



Perceptions and impact of ten years of CAleRO at the University of Northampton

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UoN

TEF Gold



OUR VISION

By 2020 our student experience is outstanding, motivated by a desire to set exceptional standards, cutting edge digital technologies and a unique, future focused learning and teaching model. Our social impact and support for public and private sector enterprise and skills development; purposeful research and civic engagement is acknowledged as world leading

OUR VALUES

DELIVERING
A student experience of the highest quality
ENTREPRENEURIAL
the commitment to innovation, value for money and financial sustainability

VALUING
opportunity diversity, a global perspective, inclusion and equality for all

ENABLING
a culture of empowerment, responsibility, tolerance and excellence

LEADING
enhancing the economic, social, cultural and creative life of those we work with across the world
OPENNESS
transparency, adaptability, resilience, celebration of success

PERFORMANCE
through continuous staff development and investment

OPERATIONAL PLAN

- Setting Targets
- Resourcing
- Measuring Progress
- Accountability

TRANSFORMING LIVES + INSPIRING CHANGE

- More market driven and customer centric
- Real term £ reduction in fees
- Demand will become increasingly unpredictable
- Digital disruption
- High fixed costs
- Future of work
- Winners and losers
- Create a unique Learning and Teaching model
- Get smarter using technology and data
- Become more adaptable, flexible and resilient
- Diversify and grow revenue streams
- Collaborate to compete
- Invest wisely
- Fulfil our Mission ✓
- Be impactful
- Transform to a digital world
- Thrive!



THESE CHALLENGES MEAN WE NEED TO SO WE CAN

Active Blended Learning (ABL)

A course follows an ABL methodology if it:

- Is taught through student-centred **activities** to develop **knowledge and understanding, independent learning & digital fluency**.
- Has a core, collaborative **face-to-face** component, explicitly **linked to learning activity outside the classroom**.
- Helps to develop **autonomy, Changemaker attributes and employability skills**.

Source: [ILT website](#)

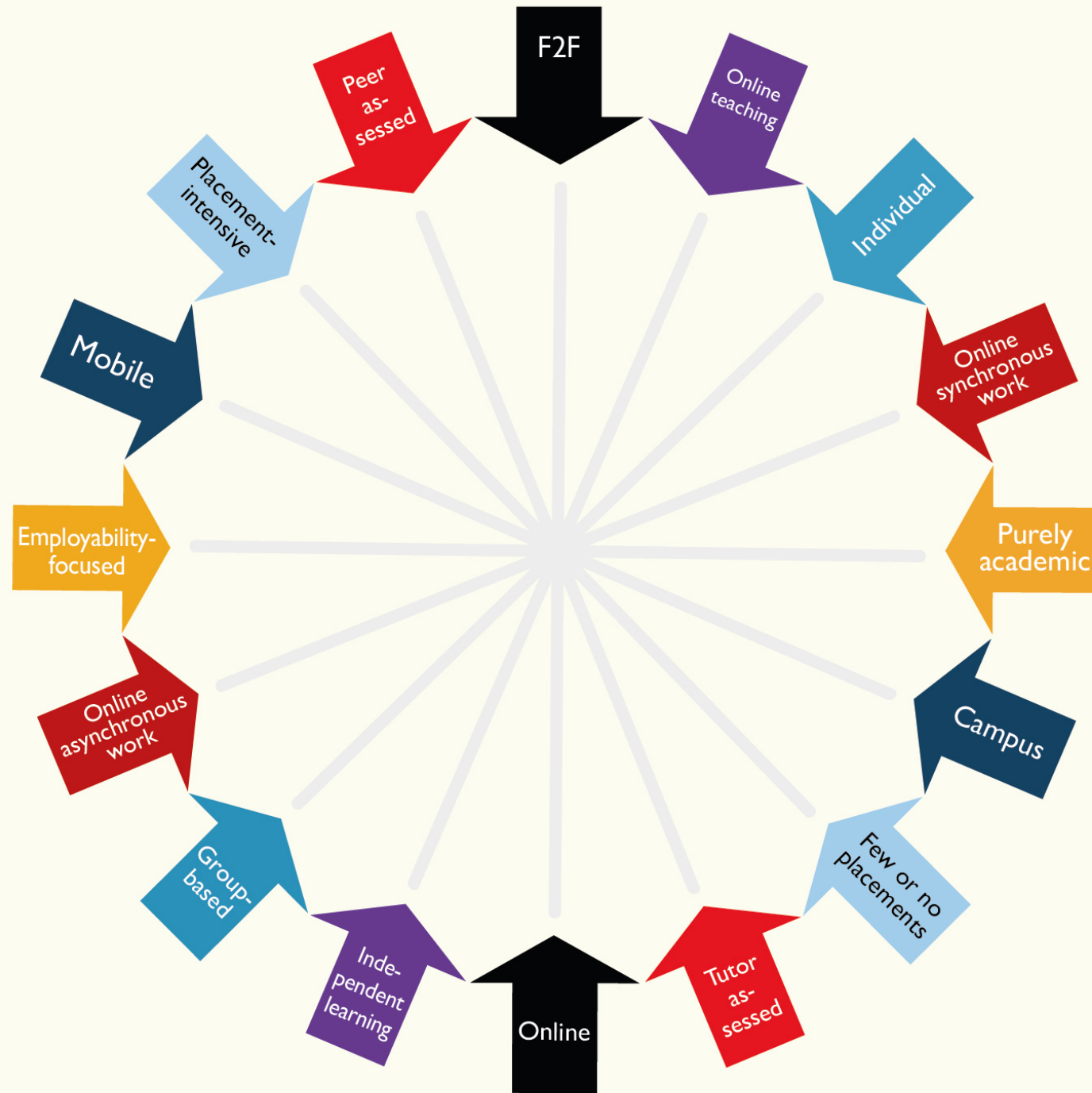
What are the dimensions of a sound pedagogic “blend” in blended learning?

