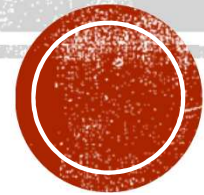


LEARNING DESIGN RESEARCH: CONTINUING THE DISCOURSE

Associate Professor Panos Vlachopoulos, Macquarie University

Associate Professor Eva Dobozy, Curtin University



OUTLINE OF THE WEBINAR...A SERIES OF QUESTIONS WORTH ASKING

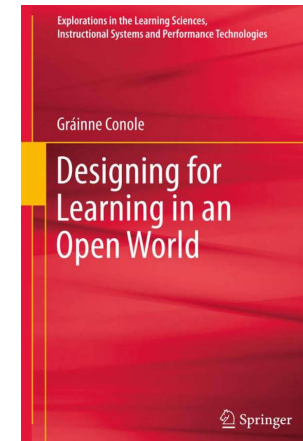
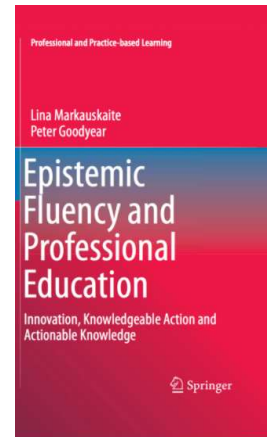
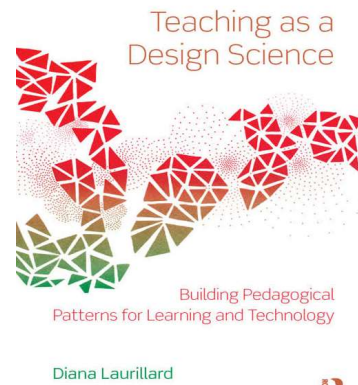
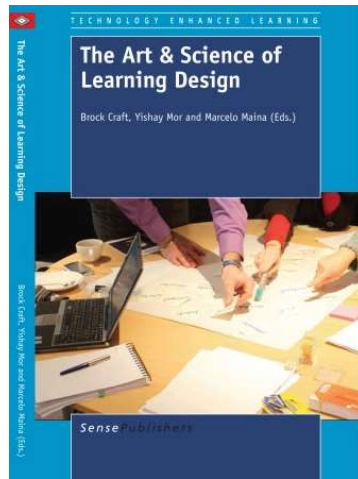
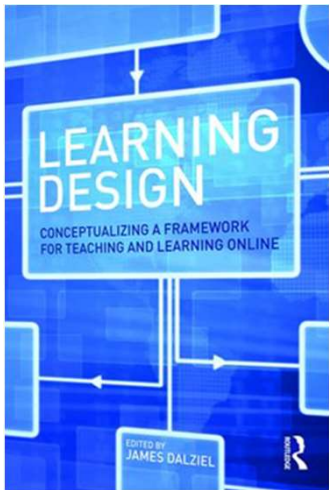
- What?
What do we know about Learning Design?
What approaches, models, frameworks have been developed over the years?
- Why?
Why do we do Learning Design?
- How?
How do we do it?
How well do we do it?
- So what?
So what does Learning Design contribute to the everyday practice in universities?
So what are some issues and challenges or gaps?
- Now what?
Now, what else should we be doing as a Learning Design community?



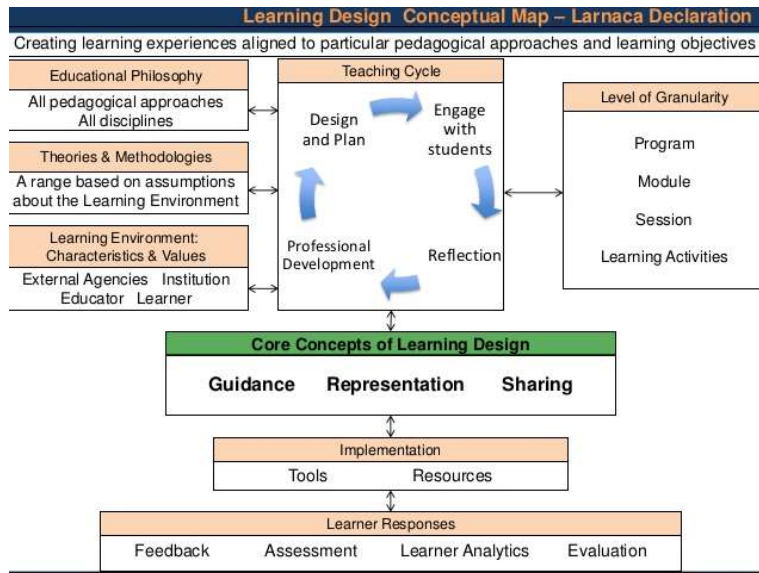
WHAT DO WE KNOW ABOUT LEARNING DESIGN?



