### Year at-a-glance

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<tbody>
<tr>
<td>Context</td>
<td>Content</td>
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<td>Instructional Design</td>
<td>Assessment</td>
<td>Evaluation</td>
<td>Delivery</td>
<td>First Draft</td>
<td>Portfolios</td>
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<td>Who we are, how we got to be teachers, what it's like to teach in our departments.</td>
<td>How our course fits in with the rest of the provision for the programme, the aims and objectives of the course.</td>
<td>What we teach, in what order, where (and what) the important bits are.</td>
<td>Why we teach in particular ways, what material is suitable for delivery in lectures, what in labs, what via reading, etc.</td>
<td>How do we find out what they're learning? What work do we ask them to do? What specific tasks do we ask them to undertake? Oh, and why.</td>
<td>How do we judge what works? Who cares? That is to say, who are the stakeholders? Us as teachers, yes. But students and institutions, too. Anyone else?</td>
<td>What I'm like in the classroom? How I get stuff across (&amp; how I know it works -- or not). Debriefing Peer Observation.</td>
<td>Is all the content hanging together? Do all my artefacts support my case? Is the structure coherent? Is it usable by anyone other than me?</td>
<td>Participants present their portfolios (or the process of compiling them, or reflect on their participation in the Commons).</td>
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### Homework
After each session, preparatory work is given for the next. **Train Reading** At the end of each session, a piece of reading is handed out. This relates to the subject of the session just past. Whether participants read it on the train going home, or coming to the next session, this forms a bridge from one session to the next.

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### Example Session: Running Order

1. **11.00-11.05** Hello again.
2. **11.05-11.45** Consider:
   - why do I choose to teach using the methods I do?
   - for what purposes do I use certain methods (lectures, labs, exercises etc.)
   - could I use different methods? If so, what?
3. **11.50-12.20** (could squeeze)
   - Capture a list of instructional designs, capture the variety, write them down as “method/aim” pairs. Indicate number against method (but list purposes separately) so, if Andrew and Barney both use lectures but use them for different purposes then both purposes should be captured
4. **12.20-12.30** Sharing lists across groups.
5. **12.30-13.30** Lunch (Could steal some time here to put in “artefacts” talk, or just so that we can all leave promptly, given weather situation).
6. **13.30-14.00** Share maps in observer/observer pairs (as far as possible).
7. **14.00-14.15** Repeat with specific course
8. **14.15-14.30** Repeat with specific course
9. **14.30-15.00** Instructional design artefacts – satisfactory? What is the relationship between artefact & commentary (description? illustration? Could they be presented separately) (a separate activity in case there’s time, not if otherwise) Opinions on the Apple Learning Interchange site: Do the artefacts (largely unedited video of classroom practice) “tell” – are they good exemplars? Would it be good if we had them/used them?
10. **14.45-15.00** Wrap & Homework
    - Homework, train reading
    - For next time: Assessment

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### Exercises can generate ...

*Information from each participant that is collated into a single artefact, or …*

*… a collection of artefacts created by each participant, which can be shared, compared & contrasted*

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### Disciplinary Commons: The Documents in the Case

*All work is available for peer review, and for selection and inclusion in portfolios.*

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*This is a plan. It's important to remember that the map is not the territory. Debrief each session, annotate and file the outline for future reference.*