



# EXPERIENCE WITH AN ELDER WORKSHOP FOR INF2-SEPP

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# THE BEGINNINGS

- **Spring-summer of 2019:**

- New requirement to introduce Professional Practice/Ethics into Informatics courses starting with 2019-2020 academic year
  - *My introductory Software Engineering UG2 course (Inf2C-SE) was one of the targets*
- Recommendation to also take the opportunity to completely re-design the course to make it:
  - More up-to-date
  - Less theoretical (former critique from students), more practical
  - Include more examples
- **New name for the course: Inf2-Software Engineering and Professional Practice (Inf2-SEPP)**



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# BRAINSTORMING IDEAS

- Informal meetings with fellow academics to gather ideas for the re-design of the course:
  - Directors of Teaching: Stuart Anderson, Sharon Goldwater
  - Former Inf2-SEPP lecturers: Paul Jackson, Nigel Goddard, Ajitha Rajan
  - Lecturers of related software engineering courses: Volker Seeker (Inf1A), Paul Anderson (Inf1A, IPPO), Perdita Stevens (SDM), Barbara Webb (SDP), Judy Robertson (large programming course)
  - Experts in pedagogy: Judy Robertson
- Ended up with a *large list of ideas and suggestions, but little consensus*

... Then, Stuart Anderson pointed me to ELDeR workshops

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# PREPARING FOR THE ELDER WORKSHOP

- Submitting the **Workshop Request Form**:
    - Needing to *settle on a time to submit for BoS*, and planning for the workshop min 2 weeks earlier
    - Needing to *settle on the team of participants AND their availability* for the workshop:
      - Contacting the previously met academics, making note of common availability; This took a few good weeks!
      - Recommended to also invite:
        - A *critical friend* to be available for a portion of Day 3
        - A *student as a critical friend*-> Vidminas Mikucionis
        - Someone from the ITO, LTS and Library to discuss logistics, tools, library resources
    - Getting the form *signed by the Head of School*
  - Shortly after, invited for the **workshop: 17-18 September 2019**
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# THE TEAM

Name	Role
<b>Cristina Adriana Alexandru</b>	Course organiser
<b>Paul Jackson</b>	Former course organiser
<b>Gillian Bell</b>	Teaching Organisation Manager
<b>Alex Burford</b>	Learning Technologist
<b>Paul Anderson</b>	Lecturer on related course
<b>Angela Nicholson</b>	Academic Support Librarian
<b>Paul Patras</b>	Deputy Director of Teaching, critical friend
<b>Vidminas Mikucionis</b>	Student critical friend

