



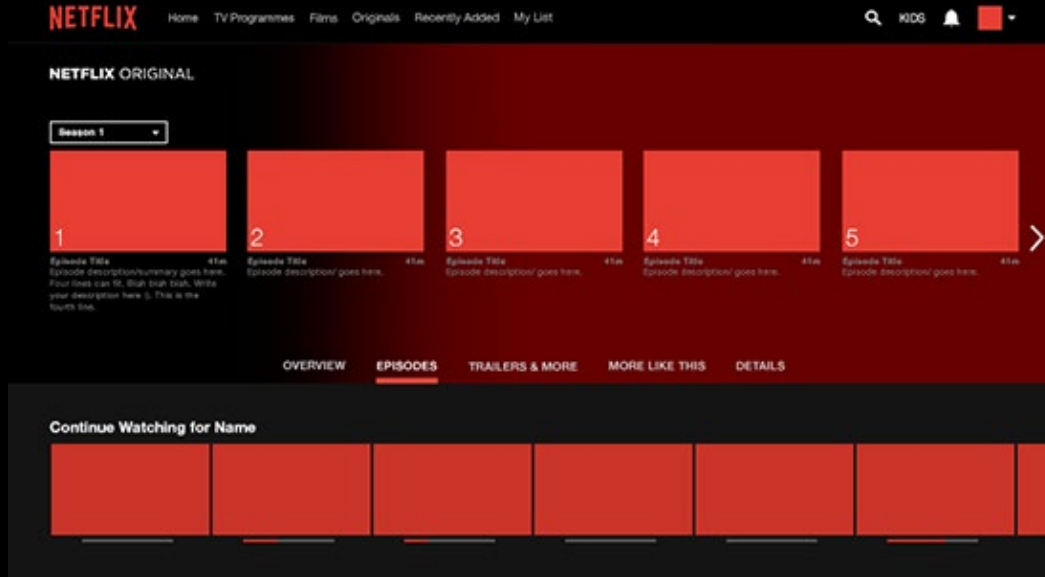
NETFLIXING YOUR UNIT

A learning framework to engage & empower your students

Allie Johns, FHEA: Manchester Metropolitan University

29 June 2021: 11.00 - 11.30 (Innovations in Teaching & Learning)

SEASON 1



1. Background & context
2. Thoughts & inspiration
3. Design & evolution
4. Launch & outcomes
5. Learnings & next steps

Source: <https://completeresources.tumblr.com/post/170591368289/puddifoots-netflix-psd-add-on-pack-1-base-pack>

Synch, Asynch,
blended, online
only?

What does a
15/30 credit
unit actually
look like?

"Students should
feel they can direct
their own learning
experience."

