



Year at-a-glance

1	2	3	4	5	6	7	8	9
Context	Content	Content	Instructional Design	Assessment	Evaluation	Delivery	First Draft	Portfolios
Who we are, how we got to be teachers, what it's like to teach in our departments.	How our course fits in with the rest of the provision for the programme, the aims and objectives of the course.	What we teach, in what order, where (and what) the important bits are.	Why we teach in particular ways, what material is suitable for delivery in lectures, what in labs, what via reading, etc.	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.	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?	What I'm like in the classroom? How I get stuff across (& how I know it works – or not). Debriefing Peer Observation.	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?	Participants present their portfolios (or the process of compiling them, or reflect on their participation in the Commons).
Everyone's Voice in the Room	Safety First					in each of these sessions. Given, "in the room", prevents j		•
In e	every sess	sion mate	erials sho	ould bu	uild tow	rards the fir	nished por	tfolio

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.

Example Session: Running Order

Hello again. 11 00-11 05

11.05-11.50 Share instructional design (15 mins each).

- 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? 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 Sharing lists across groups 12.20-12.30
- 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

- 13.30-14.00
- Creation of "declarative maps"
- 14.00-14.15 Share maps in observer/observee pairs (as far as
- 14.15-14.30
- Repeat with specific course 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?
- 14.45-15.00
- Wrap & Homework
- · Homework, train reading • For next time: Assessment

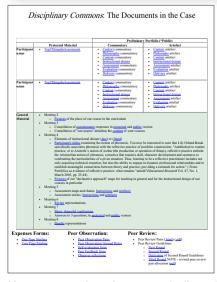
This is a plan. It's important to remember that the map is not the territory. Debrief each session, annotate and file the outline for future reference.



Exercises can generate ...

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

Method	Purpose
Lecture	Importer concept-fides to industri Overview of the concept, and perspect students for practical exercises/examples Signost content of notes for labs., tutorials etc. Mini concepts Factual material Encourage use of fecture notes as source of information Hattle fided yearlie Student expectation Cut then out of field in the morning To communicate of enthuse Personality Persona
Lecture size	Different approach for different cohorts—quality of experience. Relationship between lecturer/stadents, lecturing style.
Tutorial exercises	Practice—making them do it.
Exercises/tutorial	Allow students to progress at individual rate
Tutorials	To consolidate learning Consolidates Consolidates Escribas Social interaction



Howsoever gathered or created, all material generated in workshops is made available to every participant, in proteced space.

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