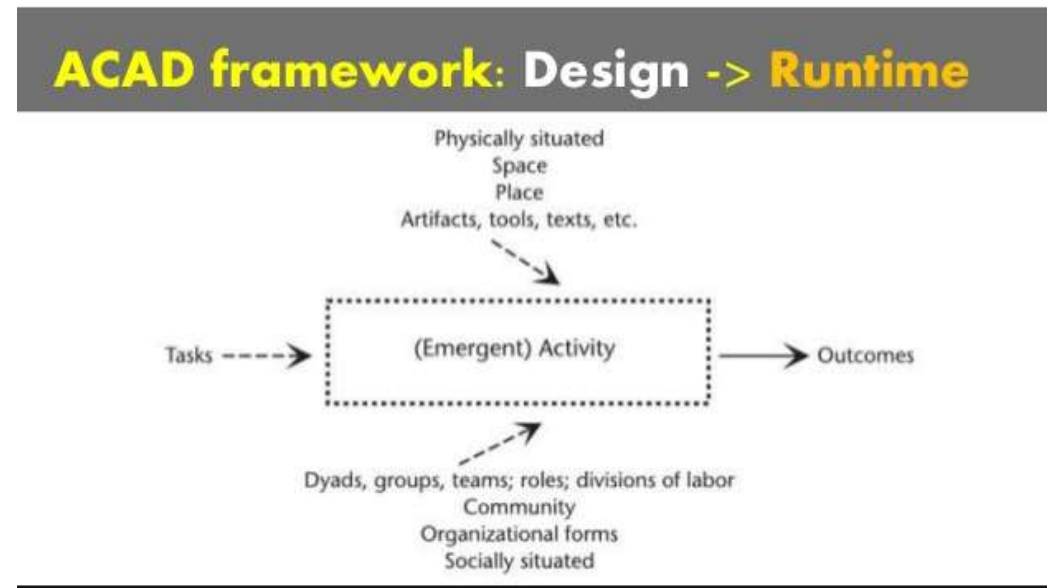
WHAT'S AVAILABLE IN TERMS OF FRAMEWORKS, MODELS, PROCESSES ETC...



FRAMEWORKS



Dalziel, J. et al., (2016). The Larnaca Declaration on Learning Design. Journal of Interactive Media in Education. 2016(1), p.7



Goodyear, P., Carvalho, L. (2016). Activity centred analysis and design in the evolution of learning networks. Tenth International Conference on Networked Learning, Lancaster, UK: Lancaster University (UK).



TOOLS... PLANNERS

London Pedagogy Planner (www.wle.org.uk/d41/)

The London Pedagogy Planner

File Help

Properties Teaching Methods Link Allocate

Hours Cognitive Activities Group Sizes

Teaching Method	Hours	Attention	Inquiry	Discussion	Practice	Production
Lectures	12	10		2		
Tutorials	14	2		12		
Study Guides	50	25	25			
Set Readings	20	20				
Online Asynchronous Conferenci...	50	20		30		
Tutor-marked assignment	50		15		10	25
Total	196	77	40	44	10	25
Target	200					

- a tool to support learning design decision-making
- enables lecturers to experiment with the effects on learning experience of different combinations of conventional and technology-based learning

Phoebe - Trac - Mozilla Firefox

File Edit View History Bookmarks Tools Help del.icio.us

http://phoebe-app.conted.ox.ac.uk/cgi-bin/trac.cgi/wiki/WikiStart

Phoebe
Pedagogic planner

Contents Map My designs Tag cloud

Search

Welcome to Phoebe

A practitioner-focused environment to support design for learning

Phoebe is a prototype online tool designed to encourage teachers in colleges and universities to explore new approaches and tools in their pedagogy.

Why "design for learning?"

"Design for learning" is an alternative perspective on practices traditionally referred to as course and lesson planning. It lays emphasis not only on the role of technology in learning, but also on effectiveness: creating designs for experiences that are motivating, enjoyable and productive for students and teaching staff alike. (More)

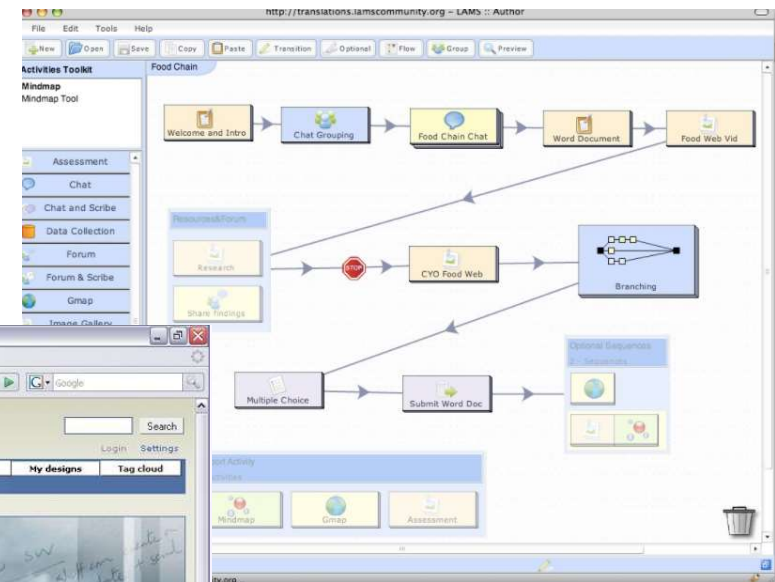
Phoebe brings together the key components of a learning design, prompts your thinking, allows you to record ideas and requirements, and makes it easy to cross-reference components as you design the activities that make up an individual learning experience, or session.