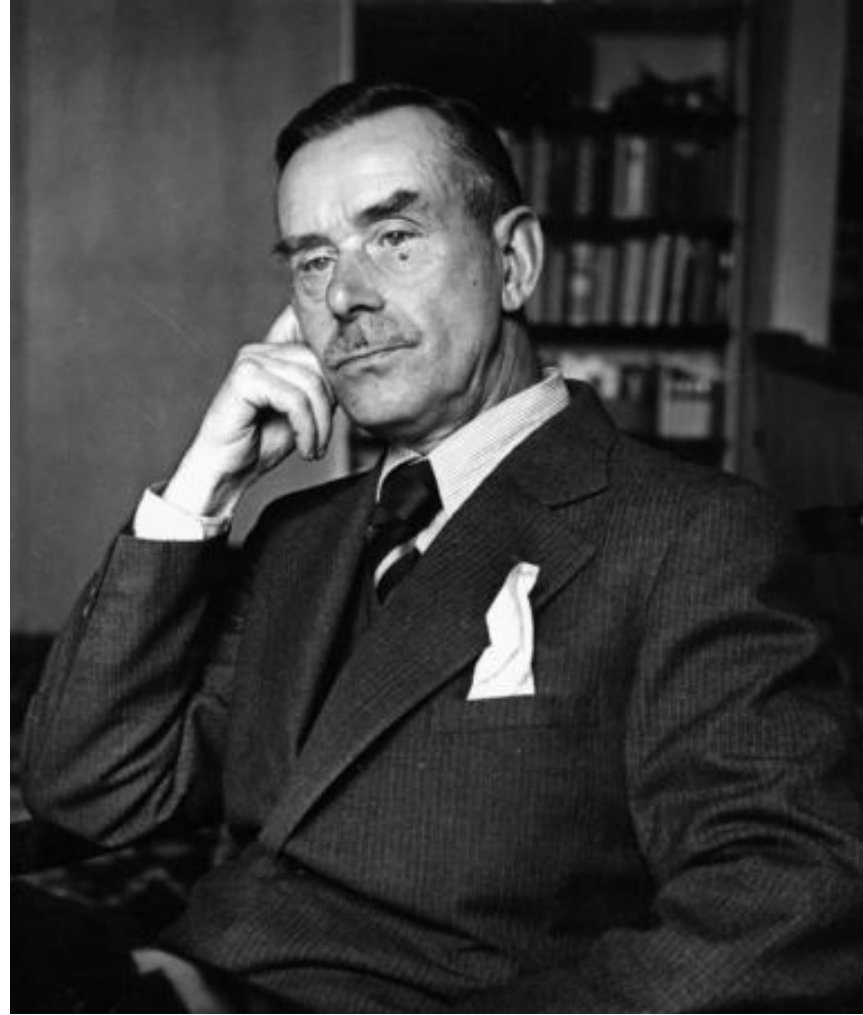
Timetabling not
necessarily
linear/logical

"Continuous
assessment
works well."



"Order and simplification are the first steps towards mastery of a subject. The actual enemy is the unknown."

Thomas Mann (1924)



I can't see their
faces!
If they lurk are
they learning?!

THIS IS NOT
A CLASSROOM.

"Community of
learning" - how
feasible is this?

Learning needs to
be more active.

Re-think content
design & delivery

"Students need to feel
they can self-direct
their learning."

Impact on
satisfaction levels?!



