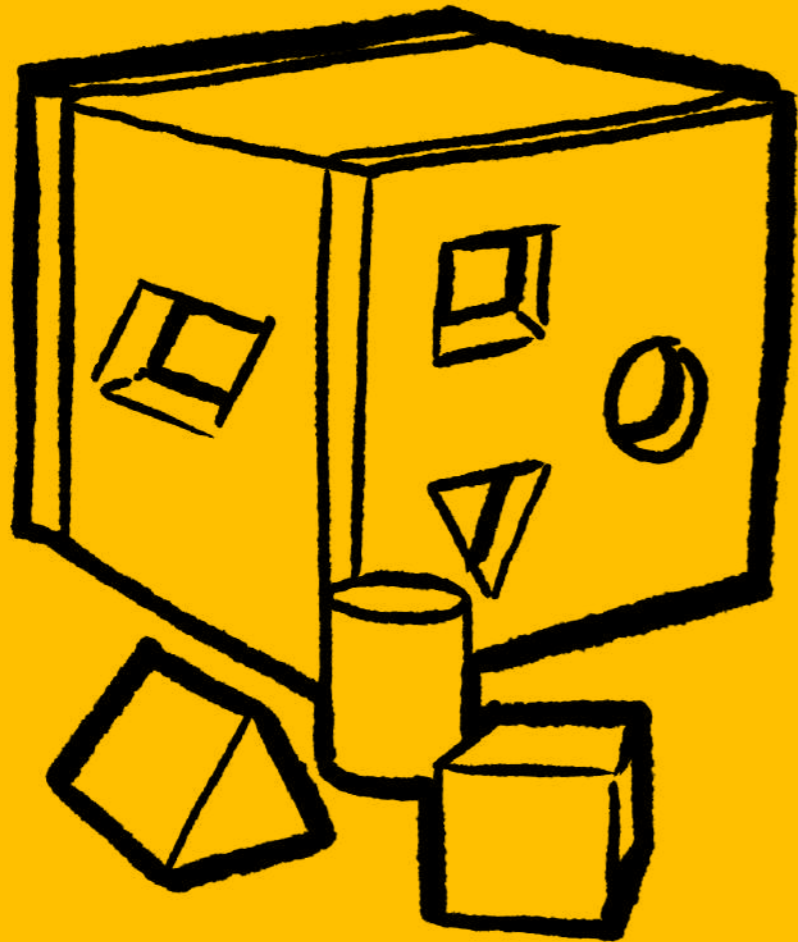


**case-study / woxsen university**



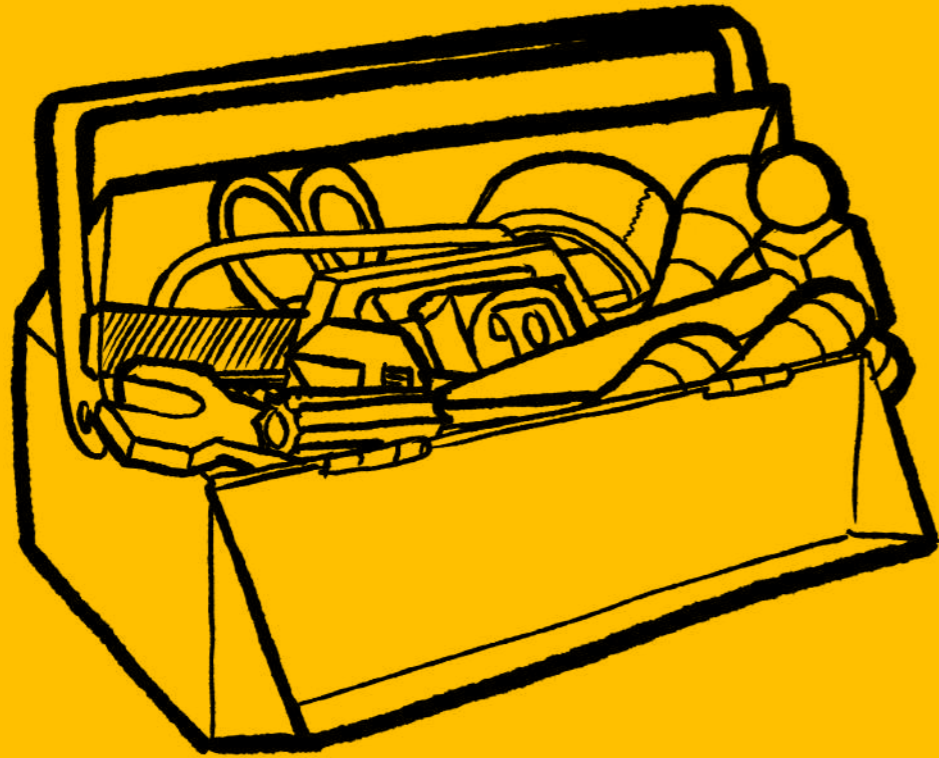
# the challenge

- Woxsen University offer higher education courses in Hyderabad, India.
- Woxsen wanted to train tutors in its School of Art and Design on aspects of curriculum design and assessment.
- The training needed to provide faculty with the knowledge and skills to review and revise course documentation and activities.
- The content needed to be delivered remotely and provide opportunities for further study.
- Woxsen wanted a training session that modelled the style of facilitation they wanted their faculty to use.



## the brief

- Ding worked with the Dean of the School of Art and Design to plan the scope of the training.
- Our brief was to provide a 2-hour online training session that provided practical learning activities.
- The training session needed to enable faculty to work collaboratively on curriculum issues.
- The experience also needed to provide an opportunity for new faculty to meet and engage with existing faculty.



