



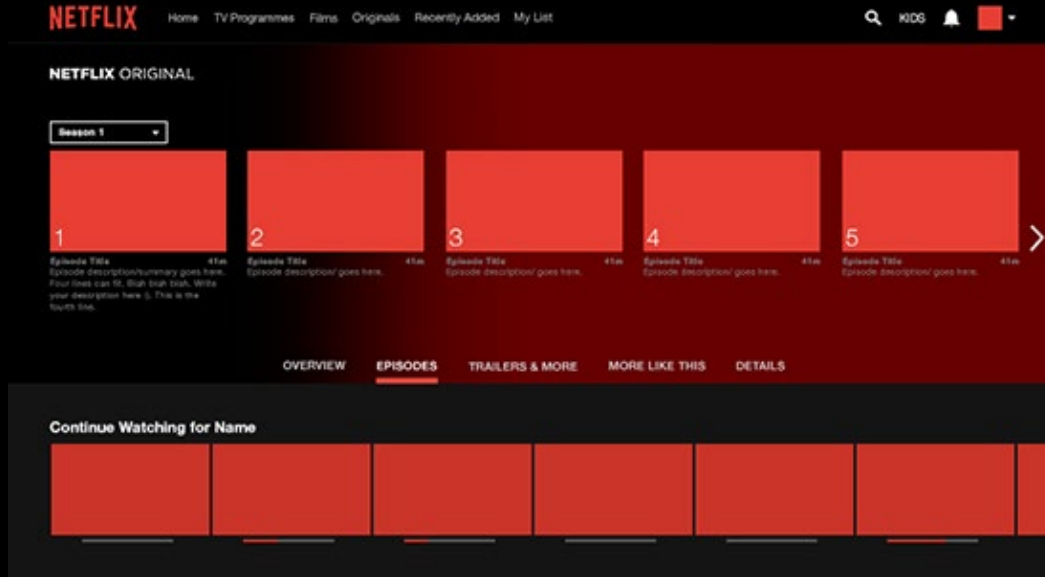
## **NETFLIXING YOUR UNIT**

**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?



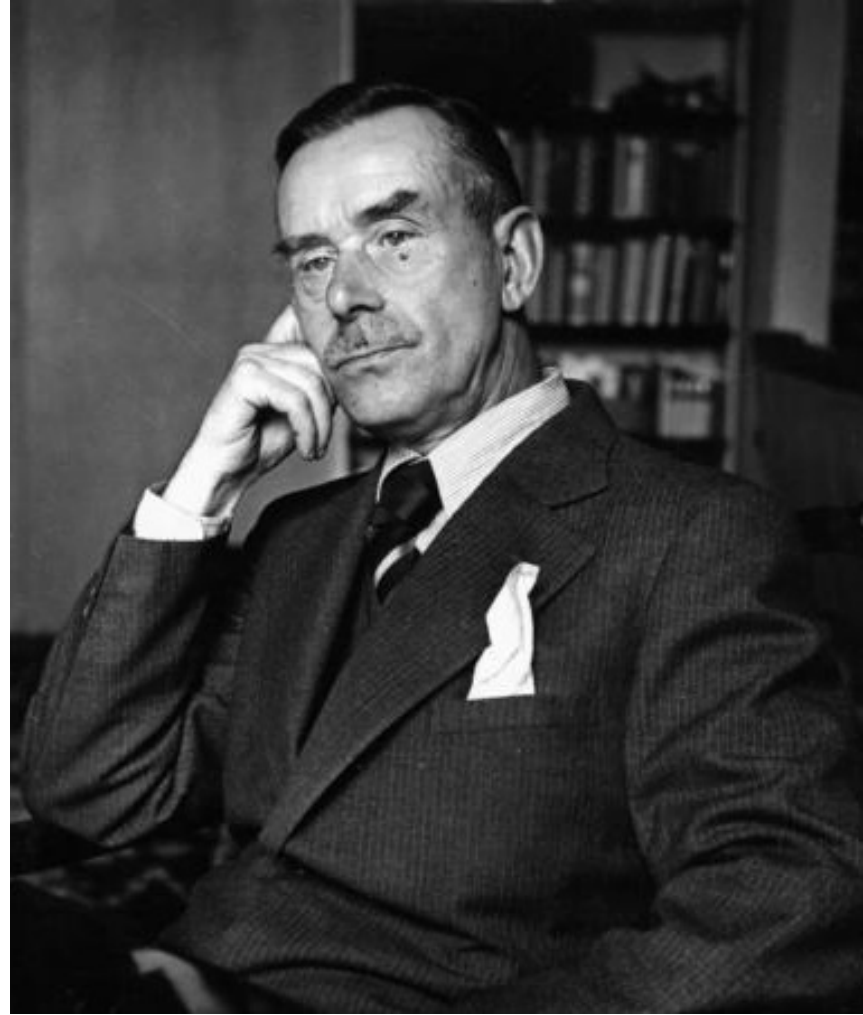
"Students should  
feel they can direct  
their own learning  
experience."

