



Strip it Down: Non-linear course design and the sex industry

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Visual Navigation Grid

- As a Dyslexic I am a visual learner and I 'see' time.
- Non-linear course design gives students control over the pace and direction of their learning.
- Pre-loaded course material reassuring to students.
- Learners can see whole course 'at a glance' and plan their learning journey accordingly



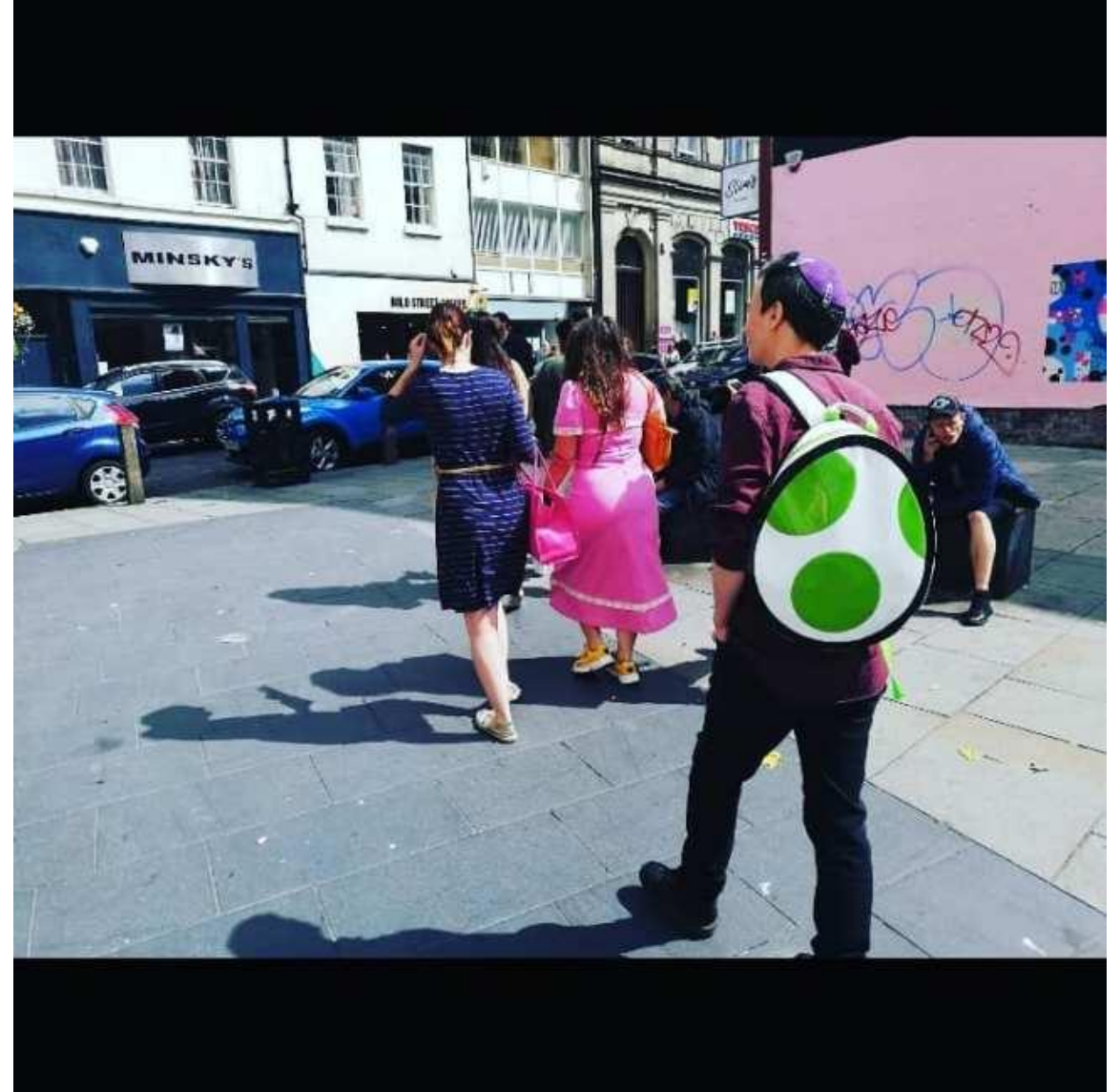
Non-linear design

- Different forms of non-linear design
- Mine is closest to what Lavalee describes as 'parallel units'
- <https://medium.com/@ejhudson/how-to-design-for-learning-four-approaches-to-nonlinear-curriculum-3a80ff8d3c1b>
- After 2 core weeks students can choose what direction to go/where to spend most time. Important to think of time as being different now. ('Binge watching' Netflix = binge engaging at different points).



Why non-linear?

- Influenced by my recently diagnosed Dyslexia but works for all learners as can be approached in a linear **or** non-linear way
- Pre-loaded content for whole course means learners unpick what they choose to (can lead to strong peer-led seminar classes).
- Can be applied to many disciplines. Your theory and core skills in first weeks can be applied to case studies. Can be some choice in most courses.



Trauma-informed learning

- Non-linear learning that gives students control over the pace and direction works well with trauma-informed pedagogy
- <https://www.timeshighereducation.com/campus/online-microlearning-can-transform-teaching-sensitive-topics>
- Warns students of upcoming themes that might be triggering.
- Learning-outcomes can still be met with skipping content deemed triggering



Recent pedagogical publications

- Ahearne, G. (In Press, 2021) Case Study: Non-linear learning, Centre for Innovation and Education, Liverpool: University of Liverpool
- Ahearne, G. (In Press, 2021) Reflective Article: Micro-learning and the sex industry, Developing Academic Practice, Liverpool: University of Liverpool
- Ahearne, G. (2021). Strip it Down: Course Design as a Dyslexic Teacher, Teaching and Learning Conference, University of Liverpool
- Ahearne, G. (2021) Podcast- E49, Using a micro-learning approach to support inclusion, The Academy Podcast, University of Liverpool
- Ahearne, G. (2021) Developing a micro-learning pedagogy as teacher with Dyslexia, Times Higher Education
- Ahearne, G (2021) Online micro-learning can transform the teaching of sensitive topics, Times Higher Education
- <https://www.liverpool.ac.uk/sociology-social-policy-and-criminology/staff/gemma-ahearne/>
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Thank you!

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- www.plasticdollheads.wordpress.com