Dimensions of the blend

Face-to-face

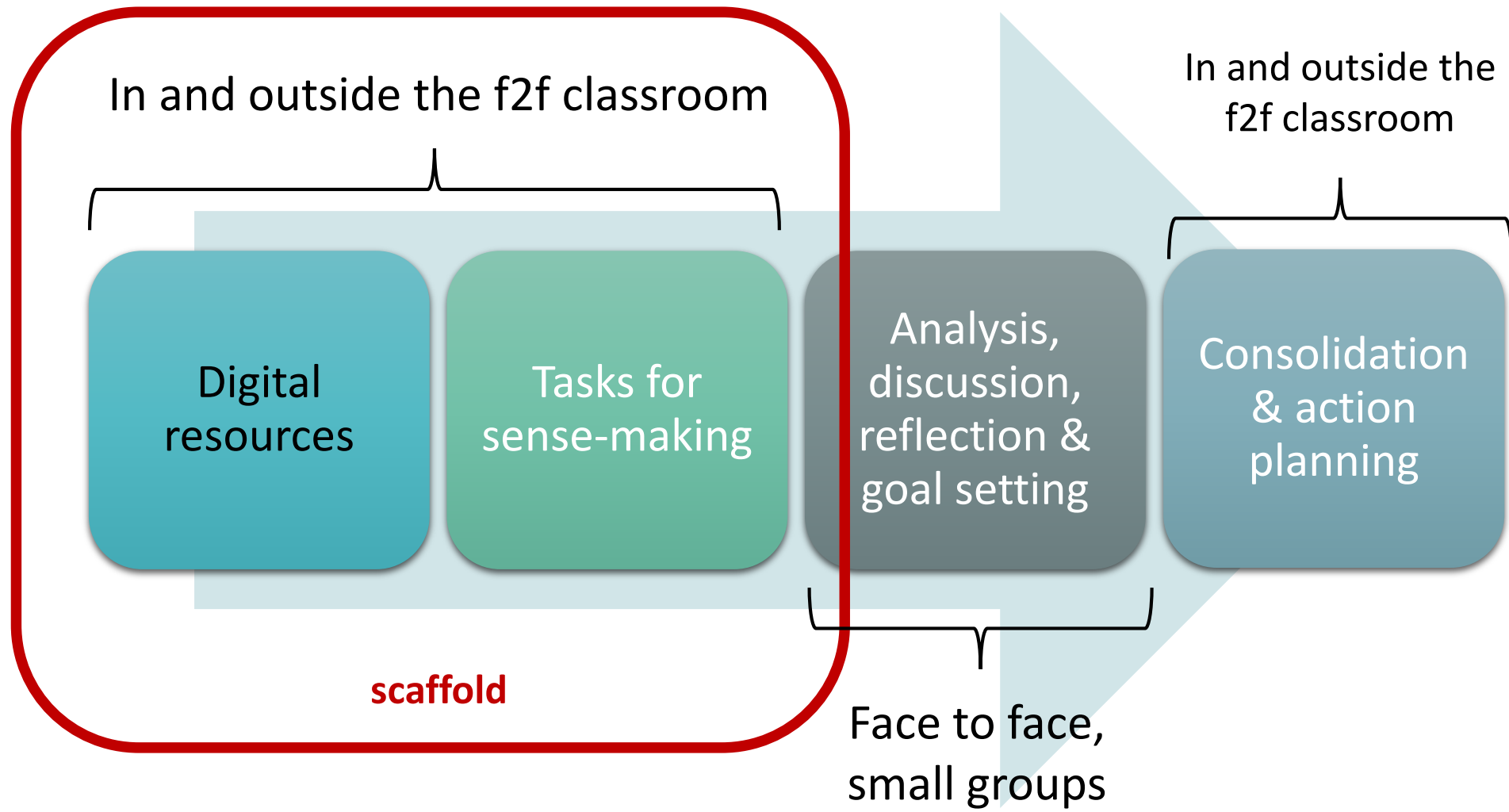
+

Online



Dimensions

Face to face	Online
Online teaching	Independent learning
Individual	Group-based
Synchronous	Asynchronous
“Purely academic”	Employability-focused
Campus	Mobile
Tutor-assessed	Peer-assessed
Placement-intensive	Few or no placements
...	



A course is *not* taught in ABL if:

- It makes regular use of non-interactive lectures, or
- The VLE (or LMS) is primarily a content repository, or
- Online activity is merely an add-on to the face-to-face sessions,
or
- There is no evidence of systematic enhancement.

ABL is our new normal

ABL is not something we do in addition to our regular teaching: it *is* our standard approach to learning and teaching at Northampton.

April 2018

97% of all our modules have been designed or redesigned for ABL

Scaling up ABL

Our approach is

Explicit
Deliberate
Evidence-based



CAleRO as a lever for pedagogic change

Creating Aligned Interactive educational Resource Opportunities (CAleRO)

Why CAleRO?

Perceptions and impact of ten years of CAleRO at the University of Northampton

<https://goo.gl/wgfoYm>

May 2018



What is CAIeRO?

Creating **A**ligned Interactive **e**ducational **R**esource
Opportunities

What? A structured, two-day f2f workshop.

