

LSE Curriculum Shift 2020: Scenarios

The aim of these scenarios are to suggest how you might adapt the current mode of delivery of your courses in light of [LSE Curriculum Shift 2020](#).

Each scenario represents a period of learning from the introduction of a new topic to the output expected of students. Links are made to other sources of guidance and to Laurillard's (2001) conversational framework for the effective use of learning technologies. This framework is explained in more detail in a table at the end of this resource.

The scenarios relate to these 'traditional' teaching formats:

1. A large second year course (400 students) in quantitative discipline - 1 hour lecture followed by 1 or 2 hour class, which might be taught the following week (15 students delivered by LSE Fellows, guest teachers or GTAs)..
2. A first year core course in qualitative discipline (150 students) - 1 hour lecture followed by a 1 hour class (15 students delivered by LSE Fellows or GTAs).
3. A third year course – three hour case study (Harvard style) for 80 students.
4. A PGT course in qualitative discipline – 2 hours combined lecture and seminar for 15-20 students

Please feel free to adapt any of these scenarios to suit the context in which you teach and you it may be useful to draw on more than one scenario. If you would like to share any adaptations you make, please email to eden-centre@lse.ac.uk. If you would like further guidance, please contact your [Eden Centre departmental adviser](#).

SCENARIO 1

Day	Teacher activity	Student activity	Learning
Monday	<ol style="list-style-type: none"> 1. Provide an introductory post or video to the topic on the Moodle forum. 2. Moderate the forum 	<ol style="list-style-type: none"> 1. Students post any general questions about the topic to the forum 	
Tuesday			
Wednesday	<ol style="list-style-type: none"> 1. Post resources on this week's section on Moodle. For example: <ol style="list-style-type: none"> a. A 'lecture' recorded in Echo360 This could be either: <ol style="list-style-type: none"> i. A 15 minutes summary of the key learning points ii. A standard lecture recorded live or from a previous year b. A series of questions for students to answer on the forum c. A problem set for students to work through on their own 	<ol style="list-style-type: none"> 1. Students watch lecture 2. They post their answers to the question on the forum 3. Students work through the problem sets. 4. They send them to the teacher prior to the class. 	Acquisition Discussion Practice Production
Thursday	<ol style="list-style-type: none"> 1. Moderate Moodle forum: <ol style="list-style-type: none"> a. Post answers to the questions b. Clarify any student misconceptions 		
Friday			

Following week

Day	Teacher activity	Student activity	Learning
Monday	<ol style="list-style-type: none"> 1. Plan your 'class', taking into account the student responses to the forum 		
Tuesday	<ol style="list-style-type: none"> 1. Facilitate a Zoom 'class' session. This could include: <ol style="list-style-type: none"> a. Split the class into groups (using break-out rooms). b. Get the students to work together through some of the problem sets to share their answers (This may require a second teacher) c. Go through the main misconceptions arising from the problem sets 	<ol style="list-style-type: none"> 1. Students share their understanding of the problem sets in small groups 2. They report their answers to the rest of the class 3. Students listen to overview of misconceptions and solutions 	Discussion, Practice Discussion Acquisition

