Learning and curriculum design

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simulations...

- Are **close to the world of practice**, but safe from the (possible) realities of malpractice and negligent representation.
- **Enable students to practise legal transactions**, discuss the transactions with other tutors, students, and use a variety of instruments or tools, online or textual, to help them understand the nature and consequences of their actions.
- **Facilitate a wide variety of assessment**, from high-stakes assignments with automatic fail points, to coursework that can double as a learning zone and an assessment assignment.
- **Encourage collaborative learning**. The guilds and groups of hunters/players in multi-player online games can be replicated for very different purposes in FE & HE.
- Students begin to **see the potential for the C in ICT**; and that technology is not merely a matter of word-processed essays & quizzes, but a **form of learning that changes quite fundamentally what and how they learn**.
authenticity as transactional learning...

Transactional learning:

active learning
through performance in authentic transactions
involving reflection in & on learning,
depth collaborative learning, and
holistic or process learning,
with relevant professional assessment
that includes ethical standards
Curriculum design issues:

- Plagiarism
- Effects on curriculum: views of staff and students
- Long-term implications of transactional learning
1. Plagiarism is not just about students being selfish, or narcissistic behaviour, or academic cheating or a syndrome or lack of integrity or anything else

2. We create fertile conditions for it to flourish by our teaching & assessment designs:
   1. lack of apprenticeship models
   2. insufficient situated learning & assessment
   3. poor academic literacy support within disciplines

3. We need to re-design the ecology of learning, eg:
   1. trading zones, for students > students, staff > staff, students > staff
   2. teach rhetorical models via games, sims, debriefs, PBL, etc.
   3. transactional learning

4. One attempt to change practice: SIMPLE
See the early work of Flower & Hayes, Scardamalia & Bereiter; New Literacies movement; London Group; James Gee.

In Law, see the work of James Stratman, Dorothy Deegan, Leah Christensen on the effect of professional identity on student reading & writing strategies.

Each discipline needs to

- invent methods to embed these approaches in its teaching, learning & assessment
- assess student performance based on the learning of rhetorical models.
If Web 2.0 apps enhance social learning, collaboration, what effect will this have on the practice of plagiarism?

It may have a beneficial effect, if Web 2.0 is used to transform academic teaching practices...

Or may become yet one more example of e-plagiarism

See Gerry McKiernan’s blog:
www.scholarship20.blogspot.com/

& 2008 Horizon Report
Students co-opted to community-police plagiarism
Students carry out authentic client-based work, not artificial, assessment-led tasks
ICT is used to create multiple versions of tasks via document variables + support for tasks: feedforward
Students take responsibility for their transactional learning, their files, their clients, their firm, ie assessment:
  ‣ encourages ownership, not submission
  ‣ enhances collaboration, not plagiarism
Staff take responsibility for designing transactional learning

But what about tools to stop free-loading within/between firms?

summary of the SIMPLE effect on plagiarism...
SIMPLE evaluation: effect on curriculum

Methodology: integrative evaluation

- Used mixed methods and multiple data sources to develop an overall picture of each participant’s use of SIMPLE
- Highlighting issues, drivers and barriers
- Allowed for the emergence of unanticipated aspects
Students
Tutors
Lecturers and module leaders
Developers
Support staff such as Institutional IT Helpdesk staff and the SIMPLE Core team

Evaluation Activities carried out:
Pre simulation
During simulation
Post simulation
End of SIMPLE Project
data collection methods

- Observations
- Tutor Interviews
- Student Interviews
- Focus groups (tutors)
- Focus groups (students)
- Diaries/logs
- Student materials
- Examining SIMPLE office
- Pre-course card exercise
- Post-course questionnaires
- System statistics
Three evaluative levels:

1. What role does professional learning play within the partner institutions and how can and does SIMPLE contribute?
2. How do we address curricular issues in the design and development of innovative practices and the implementation of SIMPLE in particular?
3. What are the wider systemic and institutional factors that affect this form of learning?
level 1:
student experiences

SIMPLE:
- Enhanced professional skills
- Heightened awareness of client care
- Improved IT skills
- Improved understanding of the subject matter
- Encouraged peer review

Students:
- Welcomed the authenticity
- Wanted regular feedback
- Assessment results improved over a number of projects
Level 1: staff experiences

- Different expectations in look and feel
- Some technical skills required
  - some found tools ‘clunky’
  - most managed to operate the tools after training
- Welcomed enhanced monitoring functionality of student work
- Concerned about the front-loading of work to create the simulation blueprint
- Initial difficulties in simulation design and design of resources
- Platform hosting challenges
- Start with a simple scenario for the first attempt.
- Run a pilot before letting students loose on it.
- Don’t underestimate the skills you might need to get things up and running.
- Begin the process of developing the scenario as early as possible.
- Think in advance about how sim responses will be managed *ie* when/who/how often: set clear guidelines to students about how this will work.
- Allow time to familiarise yourself with both the technological aspects *ie* using the tools, and also with new concepts such as the Narrative Event Diagram.
- Plan & organise well in advance
level 2: curricular themes

- Open sims vs bounded sims
- Staff control: disruptive sims vs convergent sims
- Identity exploration (personal + profession) vs conventional learning (personal + profession)
- Knowledge object-forming via play vs knowledge resumption by traditional means
- Transactional learning vs conventional teaching
- Front-loading timetable vs conventional timetabling
- Interactive mentor roles vs conventional lecturer/tutor roles
- Curriculum organised around spaces & resources vs curriculum organised around teaching interventions & resources
- Replay/remix/feedforward assessment culture vs snapshot assessment culture
level 3: learning, institutions, practices

