ENCOURAGING STUDENT AUTONOMY THROUGH COLLABORATIVE CURRICULUM DEVELOPMENT

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The intention of this session is to present the use of a co-constructed curriculum that enables students to take on a management role and eventually schedule and run their own course structure, agree their own deliverables, deadlines and grading structure.

This will be followed with a discussion with students. Questions are encouraged on the enhancement of confidence, employability and management skills.

The course in question is project based and practice-led with progress, deadlines aside, at the student’s pace.

The ideal is to engender a state of flow (Csikszentmihalyi (1996)).

Although this is a creative production course this method can be applied to any project/student centred learning course.
THE COURSE
Multiplatform TV
Level 6
30 Credits
15 students
Create a multiplatform TV series using platforms of choice including web, "TV" and mobile with user interaction. Create own story based around the idea of “Making the invisible visible”
METHOD

- Term 1 Schedule
  - 1 hour taught studio / lab sessions to gain practical skills
  - 2 hours in classroom, teaching required theory and methods
  - Including
    - reading/discussion tasks in first 7 weeks
    - development exercises in remaining 7 weeks
  - Concluding with a plan for term 2
    - Story idea, allocated roles
    - Preparation for project plan and individual learning agreement

- Coursework – a report on an aspect of Multiplatform TV requiring personal research
THE TAKE-OVER

- **Term 2**
  - Schedule provided by Project Manager following group discussion
  - Hand in of Individual Learning Agreements
  - Identifying:
    - Main areas of learning
    - Roles to be taken
    - Deliverables
    - Mapping of roles and deliverables to course learning outcomes
    - Allocation of division of grade across deliverables
  - Feedback and agreement, also allowed ongoing updates

  - 2 hour presentations/meeting sharing progress and discussing work ahead

  - Term 3 deadline, end of campaign
Students will all have a level of practical skills from years 1 and 2 in a variety of media. They will all have taken a core production course where they were given specific job roles and taken through the processes of managing and conducting a digital media production to an end product. They will, therefore, have developed the background skills to understand what is required of them when they take over.
MY ROLE

- Provide initial skills and methods in traditional manner
- Provide exercises to practice the development of transmedia
- Gauge when to interrupt when teaching not being followed
  - Waiting for the willingness to learn
- Gauge when to stay on a particular area and when to move on
  - When has learning actually taken place
- Sit on urge to correct and urge to have an action packed schedule!
- Gently push the students to take over the ‘teaching spaces’ – the AV console and whiteboard
- Gradually fade to the back corner of the room offering occasional advice and encouragement
Attention is focused on a limited stimulus field. There is full concentration, complete involvement.

Action and awareness merge.

There is freedom from worry about failure.

Self-consciousness disappears.

The sense of time becomes distorted.

The experience become its own reward - auto-telic.

...WHAT CONDITIONS FOSTER FLOW?

1. There are clear goals every step of the way.
2. There is immediate feedback to one's action.
3. There is a balance between challenges and skills.
MIHALYI CSIKSZENTMIHALYI’S FLOW 2

Skills vs. Challenges

- Anxiety
- Worry
- Apathy
- Boredom
- Arousal
- Control
- Relaxation

FLOW: HIGH Arousal, HIGH Skills, LOW Anxiety, LOW Worry, LOW Apathy, LOW Boredom, LOW Relaxation, LOW Control.
RESULTS ANALYSIS

- Overall Mean Grade 69%
- 50% of students with a complete profile gained a first class grade
- Grade for group product 90%
- 100% course satisfaction
REFERENCES

- Multiplatform TV Social Media Hub
  [http://cc0493.wix.com/privacyrevoked](http://cc0493.wix.com/privacyrevoked)