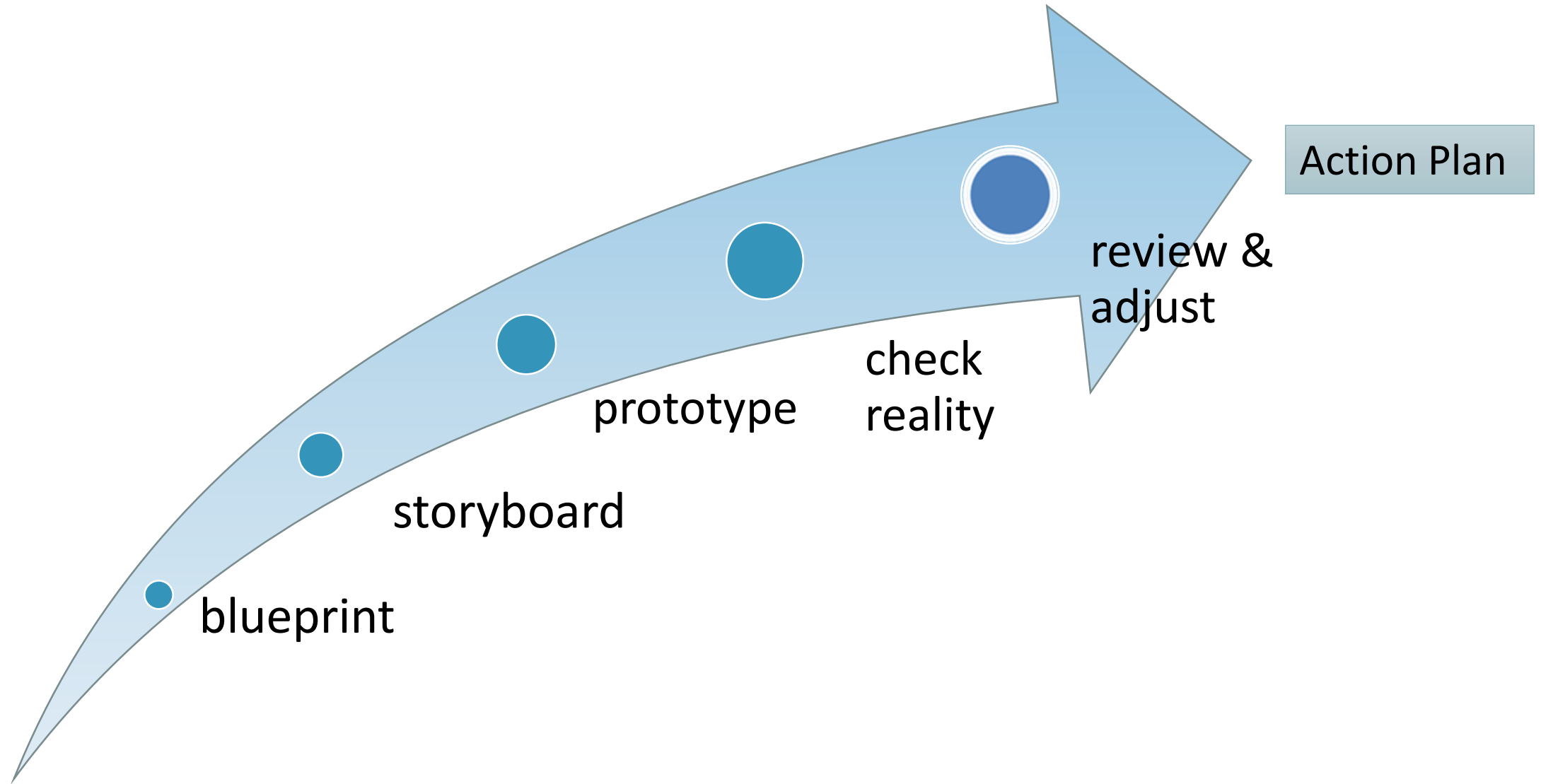
Purpose: to enable course teams to design (or redesign) for
ABL.

Attendees: course team(s), learning technologist, students.

