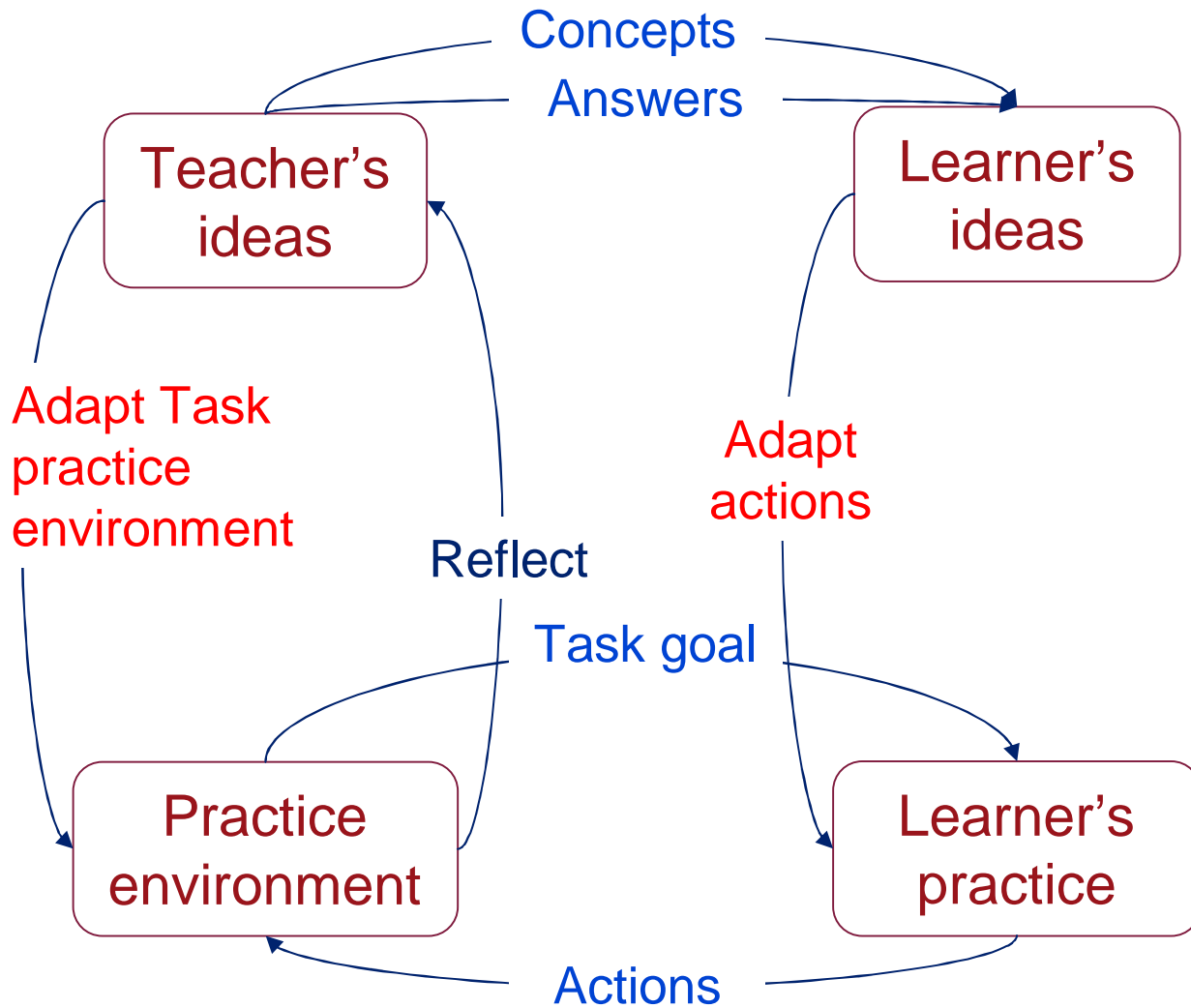
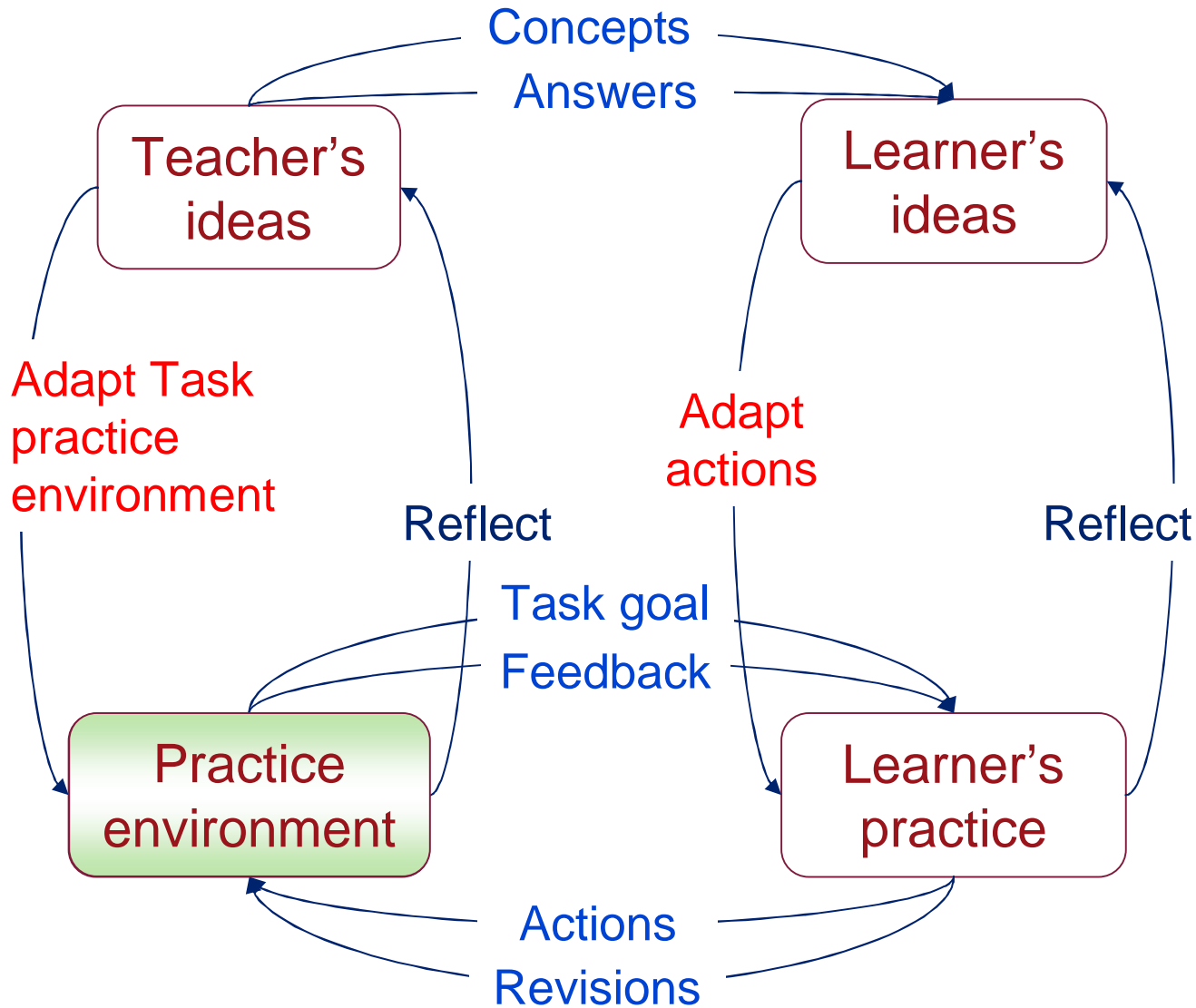