- There is no such thing as experiential learning.
- Learning is distributed among expanded environments, tools, roles, tasks, social relations.
- There is no spoon: curriculum is technology.
- Staff role-change vs conventional teaching/admin roles.
- The role of the institution changes.
- The question is no longer why conventional learning vs sim, clinic, PBL, etc; but in an era where Wikipedia & SourceForge flourish against all odds, why are we not collaborating at all levels in teaching & learning?
1. there’s no such thing as experiential learning

- We don’t learn from experience
- We learn by working to interpret experience, given that, when learning:
  - we have different prior knowledge
  - our aims are always different in subtle ways
  - we learn different things from the same resources
  - ‘resources’ means symbolic objects like books & web pages, but also people, including ourselves
  - we can learn intimately and deeply from any resource, given a suitable context
- Teachers and students need to encode those interpretations as complex memories, habits, skills, attitudes or knowledge objects if they are to re-use them

3. curriculum is technology

- Curriculum is multiple distributed technologies and practices. Eg timetables, course teams, notepads, learning spaces, forms of knowledge transmission, discussion, computers, forms of speech, writing – all existing in time spans.

- Some technologies are ancient (*lectura, glossa*), some new (SIMPLE, standardised clients, mobile phones)

- Success in learning means:
  1. for staff, the need to *compose and orchestrate the curriculum*.
  2. for students, the tools, support & spaces to *manage their own curriculum*
5. the institution will change ...

Still focused on:

- *Organisations*, ie LMSs, silos of knowledge
- *Products*, ie handbooks, CDs, closely-guarded downloads
- *Content*, ie modules, instruction, transmissive content
- *Snapshot assessment* of taught substantive content
... to accommodate social, collaborative learning

Focus shifts to:

- Organisation has weak boundaries, strong presence through resource-based, integrated learning networks, with open access (open courseware initiatives, etc)
- Focus not on static content but on web-based, aggregated content
- E-learning as integrated understanding & conversation, just-in-time learning
- Assessment of situated learning
SIMPLE project conclusions: simulation environments

- They can enable more engaged and deeper learning in students, both at undergraduate and postgraduate levels.
- They can be used to learn and assess conceptual and second-order symbolic knowledge, practice-based skills and personal achievement of integrated skills.
- Students adapt best to new learning environments when they are aware of the expectations of them in the new arena.
- Simulation is a disruptive heuristic and requires support.
- Although initial workload is heavy there is payback in later years.
- There are serious implications for institutional change and innovation.
Standard classroom c.1908. Would you like to learn about measurement and volume this way?

Thanks to Mike Sharples, http://tinyurl.com/6bzdgx
...or this way? (Dewey’s Laboratory School, U. of Chicago, 1901), http://tinyurl.com/6onvjp
Would you like to learn about history and town planning this way?
... or by building a table-top town for a social life history project?
(Dewey’s Lab School, http://tinyurl.com/59c93q )
‘One cannot understand the history of education in the United States in the twentieth century unless one realizes that Edward L. Thorndike won and John Dewey lost.’

<table>
<thead>
<tr>
<th>John Dewey</th>
<th>E.L. Thorndike</th>
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<tbody>
<tr>
<td><strong>1.</strong> Philosopher &amp; educationalist</td>
<td>Educational psychologist</td>
</tr>
<tr>
<td><strong>2.</strong> Theoretician and practical implementer</td>
<td>Theoretician &amp; experimentalist</td>
</tr>
<tr>
<td><strong>3.</strong> Interested in the arc between experience &amp; the world</td>
<td>Explored the dyadic relationship between mind &amp; the world</td>
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<tr>
<td><strong>4.</strong> Pragmatist approach to learning: prior experience, ways of contextual knowing</td>
<td>Adopted as precursor of a behaviourist approach to learning: assessment-led; laws of effect, recency, repetition</td>
</tr>
<tr>
<td><strong>5.</strong> Emphasised learning ecologies</td>
<td>Emphasised teaching strategies</td>
</tr>
<tr>
<td><strong>6.</strong> Followed by: Bruner, Kilpatrick, standards movement,</td>
<td>Followed by: Watson, Skinner, Gagné, outcomes movement,</td>
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authenticity as transactional learning...

Transactional learning:

active learning
through performance in authentic transactions
involving reflection in & on learning,
deep collaborative learning, and
holistic or process learning,
with relevant professional assessment
that includes ethical standards
signature pedagogies (Lee Shulman)

Surface structure
• Observable, behavioural features

Tacit structure
• Values and dispositions that the behaviour implicitly models

Deep structure
• Underlying intentions, rationale or theory that the behaviour models

Shadow structure
• The absent pedagogy that is, or is only weakly, engaged

Transforming Legal Education:
four key themes

Experience of...
- law in the world
- interdisciplinary trading zones
- creative, purposeful acts

Ethics in...
- an integrated curriculum
- habitual action
- reclamation of moral spaces in the curriculum

Technology for...
- our discipline, our curricula
- learner-centred control
- transactional learning

Collaboration between...
- students
- institutions
- academic & professional learning
- open-access cultures
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