Institutional Development & Innovation Grants

CHED Memorandum Order No. 33, Series of 2016

CHED-INITIATED PROJECTS UNDER THE INSTITUTIONAL DEVELOPMENT AND INNOVATION GRANTS*

The Commission will also endeavor to form partnerships with local and foreign organizations to jointly initiate and fund projects in line with the thrusts and categories of the Institutional Development and Innovation Grants

Joint Development of Niche and Priority Programs between Philippine and UK HEIs

- Piloting of the joint development of programs at the graduate level within the list of niche and priority programs/courses identified

- Preferred models are twinning, joint degrees, dual qualifications or double degrees

- Program duration is for 2 years (commencement of new program offering by Academic Year 2018)

- Collaboration between the Commission on Higher Education (CHED) and British Council

- Support includes capacity building, seed funding, and close coordination with the CHED and British Council throughout the process

An RP-UK TEACHING & RESEARCHING PARTNERSHIP

For transnational **curriculum** ---- PG Cert & MA in Designing Education

For research funding **proposals** ---- Newton Institutional Links

For professional development **programmes** ---- 7 x faculty staff workshops

For dissemination **presentations** ---- 4 x conferences RP & UK

For international **networks** ---- RP & UK Design NGO conversations

RP-UK TRANSNATIONAL EDUCATION (TNE) LINKS PROGRAMME
Blending mission statements workshop 25.04.17

![Goldsmiths University of London logo and Miriam College Quezon City Philippines seal]

A way of collaborative working with our Filipino partners to bring a plurality of identities, cultures and experiences to enrich and enhance learning and teaching.

designing as critical practice

allows us as educators to see beyond the closure of the present moment, to conceptualise, ideate and action new possibilities, transferring human-centred methods and mindsets to learning and teaching environments.

pedagogy in practice

by looking at the continuum of learning theories from behaviourist to critical humanist approaches, we uncover contradictions, locate disjunction and critique dominant discourses.

HUMAN-CENTRED DESIGN ⟷ LEARNER-CENTRED PEDAGOGY

The practice of design supports us in:

- creative-critical thinking
- opportunity & problem identification and solving
- team work and collaboration
- entrepreneurial and business acumen
- resilience
- flexibility and a 'can do' attitude
- self-confidence
- appreciation of and ability to plan
- using mistakes and criticism helpfully
- making ideas
- communication

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- Experiential Learning (Dewey,Kolb)

- Expansive Learning (Engestrom)

- Biographical Learning (Alheit)

- Transformative Learning (Mezirow)

- Communities of Practice (Lave & Wenger)

As we move along the line from Behaviourism to Critical Humanist perspectives, the theories become less concerned with control and prediction and more concerned with social values

Theories of Learning	
Theories/Perspectives	**Key concepts**
Behaviourism	Building connections between stimuli and responses, task analysis and reinforcement. Relevant to course design, instruction and assessment.
Objectives, outcomes and taxonomies	The framework for course design and estimating levels of teaching and achievement. Strong links with behaviourism.
Constructivism	Learners build schemata that enable them to construct meaning and understanding. Implications for teaching are to help the students to develop more sophisticated concepts through the use of discussion and study tasks.
Reflection and experiential learning	Types of reflection, styles of learning and reflection on experience. Relevant to portfolios, personal development plans, self-assessment and related forms of learning.
Critical humanist perspectives	Enablement, empowerment, critical reflection, transformative learning, changing perceptions and changing environments. Relevant to course design, methods of teaching and learning and assessment.

Table adapted from Brown, G. (2004) *How Students Learn*, A supplement to the RoutledgeFalmer Key Guides for Effective Teaching in Higher Education series

Critical Pedagogy

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Design Practice
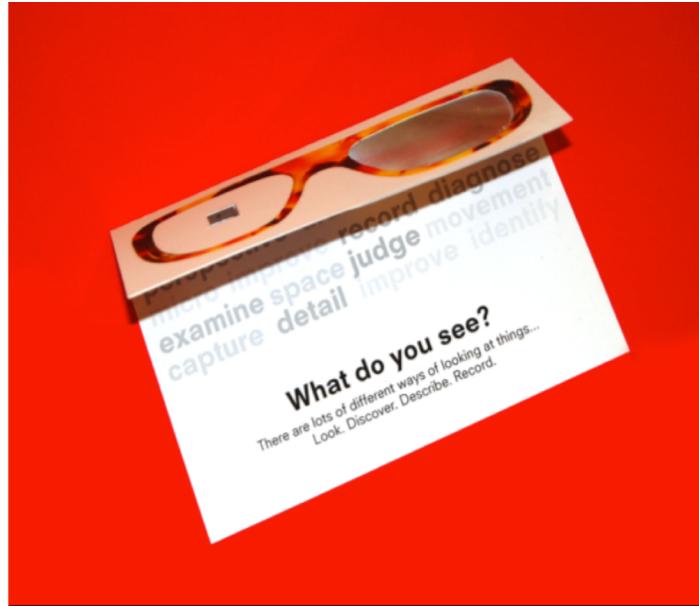
A Process-Oriented Partnership