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 RESEARCH

71% will struggle with motivation

65% will struggle to stay connected

63% will feel less prepared to undertake assignments & activities

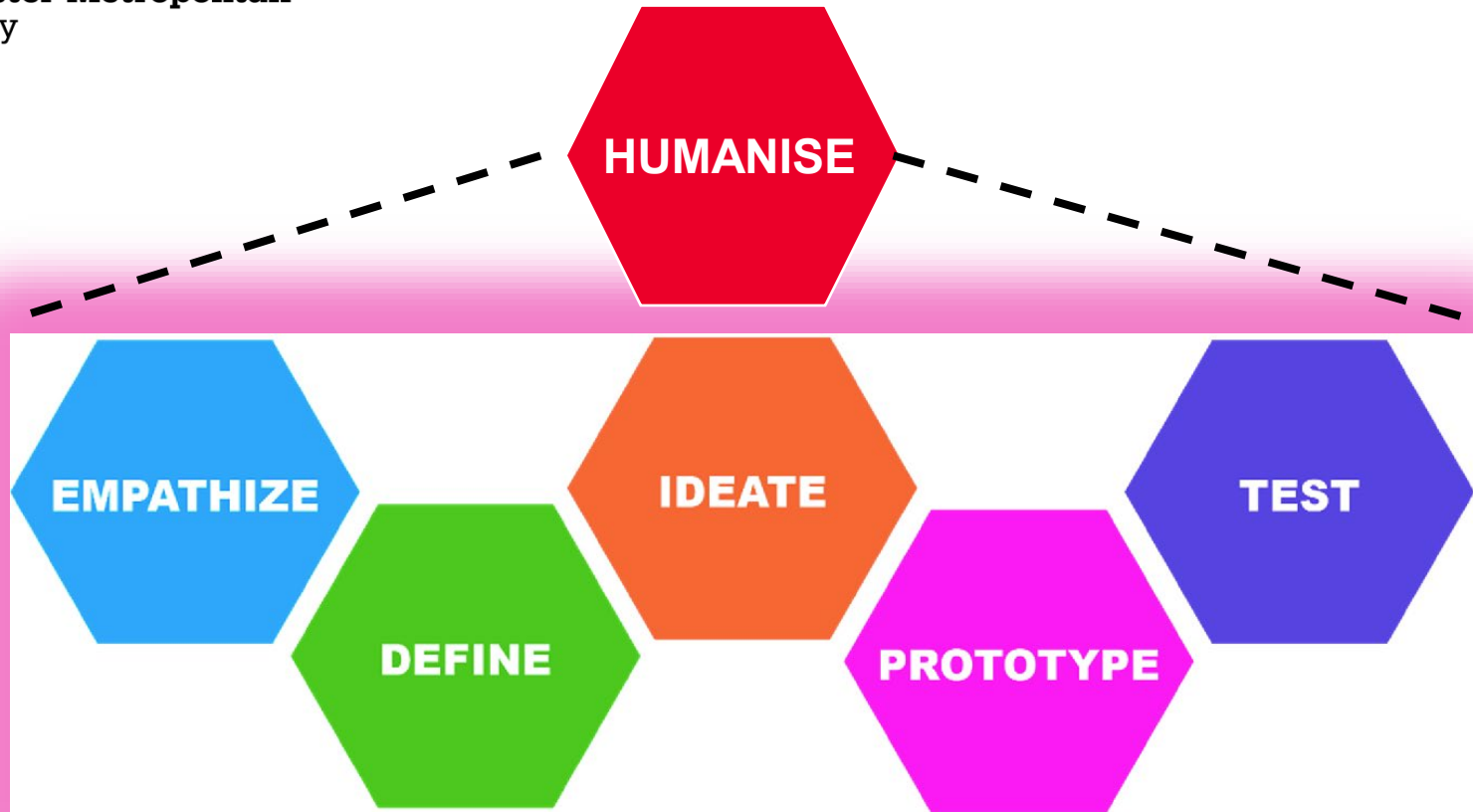
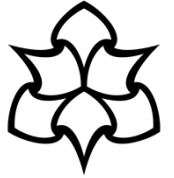
59% expect 'high quality' online learning

