

Beyond blended approach



Beyond blended: research reports

The overarching purpose of this research is to support people involved in curriculum and learning design in higher education organisations, including: service and department leaders, senior managers, learning designers and curriculum teams. The research has involved a desk review, practice review, interviews and feedback from workshops involving over 700 participants in total. It has learned from the collective experience of the sector during and after the pandemic, including from our 2022 digital experience insights surveys, and has benefited hugely from the input of an advisory group of 21 experts from across UK higher education.

Strategy and planning

We have developed a range of lenses to explore key curriculum development issues at both organisational and programme team levels:

Strategic lenses:

holistic strategic issues, learning space design, platform design, teaching time and workload, equity, diversity and inclusion (EDI), data collection and analytics

Curriculum lenses:

curriculum design, assessment and feedback, digital capabilities in the curriculum, learner engagement, learning in large cohorts, employability and working futures

Definitions

Curriculum design:

reviewing, planning and developing a programme of study. This is usually a formal departmental and institutional process, mapping to graduate outcomes, benchmarks and professional standards. It produces formal documentation for the organisation.

Learning design:

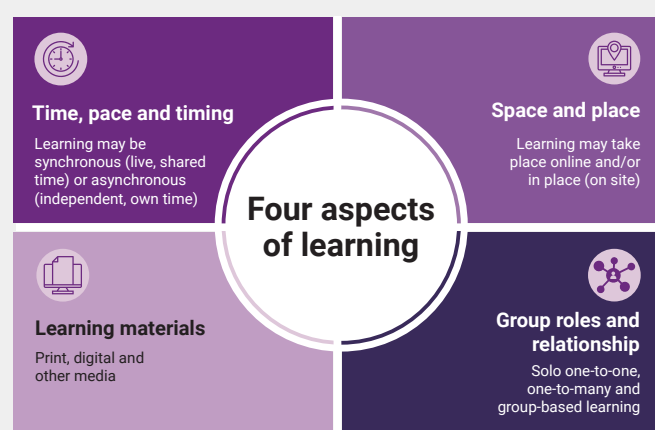
defining how learning will be supported within each programme, module or unit. This is a professional activity that involves defining tasks, tools and technologies, core content, sessions and class groups, assignments and assessments, and opportunities for interaction and feedback. It produces a learning plan and associated materials to support teaching staff and students.

Six pillars of beyond blended design



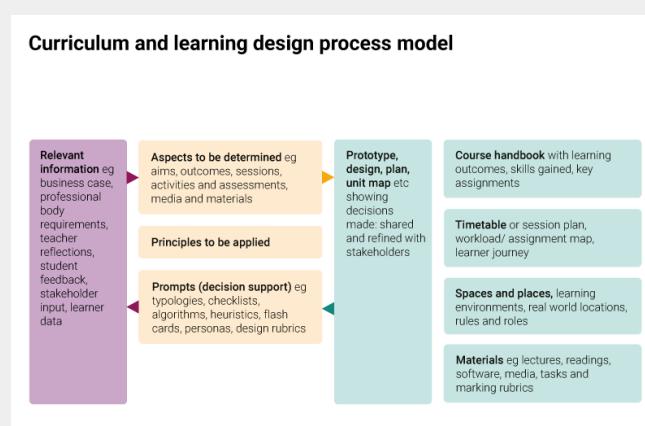
Four aspects of learning

We have defined four aspects of learning. The relationships between each help to define the learning activities in a given curriculum design. These can be combined to provide the basis of various blends.



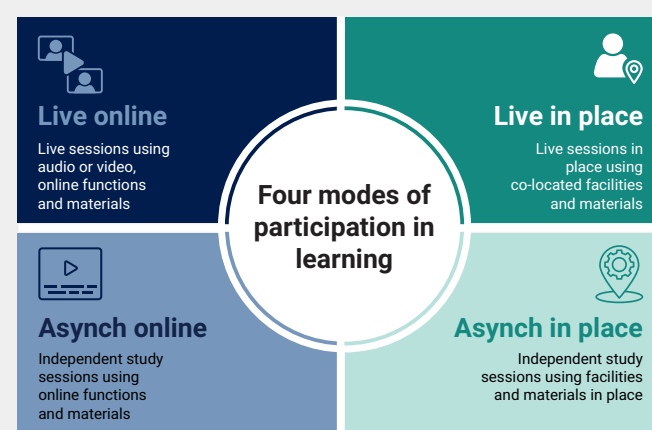
Process model

Our research identified some common approaches used across the UK higher education sector in relation to curriculum and learning design. The process model provides an overview.



Four modes of participation

We have identified four modes of participation. Each mode supports a different set of learning sessions with specific opportunities for learning. Different subject areas will make use of different session types, sequences and blends.



Further information and resources to support your curriculum and learning design journey are available from our webguide: <https://ji.sc/beyond-blended-guide>.