to find out about the various aspects of historical context that are recorded, why they are recorded, and how researchers can use that history

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.9308 and your own manuscript?

Instructions + Reason for watching

Preparatory questions



Main content - created

 [Topic 3 History video transcription](#)

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 context 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 think you could learn from the tagging process?

Further reading

Digital Images of MS, li.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 P5 Customization and Encoding Guidelines'

Link to class

Follow up questions

Further content - curated

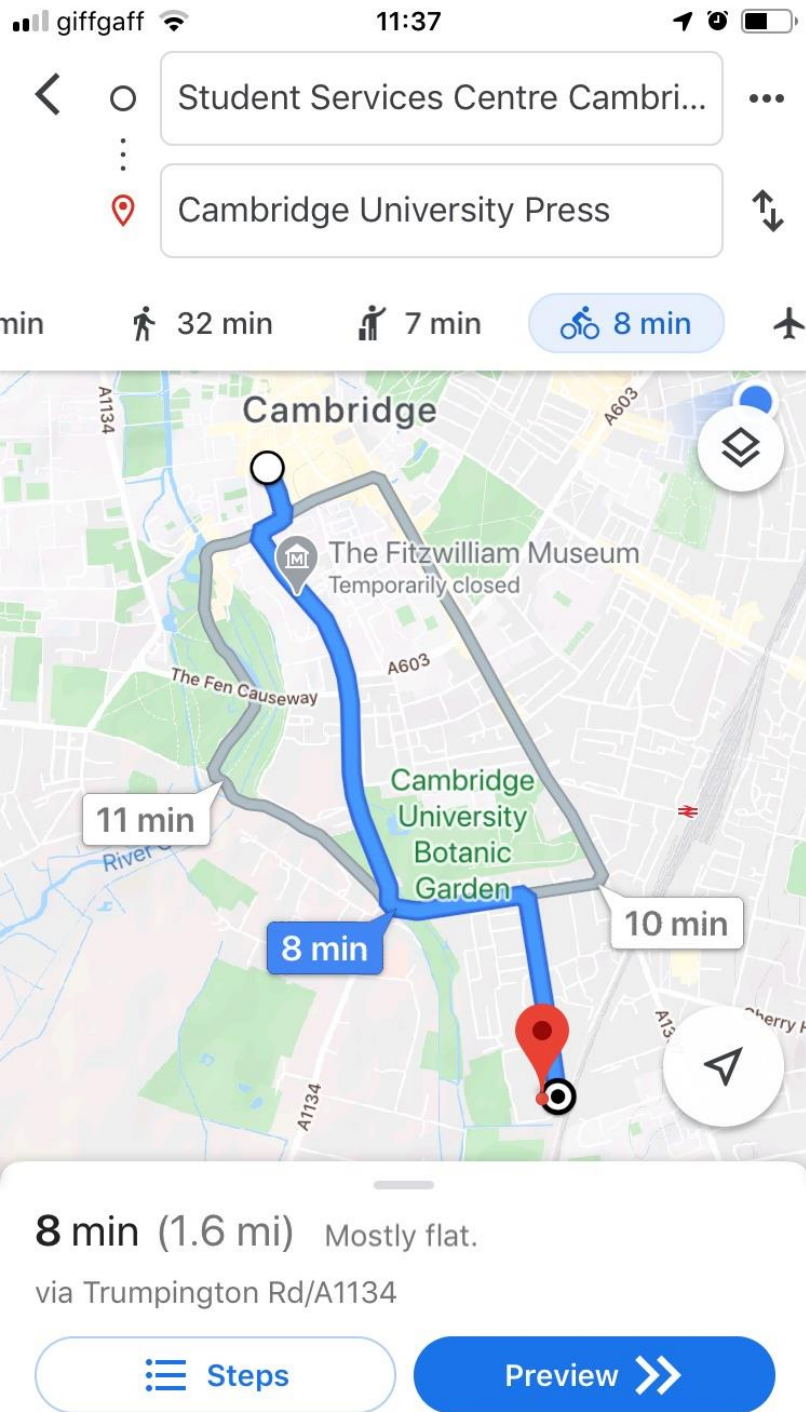


Plan Assignments/Assessments

- 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.



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.



[Course overview](#)



Thank you!

Next time:
Creating and Managing
Your Community

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@CamTELP

