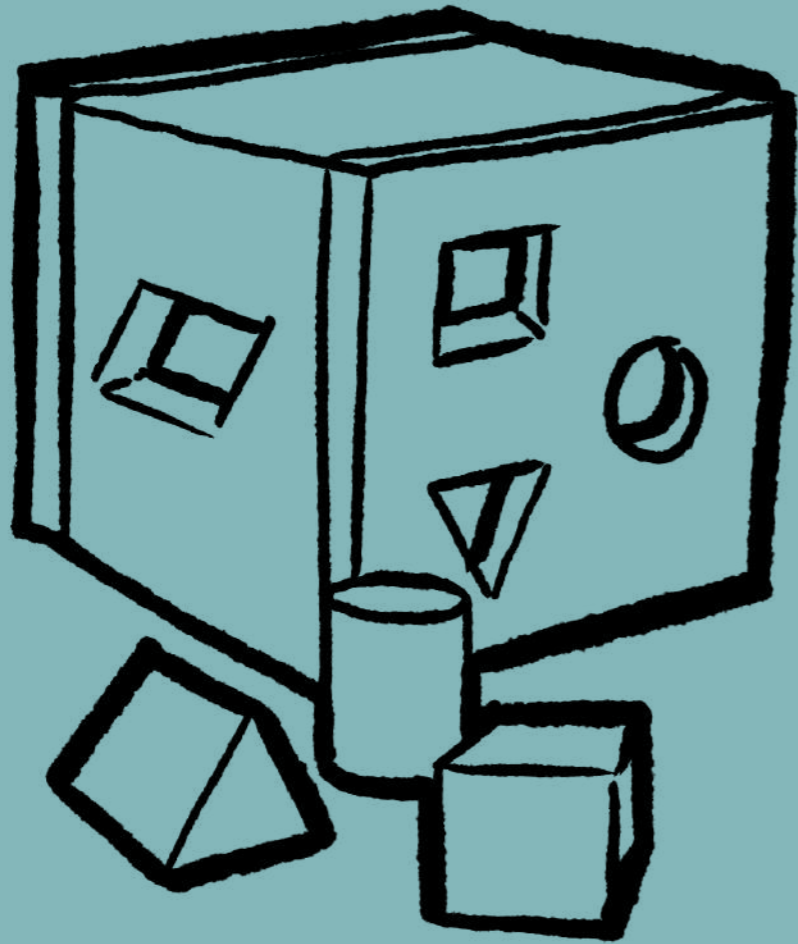


**case-study / West Dean**



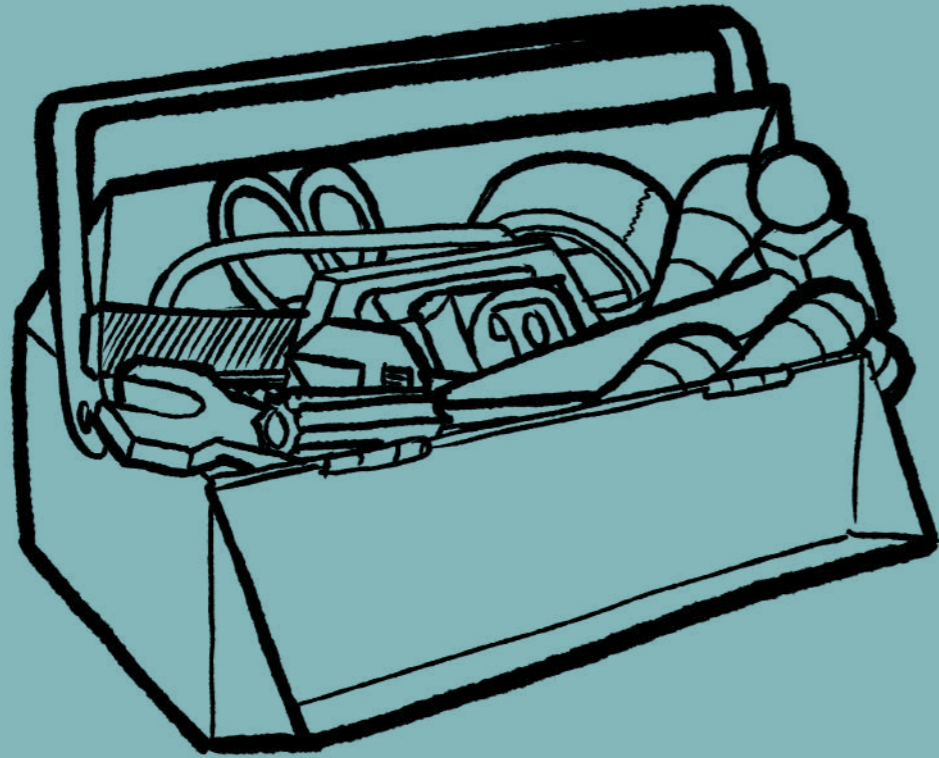
# the challenge

- West Dean wanted to help staff from a new partner institution develop knowledge and skills of teaching, learning, facilitation and assessment.
- They needed the approach to teaching and assessment in the partner institution to be consistent with that of West Dean.
- They wanted staff from both institutions to meet and share their knowledge and expertise.
- They needed the induction to be flexible in order to work around staff teaching commitments.