Miriam College PG Cert

+

Goldsmiths MA

| MA Design Education Local/Individual Context	60 CATS Level 7
Taught: Choose option modules up to a total of 60 CATS (any combination of 30 and 15 CAT modules) **Assessed:** Option assignments totalling 12,000 words or equivalent Options taught in 3x option blocks.	
MA Design Education Core Modules	60 CATS Level 7
Taught: Critical Pedagogies (30 CATS) **Assessed:** 6000 word (or equivalent) critical reflection **Taught:** Design Learning Environments and Practices (30 CATS) **Assessed:** 6000 word (or equivalent) portfolio	
MA Design Education Independent Project/ Thesis	60 CATS Level 7
Taught: Educational Research Methods and Independent Project (60 CATS) **Assessed:** Project presentation and project document (4,000 word contextual report, or a 12,000 word report or research document)	

MODELLING OUR APPROACH IN CPD WORKSHOPS

25 participants
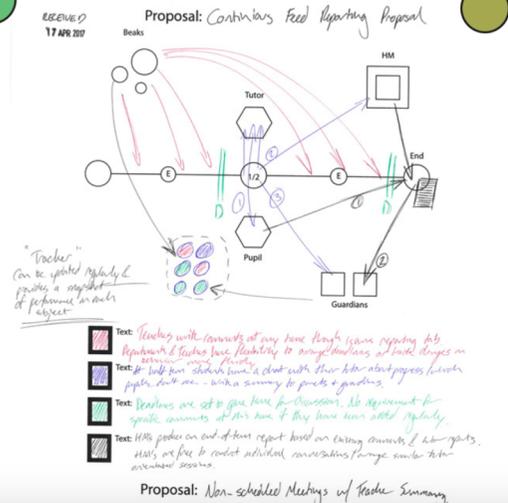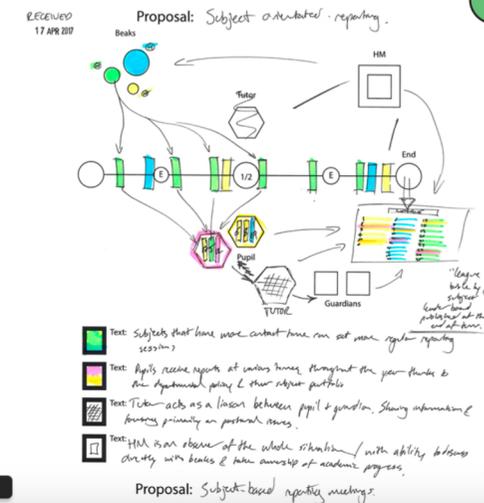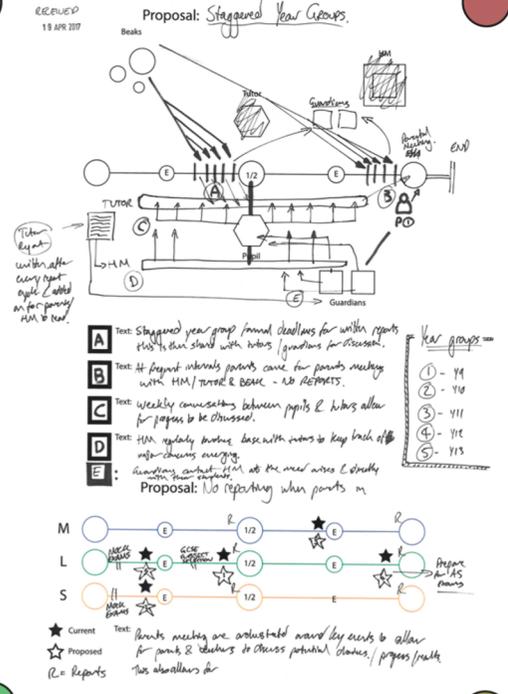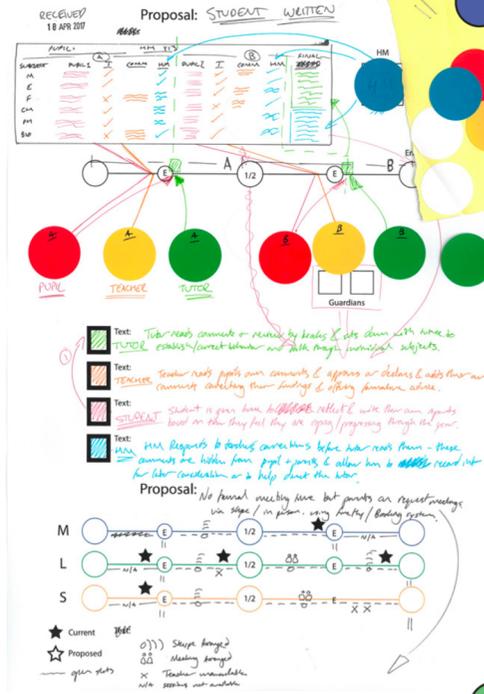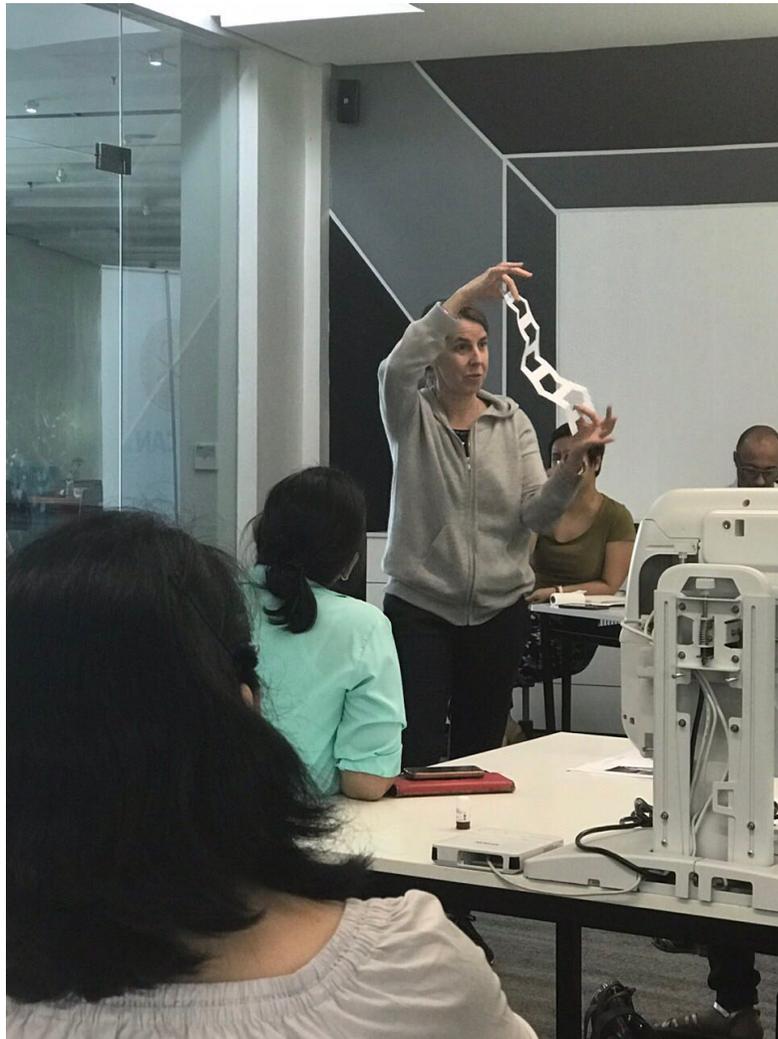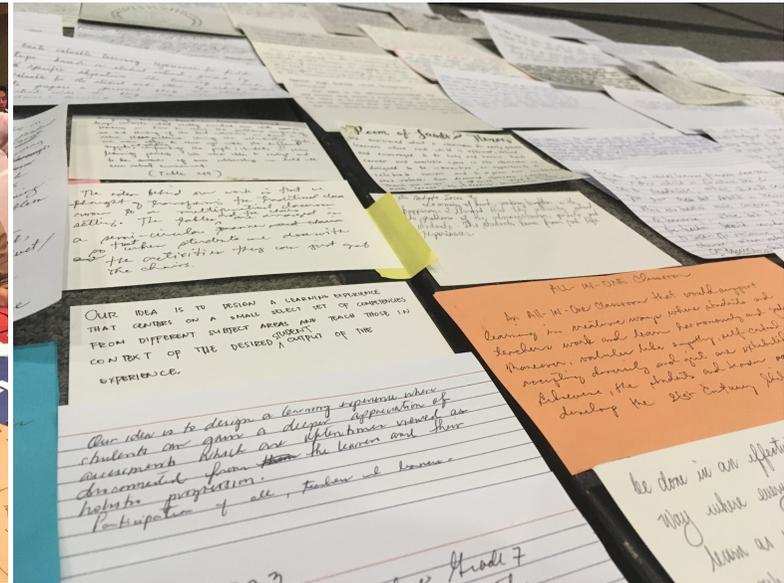
MODELLING OUR APPROACH IN CPD WORKSHOPS