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

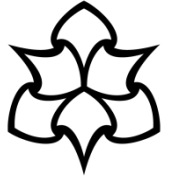
**'Bookending':** Boettcher & Conrad's (2016) 'Four stages of a course' framework.





## **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)

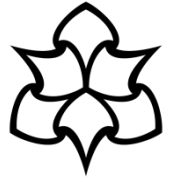
RUX explores the cognitive and affective drivers of media engagement and how to apply them to create compelling digital comms and experiences.

Key	MOL	DAY	TIME	LO3		LO3
				Course Beginning (CB)	Early Middle (EM)	
				Week 1: Break the ice	Week 2: Conceptual Framework	Week 3: Storytelling
MOL - Mode of learning	ASY		1hr	How to study on this unit	Academic Theories, Models & Concepts	The psychology of RUX
ASY - Asynchronous				Intro to RUX	Bortone's video-maker framework	Microfilm Advertising
* SY - Synchronous subject to TT				Assignment Briefing	RUVX case study	Empathetic: Persona Creation
OC - On campus						
SDS - Self-directed study						
POL - Point of Learning						
FB - Feedback						
** ODI - online drop-in subject to TT				Large Group Work - Intros/Icebreaker	Small Group Work - RUVX case study	
Formative	SY	TBC	2.5hrs*	Tech orientation		
	OC	TBC	1.5hrs	Meet n Greet How to study on this unit Reinforce key unit concepts	Your feedback counts The Unit Conceptual Framework	
	SDS			Watch: video - The Power of Persuasion (Kanopy) Read: Green & Brock, Narrative Transportation Listen: podcast (Digi Human) Visit: interactiondesign.org	Watch: selection of microfilm ads Read: Narrative Impact (Green et. al) Listen: podcast (Hidden Brain) Visit: humanfactors.com	
	POL				POLI: Assignment milestone 1 - Wiki Write "What is RUX?"	

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	<ol style="list-style-type: none"> <li>Analyse real world situations critically.</li> <li>Communicate effectively using a range of media.</li> <li>Apply teamwork and leadership skills.</li> <li>Find, evaluate, synthesise and use information.</li> </ol>				
Unit Learning Outcomes	<ol style="list-style-type: none"> <li>Analyse the multi-dimensional nature of the tourist experience</li> <li>Evaluate experience design principles in the tourism industry.</li> </ol>				
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 <sup>th</sup> September	Fieldwork: data collection in Manchester*  * an alternative is available	Personal and Situational Factors
ASU (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



