

# The Learning Designer

## ... i *learning design* w Wielkiej Brytanii

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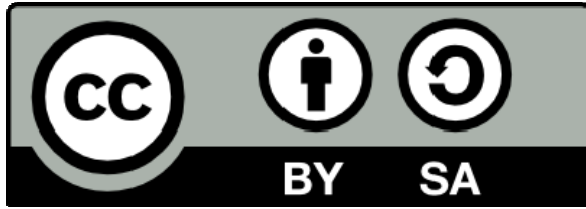
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# dokumentach strategicznych



- Department for Education and Skills (2004)
  - TEL for extending **reach and quality** of teaching
- ‘Harnessing Technology strategy’ (2005, 2008)
  - Transform teaching and learning through shared ideas, more exciting lessons and **online help for professionals**
  - Achieve **greater efficiency and effectiveness**, with online access to **shared ideas and lesson plans...**
  - Incorporate the use of **online learning into new staff courses** and other staff development programmes

# TEL w dokumentach strategicznych

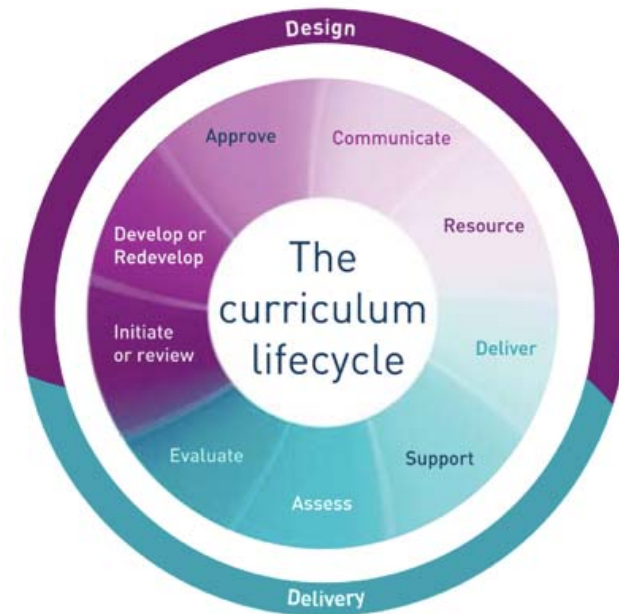
- UK 'PSF for teaching & supporting learning' (HEA, 2011)
  - Design and plan activities and programmes of study
  - The use and value of appropriate learning technologies
  - Use evidence-based approaches and the outcomes from research, scholarship & CPD



# Finansowanie TEL

- 'HEFCE strategy for e-learning' (2005, 2009)
  - Higher Education Academy (HEA)
  - Joint Information System Committee (JISC)

- ESRC/EPSRC TLRP TEL



Zrodlo: JISC, Design Studio:  
<http://jiscdesignstudio.pbworks.com/>



# Finansowanie TEL



Infrastruktura  
i narzędzia edukacyjne



Promowanie i wspieranie  
zmian w praktyce

Images\_of\_money

<http://www.flickr.com/photos/59937401@N07/5474413813/sizes/z/in/photostream/>

# TEL z perspektywy nauczyciela



- E-learning = ‘mysz trojańska’

*(Sharpe & Oliver, 2007)*

- Pewien stopień rezerwy w stosunku do TEL:

- Brak czasu na zglębianie metodyki nauczania
- Brak czasu na eksperymentowanie
- Brak pewności siebie, aby zmieniać istniejącą praktykę – niechęć do podejmowania ryzyka
- Brak przykładów dobrej praktyki, które mogą służyć jako inspiracja

*(Projekty: Transforming student practice with pedagogy, JISC, 05-07 & Phoebe, JISC, 06-08)*

