Learning design and content development process

Background

For all new courses or existing courses we have a process to support the development of teaching and learning material for modules. The aim of this process would be to ensure the successful implementation of a new course/programme, in line with our vision for education at St George's.

Prior to the start of content development for a course/module, it is expected that the course would be approved by the relevant committee (such as short courses approved by the appropriate governance such as a course validation.

The Process

The process to develop a module has been split into 5 segments as listed below in the table which are grouped into 3 sprints. A sprint is defined as a set period of time in which the segment should be completed to move on to the next sprint. The focus of each segment of the process has been aligned to the course development sprints which will take place, based on Constructive Alignment (Biggs and Tang, 2011) as a point of reference.

Each sprint will require some pre- and post-work to ensure the development of the course or module is kept on track. The timing of the process will typically take 4 months per module and time between the sprints will vary depending on the module although these should be agreed upon in advance to ensure efficient allocation of resources.

During the capture segment there will be a requirement to identify the specific products that will build up the module. These can include the following: Assessment design, Lecture slides, video recordings/resources, learning resources and Tutorials/Practical materials (posters, CBL/TBL/PBL designs using Articulate/Canvas/Open-Labyrinth, Quizzes implementation, animated designs, etc.).

During the create segment there will be learning designer, technologist, library and other relevant support staff ready to support the development of content and material as identified in the capture segment. This will go through a number of iterations to ensure it meets the visualisation of the course and module leads.

The final segment of the process will be to review the module before it goes live to identify any areas of consideration, further actions required or sign off on the quality of the module.

Segment	Action	Design timeline	Pre-Sprint	During Sprint
Capture	Set Learning Outcomes (goals)	**Sprint 1: Learning design kick-start**	The course objectives should be clear for all module teachers as per validated specifications.	• *Material required*: Module aims, learning outcomes and scheme of work (weekly) • *Products*: Learning journey blueprint, development needs, Ownership and support for next sprint • *Duration*: 1 full day or 2 half days • *Attendance*: Core teams
Conceptualise	Develop a design vision of the course (mapping)			
Create	Implement structure on Canvas; Develop the material and content	**Sprint 2: Content development**	Agreement between module leads and teachers of the expectations on producing the material. Specific discussions with CIDE, CTiE and others to support and scope the content.	• *Material required*: Lecturer to create content for the course with the support of enablers. Agreed development needs with teams and timelines. • *Products*: Canvas design, course content – Pre-recorded videos, session pages, quizzes, scenarios, core guidance for students. • *Duration*: 8-12 weeks for a typical PG semester i.e. 60 credits with an assumed three modules assumed (1 30 credit and 2 15 credits). Duration is likely to be longer for wholly online modules. • *Attendance*: Core team and enablers and others as required.
Cultivate	Analyse and iterate			
Implement (Course live)	Implement on Canvas; Measure and optimise	**Sprint 3: Go-live and Quality Assurance**	Course, Module leads and relevant stakeholders review the module contents. *S*hare the content with the core	• *Material required*: Completed module with content in Canvas • *Products*: Approval to go-live (i.e. implement) or details of required changes, proof to iterations for approval • *Duration*: 3-hour session • *Attendance*: Core team

			team before *Sprint 3* to review.	

Who will be involved?

The core team involved throughout the process of design to delivery are:

- *Course leadership*: Course Director or Academic Lead; Module Leads
- *Module team*: Key teaching academic staff
- *Library*: Library liaison lead
- *CIDE*: Lead for teaching and assessment; Lead for online design
- *CTiE*: Head of eLearning; eProjects Manager; LTS Canvas Lead

There is also a team of enablers who will be required across a range of development sprints necessary. The enablers include:

- Learning Technologists / Designers and Content Developers from CTiE
- ERCM Design & Digital (where relevant for the development of specific products/artefacts)
- Library officers