

# Active Blended Learning and Changemaker at UoN



Alison Power

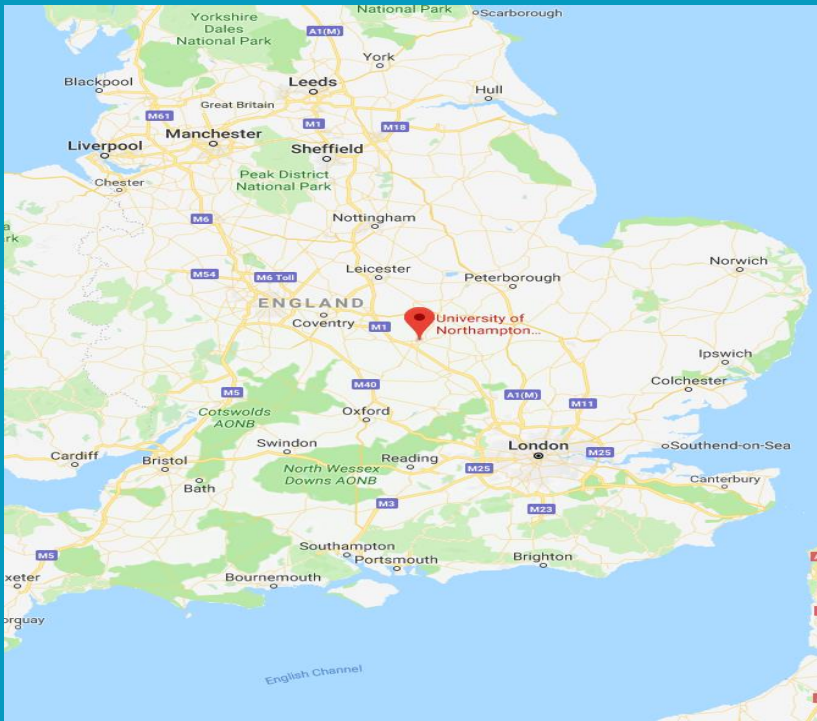
Faculty Lead for IPE / Senior Lecturer in Midwifery

University of Northampton

[Alison.power@northampton.ac.uk](mailto:Alison.power@northampton.ac.uk)

@alisonpower31

@UniNhantsFHS



# About Us

Full University status and Research Degree Awarding Powers granted in **2005**

New Waterside campus opened in **September 2018**

**Approximately 13,000** students at UoN campuses in Northampton, across the UK and around the world



# The Northampton Graduate is...

- knowledgeable
- socially responsible
- digitally proficient
- a highly employable global citizen
- the 'Changemaker' of the future

Source: [ILT website](#)



Transforming lives + Inspiring change

Enabling transformational learning  
through inspirational teaching

# What is Changemaker?

‘spotting a social or environmental problem, and having the skills and grit to do something about it’

‘doing the right things, in the right way, with the right people, for the right reasons’