## the brief

- Ding was brought in to deliver an induction programme that enabled tutors to build relationships between course teams.
- Our brief was to help deepen relations between the two institutions by developing shared values around teaching, learning and assessment.
- We needed to provide a flexible learning experience spanning both on-campus and online modes.
- The content needed to provide opportunities for creativity, discussion and reflection.



## our approach

- We designed a hybrid induction that enabled meaningful engagements to happen both onsite and online.
- We used a little-and-often approach to make it easy for tutors to engage with the induction alongside their teaching commitments.
- We used digital technologies. LEGO, Padlet, Mentimeter and a range of practical activities to help participants get to know each other through making and discussion.
- We guided participants and modelled good facilitative practice in areas including learning theories, digital technologies, assessment and feedback, learning outcomes and community building.

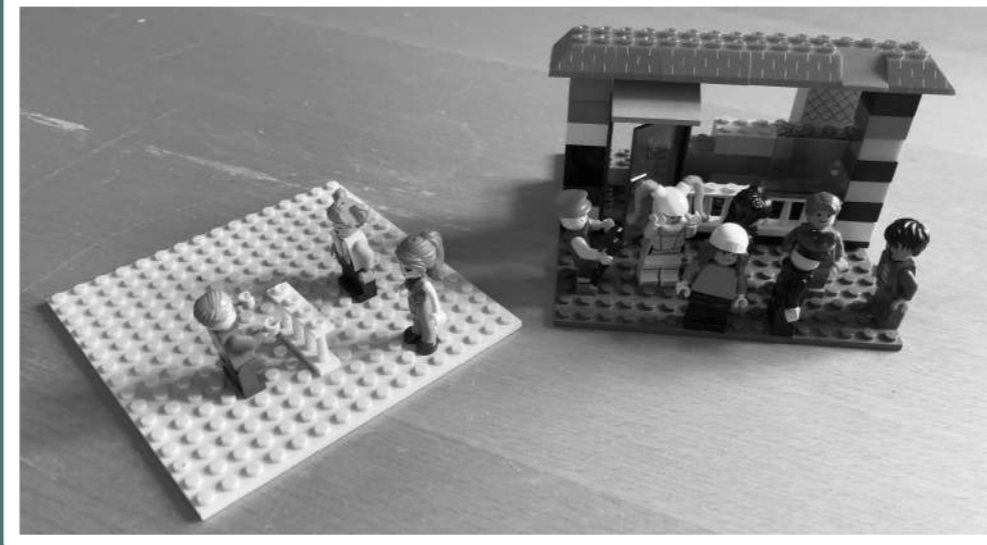


### Biggs' three levels of teaching (2003)

Level 3: what the student does  
*integrate teaching and learning*

Level 2: what the teacher does  
*blame the teacher*

Level 1: what the student is  
*blame the student*



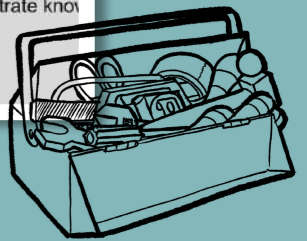
Constructive alignment

