Bridging the gap between learning technology and academic practice: *learning design in practice*
With special thanks to Ellen Spaeth - @ellenspaeth
Online learning at scale ... 

• Delivery of the University Strategic Vision 2025 for world leading online distance learning, where many more students benefit from the Edinburgh experience in their own country.
  • [http://edin.ac/1hrYy6d](http://edin.ac/1hrYy6d)

• Delivery of the University’s emerging vision for Learning and Teaching in 2020, specifically:
  – the desire to design courses for the 21st century learner with appropriate use of technology;
  – the focus on multiple learning styles which advocates that each student has participated in at least one online course before they graduate.
  • [http://edin.ac/1hOOCVo](http://edin.ac/1hOOCVo)
Interactive learning & teaching

What assessment? What feedback!

Open Educational Resources

Shakers, makers & co-creators

exploring SPACES

“mobilising in defense of the human touch”
Andrew Feenberg, 2003

“Good feedback practice is... anything that might strengthen the student’s capacity to self-regulate their own performance”
Nicoll & Macfarlane-Dick, 2006

“We are on the cusp of a global revolution in teaching and learning. Educators worldwide are developing a vast pool of educational resources on the Internet, open and free for all to use”
The Cape Town Open Education Declaration, 2007

“Impagination is a series of repetitive failures”
Judah Folkman

“Every road tells a story. It’s just that so many of our roads tell the story poorly, or tell the wrong story”
Paul Mosdell

Urban Designer who devised the concept of shared space
Changing landscape . . .

• “The role of educators needs to adapt from distributors of knowledge to designers of learning experiences.”

  - Mor and Craft (2012)

• Focus on Learning Design Practice. . . . that prioritises the design of student learning experiences over the development of content
ELDERLY PARTNERSHIP LEARNING QUALITY TEACHING
Designing learning

Content design:
The process of designing or writing the resources for a course (including course notes, course lectures –

Learning design:
The process of designing learning experiences (planning, structuring, sequencing) through facilitated activities that are pedagogically informed, explicit, and make better use of technologies in teaching

(adapted from Beetham)
ADDIE Model

Analysis

Evaluation

Design

Implementation

Development

ADDIE Instructional Design Model (design phase highlighted) By Dave Braunschweig (Own work) [CC BY-SA 3.0 (http://creativecommons.org/licenses/by-sa/3.0)]
Edinburgh Learning Design Roadmap (ELDeR)

ELDeR expertly combines “the following domains – subject knowledge, pedagogical theory, technological know-how and practical experience - while also allowing for innovation in all of these domains”.

(Mor and Craft, 2012)
ELDeR Framework

Day One:
• Stage 1: Blueprint – includes *mission statement* and *look and feel*.
• Stage 2: Assessment Literacies – includes *learning outcomes*, *assessment and feedback*.
• Stage 3: Storyboard – map the student journey, how they move through the process, what the critical moments are.

Day Two:
• Stage 4: Prototype online – learning technologists and developers attend at this stage to guide the development and prototyping.
• Stage 5: Reality check – provided by a student or a critical friend.
• Stage 6: Review and Adjust – workshop is following an iterative development model.
• Stage 7: Action Plan - match making
• Stage 8: Reflection and Personal Development – tied with UKPSF

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Organisational Structures

The [workshop participants] specifically noted the benefits of learning more about the “bigger picture view of how [course design] fits into university requirements, direction, and structures.”
Begin with student in mind . . . Assessment focus
Isolated academics. . .
Space for conversation . . .
Learning technologists as facilitators

Develop collaborative learning design practice as a new University service within Information Services (IS), which positions the learning design framework as a scaffold, the support staff as facilitators, and the academic staff as learning designers, with an active community of practice and a clear positive impact on key University drivers.

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“This innovative online course explores the concepts of sustainability and social responsibility through multidisciplinary approaches. It enables students to deepen and develop their critical analysis and communication skills to create integrated solutions to pressing global challenges.”
Why have a learning technologist involved?

1) Inform the process in *useful* and *creative ways*
   - Practical insights: *tools and technologies* that facilitate the design of activities and assessments, and afford/constrain behaviours of students
   - Good feel for the level of *digital literacies* the students bring
   - *Continuity across the programme*: overview of what tools students have used: will this be new or do we need to time for familiarisation?
   - *Innovation*: course organisers more prepared to take risks in terms of technologies if they know there is someone to support them and troubleshoot any problems

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Why have a learning technologist involved?

2) Ensure nothing is lost between the discussion and the implementation

Ensure the course environment fits the desired ‘look and feel’ - nothing lost between workshop and implementation to the VLE

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Why have a learning technologist involved?

- Bringing the learning technologist into the course design process
- Adopting this approach to course design across courses / programmes
- ‘Paying it forward’ – becoming a facilitator, disseminating the method

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References