500 participants

LEARNER-CENTRED DESIGN C O N T E X T S

Classroom spaces are traditional and fixed in layout and furniture
Curriculum is compartmentalised into separate packages of content
Assessments are disconnected from the learner and their holistic progression
Local culture is not included in the curriculum
Large class sizes are seen to support didactic teaching
School development initiatives are not supported by local government and private sector agencies/industries
Scheduling of classes is inflexible and restrictive
Out of school visits and field trips are undervalued as learning experiences

Method FRAME YOUR DESIGN CHALLENGE
Select a design context. From this you will develop a specific **design opportunity**.
Problem setting rather than problem solving – this involves a complex set of challenges
rather than right or wrong answers.

Phase 1: I D E A T I O N

The process of forming and creating new ideas or concepts.

Mindset OPTIMISM
Optimism is the embrace of possibility, the idea that even if we don't know the answer, that it's out there and that we can find it. Optimism makes us more creative, encourages us to push on when we hit dead ends, and helps all the stakeholders in a project to work together. Human-centered designers are persistently focused on what could be, not the countless obstacles that may get in the way.

Method BRAINSTORM 'what we are proposing'
Brainstorms are a way of recording collective thinking about a question, topic or idea. Brainstorms work best when the group is positive, optimistic, and focused on generating as many ideas as possible.

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Unpack your context as an opportunity for design
Write/draw ideas on post its – stick anywhere on table
Move notes into design opportunity clusters

Phase 2: **G E T T I N G   V I S U A L**

Even though some people are naturally more visual and will express themselves easily through pictures, everyone can benefit from thinking visually. Getting visual makes ideas more tangible, and helps clarify your thoughts for your team.

Mindset EMPATHY
Empathy is the capacity to step into other people's shoes, to understand their lives, and start to solve problems from their perspectives. Human-centered design is built on empathy, on the idea that the people you're designing for will guide you to innovative solutions. By putting ourselves in the shoes of the person we're designing for, human-centered designers can start to see the world, and all the opportunities to improve it, through a new and powerful lens.

Method OBSERVATIONAL DRAWING 'the people involved'
Drawing the interactions and dynamics, processes, space and pace (mark-making may change according to activity learners and teachers are engaged in). Written notes can serve to capture a sense of conversational exchange / highlight key moments.

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Listen to Lili talking about the value of observational drawing and look at some of her examples.
Who are the people involved in your design opportunity?

Drawing as the translation of observations (or three-dimensional ideas) onto two-dimensional surfaces – such as paper – through mark-making with tools such as pens, pencils and brushes.

Method OBSERVATIONAL DRAWING
'the people involved'

We don't usually draw learning and teaching as part of our pedagogic research, but it can be a useful ideation method.

Q: How does drawing change observations of the interactions (for example, in contrast to observing without drawing?)

Observational drawing, framed within the mindsets of empathy and optimism, is closely connected to a Human-Centred Design approach.

Q: How does it feel to be drawn?

Drawing as a way of seeing: to look, to perceive, to observe, to realise, to understand.

Possibilities of observational drawing to 'take imaginary viewpoints… depicting reality beyond realism.'
(Powell and Oppitz, 2002: 122)

Phase 3: **P R O T O T Y P I N G**

The main goal of prototyping is to make an idea just tangible enough to elicit a response, whether from you, your team, a partner, or whomever you're designing for.

Method **VISIONING LENSES 'exploring our proposal through asking questions'**
By looking at what you are designing through lenses or multiple perspectives, you can take a reflective stance. These lenses can be used to ask and explore a variety of questions.