Curious?
Explore the prototype...
...but don't forget to pick up your Getting Started guide first! Also, please note the following:

- Although you can visit Phoebe without a user account, you will need one if you want to create a learning design. → Email us for a user name and password.
- Phoebe works best at a resolution of 1024x768 in Firefox and Internet Explorer 7 (but not IE6); however, it has not yet been fully tested in Safari or other browsers.
- Since Phoebe is under development, you may encounter missing content, inconsistencies and temporarily broken links.
- Your comments and feedback are welcome. Please complete our → online questionnaire (also available via the Links to Resources page).

Download in other formats:
Plain Text

LAMS Tool for Learning Design



Phoebe Online Pedagogic Planner

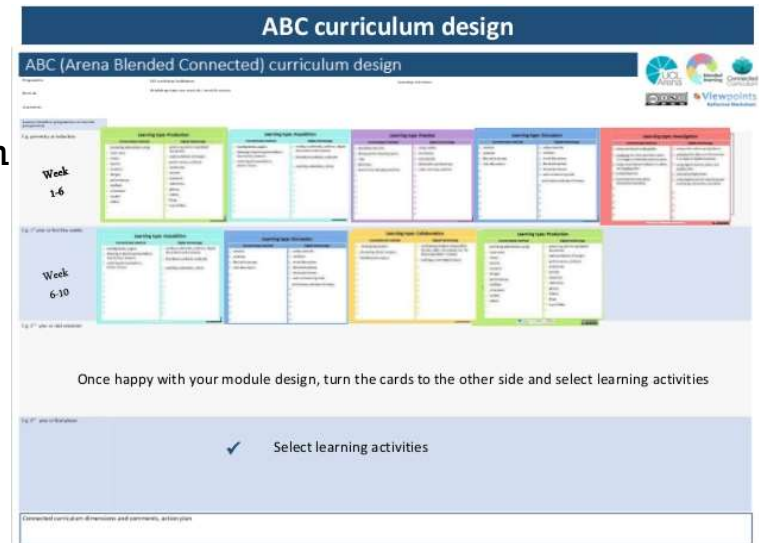


THE NEED FOR LEARNING DESIGN METHODOLOGIES



Carpe Diem –
A team based
approach to learning
design

The ABC
Learning Design
Process



Design Develop Implement

Sharp concepts and powerful strategies for improving learning design in your programs

Design Develop Implement is an evidence-based innovative and collaborative approach to rapid program design and development. The DDI series is based on themes that support the achievement of AQJ Learning and Teaching Strategy.



The DDI
approach to
Learning
Design



WHY DO WE DO IT... (FROM THE LITERATURE)

- In order to make explicit epistemological and technological integration attempts by the designer of a particular learning sequence or series of learning sequences (Dobozy, 2013)
- In order to devise new practices, plans and activities, resources and tools aimed at achieving particular educational aims in a given context. (Mor and Craft ,2015)
- In order to create a representation of teaching and learning practice in some notational form so that it can serve as a model or template adaptable by a teacher to suit his/her context (Agostinho, 2006)
- In order to design something (an aspect of a curriculum typically an activity) that can be put into immediate use with learners (Salmon, 2014)
- In order to provide programme teams the space and time to explicitly integrate the language, practice and tools for learning design with access to expertise required for that context(Seeto & Vlachopoulos, 2015)



HOW DO WE DO? HOW WELL?

- Pedagogical underpinnings (usually constructivism and socio constructivism)
- Templates (digital or paper-based)
- Process (Collaboration? Individuals?)
- An expectation for an output (from one activity to a complete program map...)

BUT...

- What about implementation of the Learning Designs?
- What about evaluation of Learning Designs?



SO WHAT DO WE ACTUALLY DO?



collaborate



Share



Reuse



NOW WHAT CAN WE DO?

Is it important to accept this conceptual plurality and definitional potpourri or should the Australian and international Learning Design community attempt to pursue conceptual unity and definitional clarity?

Additional considerations:

- Collaborate more
- Share more
- Reuse more
- Evaluate more



THANK YOU



**AJET SPECIAL ISSUE ON LEARNING
DESIGN IN 2018!**