# TEL z perspektywy nauczyciela



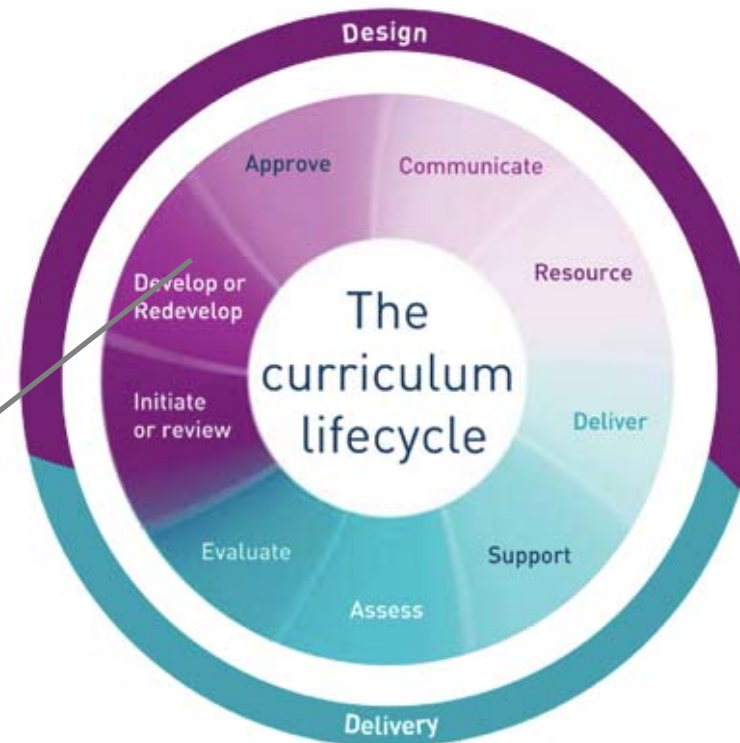
- Jednocześnie:
  - Z góry:
    - Wdrożenie platform e-learningowych na uczelniach
    - Stosowanie nowoczesnych technologii jako jedno z kryteriów oceniania wyników pracy
  - Z dołu:
    - Rosnące oczekiwania studentów
- Jak zaangażować “technologicznie nieśmiałych”?
  - Programy rozwoju zawodowego na uczelniach
  - ...wspomagane dedykowanymi narzędziami do projektowania procesu dydaktycznego



# Technologie w programach kształcenia

- o JISC: Managing curriculum change

Learning design &  
Learning design tools



Zrodlo: JISC, Design Studio:  
<http://jiscdesignstudio.pbworks.com/>



# Pojęcie 'learning design'

- Learning Design:

- Specyfikacja IMS-LD: Sformalizowany zapis procesów edukacyjnych w postaci sekwencji aktywności, które można "odtworzyć" przy użyciu narzędzi dedykowanych Learning Design, np. LAMS



# Pojęcie 'learning design'

## o learning design:

- Learning design 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 make the **design process more explicit and shareable**

*(Learning Design, Learning & Teaching Guides from IET, Open University, 2011)*



# Narzędzia do 'learning design'

- Narzędzia 'zaadoptowane na potrzeby' learning design (Masterman & Vogel 2007)
  - Kartka i ołówek, Word, PowerPoint, narzędzia do tworzenia map mentalnych, platformy e-learningowe
- Narzędzia 'dedykowane' (przykłady):
  - [Compendium LD \(OULDI\)](#) + [Cloudworks](#)
  - [GLO maker](#)
  - [Phoebe](#)
  - [LPP](#)



# LDSE

○ Learning Design Support Environment

○ ESRC/EPSRC TLRP-TEL

○ Design Based Research

○ The Learning Designer

- Conversational Framework (Laurillard 2006)
- Inteligentna pomoc (AI oraz baza wiedzy)
- Planowanie całkowitego czasu uczenia się studenta
- Analiza kosztów i charakteru zaangażowania poznawczego studenta
- Otwarte Zasoby Edukacyjne OER



# The Learning Designer

LDSEv3 3.0a.3108.08

Design Organiser

Learning designs

- Modules
  - Example module
    - Altar of Pergamon
    - Properties of light
    - The Climate system
- Uncategorised sessions
- Uncategorised TLAs
- Templates
- Examples
- Online Designs

Start page | Example module x | Altar of Pergamon x | Properties of light x | The Climate system x

## The Learning Designer

Select one of the common learning design activities below, or any other action from the menus.

