

The learning week- synchronous & asynchronous

Planning weekly learning rhythms

FRANIA HALL, LCC/UAL

- Brief intro to me
- MA/BA senior lecturer
- Teaching and Learning Lead at the Media School, UAL

Immediate shifts

- Support live sessions with asynchronous ones
 - Overcome timezone issues
 - Pre-recording audio-only and video
 - More proactive & consistent use of other asynchronous learning environments
-
- Plan a week out originally to make sure students felt supported
 - Keep a sense of community continuing through lockdown
 - Shape for a shapeless week
 - Scaffolding their independent learning
 - Encouraging peer to peer learning for mutual support where can't connect in live

Benefits

- Flexible scheduling
- Future resources
- Much more focus on helping students make use of independent learning
- More focus on active engagement with forums, blogs
- Bitesize for recaps – nimble realignment of curriculum
- Accessibility
- Supporting students make choices, bespoke to their learning styles – co-creation
- More peer to peer learning
- Reinforcing learning (through weekly work on forums etc.) and encouraging reflection
- Bringing in other learning spaces – that they are used to – eg social media
- Timings more precise (eg read times)

Challenges

- Support those on margins in danger of slipping out - inclusivity
- Need to be very proactive to keep engagement high
- Same content many formats = work
- Keeps students progressing – moving forward (not pick and mix!)
- Allowing freedom, creativity and experimentation but for a purpose
- Seeing their practical work in studios, engaging in critique effectively
- Keeping purpose – not just fun with technology
- Not overuse tools and throw in too many
- Students need to feel responsible to each other
- Generates a lot of ‘announcements’ – cluttered in-boxes

Pedagogy

- Experiential Learning – Kolb – reflective/independent cycle and action
- Community of Inquiry presences – social, teaching, cognitive

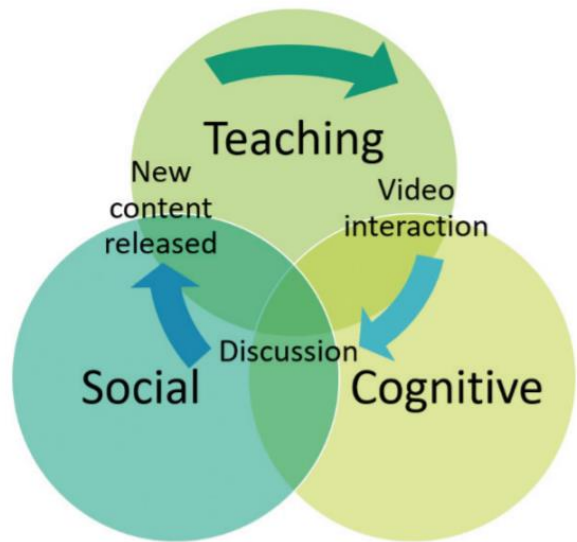


Figure 3. Initial mapping of the three CoI presences onto the cycle of session activity.

Nolan-Grant, C.R., 2019. The Community of Inquiry framework as learning design model: a case study in postgraduate online education. *Research in Learning Technology* 27. <https://doi.org/10.25304/rlt.v27.2240>

Co-creating the weekly learning rhythm –

- Students looking for structure – evident from responses in tutorials to lockdown
- Encouraging them to think about their learning through a week
- To help keep in touch so they feel they are progressing, motivated and focused
- Keep you present in their learning (drop ins, tutorials, announcements)
- Developing some ways to visualise a working week
- Reinforcing importance of independent activity – bringing it up front not optional
- Helping those not able to access the live sessions (technology or timezones) so reinforcing how they can engage and how peers can help

YOUR LEARNING

Weekly rhythm

PREPARE

Each week there will reading to do and exercises to prepare ahead so you are ready to get the most out of the class and participate in discussions.



NEW CONTENT

A live session is programmed each week which presents the next new stage in the topic; however resources will be available to watch and listen to if you cannot make the class.



DISCUSS AND REFLECT

During the week you must test your learning: discuss and articulate your thinking with your peers & write up your blog as you develop your idea - tutors will be checking in here.