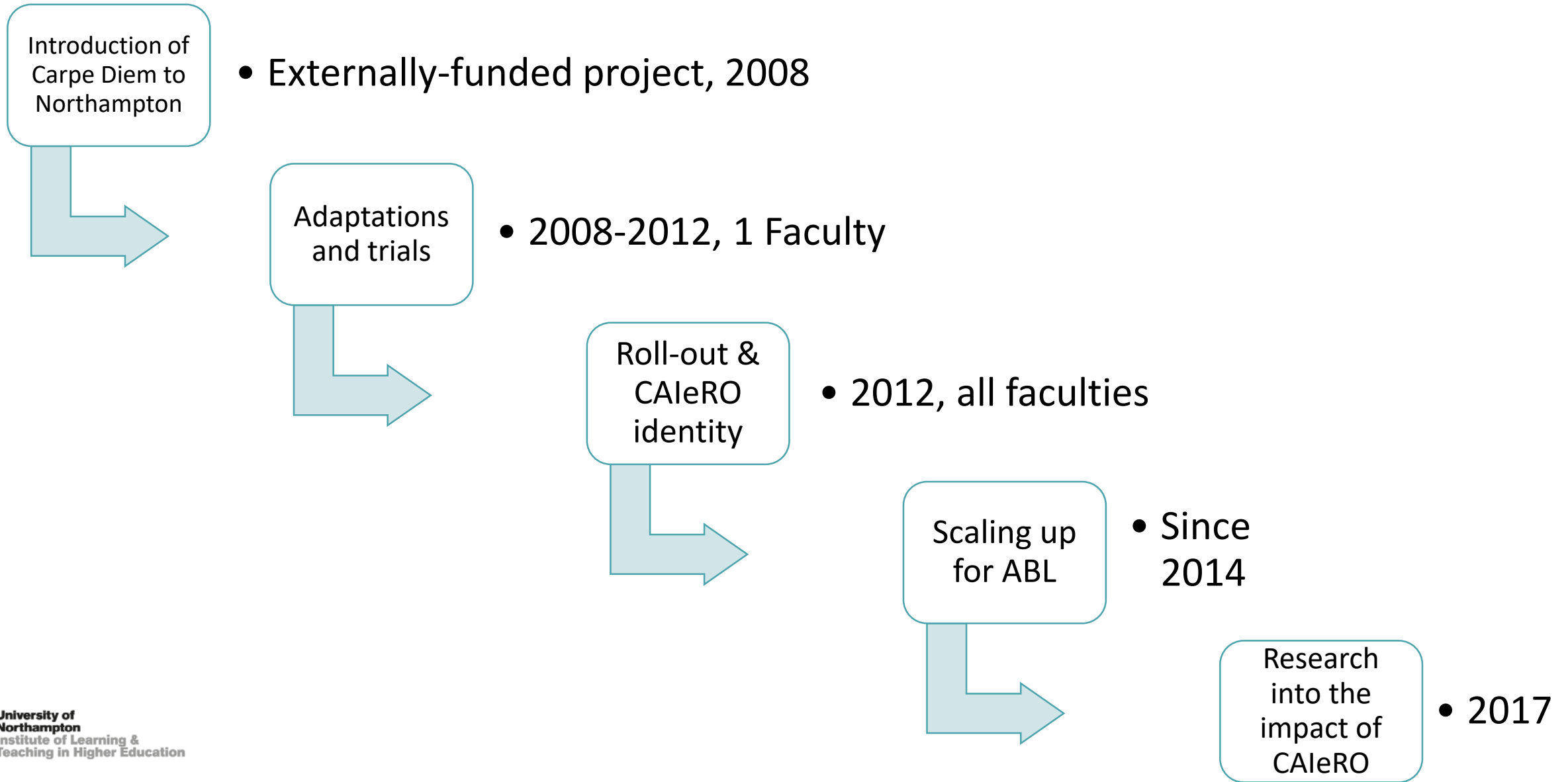
May also be attended by: external examiners, academic
librarians, critical friends and other stakeholders, such as
employers.