Create a new module | Create a new session

Create a new activity | Import a design

Dzielenie się przykładami praktyki, "budowanie na" istniejących przykładach



# The Learning Designer

Struktura kursu/modułu/lekcji

The screenshot shows the Learning Designer interface with the following components:

- Left Panel (Design Organiser):** A tree view showing the course structure, including 'Life Processes and Living Things 1' and 'MSc Session 18' with its sub-items like 'Advance reading', 'Introduction', 'Feedback', 'Presentation', 'Exercise 1', etc.
- Top Panel:** 'Start page' with tabs for 'Properties', 'Timeline', and 'Analysis'. The title bar shows 'LDSEv3 3.0a.0609.16'.
- Main Panel (Properties):** Fields for session details:
  - Session Name: MSc Session 18
  - Session type/Block: Block ( Morethanonesessiontype )
  - Calendar start date: 16/01/2012, end date: 17/01/2012
  - Intended learning time: 300, Designed learning time: 4h45m
  - Number of students: 10
  - Topics: Critical Exploration of Activity Theory
- Description of session:** A text area containing a paragraph and bullet points about the session's practical focus on Activity Theory.
- Learning outcomes:** A list of three outcomes: 'Define Activity Theory...', 'Explain an activity system', and 'Apply Activity Theory to a familiar context'.
- Designer's reflections:** A text area with a paragraph reflecting on the session's revision.
- Students' feedback:** An empty text area.
- Right Panel (Palette):** A list of activity types such as 'Evaluation', 'Analysis', 'Application', 'Comprehension', etc.

Miejsce na opis jednostki lekcyjnej, jej celów dydaktycznych, oraz refleksję nad jej przebiegiem

“Przeciagnij i upuść”  
oczekiwane  
rezultaty wg  
taksonomii Boom’a

# The Learning Designer



LDSEv3 3.0a.0609.16

Design Organiser

Start page Life Processes and Living Things 1 MSc Session 18

Properties Timeline Analysis

Session name: MSc Session 18 Session type: Block( Morethanonesessiontype)

Trace: » topiclist » outlearningoutcome » tlattutclassdisc

**Tutor-guided class discussion**

A **TLA type** that denotes face-to-face discussion involving the whole class. The tutor/lecturer takes an active part by asking questions, providing feedback, ensuring each student has their say and keeping the discussion on topic.

More... Edit

**Typical keywords for this activity and its constituents:**

Discuss, Debate, Critique, Evaluate, Negotiate

**Session types in which this activity is found:**

- Tutor-supported class

**Tools and resources that support this activity:**

Consider supporting the face-to-face discussion with the following tools and/or resources:

- Argumentation or dialogue support tools – to help students to formulate their arguments
- Blog – for students to record their reflections after the discussion
- Search engine – for students to supplement the discussion by searching the internet: a technique known as Google jockeying. See this [guide](#) from the Educause *7 Things you should know about...* series (PDF format).

Logged in as: Liz Masterman (liz) Edit

tlattutclassdisc.txt - Last modified: 11/03/2011 13:43 by liz

## Kategorie i formy aktywności

- Tutor-supported class
- Tutor-supported group
- Tutor-supported individual
- Independent group
- Independent individual

Practical activity

Project

Resource-based activity

...

Summative Assessment

## Cechy aktywności

Resource-based Activity

40%

60%

2hrs

0hrs

Opis  
in

upuścić" wybrana forme

aktyw

Definicje pojęć i informacja o  
cechach aktywności,  
wygenerowane przez system  
pomocy online

