CITY
UNIVERSITY OF LONDON
— EST 1894 —

New buildings on solid foundations:

How a City programme was redesigned for fully online delivery

Dom Pates, Thomas Hanley, Miranda Melcher, Lisa Baker

Overview

Programme context

Re-design process

Student and faculty feedback

+ An introduction to LEaD's new:

Digital Learning Design Service

Context of MSc Temporary Works

How to make the programme online for student flexibility?

How to create consistency across modules given high numbers of visiting lecturers?

How to make student experience clear and consistent throughout programme ?

How was the programme redesigned?

1. Storyboarding workshops
2. Standardised Moodle template
3. Introductory videos
4. Using Teams & Echo
5. LEaD project management

What happens in a storyboarding workshop?

1. Considers how each module can include a range of activity types for students to engage with, including knowledge acquisition, applying knowledge, developing skills and working collaboratively.
2. Aligns teaching activities to fully integrate with existing formative and summative assessments to ensure clarity and consistency.
3. Builds in support and organisation for blended and hybrid teaching.

Storyboarding learning and assessment activities

Support and guidance

Module welcome email, weekly email, teaching staff contact information, student support services

Learning activities

Acquisition

Book, journal article, case study, report, website, lecture, demonstration, video, podcast, animation, information search.

Practice

Text: Short answer question, essay, quiz, literature review, report, case study, reflective task, action plan, client brief.
Multimedia: Poster, presentation, video, concept map, diagram.
Technical/STEM: Mathematical task, coding task, design task, lab work, data collection and analysis.

Collaboration

Discussion forum, online chat, social network participation, collaborative document, role play, group work, project work, field trip.

Assessment

Formative

F

Add an F circle to indicate formative assessment activities. These tasks are opportunities for students to practice using the knowledge and skills needed for summative assessments.

Summative

S

Add an S circle to indicate summative assessment activities which count towards the degree. This includes pass/ fail assessment in the first-year and graded work which counts towards the degree award.

Blended learning storyboard

Module code:	IN3049 2022/23	LO: Identify the threat/risk landscape facing organisations **(Knowledge)**
Week:	1: Overview	LO: Explain and apply computer and network security principles according to standards and regulations **(Knowledge)**
Date:	05/10/2022	LO: Identify threats and defences to information security and appropriate information assurance controls **(Skill)**

Legend:
- Support and guidance — Text here
- Acquisition — Text here
- Practice — Text here
- Collaboration — Text here
- **F** Add an F circle to indicate formative assessment activities.
- **S** Add an S circle to indicate summative assessment activities.

	Pre-lecture	Lecture	Post-lecture	Pre-lab	Lab	Post-lab
Mode	Online	In person + recorded	Online	Online	In person	Online
Activities	Module welcome + Week 1 email (5m)	Module intro (20m)	CySec video (20min)	Read TryHackMe Linux documentation (20min)	TryHackMe Introduction to Linux (60m)	Video Solutions (30min)
	Overview of course / topics infographic (5m)	Intro to cyber security (10m)				
	Overview of assessment infographic (5m)	Use cases: what can go wrong? (5m)				
	Intro to Cyber Security overview video (15m)	Use cases: Pair discussion- decide what went wrong (10m)				
		Tay video (5m)				
		Tay video: Whole class discussion (5m)				
		Cyber Security Terminology (30m)				
		Recent incident discussion (5m) **F**				
		Recent incident collab doc (25m)				
		Summary and what to do next (5m)				
Durations (m)	30m	120m	20m	20m	60m	30m

Learning and teaching total time (h,m): **4h 40m**

MSc Temporary Work storyboard: fully online day release

Module code:	EPM611 2022/23
Week:	3: Manage methods
Date:	20/10/2022

LO: Assess where temporary works and construction method engineering fits within the context of construction management and business practices. **(Knowledge)**

LO: Discuss how works can be managed to ensure that they are safe, sustainable and cost effective. **(Values and attitudes)**