SCENARIO 2 WEEK 1

Week 1	Teacher activity	Student activity	Learning
Monday	<ol style="list-style-type: none"> 1. Provide an introductory post or video to this week's topic on the Moodle forum. 2. Moderate the forum. 	<ol style="list-style-type: none"> 1. Students post any general questions about the topic to the forum 	
Tuesday	<ol style="list-style-type: none"> 2. Provide resources to this week's section on Moodle. For example: <ol style="list-style-type: none"> a. A 'lecture' recorded in Echo360 This could be either: <ol style="list-style-type: none"> iii. A 15 minutes summary of the key learning points iv. Two short 'lectures' to come before and after the readings v. A standard lecture recorded live or from a previous year b. A link to the readings that will support and develop students' understanding of the above lecture. c. A task that will to demonstrate their understanding of the materials. This could be a series of questions relating to the lecture and readings or a summary of key issues. 3. Ask students to post their responses to the forum 	<ol style="list-style-type: none"> 1. Students watch lecture and read the related readings 2. They post their responses to the task to the forum 	Acquisition Discussion
Wednesday Thursday	<ol style="list-style-type: none"> 1. Moderate forum: <ol style="list-style-type: none"> a. Respond immediately to any serious misconceptions b. Look through student responses to identify any pertinent points which can be discussed in the 'class' activity. 2. Plan your 'class', taking into account the student responses to the forum 		
Friday	<ol style="list-style-type: none"> 1. Facilitate a Zoom 'class' session. This could include: <ol style="list-style-type: none"> a. Discussion of the main points arising from the student responses b. Set a follow-on activity related to consolidating the points made by students, to be completed in pairs 2. Go through responses to the follow-on activity 	<ol style="list-style-type: none"> 1. Students share their understanding of the task with other students in the class 2. Students work through the follow-on activity in pairs 3. Each group feeds back the outcomes of the follow-on activity 	Discussion Practice Collaboration Discussion

SCENARIO 2 WEEK 2

	Teacher activity	Student activity	Learning
Monday	Provide an introductory post or video to this week's topic on the Moodle forum. Moderate the forum.	1. Students post any general questions about the topic to the forum	
Tuesday	1. Provide resources to week's section on Moodle relating to the learning outcomes. For example: a. A relevant TED Talk b. A link to the readings that will support and develop students' understanding of the above lecture. c. A task that will enable students to work in groups to engage with the lecture and specific reading materials 2. Identify to students how they should work together on the task. Allocate groups if necessary. Set up a wiki for collaboration.	1. Students watch lecture and read the related readings 2. They work in peer study groups on the task	Acquisition Collaboration
Wednesday	1. Moderate forum for any questions arising from students.		
Thursday			
Friday	1. Facilitate a Zoom 'class' session. This could include: a. Divide the students into groups so that a student working on each task is in each group (using break-out rooms) b. Set an follow-on activity related to the task to be completed in the groups c. Oversee the discussions (this may require a second teacher) and go through the responses to the follow-on activity	1. Students share the outcome of their task with other students in the group 2. Students work through the follow-on activity 3. Each group feeds back the outcomes of the follow-on activity	Discussion Practice Discussion

SCENARIO 2 WEEK 3

Week 3	Teacher activity	Student activity	Learning
Monday	<ol style="list-style-type: none"> 1. Provide an introduction to the week's topic on the Moodle forum. 2. Moderate the forum. 	<ol style="list-style-type: none"> 1. Students post any general questions about the topic to the forum 	
Tuesday	<ol style="list-style-type: none"> 1. Provide resources on this week's section on Moodle. For example: <ol style="list-style-type: none"> a. A task requiring students to engage with external sources/ websites (from a list) and to produce a summary of their findings b. A link to the readings. 2. Identify to students how they should work together on the task. Allocate groups if necessary. Set up a wiki for collaboration. 	<ol style="list-style-type: none"> 1. Students read through related readings 2. They work in peer study groups on the task, using the wiki 3. They work in groups on the production of summary slides 	Acquisition Collaboration, Investigation Production
Wednesday	Moderate forum for any questions arising from students.		
Thursday			
Friday	<ol style="list-style-type: none"> 1. Facilitate a Zoom 'class' session. This could include: <ol style="list-style-type: none"> a. Group mini-presentations b. Student discussion 2. Overview of assessment activity relating to reliability of resources on a particular topic 	<ol style="list-style-type: none"> 1. Students share the outcome of their task with other students in the group 2. Students work through the follow-on activity 3. Each group feeds back the outcomes of the follow-on activity <p>Assessment: Students work on individual assignments relating to the reliability of external sources</p>	Discussion Practice Discussion Production