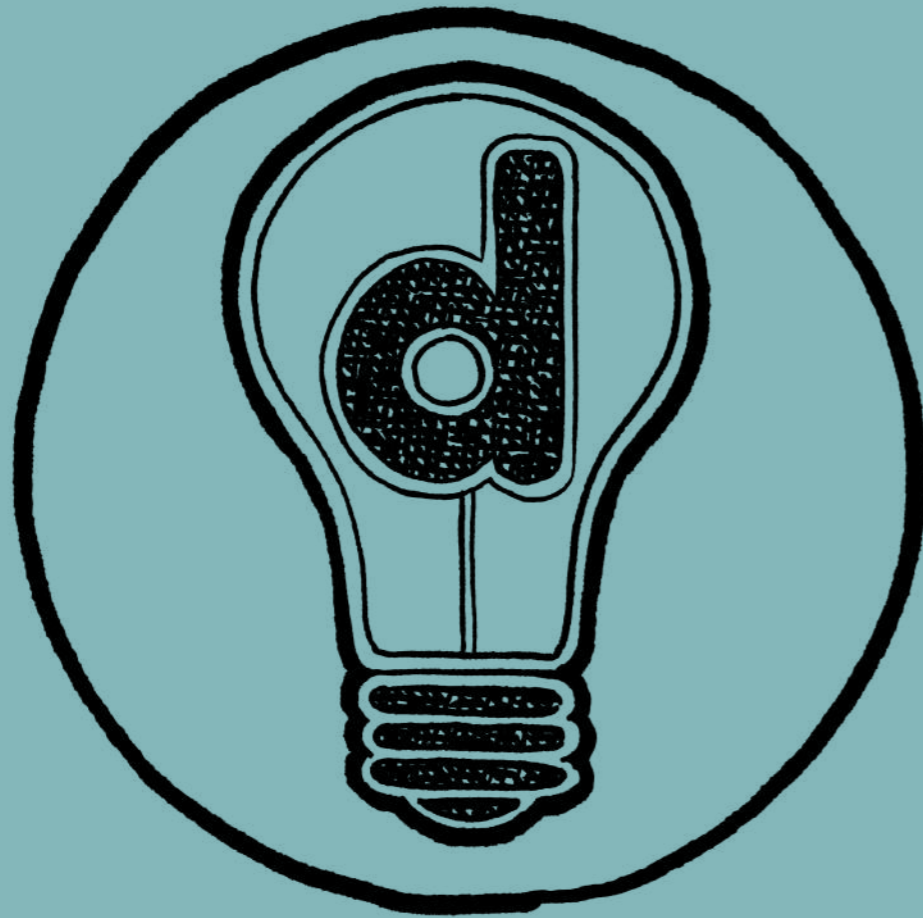
Learning outcomes

Feedback



Learning outcome	What's the problem?		
Evaluate recent trends in colour usage and create a presentation of your findings (Intermediate level)	Two in one	Wrong level	Analyse recent trends Create a presentation Or Discuss recent trends
Interrogate the unspoken realities and professional methodological strategies of conservational practitioners (Beginner level)	Trying to be clever	Teaching, not learning	List the types of professional actions in conservation
Understand the central themes of 20th Century architecture (Intermediate level)	Avoid 'Understand'	Teaching, not learning	Demonstrate knowledge



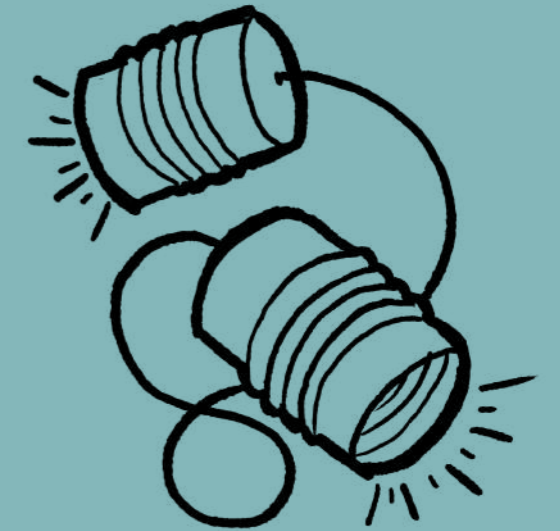
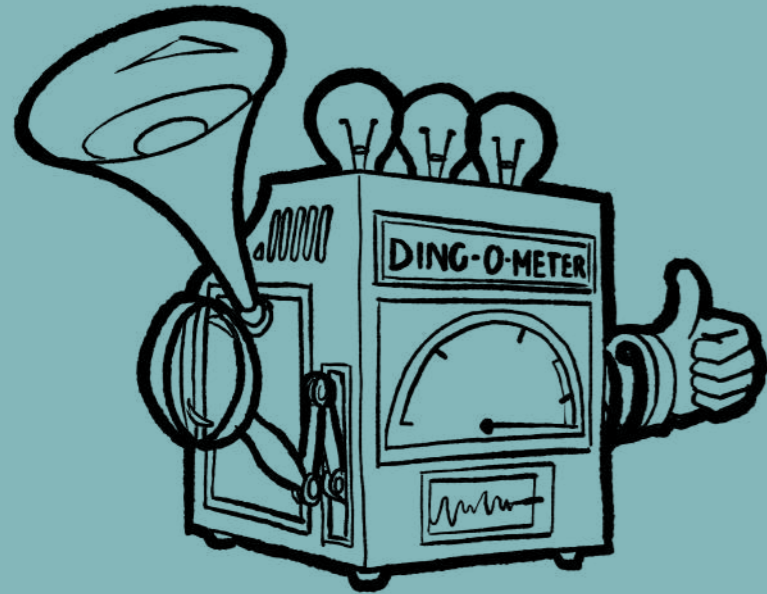


## our impact

- The induction enabled tutors from both institutions to meet and build relationships, improving knowledge sharing and teamwork.
- Participants could take the course with a minimum of disruption to their teaching.
- The community aspects of learning in a group were transformative for many of the participants.
- The induction modelled best practice in facilitating an engaging hybrid learning experience.

Read [Ding's Learning Design Almanac](#)

Talk at [hello@ding.global](mailto:hello@ding.global)



Listen to [The Ding-O-Meter](#) Podcast

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**Ding! Your next bright idea is here**