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Ask someone to describe their design opportunity to you
Make a visioning lens for them
Place words and /or pictures that form a specific perspective
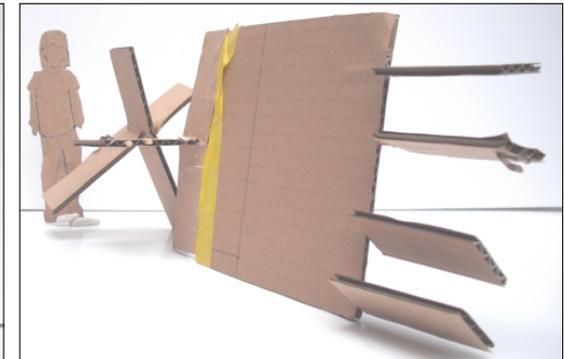*to explore the implications of the design opportunity*
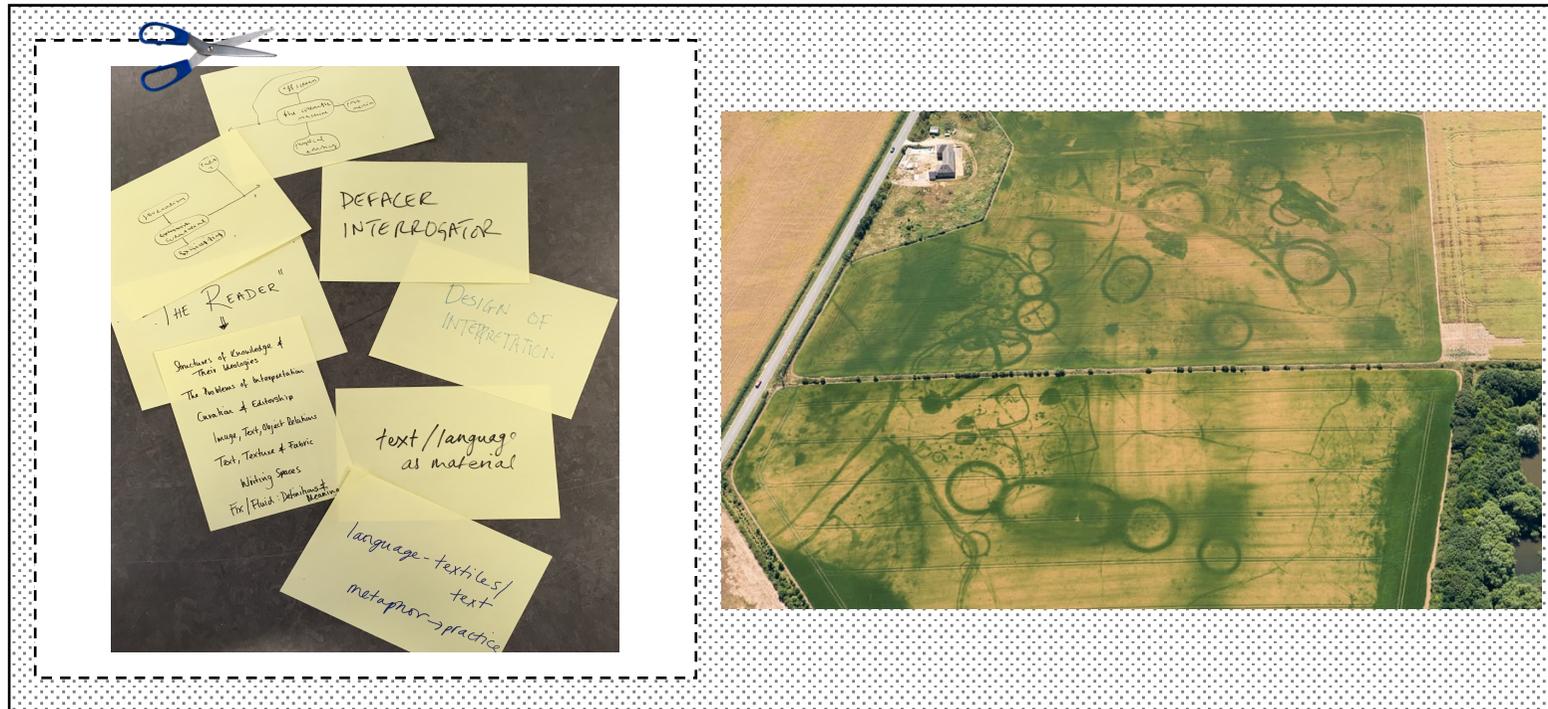
Place words and /or pictures that form a specific perspective
to explore the implications of the design opportunity

What we have learned learned today

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What we have learned from the transnational partnership

Considerations for internationalisation such as quality assurance, social justice and interpreting the UK-FHEQ in Filipino contexts.

Engagement with opportunities for innovation in curriculum development presented by national educational change in RP and a creative approach offered by Miriam College.

Building a collaborative process that enables learning from each other – from producing learning outcomes to networking events.

A shared awareness of critical pedagogy to develop an approach to the collaboration, construction of knowledge that recognises and values pluralities of identities in local and international contexts.