LEARNING DESIGN
PLANNING OF BLENDED LEARNING

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AGENDA

▶ Planning of coherence in teaching

› Introduction and inspiration

› Group work

▶ Planning of activities

› Introduction and inspiration

› Group work

▶ Pick ups

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PLANNING OF COHERENCE IN TEACHING

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Needs

Background	Problem	Requests	Result

Background

Policy on educational it

Implementing of a new LMS

Problem

▶ Low quality
▶ Low scalability
▶ High costs

**Requests**

▶ Systematic
▶ Shared language
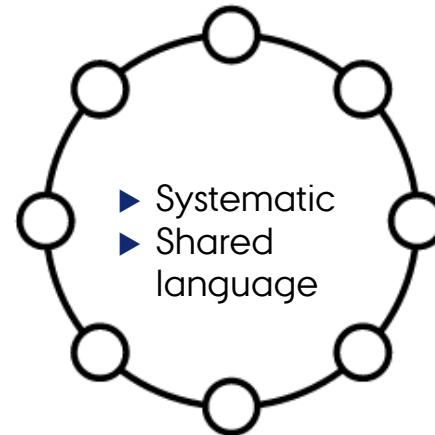
Result

Learning design

LEARNING DESIGN TOOLKIT

Definition on learning design:

It is a methodology for enabling teachers/designers to make **more informed decisions** in how they go about designing learning activities and interventions, which is **pedagogically** informed and makes effective use of appropriate resources and technologies. […] A key principle is to help make the design process **more explicit and shareable.** […]
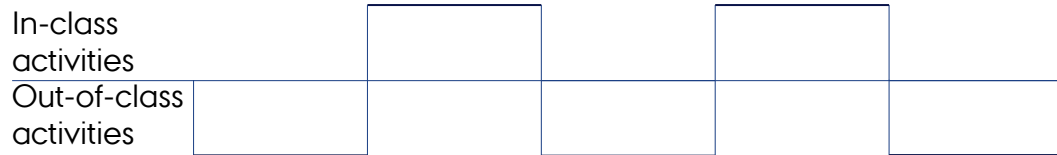
Conole (2012) – My highlights
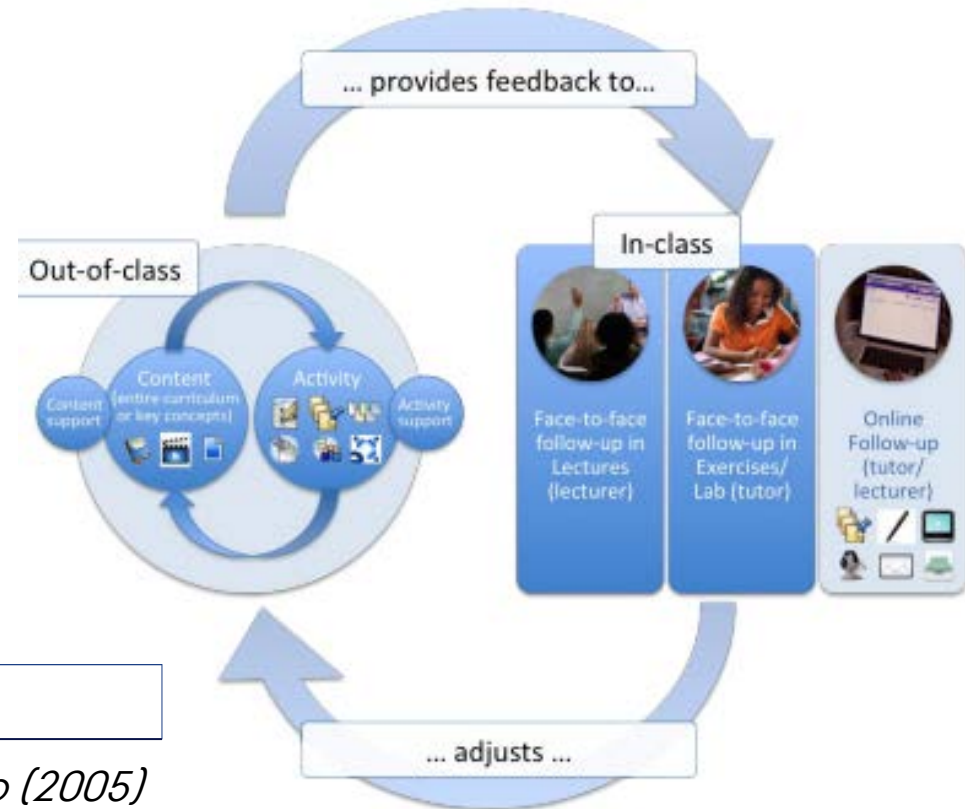
Theory

