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# IN2IT

INTERNATIONALIZATION BY INNOVATIVE TECHNOLOGY

## WP3: COURSE DEVELOPMENT FRAMEWORK

BRUNEL UNIVERSITY ON BEHALF OF THE ESSENTIAL SKILLS TEAM

WP3-WS1, AL QASEMI ACADEMIC COLLEGE OF EDUCATION  
13-15 DEC 2016

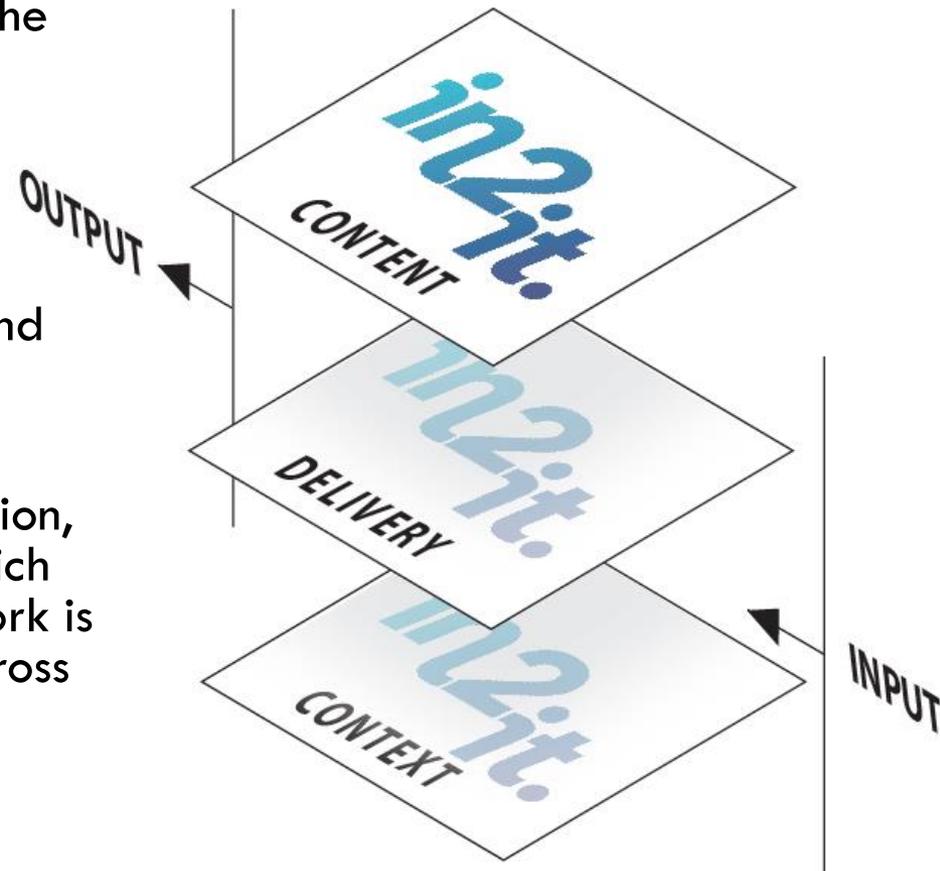


# IN2IT Course development framework

Underlying framework for exploring and planning IN2IT courses discussed with the 'Essential Skills' team at Brunel 23-24 November 2016

This framework could be developed and used for all proposed courses

There are overall issues of differentiation, terminology, platform delivery etc. which are common to all courses. A framework is a basis for developing these points across the whole consortium



