

2017

DIT Programme Re-Design initiatives in Case Studies of Programme OF/FOR/AS Learning Assessment Approaches.

Roisin Donnelly

Technological University Dublin, roisin.donnelly@tudublin.ie

Jen Harvey

jen.harvey@tudublin.ie

K.C. O'Rourke

Technological University Dublin, kevin.orourke@tudublin.ie

See next page for additional authors

Follow this and additional works at: <https://arrow.tudublin.ie/ltooth>



Part of the [Educational Methods Commons](#), [Higher Education Commons](#), [Higher Education Administration Commons](#), and the [Teacher Education and Professional Development Commons](#)

Recommended Citation

Harvey, J., O'Rourke, K., McAvinia, C., McDonnell, C., Donnelly, R., Hanratty, O., Boylan, F., & Rooney, R. (2017). *DIT Programme Re-Design initiatives in Case Studies of Programme OF/FOR/AS Learning Assessment Approaches*. Dublin: National Forum for the Enhancement of Learning and Teaching, 2017.

This Report is brought to you for free and open access by the Learning, Teaching & Technology Centre at ARROW@TU Dublin. It has been accepted for inclusion in Other resources by an authorized administrator of ARROW@TU Dublin. For more information, please contact arrow.admin@tudublin.ie, aisling.coyne@tudublin.ie.



This work is licensed under a [Creative Commons Attribution-NonCommercial-Share Alike 4.0 License](#)

Authors

Roisin Donnelly, Jen Harvey, K.C. O'Rourke, Claire McAvinia, Claire M. McDonnell, Orla Hanratty, Frances Boylan, and Pauline Rooney



Development and Sharing of Case Studies of Programme OF/FOR/AS Learning Assessment Approaches

Title of Case Study: DIT Programme Re-Design initiatives
Your name(s): Jen Harvey, Kevin O'Rourke, Claire McAvinia, Claire McDonnell, Roisin Donnelly, Orla Hanratty, Frances Boylan, Pauline Rooney Email(s): Jen.Harvey@dit.ie Institution(s): Dublin Institute of Technology
What assessment area(s) does your example relate to? Programme based assessment strategies
Please briefly describe your example: (up to 300 words) <p>The Programme Re-Design Initiative process differs from other team based methods in that it adopts an holistic approach to programme design. Initiatives aim to develop the practice of curriculum design and development in expanded, multi-disciplinary teams. This process is based on the Oxford Brookes University CDI Model and links to the Deakin University Live the Future: Course Intensives.</p> <p>PRDIs are designed for Schools/programme teams who have already made a commitment to change and/or some specific curriculum innovation. The process of redesign is intended for degree-programme teams, who work in parallel during the process and share good practice as they re-think their programmes and undertake their design work.</p> <p>PRDIs are generally instigated by Heads of School, Department or Programme coordinators who work with LTTC staff to co-design their tailored workshop series. Re-designs are facilitated through a series of negotiated LTTC inputs, over 3-6 months, whereby teams review and redesign eg assessment and feedback strategies, student development of graduate attributes or flexibility/enhancement of learning through use of technologies and build towards the design of, for example, new resource materials and/or the preparation of documents to be submitted for validation purposes.</p>
Challengers and/or enablers to this approach, suggestions for trying it in other contexts, and any other comments: (up to 250 words) <p>The strength of a PRDI is the involvement of the Head of School/Department in the negotiation of the design and the LTTC staff working with the full programme team over a period of time. Generally, there is an identified need for a redesign such as an imminent School review or an anticipated future change of student cohort etc However, this approach has also been utilised as part of a funded initiative in the creation of new TU4Dublin Programmes for the Future.</p> <p>Key challenges of the work are the practical and resourcing implications: a substantial time commitment is required in terms of Heads of School/Dept during the negotiation stage as well as the need to involve full programme teams throughout the process. Negotiating and agreeing sets of redesign actions and potential changes to current practice at programme level can also be both challenging but also the most successful in their subsequent implication.</p>