

Teaching Plan 2020/21

WK	D A T E	Session content related to module standards: LO=Learning Outcome	CLASS CENTRED Tasks undertaken in class to aid learning	HOME CENTRED Preparatory tasks to aid learning and to enable full participation in each session. It is advised you undertake the preparatory learning prior to the class for that week.
1	26 th Jan	LO 1. Explain, evaluate and critically analyse the internal and external contextual factors affecting the design, delivery and assessment of learning plans and interventions in organisations.	Introduction to the module. Contextual factors affecting L&D. Class Discussion: The 5 Trends Shaping the Future of Work: https://www.youtube.com/watch?v=Lrh mHbDLM8o How will these trends effect L&D in the future? How is your organisation preparing for the changes these trends will bring?	Preparatory Learning Read: Chapter 3 of Stewart & Cureton, 2014 Read: Is it time to take learning design to task? http://journals.sagepub.com/doi/pdf/10.1177/1477971417733270 Watch: Learning Predictions 2017: https://youtu.be/3Nmz4I31mM4 Listen: Self-directed learning: anarchy or opportunity? https://soundcloud.com/cipd/cipd-139-self-directed-learning Supplementary Learning Write: Complete a blog post that outlines the significant external factors impacting L&D in your organisation currently. Your blog should be around 200 words and be support by reference to evidence. Please include the sources you have used for the benefit of others. Completion of this blog is linked to the allocation of participation marks and should be completed before Mid-day on Tuesday 2nd February. https://moodle.uwtsd.ac.uk/mod/oublog/view.php?id=319165 Discuss: In the group forum list the current internal factors effecting the delivery of the L&D within your organisation. Review the posts of others and respond with supportive comments to at least one post. Completion of this activity is linked to the allocation of participation marks and should be completed before Mid-day on Tuesday 2nd February. https://moodle.uwtsd.ac.uk/mod/forum/view.php?id=319168

