

Taking the Curriculum Forward: The EEUK Way

As you start to take your teaching online, here are some tips to help you plan your approach.

If you have anything to amend/add, or can share any resources to help others, please email us at EEUK through alison@enterprise.ac.uk to help build this special collection of online materials.

1	Need	Start with a clear understanding of need. Check you are clear as to: <ul style="list-style-type: none"> The requirements from the university/college regarding teaching this group (level; year) and their expectations for you to deliver That you are clear on any professional, sector-body or additional requirements for these students
2	Sense check (recall)	Before you start, think about the programme/module you need to take online. Get ready to note your answers in two columns to help you identify the key things that (a) they have already done with you and (b) you still wanted to. Look at these columns side by side to see the progress already made and the work still to be done.
3	Fact find	Find your module descriptor /course requirements and your own notes/module planner/weekly programme and pull out the key facts: <ol style="list-style-type: none"> The initial expectations of delivery (content and format/approach) The minimum requirements of what should be taught/learnt (content) The expected assessment outcomes and format
<b style="color: #009688;">“Do the maths”		
Work out what you have already done (2a) against what need to deliver (3.2) and get ready to “do the maths” to find what you actually need to teach, before deciding how to do it. Don’t forget that you might need to do “some educational maths” to decide your new approach.		
<b style="color: #009688;">Subtract	Wider Environment	Recognise that uncertainty, fear, disappointment and shock that has been part of the daily environment for many people in recent weeks (even before teaching went online) and be prepared to subtract some content from these traditional teaching weeks and focus on the core learning.
	Student Space	Your students are now working in new environments, feeling more isolated, less supported and more chaotic. Recognise that their working spaces might now be occupied with children, pets and family who typically are not around when they are studying. Be prepared to subtract some content from what you expect to deliver in recognition of their, and your, new working challenges (space; IT; access and support).
<b style="color: #009688;">Add	Examples	Look at your traditional approach and ensure that your examples don’t appear inappropriate in the current climate.
	Tasks	Give focused, clear tasks that can be worked on individually and then shared for feedback (with each other/with you)
	Challenges	Think about 24-hour or weekly challenges or “homework” that you can set them – ensure that they are “stay at home” and results can be shared online or discussed.
	Student interaction & engagement through official online provision	Encourage them to work within the recommended university online provision to engage (discussion threads/chat rooms/Q&A sessions). Encourage them to post to the whole class, rather than taking comments and discussions into small working groups. This is useful for you to see their learning and ensures that you are able to support effectively - but also protects those without friendship groups in your module as they see the learning and don’t feel isolated.
<b style="color: #009688;">What are you left with? This is now your focus		

What's your answer?

If you have “done the ‘educational’ maths” you should now be left with a reduced timetable of content to deliver this semester. *This is better for you as you also need adjust to the new way of delivery, as well as being clearer for your students who are working without the support of the blended teaching environment that they are used to.*

Now it's time to get down to basics before looking at your online options.

We recommend rooting all your changes within [Bigg's constructive alignment](#) (2011) to ensure that you are driven by the learning outcomes, rather than being constrained by your original thinking.

Then we suggest focusing on the intended learning outcomes (step 1) reviewing the approach for assessment in the context of your earlier “maths” and then consider your online delivery.

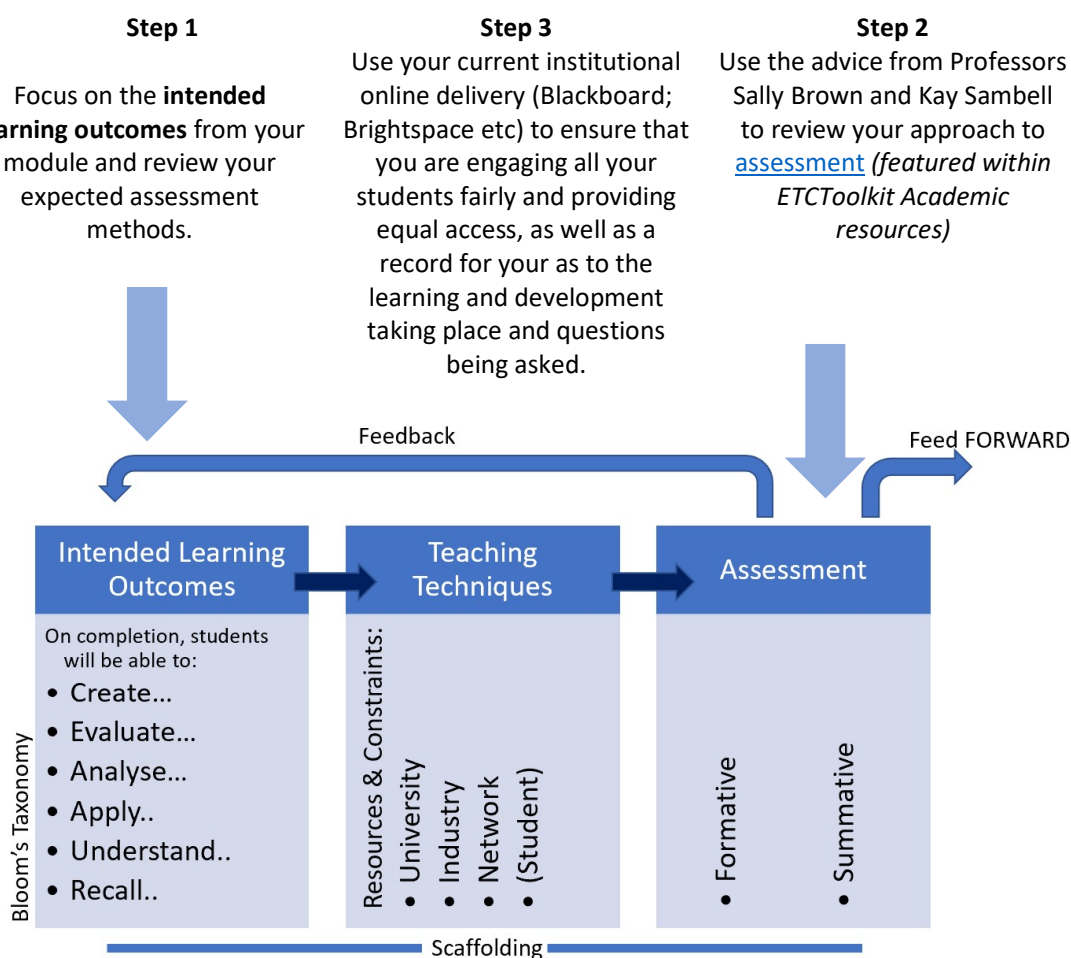


Figure 1 CEO Canvas Diagram Source: adapted from CEO Canvas (2018) Price, A and Zhang, J Taken from [ETCToolkit](#)

Review your teaching technique options, using your institution's online system (quizzes; voting; questions) to determine your options and now start to plan your new simplified approach.

Good luck and share your experiences

*Written by Alison Price (2020) EEUK (*seeking updates and amends)*