**BLOG -
20 min**



**FORUM -
20 min**

ACTIONS

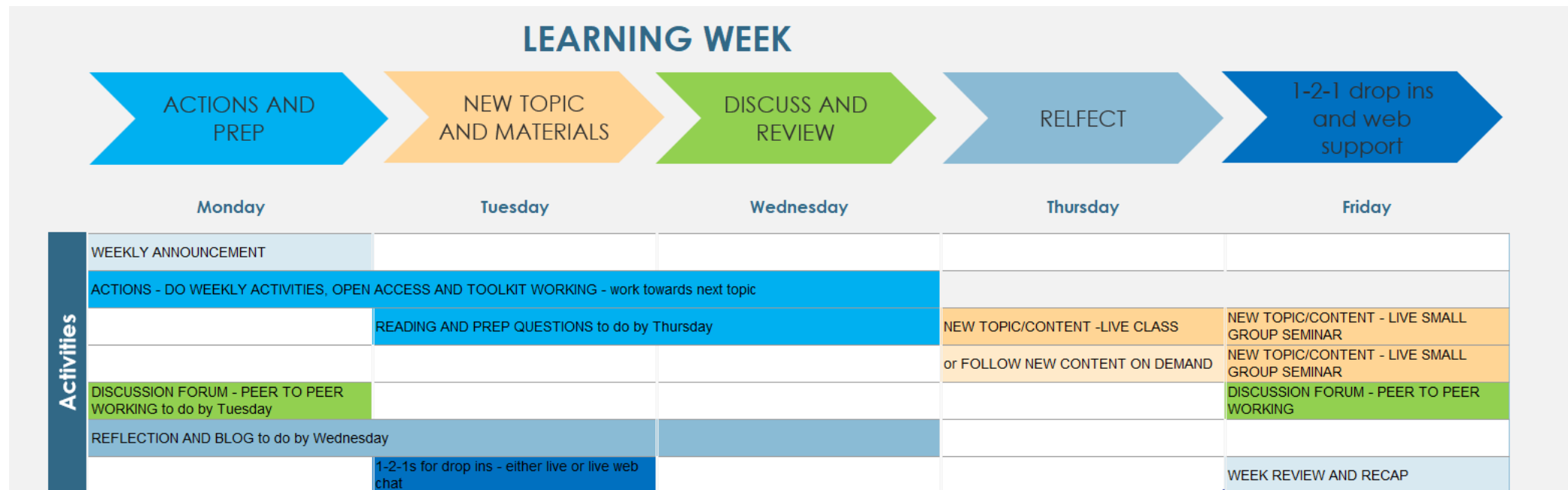
Using the new material and resources, building on your discussion and reflection take action to develop your project/assignment following the staged activities from you tutor. Check-in opportunities via virtual 'office hours' will also be available.