Source: UoN website



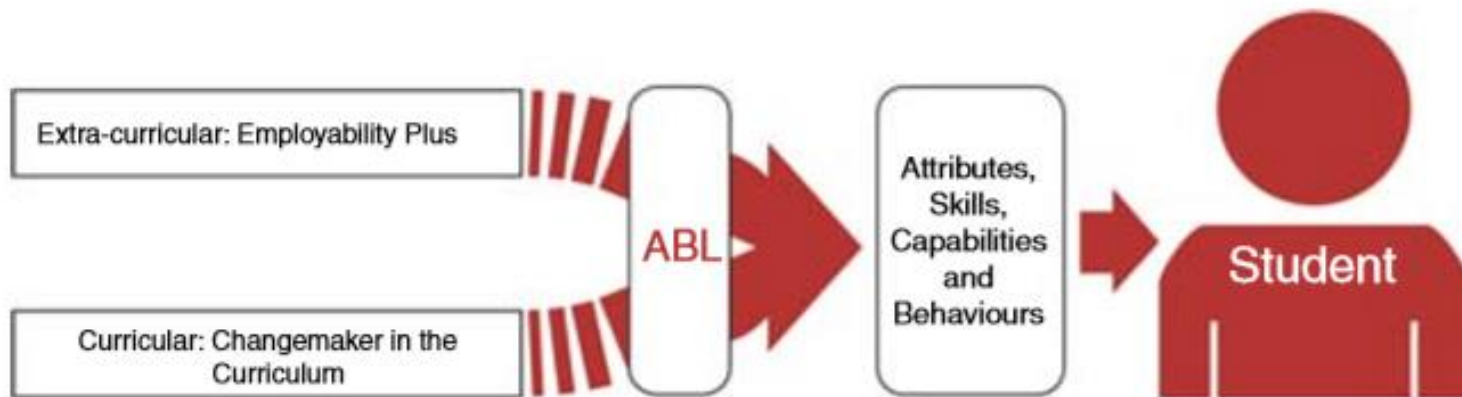
# Changemaker Values

- Live responsibly
- Work collaboratively
- Be resourceful
- Practice empathy
- Be true to personal values



Source: [UoN website](#)

# Uniting extra- and co-curricular work to support graduate employability with the outputs of the 'Changemaker in the Curriculum' project



# Programme redesign: CAIeRO

## Creating Aligned Interactive educational Resource Opportunities

Source: [ILT website](#)



# Programme redesign: CAIeRO

A transformational process enabling academic course teams to design for effective, participative active blended learning

Source: [ILT website](#)





# How does it work?

A two-day workshop delivers a blueprint and a storyboard for the course being designed or redesigned, a set of tested e-tivities and an action plan for the course team to develop the course further.

Source: [ILT website](#)



# What is Active Blended Learning?

‘a student-centred approach to support the development of subject knowledge and understanding, independent learning and digital fluency’

Source: [ILT website](#)



# What is Active Blended Learning?

It has a core, collaborative face-to-face component, explicitly linked to learning activity outside the classroom.

It helps to develop autonomy, Changemaker attributes and employability skills.

Source: [ILT website](#)