Facilitated by: trained facilitator, usually a Learning Designer

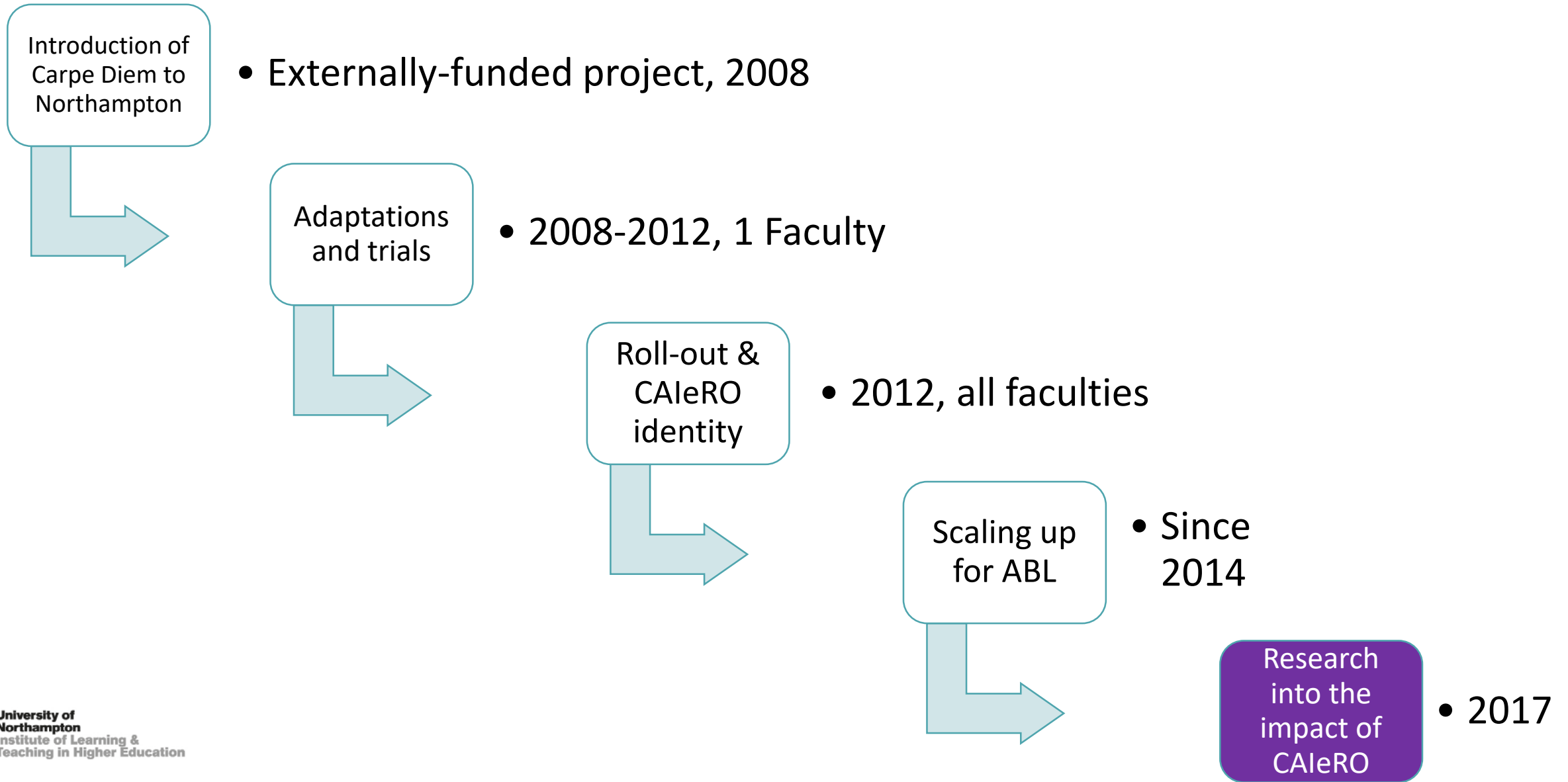
CAleRO stages



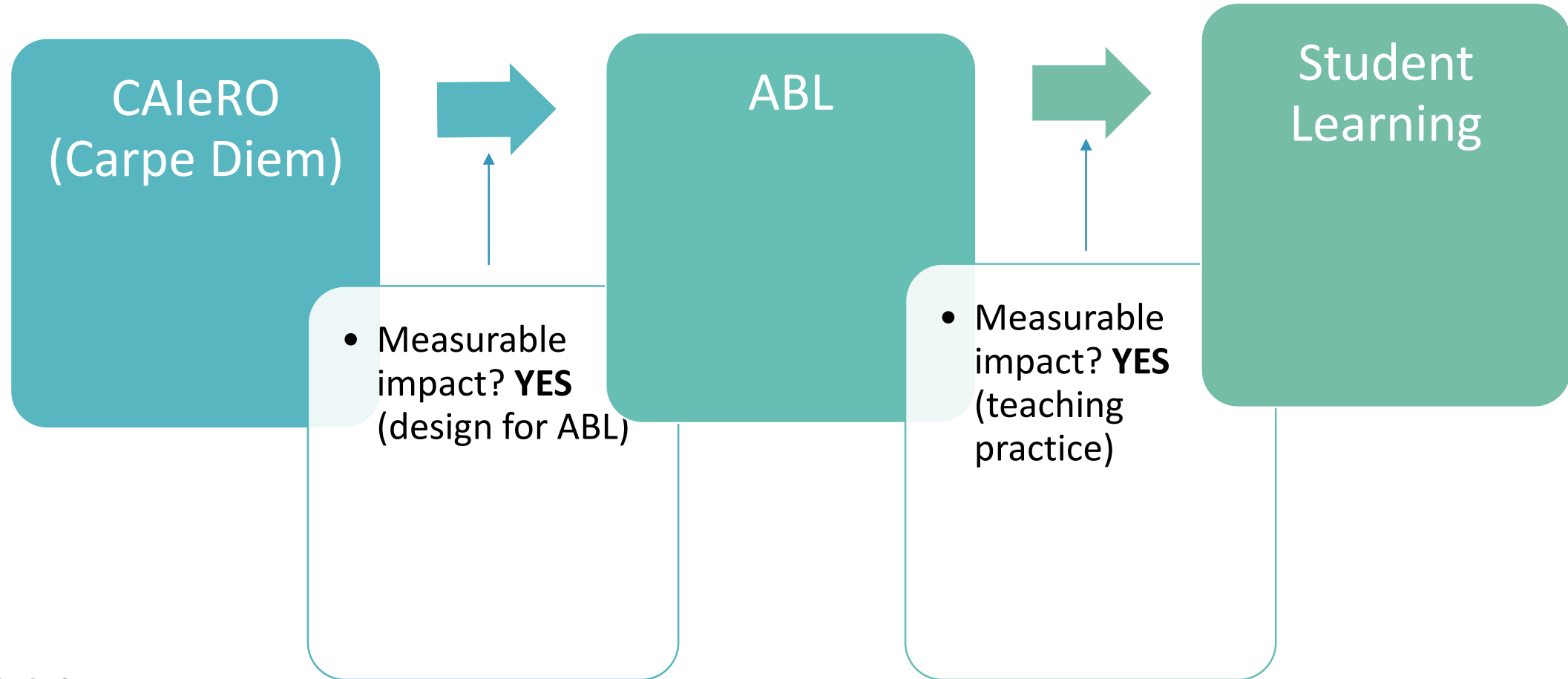
CAleRO timeline at Northampton



CAleRO timeline at Northampton

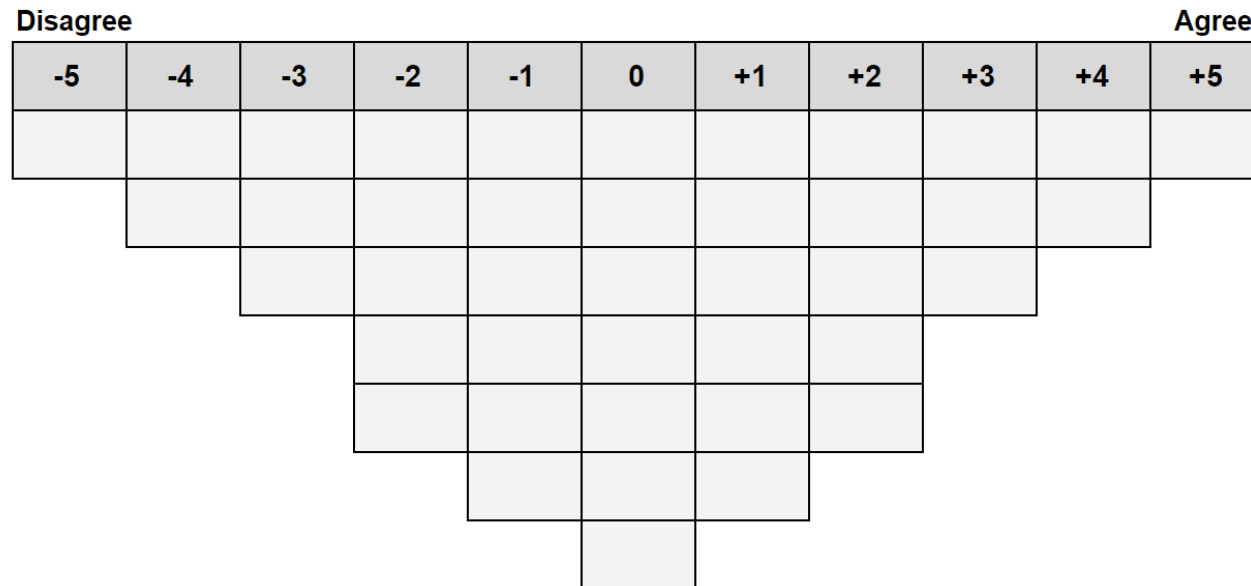


Impact of CAleRO on student learning?



Methodology (1)

- Q (<https://qmethod.org/>)
- Developed in the 1930s by William Stephenson
- Aims to study subjectivity scientifically



Methodology (2)

- Participants agree or disagree with a series of statements.
- They place cards with the statements on a grid. The location on the grid indicates the extent to which they agree or disagree.
- Responses are quantitatively analysed.
- Participants with similar response patterns are grouped together.
- Groups with similar feelings, beliefs or attitudes comprise a **perspective**.
- Qualitative comments and contextual details were also gathered.

Four perspectives on CAleRO

1. "CAleRO is an opportunity for reflection on teaching and experimentation with teaching and learning activities."