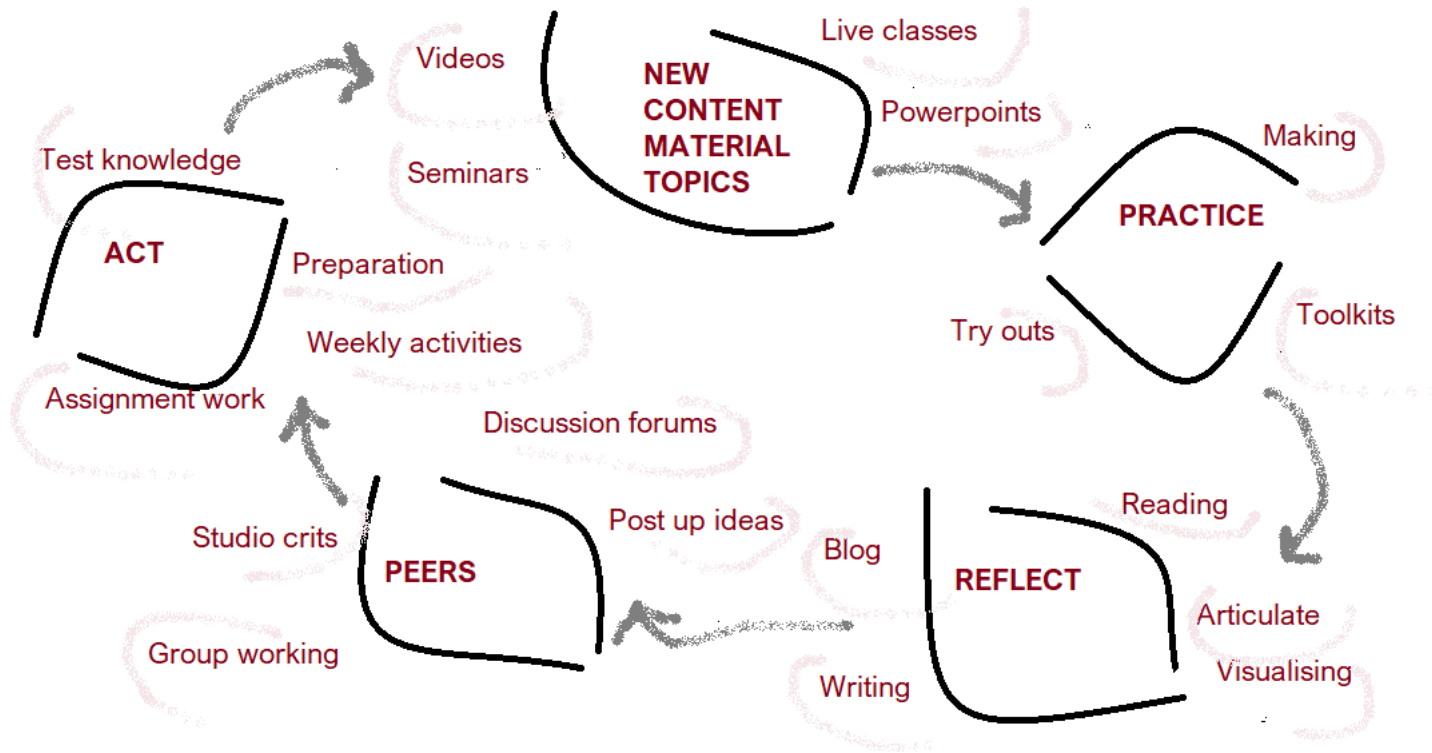


powered by

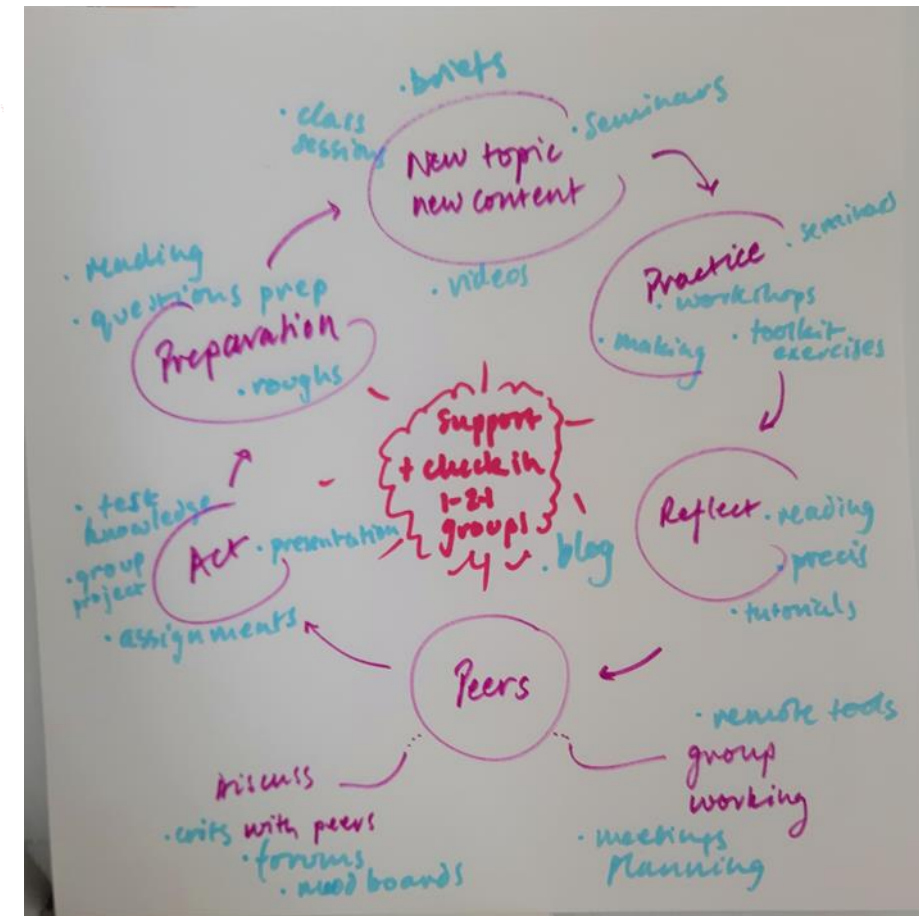
 **PIKTOCHART**

Week overview





Tying it to a process of learning



YOUR LEARNING CIRCLE



powered by

YOUR LEARNING WEEK

OUTLINE OF A TYPICAL WORKING WEEK
CLASS AND INDEPENDENT LEARNING



READINGS AND PREP

These will be provided weekly.

You will have questions you should prepare ready for small group seminars.

Set readings should take about 30 min

Additional extension readings will also be provided

Monday Tuesday



PEER TO PEER DISCUSSIONS

You will be given a challenge question each week.

You will be expected to comment in the online forum, using your reading, with your own post of around 100-150 words.

You should also comment on 3 or 4 other people's posts

This should take 20 min

Tutors will also be checking in to continue discussions



ONLINE BLOG AND MOODBOARDS

You will create a blog post

Each week you will be given things to think about to add and refine your blog post. This will take 30 min to set up and then 10 min weekly.

You should comment on 2 other people each week.

This should take 10 mins

You may also be asked to post things in other areas like padlet

Wednesday Thursday



VIDEOS AND PRE-RECORDS

Videos and prerecorded lectures will be available mid week.

Please look and review these before the lesson so we can maximise on time together



LIVE SESSIONS

We will meet for live sessions

These will be recorded for those who can't make them

They will include a mix of lectures, individual working (bringing back your work into the room) and small group break outs/discussions.

Thursday Friday



REMEMBER TO WORK ON YOUR ASSIGNMENTS

Throughout the week you should be thinking about your assignment.

Your tutor is available for chats on a weekly basis for drops ins to talk about your assignment.

