Title: **The challenges and opportunities of redrafting and re-crafting existing blended courses for solely online delivery.**

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Session Learning Outcomes

By the end of this session, delegates will be able to:

- Critically identify the nature of opportunities and challenges in the process of redeveloping existing blended (mix of face-to-face and online) courses for online delivery for their own institution,
- Appreciate and also estimate the effort and the skills required for redeveloping existing blended courses for online delivery in their own institutional context,
- Apply a systematic approach to identifying the generic pedagogical properties of a course design, which is the crucial first step in the course redevelopment for online delivery.

Session Outline

Key issues to be addressed are:

- How to ensure the pedagogical essence of the redesigned course is preserved, or even enhanced?

The process of creating new online PGCert in Learning and Teaching in HE (PGCLTHE) at Kingston University London (KUL) was, in the main, an exercise in preservation of the pedagogical essence of the existing course of the same name.
Transposing the course themes for online delivery required careful investigation/assessment of the effects of the modality-shift on the pedagogical character of the course. Certain aspects of this redevelopment required more than simple transposition, and were in fact closer to reinterpretation. The reinterpretation of the course themes (reflective practice, active learning, research-informed practices and design) prompted us to revisit the relationships between the content, teaching methods, and, delivery modes.
The transforming effect of the change in modality on the teaching and learning design were in places substantial, thus confirming the constructivist perspective of the transformative effect of the meditational means (modality) on the activities they mediate (Engestrom, 1999).

- What tools and guidance can I make use of to help me with course redesign?

We used the Pedagogical Pattern Collector software tool (PPC, 2014; Laurillard & Ljubojevic, 2011) based on the Conversational Framework (Laurillard, 2002) to, first, deconstruct the existing blended course design, and then to reconstruct it to fit with the constraints and goals of the online delivery. On the resourcing side we faced a variety of challenges and opportunities with the use of Open Educational Resources wherever possible; especially when considering the online course is designed with the external audience in mind, and the intellectual property issues implied in that.

The above questions and issues will be explored collaboratively with the participants, in a number of hands-on and discursive activities, ending with a discussion about the opportunities and consequences for academic development in a post-digital age.

Session Activities and Approximate Timings

The outline of the workshop is a follows;

The session will be structured in four parts.
- The first part we will present overview of the new online PGCLTHE at KUL, and the design decisions informed by the existing version of the course designed for blended delivery. (10 min)
- In the second part, participants will work in groups in order to respond to a typical problem we faced throughout the process of redesigning the blended course for online delivery (45 min).
- In the third part the group discussions will bring together ideas and issues and jointly explore the solution that we devised for the example problem presented in the second part (20min).
- In the final part of the session we will structure short presentation/discussion around a SWOT analysis of the online PGCLTHE. Participants will be encouraged to interact by identifying new ideas they may come up with for their own context in relation to the ideas put forward by the facilitators. (15min)

References

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