JULY 2020: WONKHE/PEARSON RESEACH

71% will struggle with motivation

65% will struggle to stay connected

63% will feel less prepared to
undertake assignments & activities

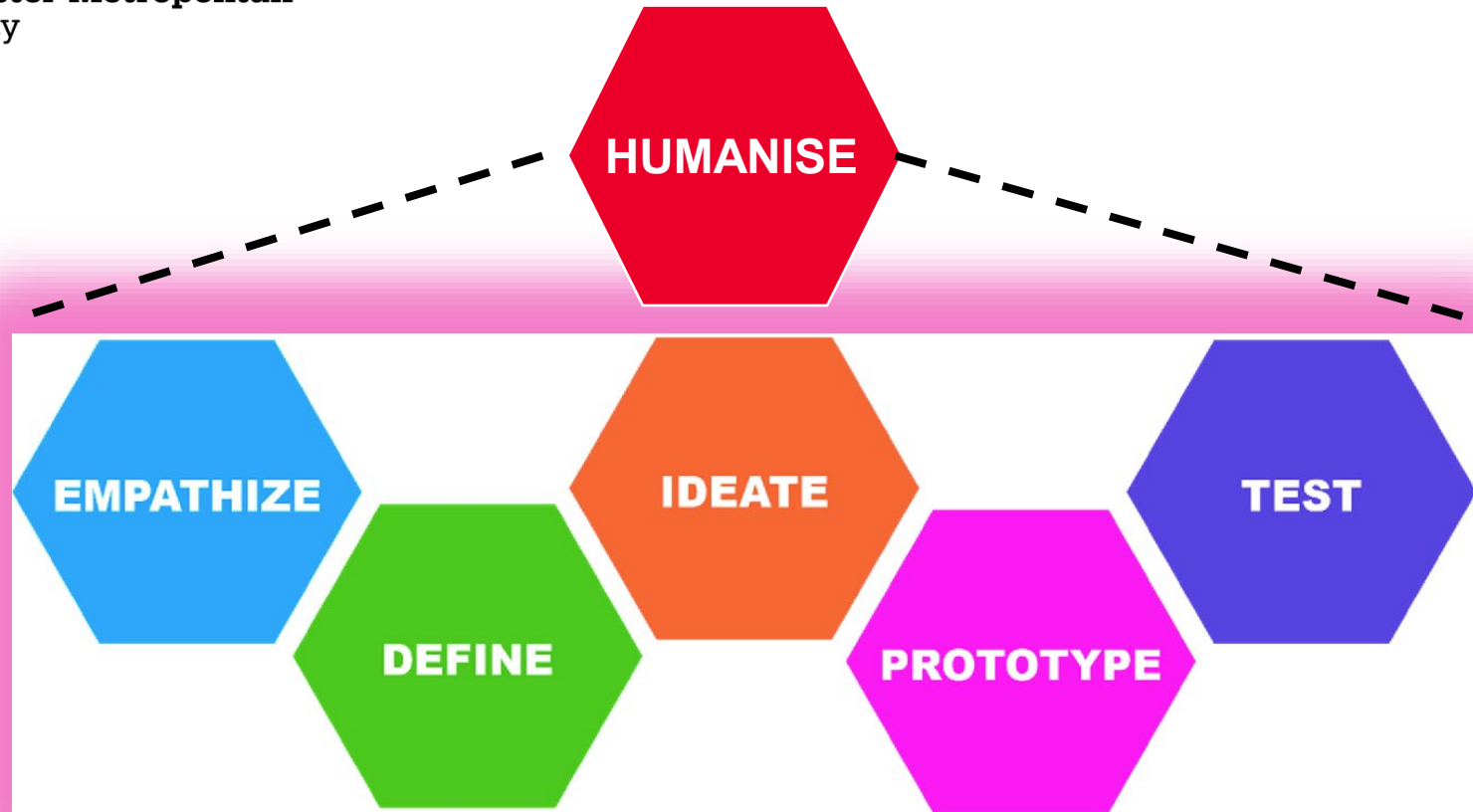
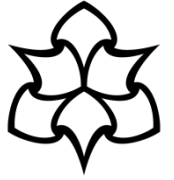
59% expect 'high quality' online
learning

50% will struggle with managing
time/keeping track



Photo by [Wes Hicks](#) on [Unsplash](#)

Sample 3,461 students (from 13 participating UK SUs),
open 18 June to 2 July.



<https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>
Design Thinking model, Hasso-Plattner Institute of Design, Stanford, CA, USA



HTML & CSS

design and build websites

JON DUCKETT



JAVASCRIPT & JQUERY



JON DUCKETT

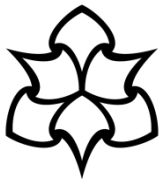
WILEY

'Bookending': Boettcher & Conrad's (2016) 'Four stages of a course' framework.



FEASIBLE, PRACTICAL, ACHIEVABLE

- Focus on aspects I could influence
- Put design-thinking experience to good use
- Remove complexity
- Road test 'Bookending'
- Encourage self-directed learning
- Redesign & remix content
- Help students & colleagues alike



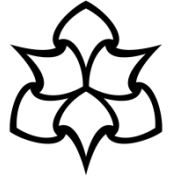
PROTOTYPES

5X7V0033 Rich User Experience (RUX): 6 week framework for learning (work in progress)						
RUX explores the cognitive and affective drivers of media engagement and how to apply them to create compelling digital comms and experiences.						
Key MOL - Mode of learning ASY - Asynchronous <i>* SY - Synchronous subject to TT</i> OC - On campus SDS - Self-directed study POL - Point of Learning FB - Feedback <i>** ODI - online drop-in subject to TT</i>			LO3		LO3	
	MOL	DAY	TIME	Course Beginning (CB)	Early Middle (EM)	
				Week 1: Break the ice	Week 2: Conceptual Framework	Week 3: Storytelling
			1hr	How to study on this unit Intro to RUX Assignment Briefing	Academic Theories, Models & Concepts Bortone's video-maker framework RUVX case study	The psychology of RUX Microfilm Advertising Empathetic: Persona Creation
Formative				SY	TBC	2.5hrs*
				OC	TBC	1.5hrs
				SDS		
				POL		