# The typical 'flipped classroom'



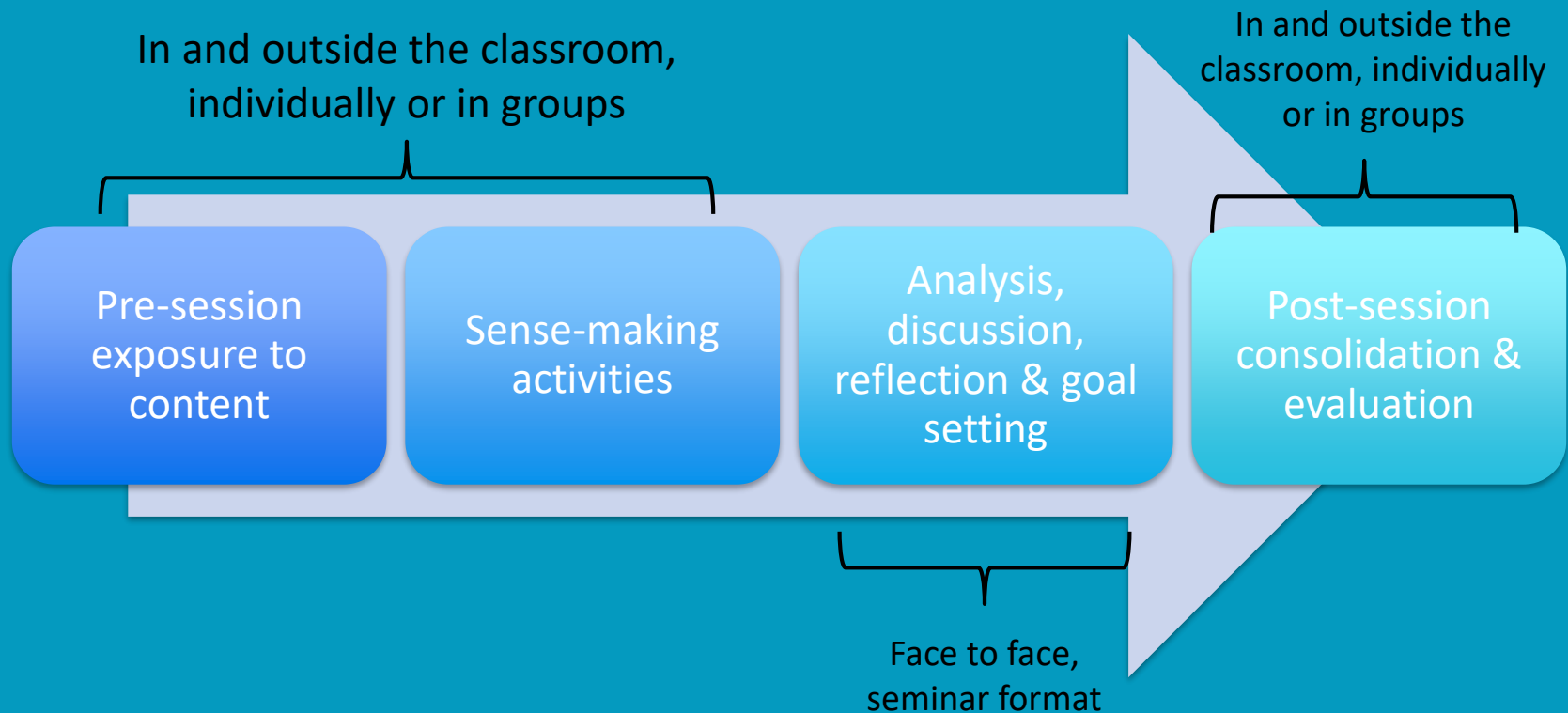
Transforming lives + Inspiring change

# The ABL difference

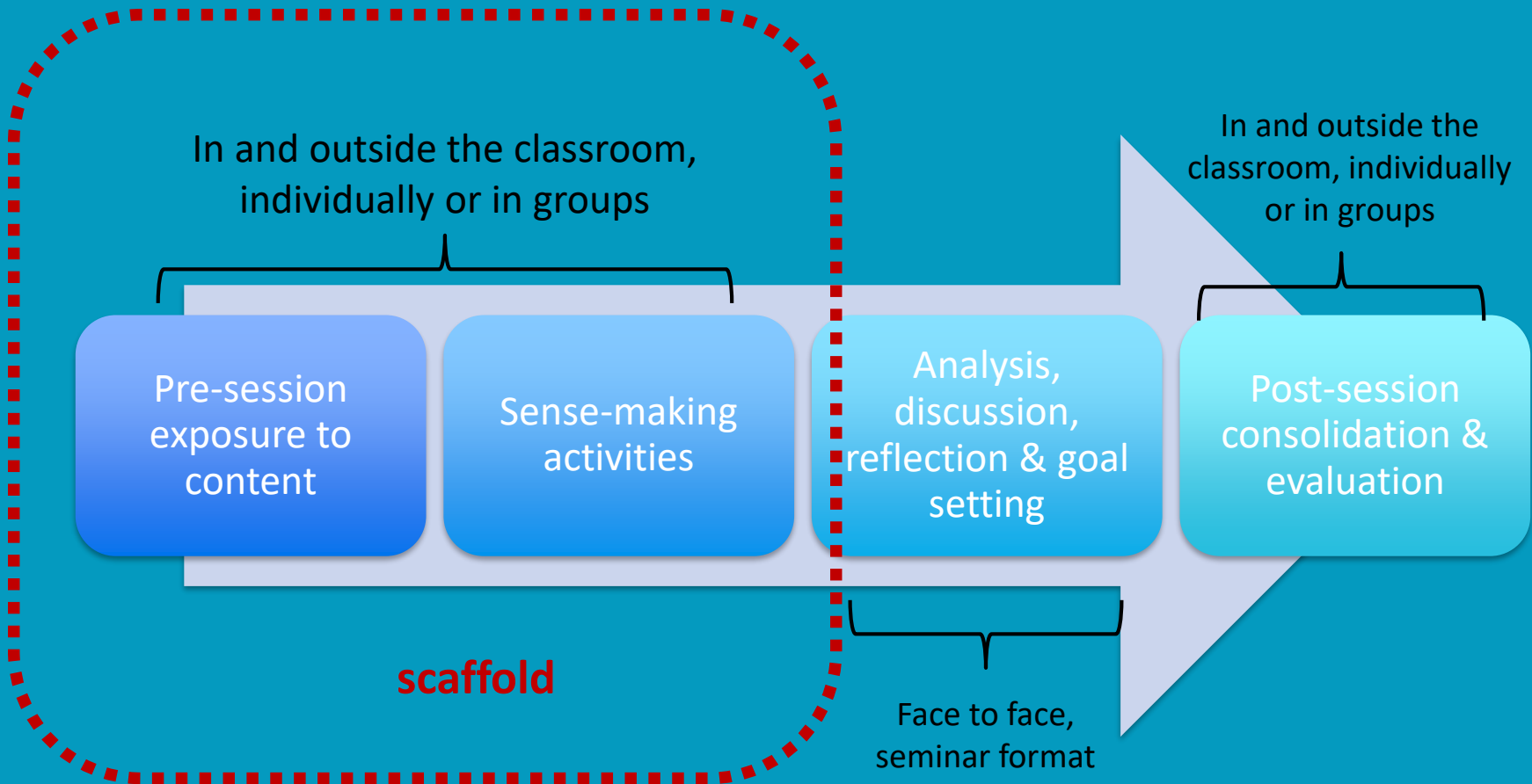


Transforming lives + Inspiring change

# Active Blended Learning




# Scaffolding

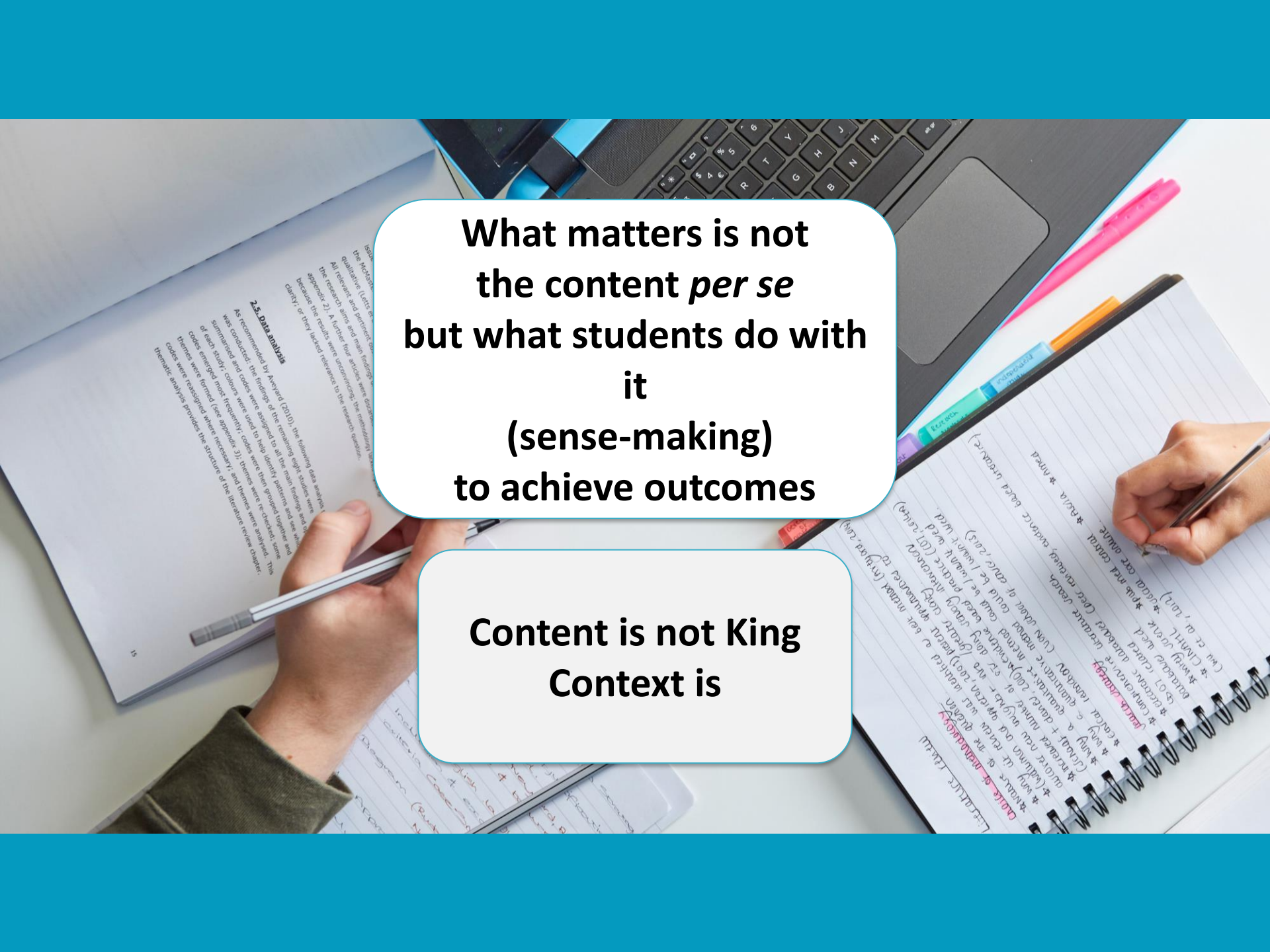




## E-tivity Template

|  |   |
|--|---|
| <br>▼ | Title of the e-tivity, or the 'spark' of the e-tivity (e.g. an image/video/audio)   |
| <b>Purpose</b><br>▼  | What is the purpose of your e-tivity?   |
| <b>Task</b><br>▼   | What tasks do you expect students to complete in the e-tivity?  |
| <b>Reflection and Feedback</b><br>▼  | This is the section where you ask students to do collaborative work, e.g. giving feedback or commenting on each others' work, peer review, etc. |





What matters is not  
the content *per se*  
but what students do with  
it  
(sense-making)  
to achieve outcomes

Content is not King  
Context is

# What does this mean for Interprofessional Education at UoN?



BSc (Hons)  
Midwifery  
BSc (Hons) Adult  
Nursing  
BSc (Hons) Child  
Nursing  
BSc (Hons) Mental  
Health Nursing  
BSc (Hons)  
Learning Disability  
Nursing  
BA (Hons) Policing  
BA (Hons) Social  
Work

BSc (Hons)  
Occupational  
Therapy  
BSc (Hons) Podiatry  
BSc (Hons)  
Paramedic Science  
FdSc Paramedic  
Science  