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# 5Ws questions to answer

**CONTENT** (elements and structure for curriculum content)

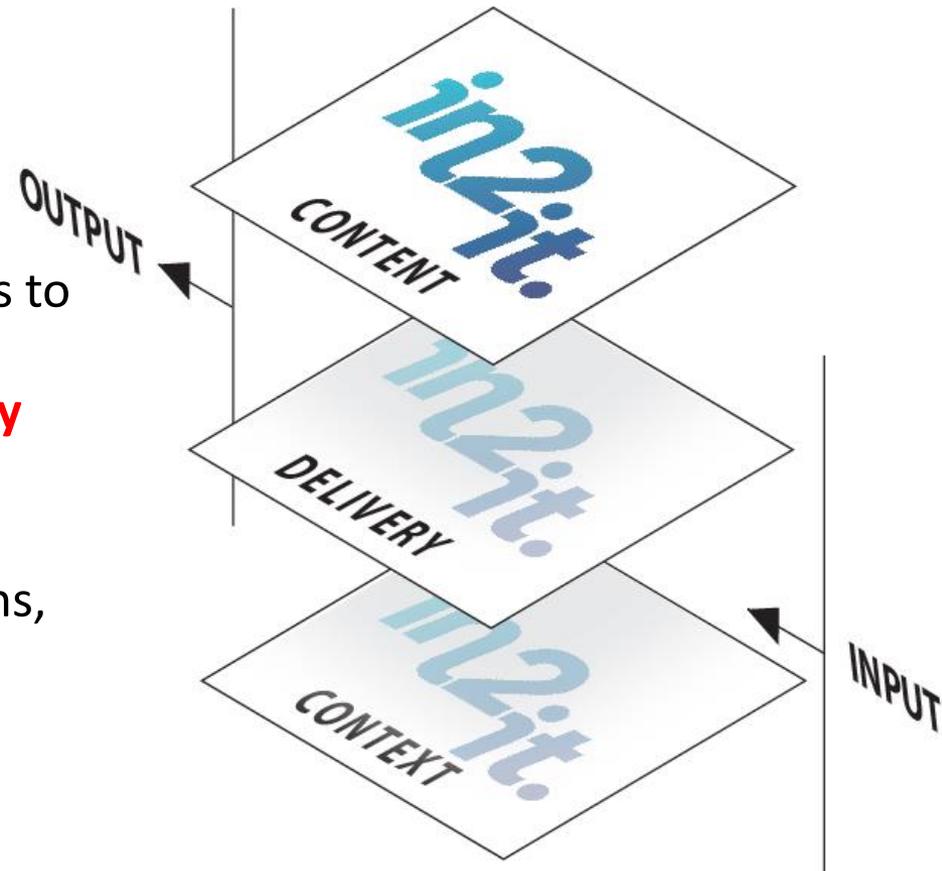
**WHAT content ?**

**DELIVERY** (Platform/s and approaches to teaching and learning on the courses)

**HOW, WHEN and WHERE will delivery take place?**

**CONTEXT** (Students and staff, locations, wider macro-environmental factors)

**WHAT content ?**



# Points from Brunel meeting

## CONTENT

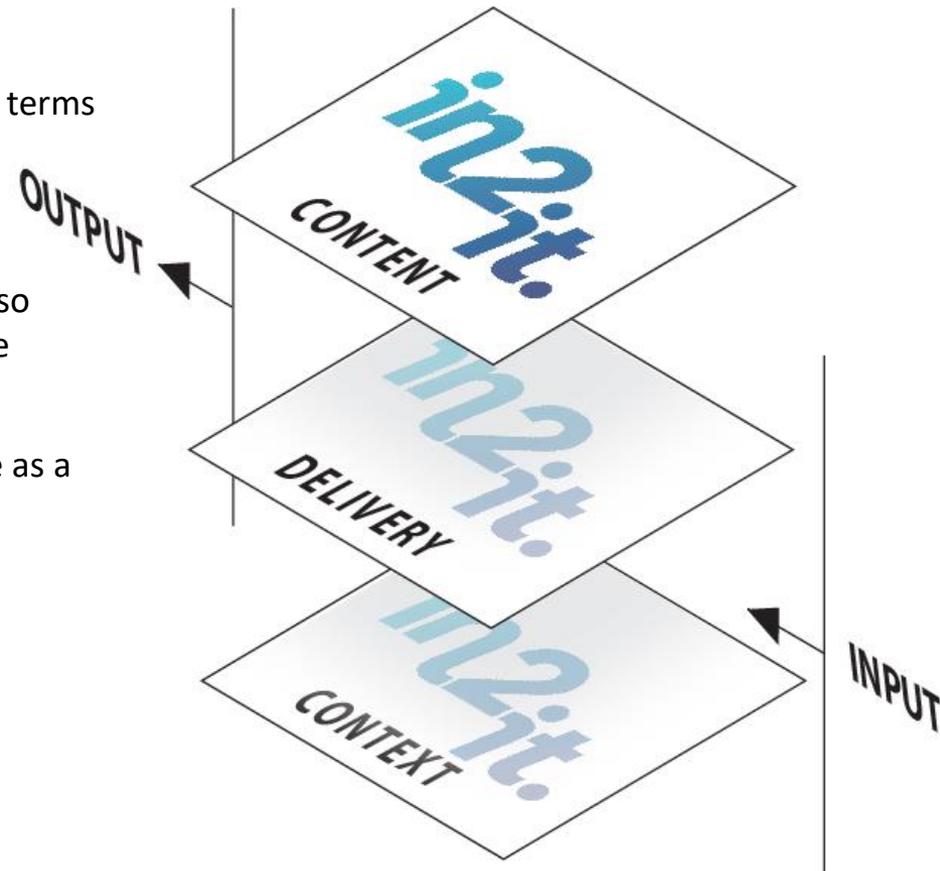
What is the operational definition of 'Skills' (Brunel University generically describes curriculum content in terms of: Knowledge, Skills and Understanding)

What is the theoretical basis for each 'skill'?