OTHER SUPPORT

ACADEMIC SUPPORT
available for
groups meets
and 1-2-1s

LIBRARY
Can help you
search and use
e-resources.

TECHNICAL TEAMS
available to
support and
brainstorm

YOUR LEARNING WEEK

OUTLINE OF A TYPICAL WORKING WEEK
CLASS AND INDEPENDENT LEARNING



READINGS AND PREP

These will be provided weekly.

You will have questions you should prepare ready for small group seminars.

Set readings should take about 30 min

Additional extension readings will also be provided

Monday
Tuesday



PEER TO PEER DISCUSSIONS

You will be given a challenge question each week.

You will be expected to comment in the online forum, using your reading, with your own post of around 100-150 words.

You should also comment on 3 or 4 other people's posts

This should take 20 min

Tutors will also be checking in to continue discussions

Creating more structure



ONLINE BLOG AND MOODBOARDS

You will create a blog post

Each week you will be given things to think about to add and refine your blog post. This will take 30 min to set up and then 10 min weekly.

You should comment on 2 other people each week.
This should take 10 mins

You may also be asked to post things in other areas like padlet

Wednesday
Thursday



VIDEOS AND PRE-RECORDS

Videos and prerecorded lectures will be available mid week.

Please look and review these before the lesson so we can maximise on time together



LIVE SESSIONS

We will meet for live sessions
These will be recorded for those who can't make them

They will include a mix of lectures, individual working (bringing back your work into the room) and small group break outs/discussions.

**Thursday
Friday**



REMEMBER TO WORK ON YOUR ASSIGNMENTS

Throughout the week you should be thinking about your assignment.

Your tutor is available for chats on a weekly basis for drops ins to talk about your assignment,