CAleRO is a **positive learning experience**, in particular as an **opportunity to reflect on teaching** and to consider teaching and learning as a more **student-centred activity**.



Four perspectives on CAleRO

2. "CAleRO is an opportunity for social learning and to build and strengthen relationships."

These participants placed the most value on **the collaborative aspects of CAleRO.**



Four perspectives on CAleRO

3. "CAleRO is an opportunity to protect time for a structured and holistic design process."

Participants in perspective 3 viewed **constructive alignment** as the most valuable element of CAleRO, but also placed a high value on **storyboarding**.



Four perspectives on CAleRO

4. "CAleRO is not perceived as a good use of time by staff who have been forced to engage with it."

Those in this group felt that CAleRO **took up valuable time** to complete a job that they could have done **more quickly on their own**.





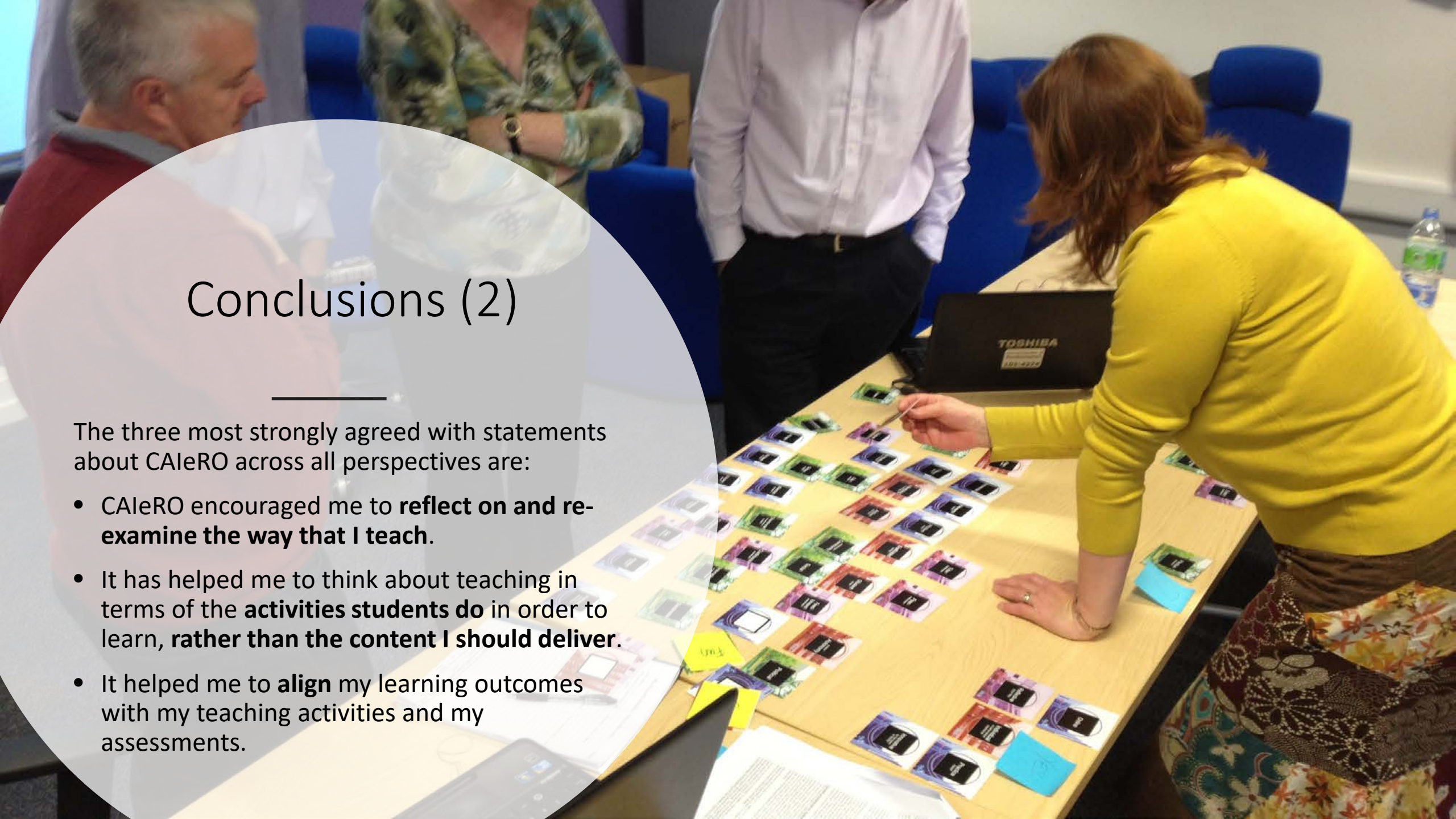
Conclusions (1)