A basis of theoretical knowledge is important – but also applying theory in practice (also ref Delivery, 'affective outcomes' and 'authentic assessment')

Mapping Essential skills: Carry out a mapping exercise as a basis for defining selected skills and categories

Brunel Design are using the following categories: 1) Creativity, 2) Analytical & critical thinking, 3) Strategic management, 4) leadership & communication



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# Points from Brunel meeting

## DELIVERY

How will the 'skills' be assessed? (Brunel University defines 'Learning Outcomes' and related 'Assessment criteria')

Categories of outcomes? Eg Affective, Knowledge, Skills

Assessment approaches? Eg Authentic

Teaching and Learning approaches? Eg Applied and Experiential learning, PBL, Active learning, team work

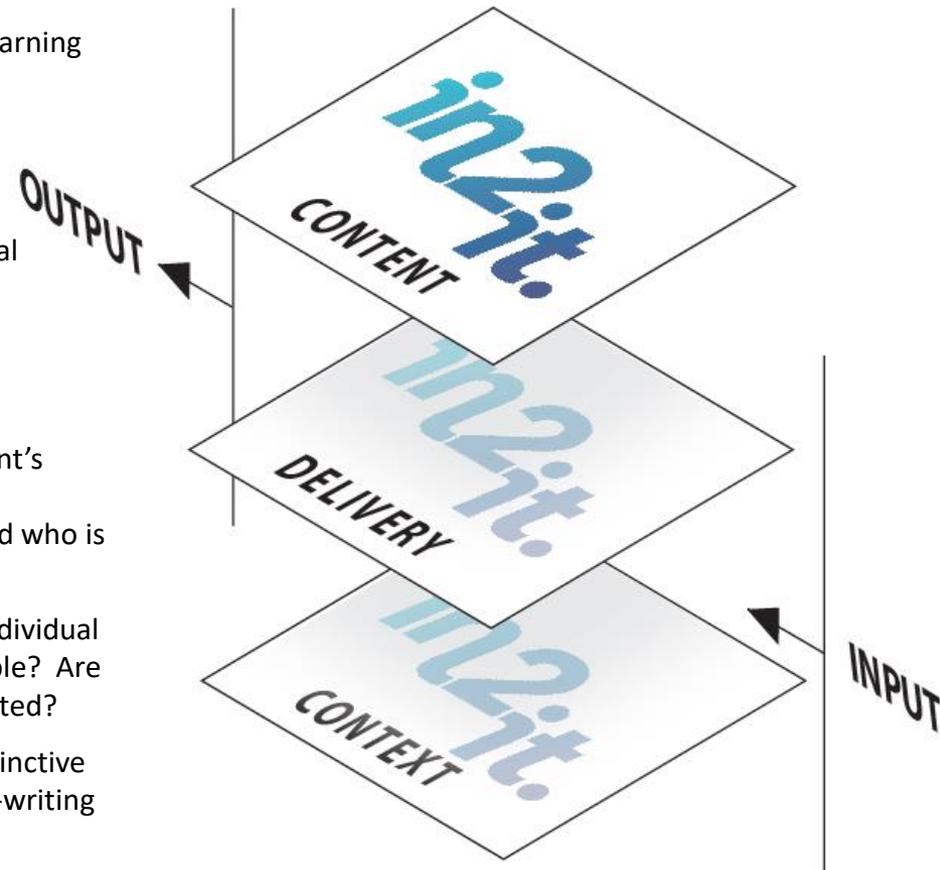
The potential of adopting Gamification approaches

The value of using visualisations of learning 'journeys'

Delivery structure? How is the content integrated into a student's learning journey – a whole course, separate modules (note terminology as well as pedagogic issue) What is the core – and who is the lead?

What is the relationship between In2it content/delivery and individual institutions' content/delivery? What is fixed and what is flexible? Are the In2it courses extra curricula, fully integrated, credit weighted?

Online platform based approaches: e-learning (libraries of distinctive content), Live lessons (on and offline), Peer to Peer learning, e-writing (learning journals, assessment, feedback)



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# Points from Brunel meeting

## CONTEXT

The importance of differentiation for In2it. The differentiation should be student/user focused (ref value of learning journey visualisations)

Project based learning with international and multi-disciplinary teams would appear to be at the core of the In2it proposition

A risk of straying away from a 'New' approach back to traditional approaches to content and delivery

The value of external recognition and validation (both for and by in2it). Industry accreditation may add considerable value?

Student input to development process?

Student and staff motivation factors? Appeal of In2it should be aspirational and spread by word of mouth, eg with clear benefits to students and staff – not just a mandatory obligation. (also ref engaging delivery approaches – gamification, video content, user customisation etc.)

The concepts of life long learning, self efficacy, professional development, tools for personal success, seemed to resonate with the group and the need for differentiation