## our approach

- The Ding team began by developing learning activities that faculty could complete in their own time before the synchronous training session.
- This enabled faculty to externalise their thoughts and views about learning and begin meeting each other.
- We produced videos and guides that faculty could refer to when reviewing and developing new and existing programmes.
- We created a bespoke website to host the training resources, videos and Zoom links.
- We facilitated a 2-hour workshop and used Padlet and Google Slides to create collaborative online workspaces.

### SOAD FDP worksheet

Your name: **Dr. Tony Reeves**

Once you've watched the video about the Alexander Framework, respond to the four questions below. This will help you become more conscious of your underlying beliefs and assumptions about learning.


**Activity 1: Complete the Alexander framework**

1 What should learners learn?

2 How should it be learned, taught and assessed?

3 Why should learners learn in this way?

4 What is an educated person?




### Activity 1

For their first activity, the participants were asked to download and complete a worksheet (see video).

Participants were asked to respond to four questions: what should learners learn? How should it be learned, taught and assessed? Why should learners learn in this way? And what is an educated person?


The aim of the activity was to help them reflect on their values about learning and teaching.



### A story about empathy

We then provided participants with a short story about the power of empathy in learning design. Empathy is a powerful tool that we can use to help us identify obstacles to students' success, and is a core tool in for teachers, faculty and learning designer.

In this video, Phil from Ding Learning shares a short story to illustrate the power of empathy in teaching and learning. Phil explains how we can use empathy to anticipate how our students might be feeling in a learning situation. This enables us to focus more clearly on removing potential barriers to learning for individual students.





:Padlet

Ding Learning + 8 • 5mo

## Tuesday mini-project: create a learner persona

Please upload your completed persona here - just click the '+' in the bottom right of the screen.

#### Daniella

Develop your learner persona

Name: Daniela Hernandez

Your course / module title: Interior Design

Circumstances	
Where is she from?	Florida, USA
What are her priorities?	Education, Family
What are her struggles?	Struggles with ADHD/Anxiety Disorder. Some days she's very positive and productive, some days she's very overwhelmed and struggles to get things done. She's aware about her condition and tries to work around it, but...

DOCX

Day-2-Develop-Persona-1

#### Rosie

Develop your learner persona

Name: Rosie

Your course / module title: 00 Metals Conservation

Circumstances	
Where is she from?	America
What are her priorities?	To gain the knowledge and skills necessary to allow access to entry level conservation positions in either the UK or internationally.
What are her struggles?	Seemingly lack of structure

DOCX

Day-2-Develop-Persona-1

#### Mia

Develop your learner persona

Name: Mia

Your course / module title: Furniture Conservation

Circumstances	
Where is she from?	Germany
What are her priorities?	Develop her hand skills. Study furniture history
What are her struggles?	Language barrier. Options

DOCX

Persona- Mia

#### Aurelia

Develop your learner persona

Name: Aurelia Molding

Your course / module title: Books Conservation

Circumstances	
Where is she from?	Kenya
What are her priorities?	Getting a degree to be able to work
What are her struggles?	English as a second language

DOCX

Day-2-Develop-Persona-1\_LL

#### Faye

Develop your learner persona

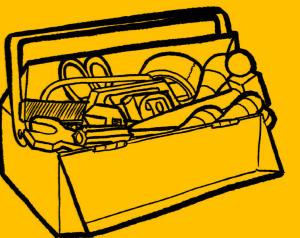
Name: Faye Runway

Your course / module title: online Certificate Resistant Interior Design course

Circumstances	
Where is she from?	London
What are her priorities?	To complete the course whilst balancing with job and raising her 2 kids.
What are her struggles?	Lack of time and difficulty getting to grips with CAD software

DOCX

Day-2-Develop-Persona-1 COMPLETED



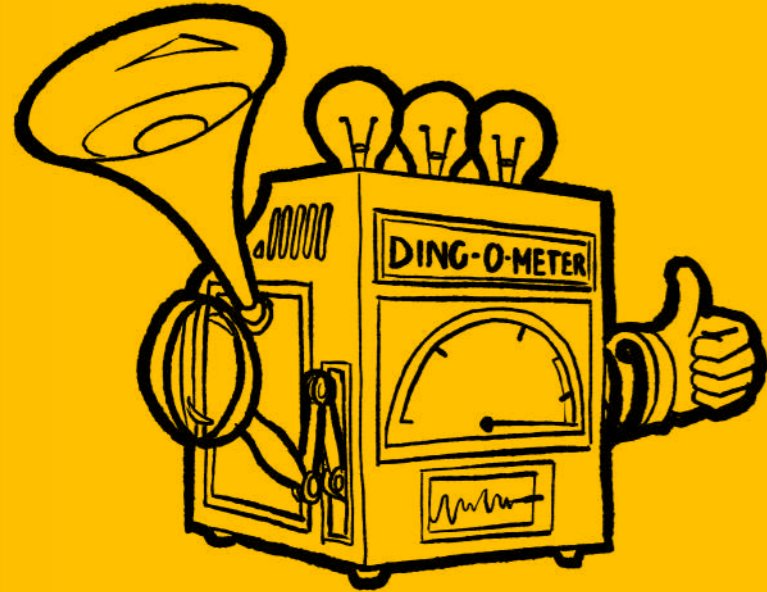


## our impact

- The training session succeeded in giving faculty the knowledge and skills to construct effective learning outcomes and assessments.
- We enabled faculty to review and revise the learning outcomes and assessments in their programme documentation.
- Our flipped approach ensured all faculty could participate in the activities.
- Our training resources continue to be used to help new faculty develop teaching and learning activities.

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

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



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



Learn on [our Bootcamp](#)