CAleRO is viewed by most participants as a valuable, reflective and effective process for designing active blended learning programmes and modules.

Conclusions (2)

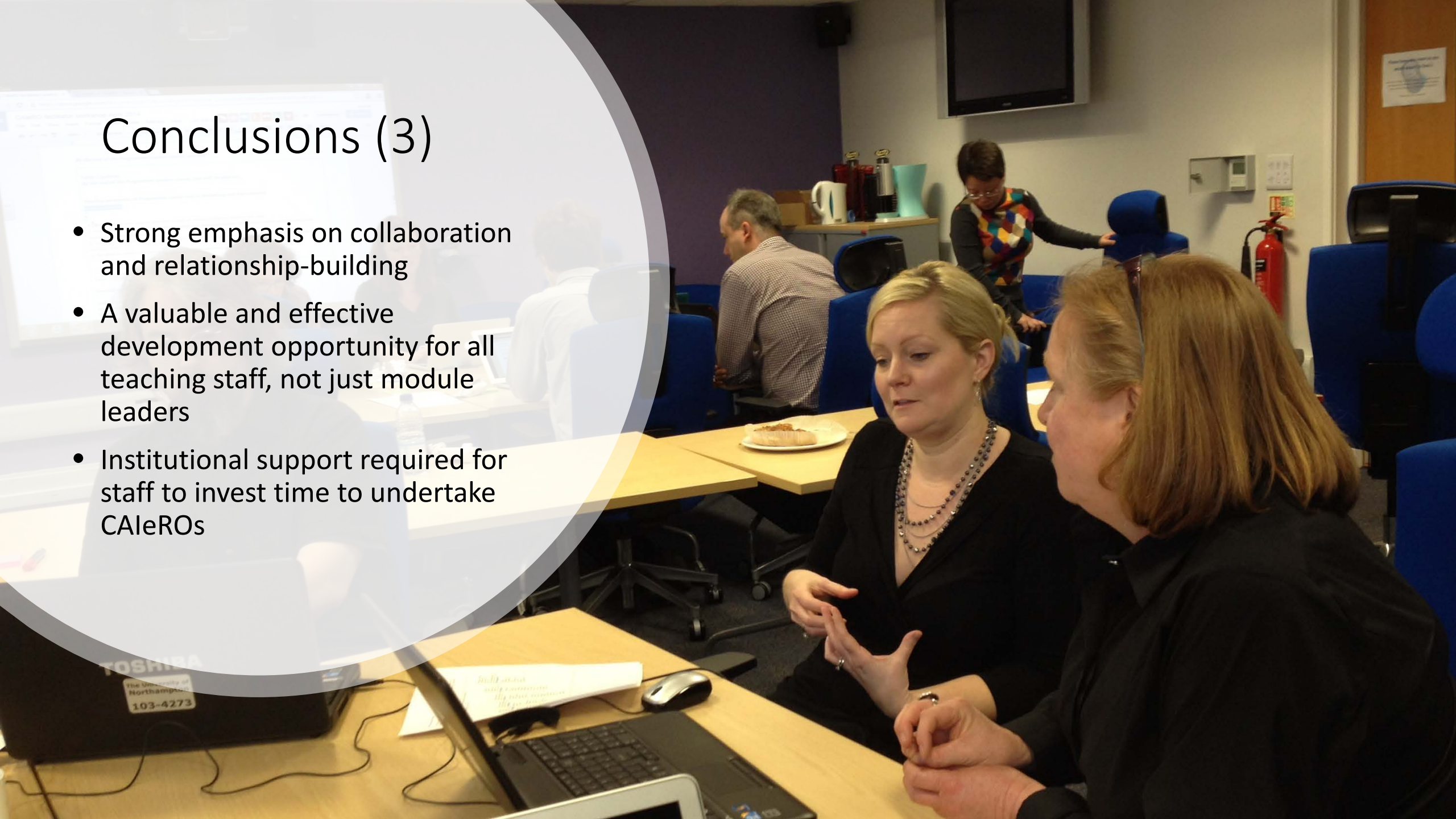
The three most strongly agreed with statements about CAleRO across all perspectives are:

- CAleRO encouraged me to **reflect on and re-examine the way that I teach.**
- It has helped me to think about teaching in terms of the **activities students do** in order to learn, **rather than the content I should deliver.**
- It helped me to **align** my learning outcomes with my teaching activities and my assessments.