Framework   Toolkit   Wizard

Open   *Controlled*   *Closed*

In practice
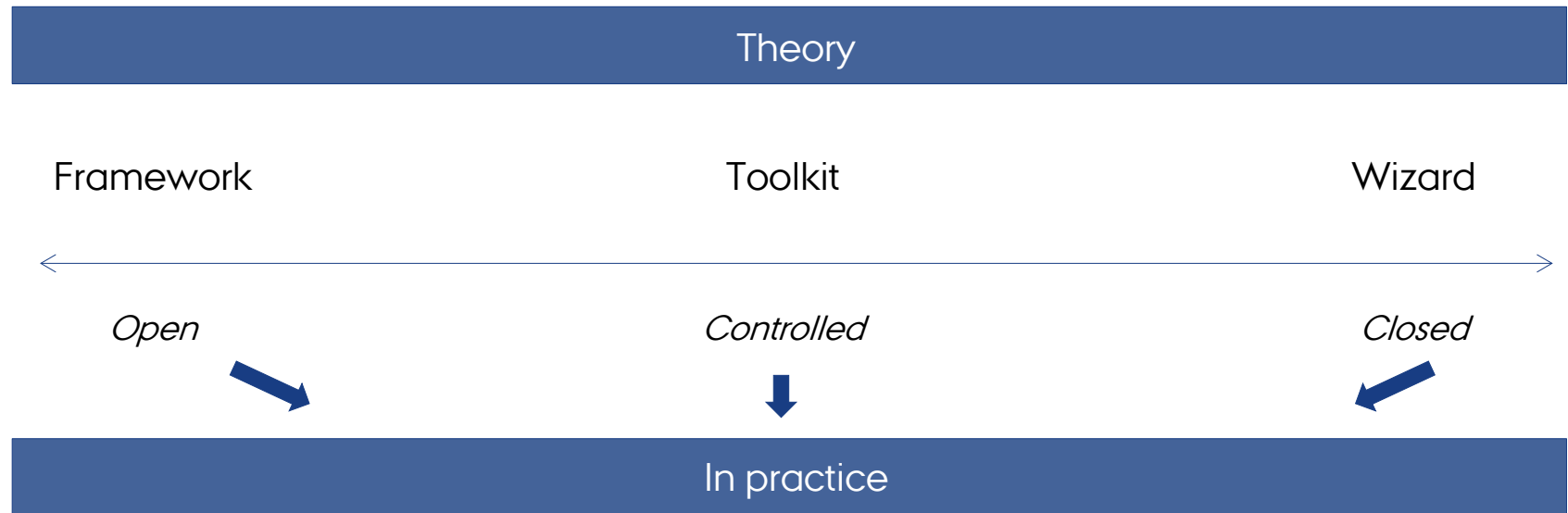
Based on Conole (2004)