SCENARIO 3

	Teacher activity	Student activity	Learning
Monday	<ol style="list-style-type: none"> Post resources to this week's section on Moodle relating to the learning outcomes. For example: <ol style="list-style-type: none"> A short 10 minute introduction to the case study task, recorded in Echo360. Relevant case studies and for students to work on in groups A link to the readings that will support and develop students' understanding Requirement for students to identify and use external sources/ websites to support their response to the case studies Allocation of groups for examining particular case studies 	<ol style="list-style-type: none"> Students watch lecture and read the related readings They identify relevant external sources Students work in peer study groups on their allocated case study 	<p>Acquisition</p> <p>Investigation Collaboration, Practice</p>
Tuesday	<ol style="list-style-type: none"> Moderate Moodle forum for any questions arising from students. 		
Wednesday			
Thursday	<ol style="list-style-type: none"> Facilitate a Zoom 'class' session. This could include: <ol style="list-style-type: none"> Summary of main issues arising from the case studies Question and answer about each case study Class discussion of case studies 	<ol style="list-style-type: none"> Students from each group summarise case studies Students ask each group questions about each case study Students discuss case studies in a plenary session. 	<p>Production Discussion Discussion</p>
Friday			

SCENARIO 4

	Teacher activity	Student activity	Learning
Monday	<ol style="list-style-type: none"> Post resources to this week's section on Moodle relating to the learning outcomes. For example: <ol style="list-style-type: none"> A 'lecture' recorded in Echo360 This could be either: <ol style="list-style-type: none"> A 15 minutes summary of the key learning points Two short 'lectures' to come before and after the readings A standard lecture recorded live or from a previous year A link to the readings which will support and develop students' understanding of the topic An online quiz to test student understanding Allocation of presentation task to two groups Allocation of 'audience' task to other students 	<ol style="list-style-type: none"> Students watch lecture and read the related readings Students complete the online quiz Students work in peer study groups on their presentation task 	Acquisition Practice Collaboration Practice
Tuesday	<ol style="list-style-type: none"> Moderate forum to respond to student queries. 		
Wednesday			
Thursday	<ol style="list-style-type: none"> Look through the quiz. Identify any immediate misunderstandings and address them in the forum. 		
Friday	<ol style="list-style-type: none"> Facilitate a one-hour Zoom 'seminar' session. This could include: <ol style="list-style-type: none"> Key points from quiz Presentation by each group and questions from 'audience' 	<ol style="list-style-type: none"> Students do their presentations They answer questions from the 'audience' 	Production Discussion

Laurillard's (2001) conversational framework for the effective use of learning technologies

Learning type	Students engage in:	Online possibilities include:
Acquisition	Accessing new concepts, theories, vocabulary, models, and methodologies	Watching 'flipped' lectures/recorded discussions; undertaking guided readings using online library resources; accessing multimedia resources (from LSE and elsewhere), including websites, podcasts, animations, videos and online quizzes
Investigation	Searching for and evaluating new ideas and data	Developing literature reviews and critiques using a discussion forum, blog or wiki; accessing Open Education Resources; undertaking action research, adapted for an online and/or socially distanced environment; undertaking data analysis tasks
Discussion	Engaging in analytical and creative dialogue with faculty and/or peers	Participating in Moodle discussion forums, at a specific time (synchronous) or run over an extended period (asynchronous). Zoom seminars can include message discussions, which can be captured through recording, and also enables students to meet in sub-groups or Peer Study groups via 'breakout rooms'
Collaboration	Working together in small groups to achieve a common project goal	Working together using collaborative tools such as the Moodle discussion forum or Zoom breakout rooms, students can build a joint digital output and complete a task entirely online
Practice	Applied activities such as case studies and problem sets	Real practice tasks, both individual and collaborative, can be supplemented by videos of methods, online simulations, models and sample data sets, online case studies and quizzes.
Production	Working individually or collaboratively to produce an output, which can be in any form	Most outputs, such as essays, policy papers, presentations, articles, videos and podcasts are digital or adaptable to online versions. Students need clear guidance on how to upload their work and may need additional guidance on developing different forms.