System  
rekomendacji

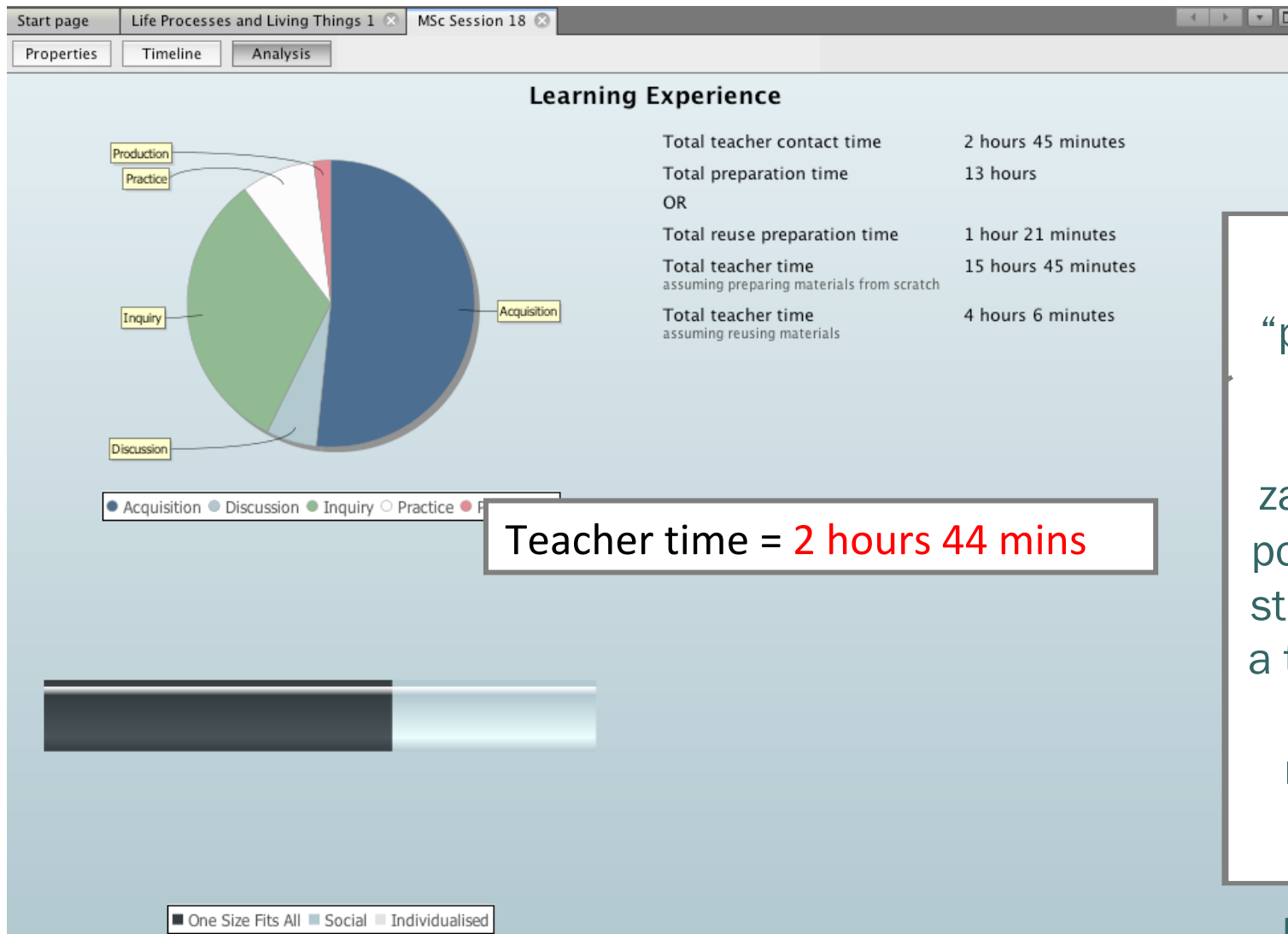
Tutor  
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**Tutor-guided class discussion**  
Students could supplement the discussion by  
searching the internet: a technique known as  
Google jockeying. See this [guide\(PDF\)](#) from



# The Learning Designer



Teacher time = 2 hours 44 mins

Analiza  
“produktu” pod  
kątem  
charakteru  
zaangażowania  
poznawczego ze  
strony studenta,  
a także nakładu  
czasu pracy  
nauczyciela i  
studenta

[Laurillard 2006]

# Dokumenty strategiczne jeszcze raz



- ‘Harnessing Technology strategy’ (2005, 2008)
  - Transform teaching and learning through shared ideas, more exciting lessons and **online help for professionals**
  - Achieve **greater efficiency and effectiveness**, with online access to **shared ideas and lesson plans...**
- UK ‘PSF for teaching & supporting learning’ (2011)
  - **Design and plan activities** and programmes of study
  - The use and value of **appropriate learning technologies**