FRAMEWORK, WISHES AND INSPIRATION

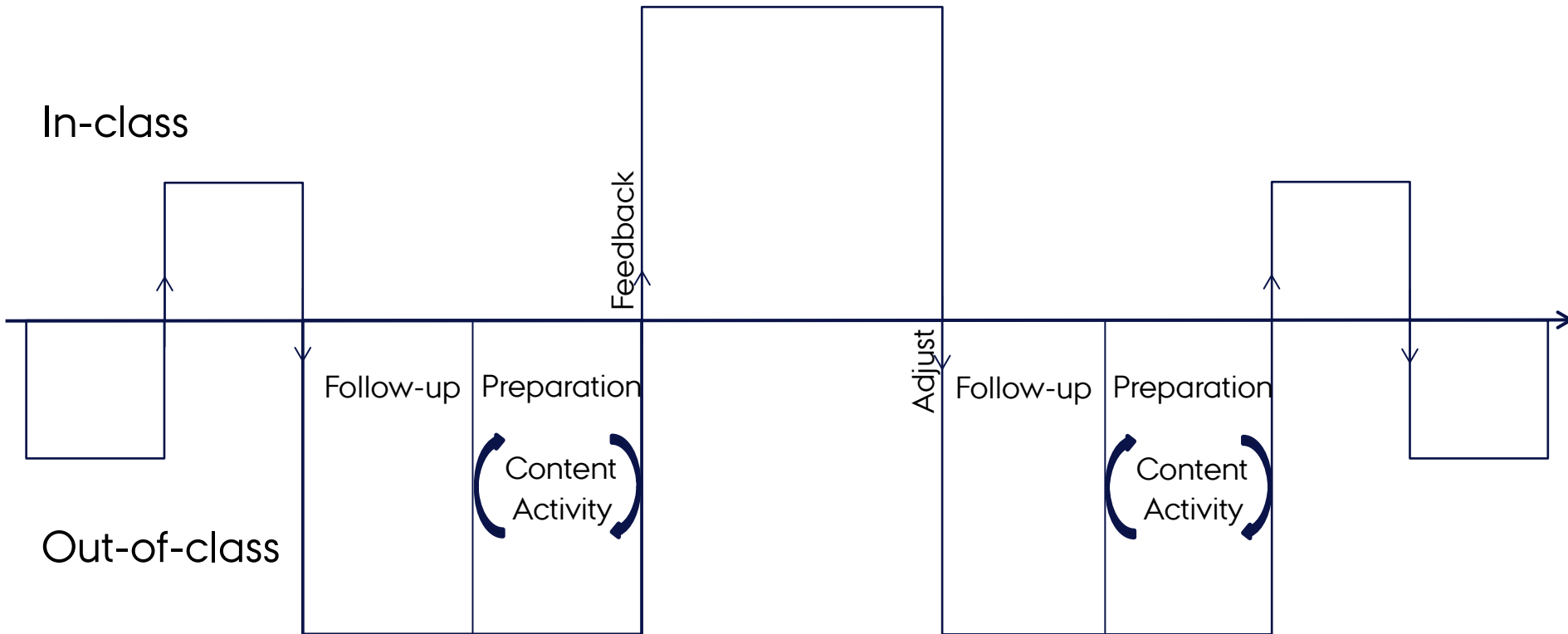▶ In-class and Out-of-class – coherence in teaching

▶ Activating education

▶ Flipped classroom

▶ JiTT and the possibility to adjust courses according to the circumstances and the students

▶ Visible learning goals

Dee Finks - Castel-top (2005)

... provides feedback to...

Out-of-class

In-class

Godsk – STREAM (2013)

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LEARNING DESIGN-MODEL

In-class

Feedback

Adjust

Follow-up   Preparation

Content Activity

Out-of-class

Follow-up   Preparation

Content Activity

Learning objectives

CASE: ELECTIVE IN MEDICAL EDUCATION

In-class

▶ Resolve questions from the blog **(Dialog)**

▶ Analyse and compare social media with collaboration tools **(Dialog/blackboard exercise**

▶ Evaluate the pros and cons and describe the use of different collaboration tools **(Group work)**

Feedback

Adjust

Out-of-class

Follow-up

Understand the subjects coherence with previous lessons and personal experiences **(blog)**

Preparation

1. Read and understand texts

3. Read other students experiences

Content Activity

2. Reflect and ask questions**(blog)**

4. Reflect upon other students experiences**(comments in blog)**

Follow-up

Share the knowledge/Communicate the group work **(wiki)**

Preparation

Content Activity

Learning goals
▶ Identify suitable and effective elements of social learning tools and try them out
▶ Behave in a manner that promotes the benefits of edu-it

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GROUP WORK1

In groups: Use the model to create a plan for a teaching period

▶ Choose a known teaching period or provide an example everybody in the group can relate to

▶ The teaching period must consist of at least preparation (out-of-class), meeting with students (in-class) and follow-up (out-of-class)

▶ Create learning goals

▶ Determine activities

▶ Consider the following questions:

  › Is there coherence in the teaching period?