UG

PG

Brief Summary	Tourist experiences are designed and managed by tourism businesses. And yet, experiences become meaningful when personalised by tourists. Students will conduct fieldwork at a destination to assess experience design of tourism services.				
Early Career/PLOs being assessed	1. Analyse real world situations critically. 2. Communicate effectively using a range of media. 3. Apply teamwork and leadership skills. 4. Find, evaluate, synthesise and use information.				
Unit Learning Outcomes	1. Analyse the multi-dimensional nature of the tourist experience 2. Evaluate experience design principles in the tourism industry.				
Assessment	Produce a 2,500 words individual report consisting of 2 parts: Part 1: Analyse the experience design of two tourism (or hospitality) businesses in Manchester*. Part 2: Evaluate two influential factors involved in shaping the individual tourist experience of the businesses examined in Part 1. * an alternative is available; see assessment brief				
Mode of Learning	WK1: 14 – 18 Sep	WK2: 21-25 Sep	WK3: 28 Sep - 2 Oct	WK4: 5 – 9 Oct	WK5: 12 – 16 Oct
Week learning outcomes	Experience Economy The 4 Realms of an Experience (the 4Es)	8 Design Principles of a Meaningful Experience Start developing the research instrument	Service Quality Methodology: observation as a research method Pilot study on 30 th September	Fieldwork: data collection in Manchester* * an alternative is available	Personal and Situational Factors
ASY (1.5h pw) (pre-recorded, available to watch anytime)	-Intro to the Experience Economy Concept & Experience Economy in Tourism context -Assignment Brief (Part 1): Podcast 1: Intro to the assessment task & Part 1 Podcast 2: Intro to data collection and fieldwork in Manchester	-Intro to the first 5 experience design principles -Assessment Brief (Part 1): Podcast 3: Demonstration on how to start creating a research instrument Podcast 4: Three experience types: Supporting experiences Meaningful experiences Peak experiences	-Intro to Service Quality -Methodology: observation as a research method -Risk assessment	-Ethics	-Defining the tourist experience and links to Assessment Part 2 (a brief revision) -Theory on different factors (personal and situational) that influence the tourist experience -Assignment Brief (Part 2): Podcast 5: Intro to the assessment Part 2



Becoming a rich user experience creator

Pre-unit orientation *recommended viewing by 29 February*

WEEK 1: w/c 1 March *Setting the scene*

WEEK 2: w/c 8 March *Empathising with your audience*

WEEK 3: w/c 15 March *Designing your rich user viewer experience*

WEEK 4: w/c 22 March *Make your viewing experience richer*

WEEK 5: w/c 29 March *Preparation for Easter break study*

EASTER BREAK 2 to 23 April

WEEK 6: w/c 26 April *Recap and refine*

ASSIGNMENT SUBMISSION DEADLINE: Monday, 10 May, 9pm

LO1: Distinguish and apply principles of rich user experience

LO2: Create a rich user experience asset

LO3: Critically evaluate rich user experience

- All essential & supplementary **video content** is signposted to watch on Moodle
- All essential & supplementary **reading material** is signposted to download on Moodle
- *Content & tutorials subject to change, subsequent to your feedback*

Week 2: w/c 8 March - empathising with your audience

Student feedback point 1



ESSENTIAL: WATCH

1. Creating empathetic personas part 1
2. Creating empathetic personas part 2
3. Engage, Educate, Empower



SUPP: WATCH

Explore Lou Bortone's 'Video making made simple' YouTube channel
<https://www.youtube.com/channel/UCgXmurcgaDPCuht2XubiNcQ>



ESSENTIAL: READ

Calder, B. J., Malthouse, and Schaedel, U. (2009). An Experimental Study of the Relationship between Online Engagement and Advertising Effectiveness. *Journal of Interactive Marketing* 23(4):321-331

Eigenramm, A., Eelen, J. & Verlegh, P. (2020) The importance of authenticity in online customer engagement