	Pre-teaching day	Teaching day	Post-teaching day
Mode	Online	In person + recorded	Online
Activities	**Acquisition** Read lecture Week 3 lecture notes **(20 mins)**	**Acquisition** Lecture by Simon Ellis on management methods **(90 mins)**	**Practice** Quality management systems exercise (Moodle forum). **(60 mins)**
	Acquisition Review ISO 9001:2015 on quality management systems **(20 mins)**	**Practice** Slido quiz based on pre-reading **(20 mins)**	
	Acquisition Review BS 5975:2019 Code of practice for temporary works procedures **(20 mins)**	**Collaboration** Discussion based on a case study of a project which went wrong. **(30 mins)**	
		Practice Implementing quality management systems exercise **(30 mins)**	
		Support and guidance Introduction to the first coursework assessment. **(10 mins)**	
Durations (m)	60m	180m	60m

Learning and teaching total time (h,m): **5h 0m**

Dr Sam Divall

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📄 Welcome and module overview video (4 mins)   ☑

Dr Sam Divall is the module leader for EPM614. In this short video, he introduces the module and the context of Geotechnical Temporary Works.

Preparation

1. Watch the **Welcome and module overview video**.
2. Take a look at the **Teaching schedule infographic** below.
3. Read the **Geotechnical Temporary Works Data Sheet** and **Module specification** documents.
4. Take a look at all of the information in the **Assessments** section below. Pay special attention to the **Assessment schedule infographic**.
5. Please try to review all lecture presentations in advance of teaching sessions. We have provided both pdf and PowerPoint versions to give you an accessible choice. The content of the two documents is the same.

☑

📄 Teaching schedule infographic for EPM614   ☑

See the dates of each live teaching session and who will be teaching you each week.

📄 Geotechnical Temporary Works Data Sheet (pdf) 🎧 A⬇   ☑

A collection of geotechnical engineering formulae and design charts to help you during this course and afterwards.

Student experience & student feedback

1. Consistently high attendance in live sessions, despite work and location complexities
2. High satisfaction in student surveys including around clarity of assessment expectations, quality of learning resources (including slides and videos), and authenticity of assessment

Reflections from module leaders

Temp Works Case Study

LEaDing by example

0:00 / 6:48   CC   1x

Launch of LEaD's Digital Learning Design Service

LEaD Learning Enhancement and Development

What is the Digital Learning Design service?

A collaborative, flexible process for the design, development, and delivery of effective **blended**, **hybrid** **and online** **learning** **programmes** and **modules.**

The service can help if you have questions like…

How can I improve student engagement in my programme/module?

How can I design activities which give my students real-life practice and ways to apply their knowledge?

How can I make my programme/module more inclusive?

How can I add blended learning components or hybrid teaching to my programme/module?

Digital Learning Design service context

New programmes

Periodic review

Switch in mode of delivery
E.g., blended to online or hybrid

School initiatives / continuous improvement

Examples
MSc Temporary Works
ISLA (MSc Food Policy)

Examples
BSc Cyber security
CS Foundation
Critical Care nursing
Solicitors Practice

Process

1 Academic contacts LEaD

Contact your Digital Education team School Relationship lead   :

Law, Bayes and SST
Dom Pates
dominic.pates.1@city.ac.uk

SHPS, SPGA and SCC
Peter Kogan
p.kogan@city.ac.uk

Briefly explain : the teaching context, any challenges, any areas you would like to improve.

2 Learning design consultation
60 mins.

Who from   LEaD?
-School Relationship Lead
-Educational Technologist

Optional depending on context :
-Academic Developer
-Multimedia Specialist
-Academic Skills Tutor

Who from programme?
-Programme director
or Module leader

Optional depending on context :
-Lecturers teaching on the module

Brief summary and action plan to document the discussion

3 Support and development services offered by LEaD

Forms of support
• Online guidance + teaching toolkits
• Central and School -based workshops
• Learning technology + multimedia Ed Tech support
• Academic developer support
• Academic skills tutor support.

Areas of support and development
• ABC storyboards: learning design
• Accessibility
• Digital skills for students
• Hybrid teaching
• Inclusive teaching
• Large and small group teaching
• Moodle module design and learner experience
• Online assessment
• Online learning resources and activities
• Online teaching (lectures and webinars)
• Project management
• Student study skills
• Video and multimedia

To find out more...

View our Digital Learning Design guide:

https://rb.gy/8oqwy

Contact your Digital Education team School relationship lead:

Law, Bayes and SST
Dom Pates
dominic.pates.1@city.ac.uk

SHPS, SPGA and SCC
Peter Kogan
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