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2	2 nd Feb	LO 2. Evaluate, select and apply a range of approaches and processes for establishing learning and development needs at organisational, group/team, occupational and individual levels in collaboration with relevant stakeholders	Strategy and LNA Review of LNA/TNA practice in own organisation. Preparation for next week: How People Learn. Multiple intelligences activity Allocation of groups and topics for peer teaching activity.	<u>Preparatory Learning</u> Read: Chapter 4 Stewart & Cureton, 2014 Read: Learning and development strategy available at: http://www.cipd.co.uk/hr-resources/factsheets/learning-talent-development-strategy.aspx Watch: Strategic Leadership Development https://youtu.be/DkYrCANFB88 Listen: The Performance Gap http://trainertools.podbean.com/e/the-performance-gap/ <u>Supplementary Learning</u> Discuss: Investigate how your organisation conducts a learning needs analysis and share your findings in the group forum. Review the posts of others and comment on any new knowledge you have gained from doing so. Completion of this activity is linked to the allocation of participation marks and should be completed before Mid-day on Tuesday 9th February. https://moodle.uwtsd.ac.uk/mod/forum/view.php?id=319170 Prepare: Based on this week's Multiple Intelligences activity, as a group of up to 5 design an activity or a resource to engage your fellow students in learning about a given topic related to the process of learning. Be prepared to present this work in next week's tutorial (9th February).
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3	9 th Feb	LO 3. Critically evaluate a range of learning and instructional design theories and principles and apply them to select appropriate learning and development methods and delivery channels with the engagement and support of other professionals and managers.	The Process of Learning Peer Teaching Activity on the following theories: • Constructivist learning • Social Learning • Adult Learning Theory • The Learning Organisation • Critique of Learning Styles	<u>Preparatory Learning (these resources will help you with your learning delivery tasks)</u> Read: Chapter 2 Stewart & Cureton, 2014 Read: Learning Styles: Time to move on http://www.learnersfirst.net/private/wp-content/uploads/Opinion-Piece-Learning-styles-time-to-move-on-Coffield.pdf Watch: How to Train the Brain: Behaviourism https://youtu.be/qG2SwE_6uVM Do: What's your learning style? Follow the link and respond to the questionnaire. You will also find some further resources behind the Week 3 tile on Moodle: https://moodle.uwtsd.ac.uk/course/view.php?id=2692&section=4&singlesec=4# <u>Supplementary Learning</u> Reflect: Write a reflective blog post about the effectiveness of the activity/resource you designed for the Peer Teaching Activity and upload the resources you used to inform it onto the Teams site. Take a look at some of the reflections of other and offer some feedback on at least 1 post. Completion of this activity is linked to the allocation of participation marks and should be completed before Mid-day on Tuesday 16th February. https://moodle.uwtsd.ac.uk/mod/oublog/view.php?id=319172
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4	16 th Feb	LO4. Design learning plans and interventions to meet identified needs in a timely, feasible and cost-effective way.	Designing Learning • Developing a learning plan. • Formulating aims and learning outcomes. • Design considerations.	<u>Preparatory Learning</u> Read: Chapter 5 Stewart & Cureton, 2014 Read: Driving the New Learning Organisation: https://www.cipd.co.uk/Images/driving-the-new-learning-organisation_2017-how-to-unlock-the-potential-of-Land-d_tcm18-21557.pdf Watch: What is learning design? https://youtu.be/fJs42bV93_M Listen: Driving Performance with L&D https://www.cipd.co.uk/podcasts?utm_source=mc&utm_medium=email&utm_content=cipdupdate_05092018.9/4/2018.609938.F1L1_Podcast&utm_campaign=cipd_update&utm_term=2278033 <u>Supplementary Learning</u> Discuss: Make a forum post about a learning need that exists within your organisation and consider what the most suitable intervention would be. You should consider feasibility and cost for your organisation in your selection of an appropriate intervention. Engage with some of your peers' posts and give feedback based on your own assessment of the appropriateness of the selected intervention. Completion of this activity is linked to the allocation of participation marks and should be completed before Mid-day on Tuesday 23 rd February. https://moodle.uwtsd.ac.uk/mod/forum/view.php?id=319174
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5	23 rd Feb	LO5. Demonstrate skills of delivery and facilitation of learning through a range of methods and for employees at a range of organisational levels and a range of occupational groups	Designing Learning The 5Di learning design model. Gamification Mid Term Evaluation	<u>Preparatory Learning</u> Read: Chapter 7 of How People Learn Read: Can Sexual Harassment Training Come of Age? https://www.kornferry.com/institute/times-up Watch: The Gamification of Everything https://www.youtube.com/watch?v=A1g10uGbN7U View: Take a look at the Top Tools for Learning: https://www.toptools4learning.com/ <u>Supplementary Learning</u> Reflect: Review the design of a learning intervention in your organisation and consider if it meets the outcomes it was designed to deliver. If not why not and would the application of the 5Di approach have produced a more effective intervention. Prepare: Working as a pair or in 3's and using a technology you are not familiar with, design a 10-15 minute demonstration which can be delivered on Teams which provides an overview of the technology and its application for learning. Use the Top Tools list referenced above to identify a technology. You will deliver this session in tutorial next week (23 rd February).
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6	2 nd Mar	LO5. Demonstrate skills of delivery and facilitation of learning through a range of methods and for employees at a range of organisational levels and a range of occupational groups	Delivering Learning Peer demonstrations of technology tools for learning.	<u>Preparatory Learning</u> Read: Chapter 6 of Stewart & Cureton, 2014 <u>Supplementary Learning</u> Reflect: Make a forum post about your experience of using these tools? Do you consider them effective for use in learning design and delivery? How do they support facilitation and engagement? What audience are they most suited to? Completion of this activity is linked to the allocation of participation marks and should be completed before Mid-day on Tuesday 9 th March. https://moodle.uwtsd.ac.uk/mod/forum/view.php?id=319174
7	9 th Mar	LO6. Design and implement appropriate evaluation methods to assess the success and effectiveness of learning plans and interventions	Evaluating learning Models and methods of evaluation. Review of own practice	<u>Preparatory Learning</u> Read: Chapter 7 of Stewart & Cureton, 2014 Read: Evaluating learning and development. Available at: http://www.cipd.co.uk/hr-resources/factsheets/evaluating-learning-talent-development.aspx <u>Supplementary Learning</u> Do: Investigate how learning is evaluated in your organisation.

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8	16 th Mar	LO.7 Act ethically and professionally with a demonstrated commitment to equality of opportunity and diversity in design and delivery of learning and development and to continuous personal and professional development	Professional Standards Ethics in T&D, equality and diversity, professionalism and professional practice, CPD.	<u>Preparatory Learning</u> Read: Chapter 8 of Stewart & Cureton, 2014 <u>Supplementary Learning</u> Do: Complete an assessment against The HR Professional Map available at; http://www.cipd.co.uk/cipd-hr-profession/hr-profession-map/ focusing on development needs most associated with L&D. Prepare: Work on a draft of your assessment 1 learning resource in preparation for next week's tutorial session.
9	23 rd Mar	Assignment Support and draft reviews		
Assessment 1 Deadline – Friday 26 th March 2012				
		Easter Break		
10	19 th April	Assignment 1 Feedback Assignment 2 Workshop and draft review Module Evaluation		
11	27 th April	Assignment 2 Hand-in		

Participation in supplementary learning activities is important as, not only will it earn you 10 marks towards the assessment, the tasks themselves will contribute to the development of your assessment output. As you work through the module and complete the tasks you will be awarded with digital badges. There are 5 badges to collect and collecting all 5 will indicate you are likely to receive the full 10 marks.

I would also encourage you to share resources via the Teams channel, learning is a social process and with the absence of the impromptu discussions you would normally have in class this will provide an alternative way of supporting one another.