## Co dalej?

- Dalsza rozbudowa systemu pomocy i ewaluacja
- Interoperacyjność z platformami e-learningowymi
- “Open learning designs”
  - SCORE: OER engagement study



# Co myślą o nim nauczyciele?



- ☺ Odzwierciedla codzienną praktykę i pomaga ją organizować
  - *it is rather a haphazard approach I have at the moment [...] this will certainly help to structure it and record my design*
- ☺ Pobudza do refleksji
  - *I think it definitely helps you to reflect on what you're doing*
- ☺ Zachęca do eksperymentowania
  - *It's got lots of cues and ideas that you can incorporate into your teaching and that's very good!*
- ☺ Sprawia, że student zajmuje centralne miejsce w planowaniu procesu dydaktycznego
  - *It makes you think about the student more than us and get their learning time right*

# Co myślą o nim nauczyciele?



- ☺ Dla zespołów projektantów kursów
- ☺ Dla programów doskonalenia zawodowego nauczycieli
  
- ☹ Nie dla każdego (nie było to naszą intencją!)
- ☹ Inwestycja czasowa związana z “opanowaniem” nazewnictwa
- ☹ Strach przed “odgórnym” nakazem stosowania

# Referencje

- Masterman & Vogel (2007). Practices and processes of design for learning. In H. Beetham & R. Sharpe (Eds.), Rethinking pedagogy for a digital age: Designing and delivering e-learning). London: Routledge.
- Masterman, L. & Manton, M. (2011): Teachers' perspectives on digital tools for pedagogic planning and design. Technology, Pedagogy and Education, 20:2: <http://dx.doi.org/10.1080/1475939X.2011.588414>
- Laurillard, D. (2002) Rethinking University Teaching: A Conversational Framework for the Effective Use of Learning Technologies (2nd ed.). London. RoutledgeFalmer.
- Laurillard, D & Masterman, L (2011): Re-envisioning Pedagogic Planning: the Learning Designer. Proceedings of the Art & Science of Learning Design 2011 conference; <http://cloudworks.ac.uk/cloud/view/5814>



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- Sharpe, R. & Oliver, M. (2007) Designing courses for e-learning, In H. Beetham & R. Sharpe (Eds.), Rethinking pedagogy for a digital age: Designing and delivering e-learning). London: Routledge.
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- Department for Education (2005) Harnessing Technology: Transforming Learning and Children's Service: <https://www.education.gov.uk/publications/standard/Departmentalobjectivesandprogress/Page1/DFES-1296-2005>
- Higher Education Funding Council for England (2005) HEFCE strategy for e-learning: [http://www.hefce.ac.uk/pubs/hefce/2005/05\\_12/](http://www.hefce.ac.uk/pubs/hefce/2005/05_12/)
- Higher Education Academy (2011) The UK Professional Standards Framework (UKPSF): <http://www.heacademy.ac.uk/ukpsf>
- 



# Linki

- LDSE: <https://sites.google.com/a/lkl.ac.uk/ldse/>
- TLRP-TEL programme: <http://www.tel.ac.uk/>
- JISC e-learning programme:  
<http://www.jisc.ac.uk/elearningprogramme>
- JISC, Design Studio:  
<http://jiscdesignstudio.pbworks.com/>
- TELeurope: <http://teleurope.eu/ld-grid>
- SCORE project: <http://www8.open.ac.uk/score/>
- HEA: <http://www.heacademy.ac.uk/>
- IMS LD: <http://www.imsglobal.org/learningdesign/>
- LAMS: <http://www.lamsinternational.com/>
- OULDI: <http://www.open.ac.uk/blogs/OULDI/>





# LDSE: zespół



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# Czym learning design różni się od...



## o ...Instructional design:

- Oparta na zasadach (Gagné)
- **Treści** + aktywności
- Nakierowana na nauczyciela
- Model ADDIE
  - Analiza potrzeb
  - Projekt kursu
  - Produkcja zasobów edu.
  - Wdrożenie
  - Ewaluacja

## o Learning design:

- Opisowa
- **Aktywności** + **Treści**
- Nakierowana na ucznia
- Nauczyciel jako “badacz” własnej praktyki