OTHER SUPPORT

ACADEMIC
SUPPORT
available for
groups meets
and 1-2-1s

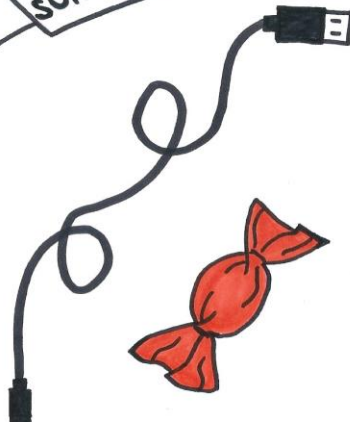
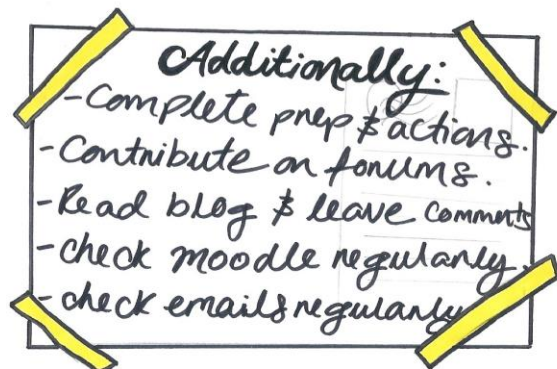
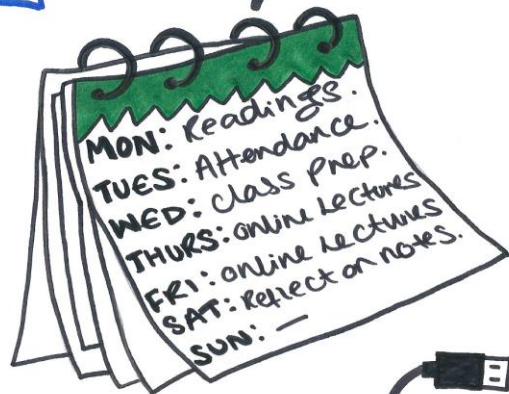
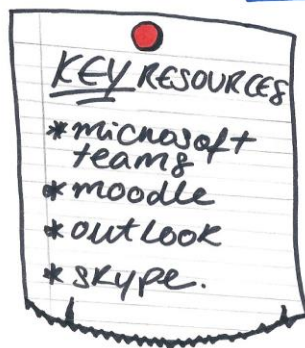
LIBRARY
Can help you
search and use
e-resources.

TECHNICAL
TEAMS
available to
support and
brainstorm

Encouraging students to be responsible for learning rhythms

- Following visualisation to get them to think about how they worked/ will work
 - Helps them to create a structure for themselves
 - Helps us understand how they work
-
- Some are specific to lockdown periods, some more general
 - Some include some UAL request – eg online sign ins