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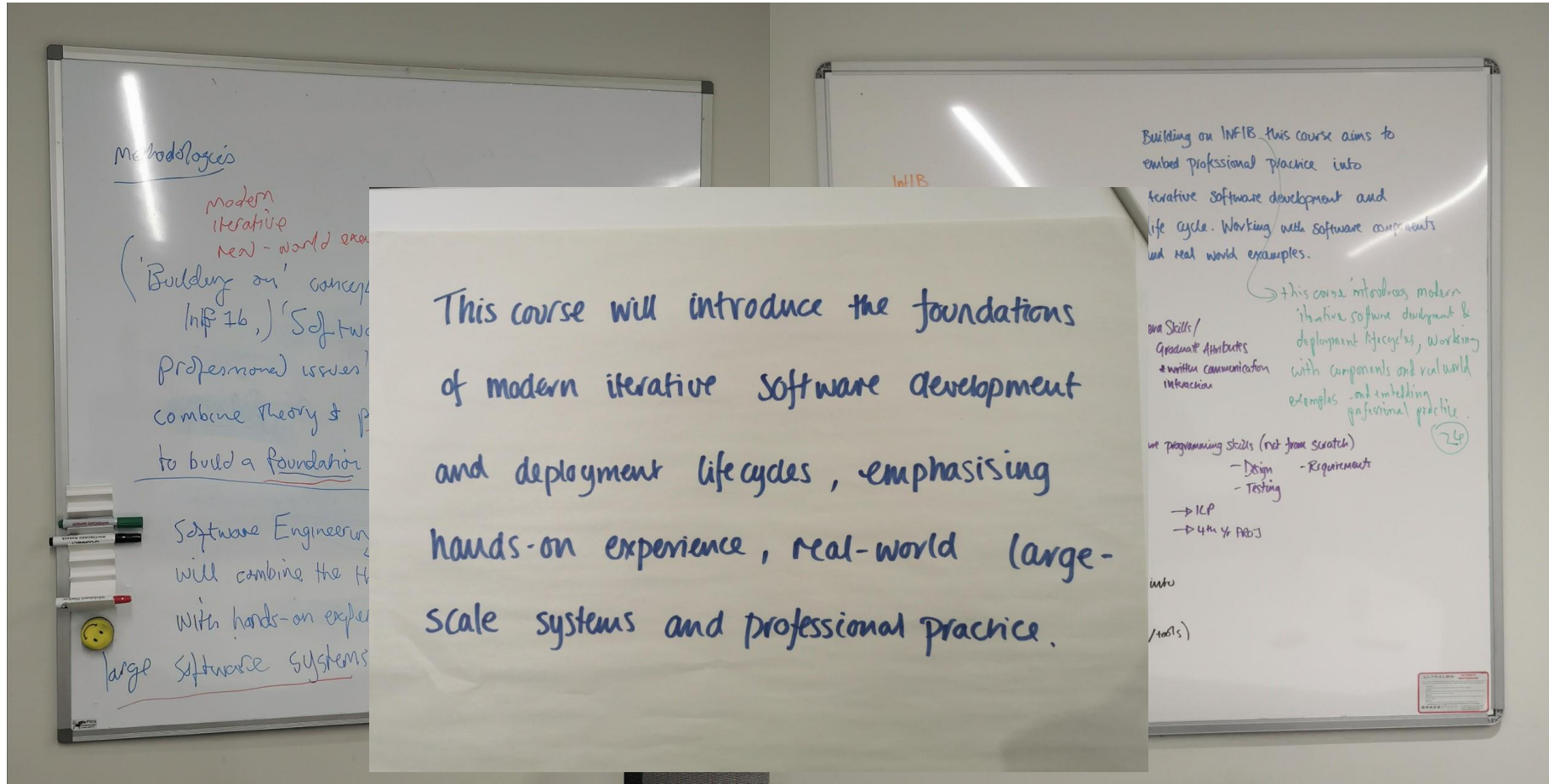
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# DAY 1 SCHEDULE

Time	Activity	Duration
8:45	Coffee on arrival	15
9:00	Welcome and introductions	15
9:15	Summary statement	30 + 15
10:00	'Look and feel' cards + Barnett and Coate	45
10:45	Coffee	15
11:00	What do you want your students to learn?	30
11:30	Learning outcomes	45
12:15	Assessment and feedback	15
12:30	Lunch	30
13:00	Storyboarding	Note: not reached 2 ½ hours
15:30	End of day 1	

