



# University of HUDDERSFIELD

## University of Huddersfield Repository

Tinker, Amanda and Hill, Pat

Curriculum Collaboration: Combining Strengths to Develop Student Learning

### Original Citation

Tinker, Amanda and Hill, Pat (2015) Curriculum Collaboration: Combining Strengths to Develop Student Learning. In: ALDinHE 2015: The Learning Development Conference, 30th March – 1st April 2015, Southampton Solent University.

This version is available at <http://eprints.hud.ac.uk/25006/>

The University Repository is a digital collection of the research output of the University, available on Open Access. Copyright and Moral Rights for the items on this site are retained by the individual author and/or other copyright owners. Users may access full items free of charge; copies of full text items generally can be reproduced, displayed or performed and given to third parties in any format or medium for personal research or study, educational or not-for-profit purposes without prior permission or charge, provided:

- The authors, title and full bibliographic details is credited in any copy;
- A hyperlink and/or URL is included for the original metadata page; and
- The content is not changed in any way.

For more information, including our policy and submission procedure, please contact the Repository Team at: [E.mailbox@hud.ac.uk](mailto:E.mailbox@hud.ac.uk).

<http://eprints.hud.ac.uk/>

## Session No. 2.4

### Curriculum Collaboration: Combining Strengths to Develop Student Learning

Amanda Tinker & Pat Hill, University of Huddersfield

#### Abstract

McKinney, Wood and Little (2009) point out the value of working with other professionals in 'a coherent pedagogic framework' and how this 'offers significant personal and professional rewards.' As Learner Developers we work in partnership with a range of different colleagues (for example, subject specialists, librarians, learning technologists, technicians and student services) to develop learning and integrate academic skills into the curriculum, but the framework is not always clear and well defined to have the impact on student learning we work towards.

This workshop will share our experiences of collaborations through different case study examples, illustrating both the advantages and difficulties we face in providing timely and relevant learning development opportunities within a predetermined curriculum. These case studies range from one-off interventions through to carefully designed input which has been integrated into the curriculum based on a framework which maps the progression of learning development through the three years of a degree programme. Through group activities, we will invite participants to share and analyse their experiences of collaboration from being 'parachuted in' to becoming an integrated member of a teaching team. The aim is to provide an insight and work towards developing guidance as to what can make these collaborative ventures more successful.

#### Session Plan

5 mins - Introduction of issues

15 mins - Case study examples.

15 mins - Exercise 1 small groups

Identify and discuss instances of collaboration and complete a diagram which illustrates the different dimensions involved including planning, content input, integration and evaluation.

15 mins- Round up and sharing.

10 mins- Some possible steps forward and useful resources.

#### Presenters

Dr Pat Hill

[p.a.hill@hud.ac.uk](mailto:p.a.hill@hud.ac.uk)

Dr Amanda Tinker

[a.tinker@hud.ac.uk](mailto:a.tinker@hud.ac.uk)