WEEKLY LEARNING



Weekly Learning Rhythm

check list

- Mon. Moodle
- Tue. Weekly check-in & Discussion forums
- Friday. Blog

▫ Daily tasks ▫

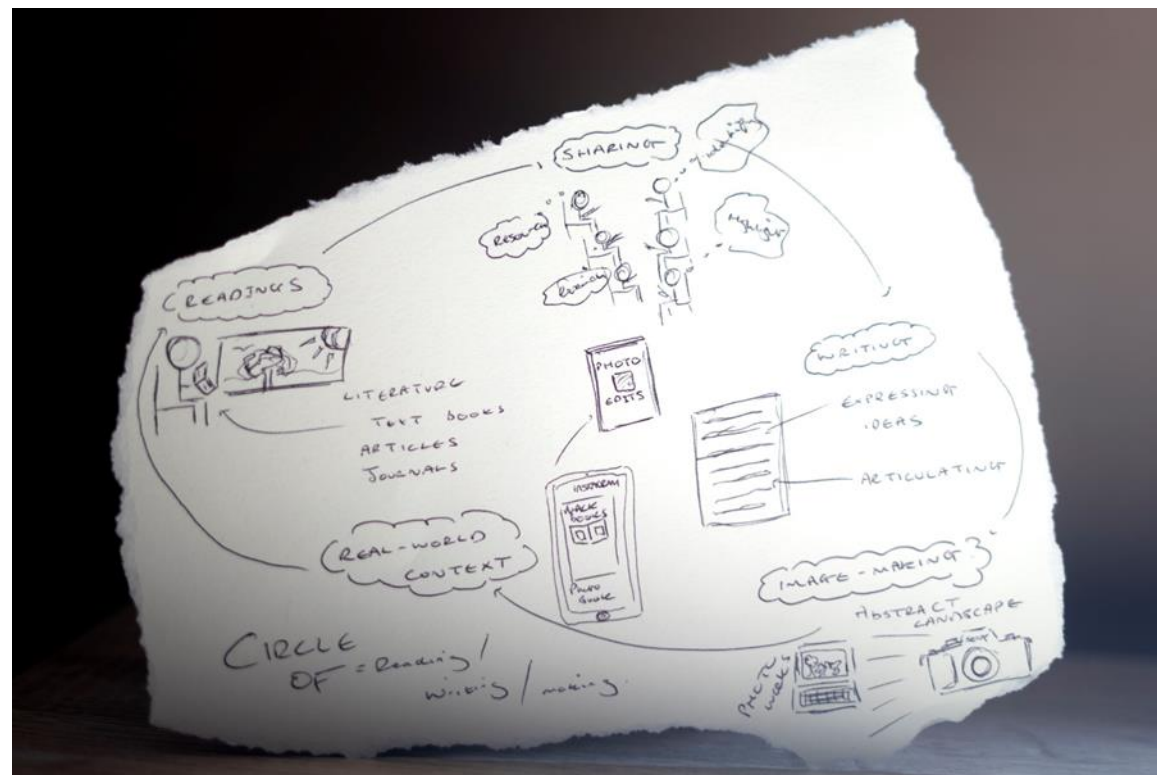
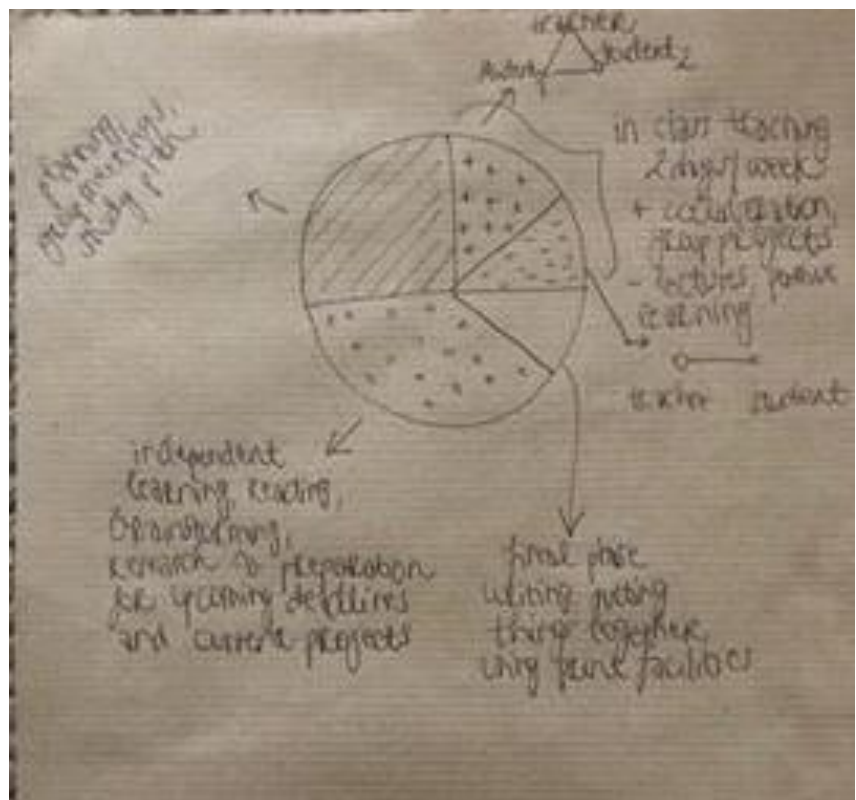
- Reading
- Pre-recorded videos
- 20-30 mins for review and considering FMP.
(Like a short-time brain storm)

Occasionally:

- Live sessions.
(Publishing or other online course)



Ziyi He



Learning week plan

Ma publishing

Daily work

Read 10 to 20 pages



0.0

Group assessment work



Preview or review online courses.



weekly work

Check the Moodle

Weekly check in

Read Blogs



Watch the recorded video



Replay to Moodle post



Yf Chen

WEEK TASK

01 READING

02 RESEARCH
BRAILLE PUBLISHING
AUDIO-EMAIL
TACTILE ILLUSTRATION

03 IDEA REVIEW

PERSONAL PROJECT

01 TWISTYPE DERIVATIVE

02 ILLUSTRATION

CHECK LIST

+ MOODLE

01 YULU FAN

02 DISCUSSION FORUMS

04 05 WEEKLY CHECK-IN