  › Do the activities support the learning goals for the period?

  › Are the activities in-class and out-of-class coherent?

  › Do the activities and the students work with couse material support each other in the out-of-class period?

▶ Write down your thoughts about use of a learning design model to planning of teaching periods. https://padlet.com/jannesaltoft/LearningDesign

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PLANNING ACTIVITIES

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PROCESS AND TOOLS FOR DEVELOPMENT

Steps	Tool for development
1. Identify learning goals	Planning model
2. Plan coherence in teaching	Planning model
3. Plan activities (content/activity)	
a. Plan the activity	Papadopoulus: Script principles
b. Choose e-learning tools	Bower: The affordance analysis e-learning design methodology
c. Create the activity	Principles and guidelines for specific tools

PLANNING THE ACTIVITIES

A script contains inforamtion about:
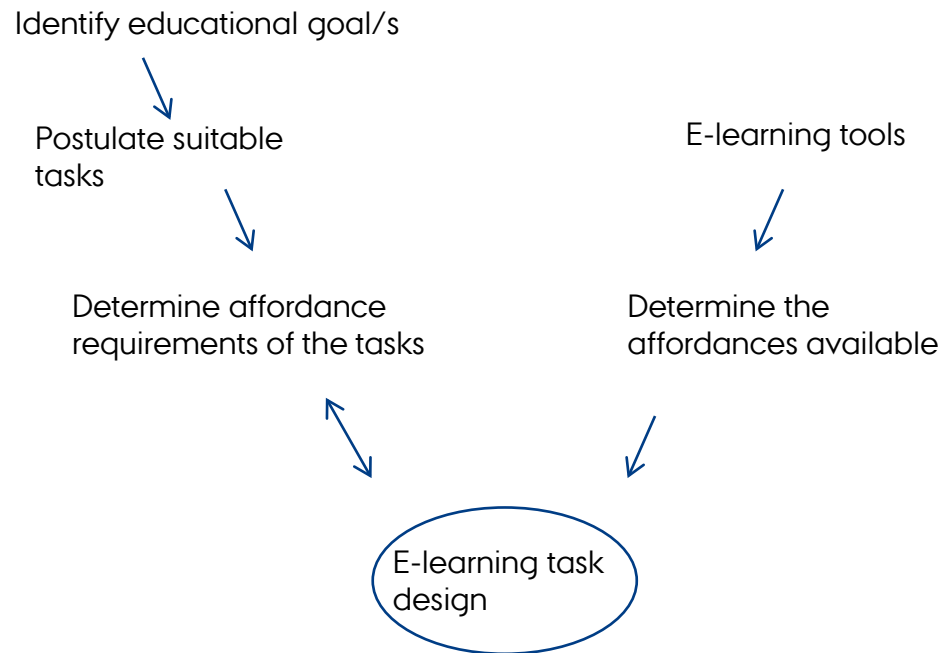
▶ Why participate in the activity? (learning goal)

▶ What steps will take place?

▶ When and where will the activity take place?

▶ Do the students take on specific roles?

(Papadopoulus 2013)

CHOOSE E-LEARNING TOOLS

▶ E-learning tools have different affordances

▶ Choose a tool suitable for the activity

▶ If necessary adjust the tool to match the needs

Identify educational goal/s

Postulate suitable tasks

E-learning tools

Determine affordance requirements of the tasks

Determine the affordances available

E-learning task design

Bower (2008)

GROUP WORK 2

In groups: Choose an out-of-class activity to plan in details

▶ Create a script for the activity

▶ Consider the affordances of e-leaning tools supporting your activity

▶ Choose one or more e-learning tools

▶ Consider the following questions:

  › Have you in your script explicitly described details like learning goals, steps, deadlines, locations and roles

  › Do the chosen tools satisfy the needed affordances

  › Do the chosen tools support the activity and the learning goals

▶ Write down your thoughts about planning details and activities.
  https://padlet.com/jannesaltoft/LearningDesign

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