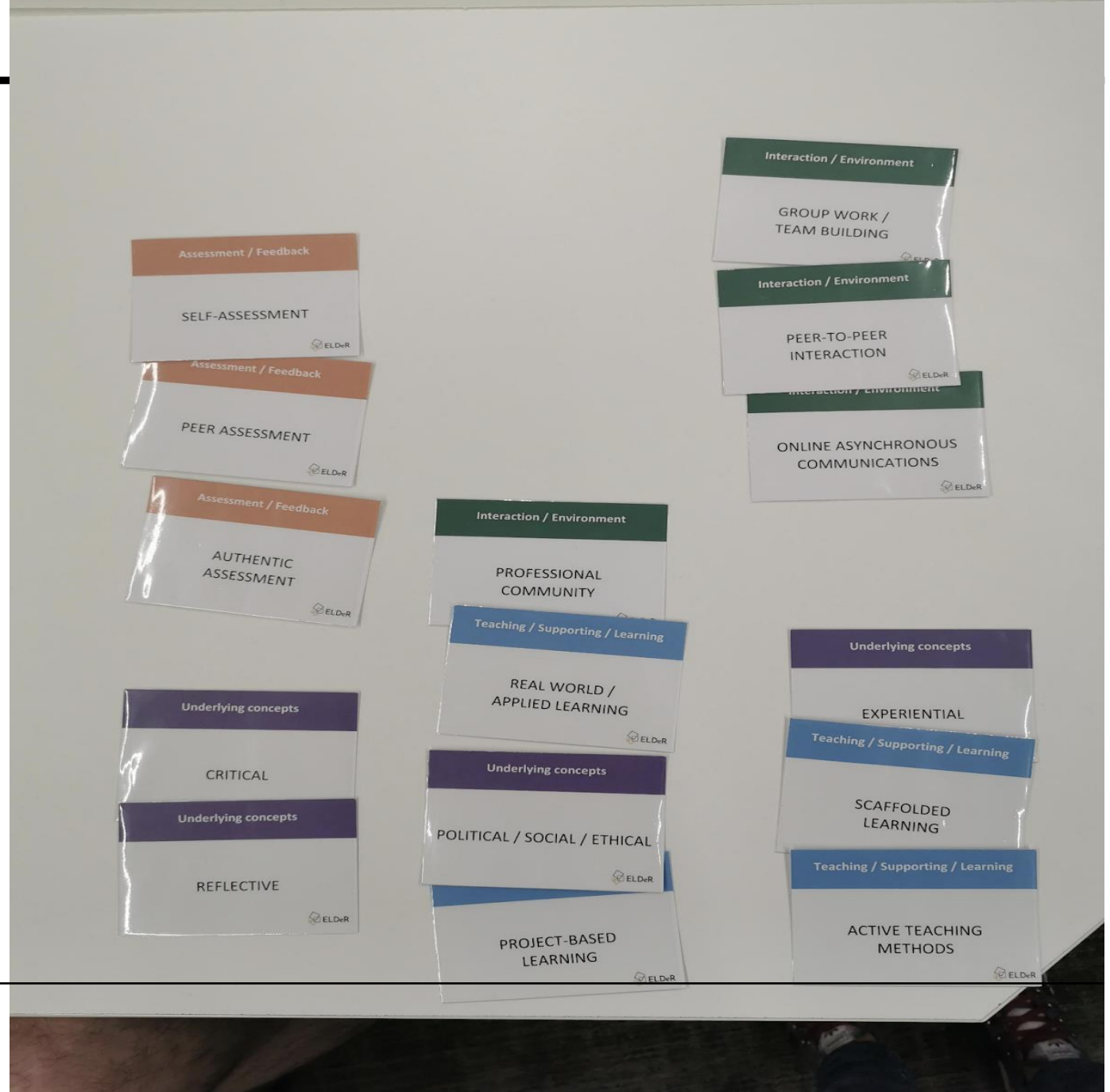
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# DAY 1: SUMMARY STATEMENT



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# DAY 1: "LOOK AND FEEL" CARDS





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# DAY 1: LEARNING OUTCOMES

By the end of this course the student will be able to...

Explain the modern techniques used in the design and development of large-scale software systems

Apply and evaluate these techniques in a small-scale, but real life, scenario

Work effectively as part of a team

Analyse the professional and ethical implications of software engineering decisions and propose solutions

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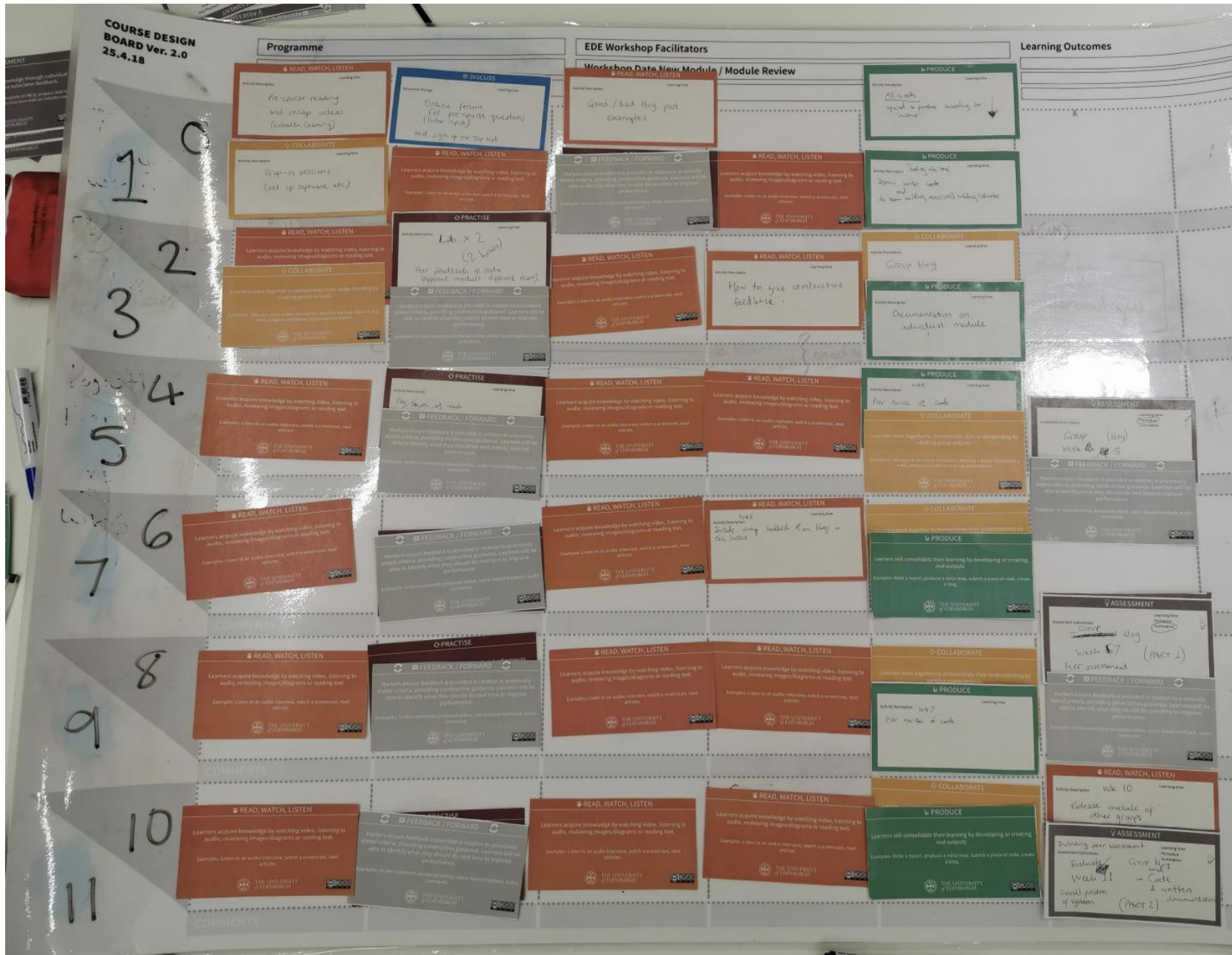
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# DAY 2: SCHEDULE