SUPP: READ

- Dam & Siang (2019) Personas: A simple introduction
<https://www.interaction-design.org/literature/article/personas-why-and-how-you-should-use-them>
- Chaffey (2017) Web design personas - best practices and examples
<https://www.smartinsights.com/marketplace-analysis/customer-analysis/web-design-personas/>



PARTICIPATE
2 x 90 mins

Tutorial 1: Slow thinking session 1

Tutorial 2: Live empathetic persona creation



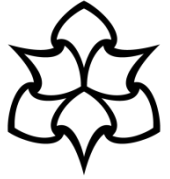
BENEFITS

FOR STUDENTS

- Clear, logical, relatable
- ULOs, content, 'to do' & assignment clearly mapped
- Simple, visual scaffolding towards assignment submission
- Reinforces anytime, any device, anywhere

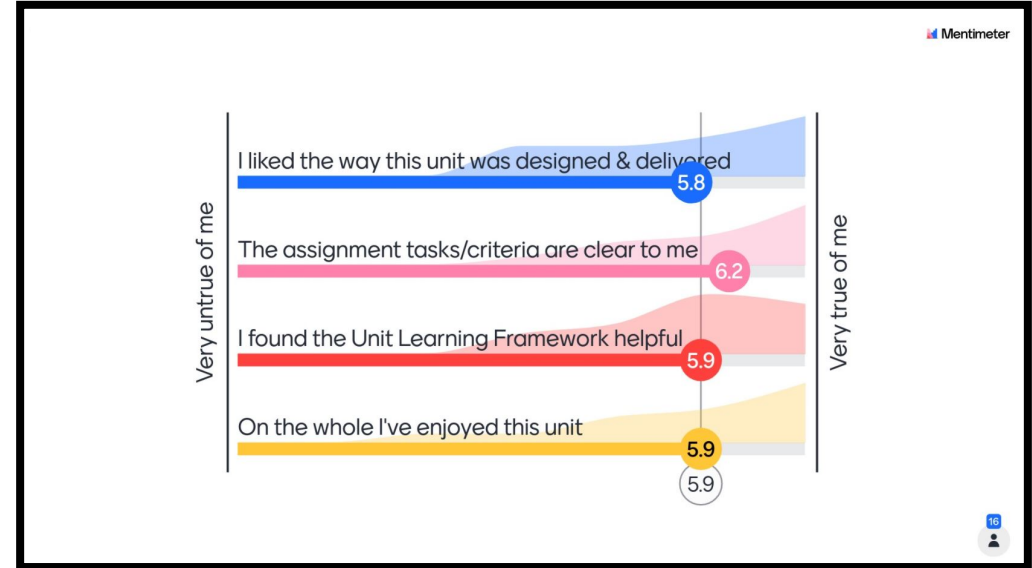
FOR MENTORS

- Provides clear roadmap
- Spotlight on ULOs
- Sets & manages expectation
- Encourages self-directed learning



OUTCOMES

- Less complex, more flexible learning framework
- Moodle engagement
- Understanding of subject & assignment
- Essential & supplementary content referencing
- Grade profile improvement
- Unit satisfaction score 5.9/7



RUX 5X7V0033: Final feedback point 3, 29 April 2021 (final week 6) / 16 respondents (26 in attendance). Overall satisfaction score 5.9/7.0 (Mentimeter)



STUDENT VOICE

"I like the ULF – it really sets the tone, the story, how things fit together."

"Feels like there's more participation now because people are starting to see how well set up this unit is."

"I really like the way it's structured. I watched several bits on the bounce – easy to watch over a brew."