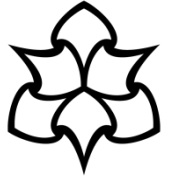
## **BENEFITS**

### **FOR STUDENTS**

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

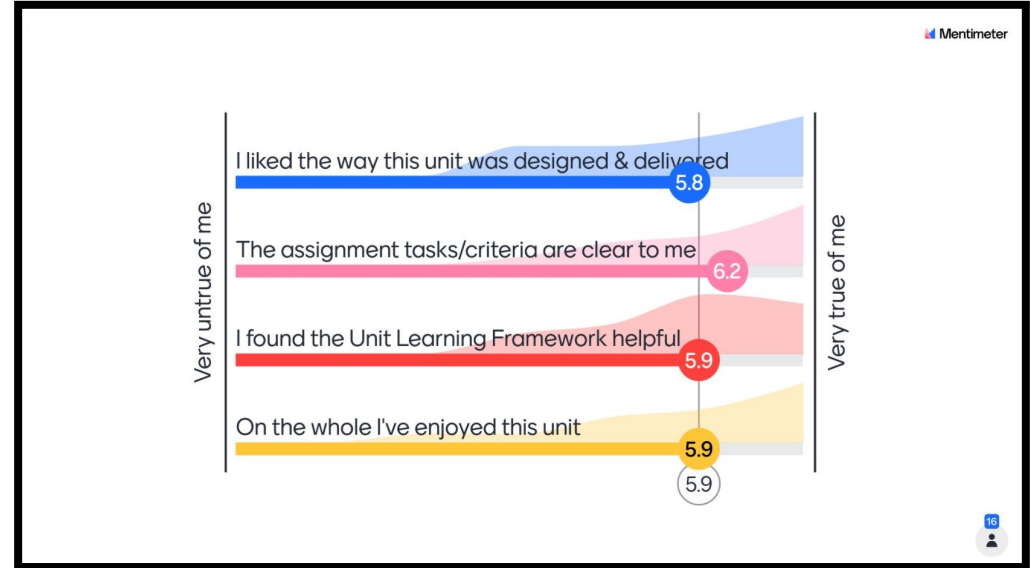
### **FOR MENTORS**

- 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."

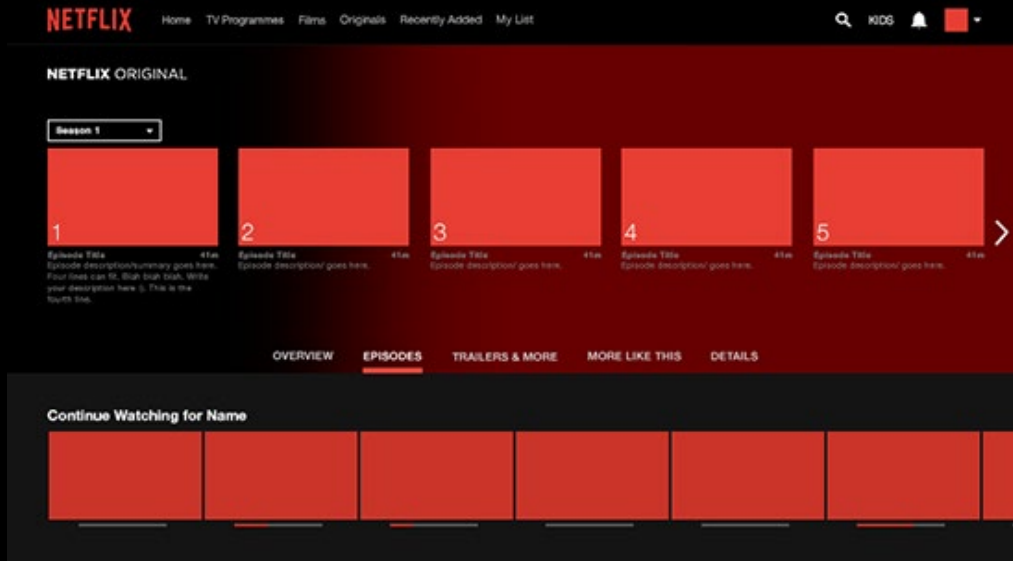


## LEARNING SO FAR

- 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 Netflixer will respond to this approach
- Synergy between unit content & framework



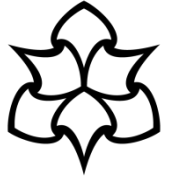




Source: <https://completeresources.tumblr.com/post/170591368289/puddifoots-netflix-psd-add-on-pack-1-base-pack>

## 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://cmapspublic2.ihmc.us/rid=1150237884140\\_552530918\\_4532/process%20of%20Community%20building.pdf](https://cmapspublic2.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\\_Compencies\\_for\\_Online\\_Instruction](https://www.researchgate.net/publication/26499868_Fifty-One_Compencies_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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