Time	Activity	Duration
8.45	Coffee	15
9.00	Recap of day 1	15
9.15	Storyboarding continued <span style="color: red;">Note: for us, first time</span>	2 hours
11.15	Coffee	15
11.30	Overlay learning outcomes <span style="color: red;">Note: not attempted</span>	30
12:00	Lunch	30
12:30	Critical friend – pitch, feedback and review	45
13.15	Action plan: next steps	30
13:45	Reflection – postcard exercise + Evaluation	30
14:15	End of day 2	

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# DAY 2: STORYBOARDING



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# DAY 2: STORYBOARDING

- Important ideas:
    - 100% coursework course, assessed through combination of group and individual work
    - 5-member teams working on developing a system throughout course
    - Each individual: team member, also customer for another team
    - Agile approach: producing something for the 'customer' on a weekly basis, plus reflecting on SE and teamwork through a weekly blog; requirements changing mid-way
    - In parallel: lectures on software engineering concepts and tools to introduce to their solution, discussion of professional practice
    - Three intermediate deadlines for peer review of code, the group's code and blogs to date (1<sup>st</sup> formative, 2<sup>nd</sup> summative), one final for same + video demo + individual documentation on their module + individual reflection on professional issues (summative)
    - Criteria-based marking
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# DAY 2: CRITICAL FRIEND- PITCH, FEEDBACK, REVIEW

- Paul and Vidminas joined while we were still storyboarding
  - They reviewed plans, added new ideas
  - Vidminas introduced the student point of view, emphasising the need for student support and feedback quality
  - Ended up working with the team on storyboarding
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# DAY 2: ACTION PLAN, NEXT STEPS

Tasks	Name(s)	Help needed and sources of help
Get clarity on second lecturer on course and support	Cristina	
Teaching support staff – hours, TA	Cristina	
Resources?	Cristina	
Develop coursework	Cristina	TA
Write up course design conclusions – teaching committee prep and prep for Dec BoS	Cristina	IAD
Get list - professional issues	Cristina	Stuart
Model timetabling	Gillian	Vicky

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# MY OVERALL REVIEW OF ELDER

- Designing a course that sits well in the curriculum is difficult; Collaboration is necessary!
- The ELDeR workshops are an excellent formalised way to bring people in different roles and with different experience (including students, people who handle admin) together.
- The workshops are led by pedagogy experts, who bring documentation and advice
- In just a few hours' work, a plan for the whole course can be achieved, which feeds directly into the BoS proposal
- The team also then offer support during the BoS itself

*My proposal got accepted after few modifications!*

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