Conclusions (3)

- Strong emphasis on collaboration and relationship-building
- A valuable and effective development opportunity for all teaching staff, not just module leaders
- Institutional support required for staff to invest time to undertake CAleROs



Main limitation

Relatively low number of participants in the Q sorting process (n=22)

Disagree						Agree				
-5	-4	-3	-2	-1	0	+1	+2	+3	+4	+5

CAIeRO facilitation

- Shadow and co-facilitate first (including micro-teaching)
- Make good use of the pre-CAIeRO meeting to:
 - Negotiate goals
 - Adjust and tailor the workshop
 - Spot opportunities to add value
 - Anticipate problems and suggest solutions
- Don't facilitate in your own subject area



Representative quotes (1)

“CAleRO provided an opportunity to focus on learning and teaching practice rather than subject content. It reminded me to start from the student.”

“The CAleRO process has allowed me to consider and reflect on the ways students learn given the content and the context of the module, to promote engagement, interest and motivation to learn more and on a deeper level.”

“I would recommend CAleRO to others because [it] provides dedicated time to re-evaluating a module and physically being able to see where content fits from a student perspective and how this relates to learning outcomes and assessments.”

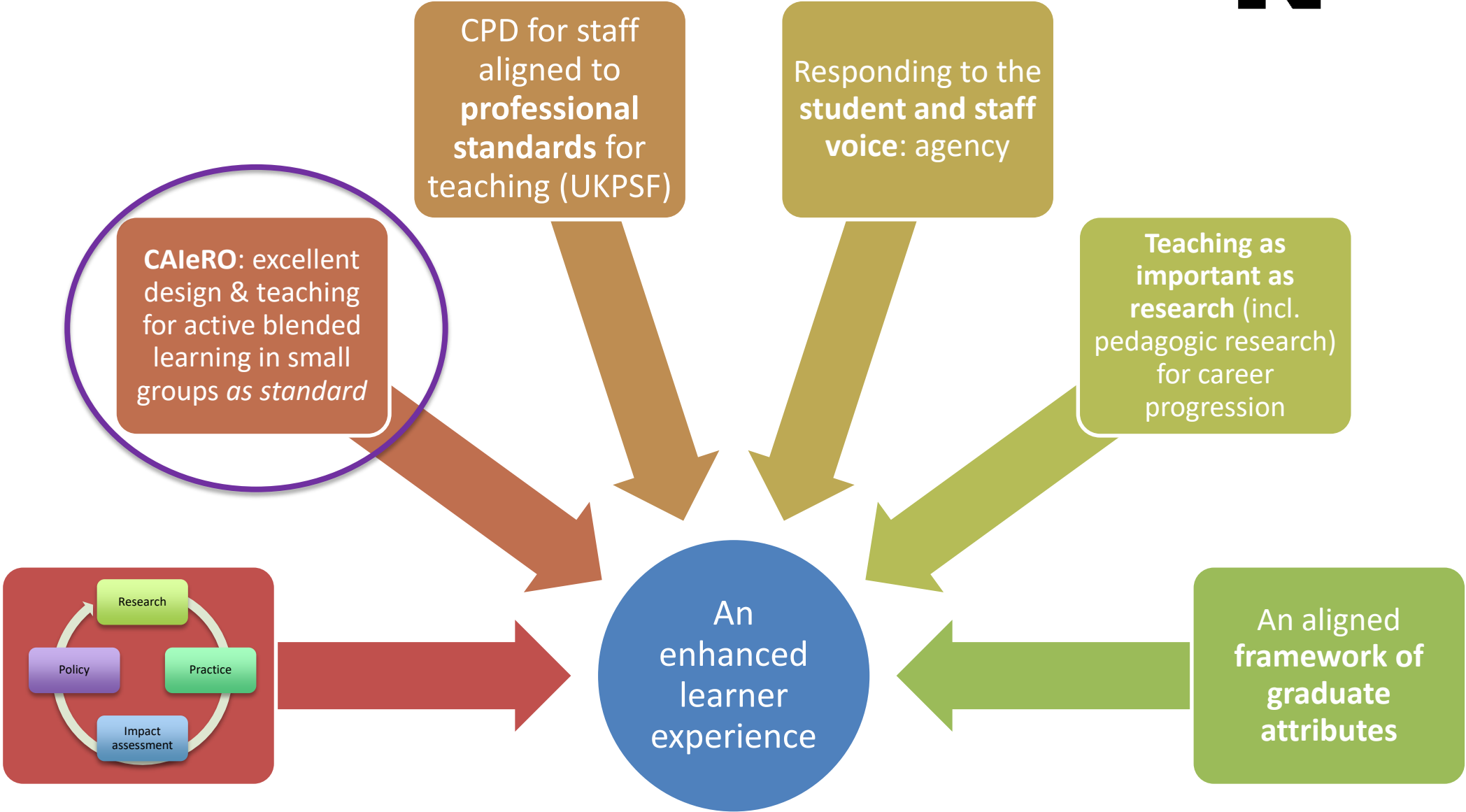
Representative quotes (2)

- “Although a CAleRO feels like a heavy time investment when you have to devote ring-fenced time to it in a busy diary, it is time very well spent.”
- “I thought that while [CAleRO] might reveal some useful ideas, it was going to take up two days unnecessarily. Having completed the process, I became a convert.”

Teaching quality for an outstanding student experience



Teaching quality for an outstanding student experience



Thank you

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