8fed Gynhadledd Dysgu ac Addysgu

8th Annual Learning and Teaching Conference

7-9 Medi | September 2020

# Crynoldebau / abstracts

Embedding practice and production tasks to direct student(s) further learning - lessons from the Learning Design Bootcamp

Peter Wootton-Beard

A team from BioInnovation Wales was selected to attend the 2020 Learning Design Bootcamp. The bootcamp is a 3 month program designed to allow academics and learning technologists to design (or re-design) a module of their choice using a pedagogically valid method called the Co-Designs Framework, supported by experienced mentors.  
  
Our team focused on the re-design of our Research Methods module, a compulsory element for all students who wish to obtain an MSc, MRes or Professional Doctorate through our schemes. During the bootcamp we had the opportunity to reflect on the strengths and weaknesses of the module, and look again at its structure through the eyes of a critical friend.  
  
A major weakness that we identified was an over-reliance on students to complete self-directed further reading and tasks in order to put acquired knowledge into practice and produce their own material. In the Co-Designs Framework, these are known as 'practice' and 'production' tasks and it is recommended that they form a larger part of the module than was the case for Research Methods. They can be considered an example of 'active learning'.  
  
We recognised that, despite the challenges of online delivery, we needed to provide a greater level of direction and support for our learners to help them put knowledge into practice and to achieve a deeper level of learning.  
  
During this presentation, we want to share a little about our experience of the Learning Design Bootcamp, and introduce a new feature in our modules which we have created to try and embed these principles in our programmes and embed active learning in our teaching practice. We are calling this new feature 'The Encore'.