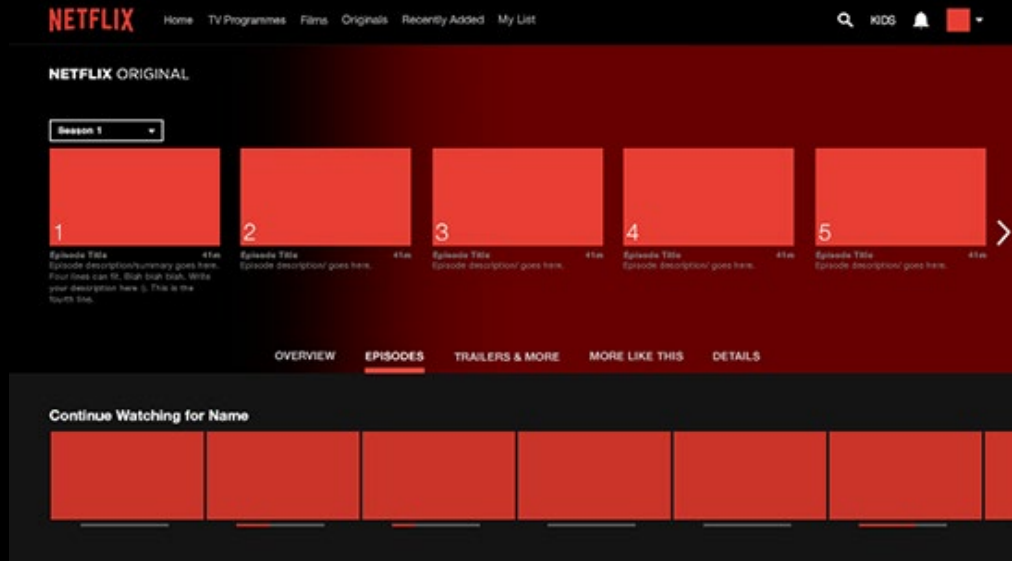
"Permission to watch 'anytime, any place, anywhere' is something new but very welcome."



LEARNING SO FAR

- Potential to improve student comprehension subject & assignment
- Unit design is important to students
- Social pedagogy trumps technology
- Moodle engagement remains a challenge
- May not be suited to every type of unit
- Not every Netflier will respond to this approach
- Synergy between unit content & framework

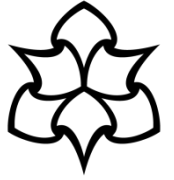




Source: <https://completeresources.tumblr.com/post/170591368289/puddifoots-netflix-psd-add-on-pack-1-base-pack>

SEASON 2

- Develop & repeat
- Version for F2F & blended
- *Explore:-*
 - > Impact on community & engagement
 - > Encouragement of self-determined learning
 - > Binge-learning



INSPIRATION

Boettcher, J and Conrad, R (2016) The online teaching survival guide. 2nd edition. San Francisco: Jossey-Bass (Wiley)

<http://designingforlearning.info/tips/> - Dr Boettcher's excellent blog!

Brown, R. (2001) The process of community building in distance learning. *JALN*. Volume 5, Issue 2.

https://cmappublic2.ihmc.us/rid=1150237884140_552530918_4532/process%20of%20Community%20building.pdf

Interaction Design Organisation, Design Thinking <https://www.interaction-design.org/literature/article/5-stages-in-the-design-thinking-process>

McEldoon, K. & Schneider, E. (2020) Seven tips from research for hybrid teaching [Online] <https://www.pearson.com/ped-blogs/blogs/2020/07/7-tips-from-research-for-effective-hybrid-teaching.html> <https://www.pearson.com/ped-blogs/blogs/2020/07/7-tips-from-research-for-effective-hybrid-teaching.html> [Accessed August 2020]

Stein, J. & Graham C.R. (2014) Essentials for blended learning. Abingdon: Routledge

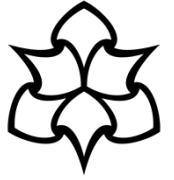
Smith, T (2005) 51 competencies for online instruction. *Journal of Educators Online* 2(2).

https://www.researchgate.net/publication/26499868_Fifty-One_Competencies_for_Online_Instruction

Vai, M. & Sosulski, K. (2016) Essentials of online course design. Abingdon: Routledge

Veletsianos, G. (2020) Learning online: The student experience. Baltimore: Johns Hopkins University Press

WONKE/Pearson research (2020) [Online] <https://wonke.com/wp-content/wonke-uploads/2020/07/Pearson-Wonke-student-expectations-survey-published-version.pdf> [Accessed August 2020]



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