FdSc Dental Nursing  
FdSc Health and  
Social Care



Transforming lives + Inspiring change

# Barriers to effective IPE

- IPE as a uni-professional activity – where is the professional socialisation?
- Logistics:
  - timetabling
  - teaching spaces
- IPE perceived as an ‘additional learning burden’

(Power, 2019)



# Facilitators to effective IPE

- An innovative and engaging strategy
- Authenticity: students learning with, from and about students from professions they will work with in the practice setting
- Buy-in from students and academics – IPE matters!

(Power, 2019)



# Collaborative Curriculum

Year 1 'shared/common'  
learning outcome:

Demonstrate an understanding  
of the impact of the  
interprofessional role and the  
individual's responsibilities  
within the health and social  
care community



# Welcome Week (face to face)

Interprofessional Socialisation: skills labs, specialist teaching spaces, interprofessional team game 'Open the Box'



**e-learning (online)**

**synchronous:** virtual classroom  
interprofessional e-tivities

**asynchronous:**



**Real-world interactions (face to face)**  
practice placements

**All Student e-Conference (online)**  
asynchronous





# Making a difference...

## Interprofessional Changemaker Projects



Thank you  
Any questions?

Alison Power  
Faculty Lead for IPE / Senior Lecturer  
in Midwifery

University of Northampton  
[Alison.power@northampton.ac.uk](mailto:Alison.power@northampton.ac.uk)

@alisonpower31

@UniNhantsFHS



# With thanks to:

**Professor Alejandro Armellini**

Dean of Learning and Teaching

**Dr Rachel Maxwell**

Head of Learning and Teaching  
Development: Policy and Practice

**Laney Holland**

Creating Equalz

**Changemaker Hub**



## Changemaker at UoN

### Institute for Learning and Teaching in Higher Education (ILT)

Institute of Learning and Teaching in Higher Education (2016), *Defining Active Blended Learning*, Institute of Learning and Teaching in Higher Education, Northampton. Available at: [www.northampton.ac.uk/ilt/current-projects/defining-abl/](http://www.northampton.ac.uk/ilt/current-projects/defining-abl/)

Maxwell R, Armellini A (2019) Identity, employability and entrepreneurship: the ChANGE framework of graduate attributes. *Higher Education, Skills and Work-Based Learning* 9 (1) 76-91 <https://doi.org/10.1108/HESWBL-02-2018-0016>

Power A (2019) Interprofessional Education: shared learning for collaborative, high-quality care. *British Journal of Midwifery* 27 (2) 128-129

Power A, Dakri T, Irwin W (2018) Changemaker: preparing student midwives for employability, qualification and beyond. *British Journal of Midwifery* 26 (4) 264-266

