



UNIVERSITY OF
PORTSMOUTH

en**A****B****L**e
Active Blended Learning

Università Telematica degli Studi IUL

Programme Outline 2023

Facilitators:

Professor Ale Armellini

Dean of Digital and
Distributed Learning

Dr Andy Clegg

Interim Head of Academic
Development

Your Facilitators



Professor Ale Armellini

Dean of Digital and Distributed Learning

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Alejandro (Ale) Armellini is Professor and Dean of Digital and Distributed Learning at the University of Portsmouth. His role is to provide leadership in digital learning and learning innovation, including on-campus and distance provision, across all Faculties. Before joining Portsmouth, Ale was Dean of Learning and Teaching at the University of Northampton, where he was the strategic lead for the redesign of all programmes for active blended learning.

Ale is a Principal Fellow of the Higher Education Academy and Fellow of the Royal Society for the Encouragement of Arts, Manufactures and Commerce. Ale's research and doctoral supervision focus on learning innovation, blended and online pedagogy, institutional capacity building and open practices. He holds visiting professorships at several UK and overseas universities. His latest co-edited book is *Cases on Active Blended Learning in Higher Education* (2021).



Dr Andy Clegg

Interim Head of Academic Development

Email: andy.clegg@port.ac.uk

Andy utilises over 30 years of Higher Education (HE) and industry experience to bring currency, legitimacy, and credibility to the student experience. As a Senior Fellow and National Teaching Fellow, Andy has a demonstrable track record of leading strategic change and delivering real enhancement to learning and teaching through innovative approaches to curriculum design and crafting creative solutions to contemporary agendas and 'wicked' problems across the HE sector.

Andy is currently leading on enABLE, the University of Portsmouth's approach to supporting a team-based approach to learning design. Andy was instrumental in helping to shape and develop the overall enABLE initiative, designing the activities within the enABLE toolkit. As Master enABLER, Andy works with the facilitation teams across the University and is currently developing a methodology to track the impact of enABLE.



For more information about enABLE please visit:
enABLE@port.ac.uk

Learning Outcomes

Introducing enABLE

By the end of this session participants should be able to:

1. Gaining experience in working collaboratively to design and enable effective student-centred online learning and teaching experiences at pace and scale
2. Apply the key principles of the enABLE approach to facilitate effective learning design
3. Utilise the enABLE toolkit resources to develop a detailed storyboard to support and guide new course development

Itinerary

9.45am to 10.00am

Welcome and Scene Setting

This introductory session will introduce participants to enABLE and the overall aims of the workshop.

10.00am to 1.00pm

[Break: 11.00am to 11.30am]

enABLE #1: Creating Shared a Vision and Values

Participants will use the values card exercise to identify their shared values that will underpin intended course development. This will be used to create an overall vision for the intended course including a short Twitter strapline.

1.00pm to 2.00pm

enABLE #2: Getting Started with Course Design

Using the enABLE toolkit resources participants will focus on developing the overall design architecture for a new online course. Using the enABLE course creator, participants will be asked to consider the following elements: course rationale, course learning outcomes, learning and teaching strategy, and assessment and feedback strategy.

2.00pm to 4.30pm

Lunch

enABLE #3: Storyboarding Course Design

With the course creator in place, the participants will then produce a detailed storyboard to map out the overall course and modular structure, and the related learning and teaching approaches, and assessment strategy for each module.

4.30pm to 5.00pm

Summary and Close

Learning Outcomes

Module Storyboarding and Activities

By the end of this session participants should be able to:

1. Gaining experience in working collaboratively to facilitate effective module design
2. Utilise the enABLE toolkit resources to develop a detailed module storyboard
3. Use the context creator and planning templates to develop a series of innovative and creative tasks

Itinerary

9.45am to 10.00am

Welcome and Aims of the Day

10.00am to 1.00pm

[Break: 11.00am to 11.30am]

enABLE #4: Module Storyboarding

With the course storyboard in place, the participants will then produce a detailed storyboard for a specific module using the appropriate enABLE toolkit resources.

Using the storyboard, participants will have the opportunity to collectively discuss the overall content of the module, and underpinning learning, teaching and assessment strategies, with a particular focus on the requirements of online/remote delivery.

enABLE#5 - Creating Context: Setting the Scene

This introductory session will focus on activity design and the key principles linked with active blended learning. Participants will be introduced to learning types, levelness, and the opportunities afforded by different technologies, such as Padlet.

1.00pm to 2.00pm

Lunch

2.00pm to 4.00pm

enABLE#6 - Creating Context: Setting the Scene

Using the context creator and activity / e-tivity planning resources, participants will have the opportunity to practically create a series of tasks that could be integrated into the planned module. These session provides an opportunity to reflect on the asynchronous/synchronous nature of task generation, and the incorporation of appropriate technologies.

Day 2:

4.00pm to 5.00pm

enABLE#7 - Presentation and Review of Tasks

This session will provide an opportunity for participants to collectively share and critique the tasks that have been created.

5.00pm to 5.30pm

Summary and Close

Learning Outcomes:

Assessment Design

By the end of this session participants should be able to:

1. Challenge their own perceptions on assessment practices
2. Analyse how a set of assessment instruments could be used in their academic settings
3. Create or adapt appropriate assessment approaches that would normally sit outside their comfort zone

Itinerary

9.45am to 10.00am

Welcome and Aims of the Day

10.00am to 12.00pm

enABLE#7 – Engaging with Assessment Design

The aim of this session is to encourage participants to reflect on effective assessment design, and the use of specific assessment instruments. Participants will have the opportunity to reflect and critique the value and appropriateness of a number of assessment types to encourage reflection as to the types of assessment that would be most applicable for new course development.

enABLE#8 – Engaging with Assessment Design

Wider assessment types task. Review and adaptation of less traditional forms of assessment.

enABLE#9 – Drawing it to a Close

An opportunity for participants to review and reflect on the programme.

12.30pm to 1.30pm

Lunch

1.30pm to 2.30pm

enABLE#10 – Strategic Reflections

Final evaluation with co-ordinators and senior colleagues and identification of the next steps.