# A common framework of representation



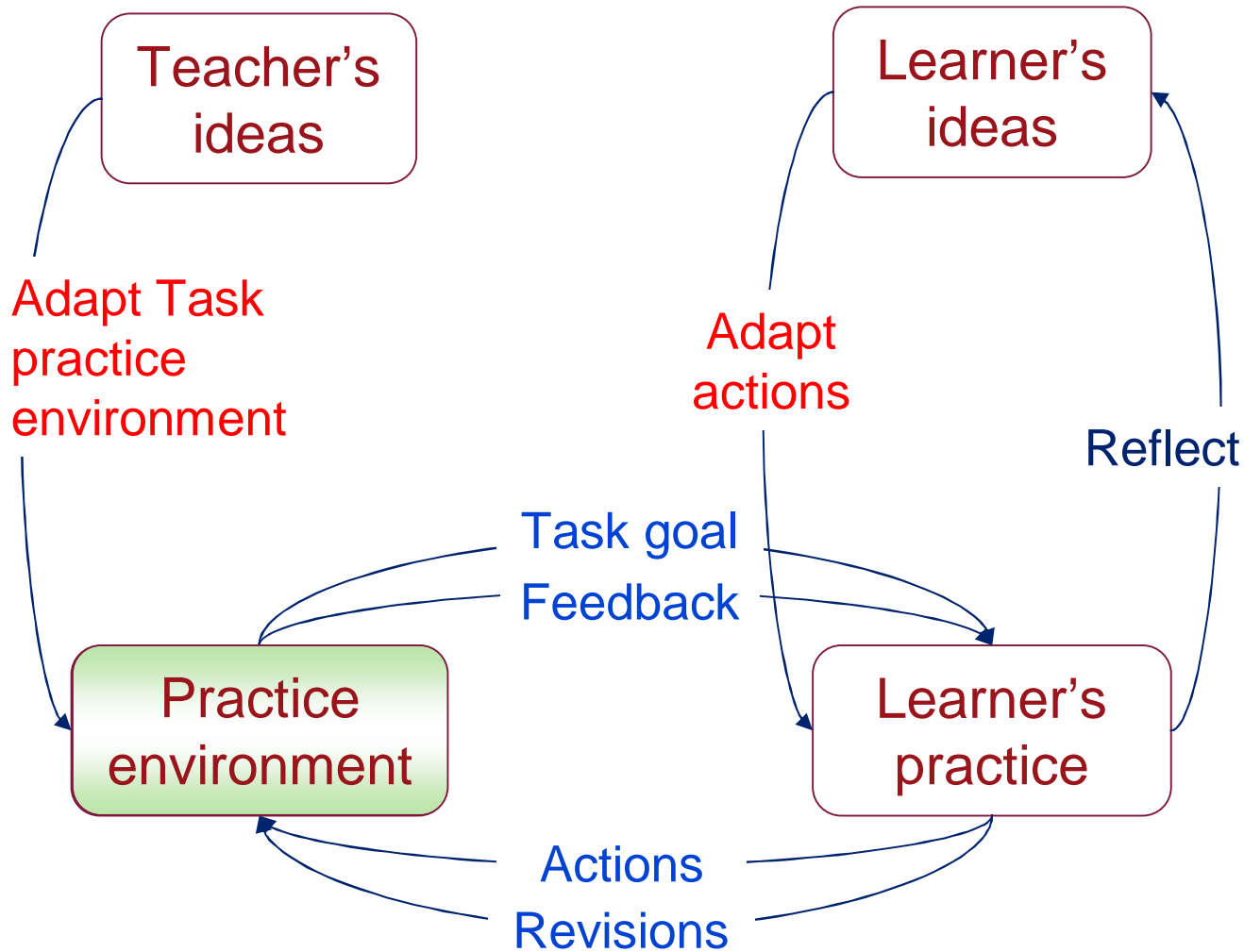
'Instructivist' - *Teacher-focused*

# A common framework of representation



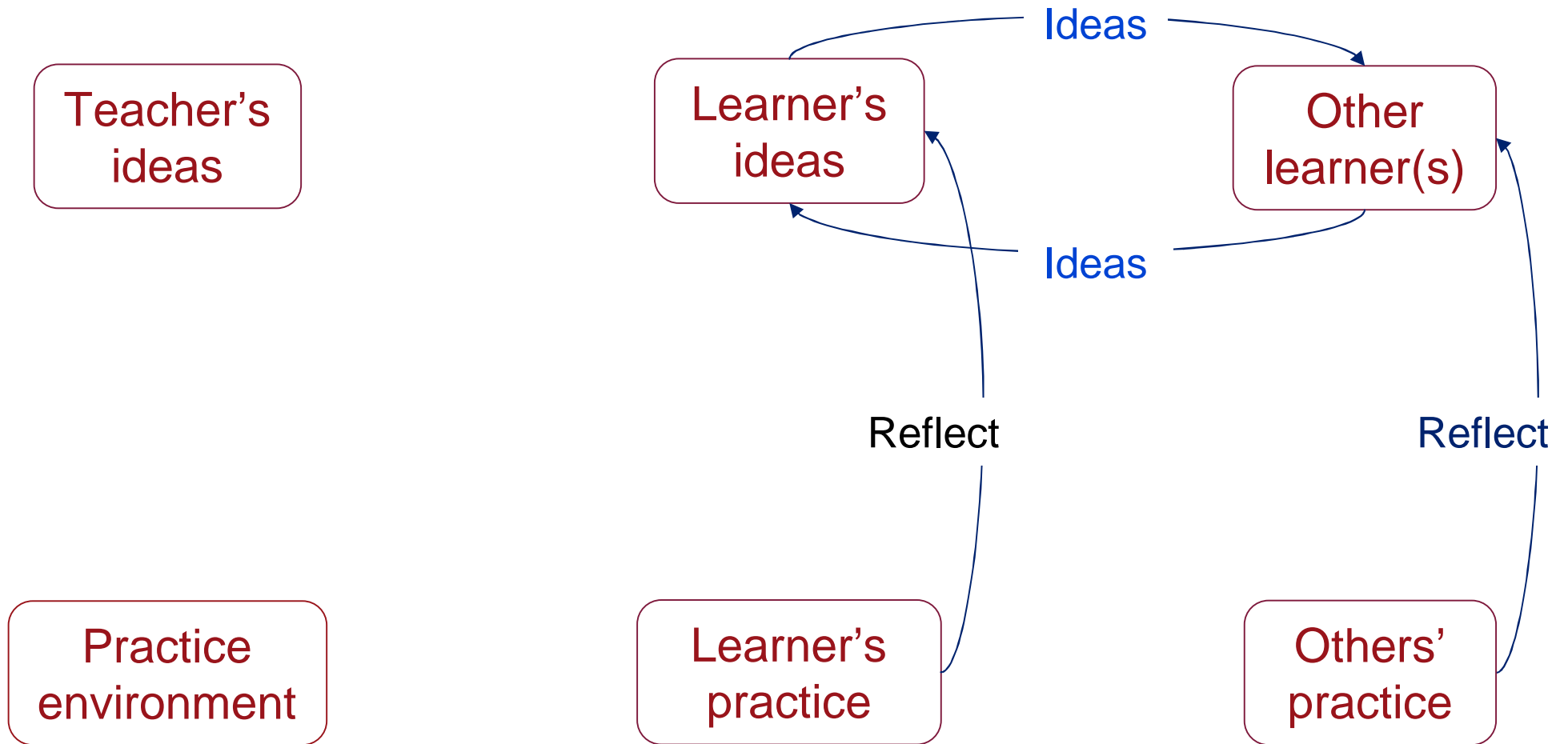
'Constructionist' - *Practice-focused*

# A common framework of representation



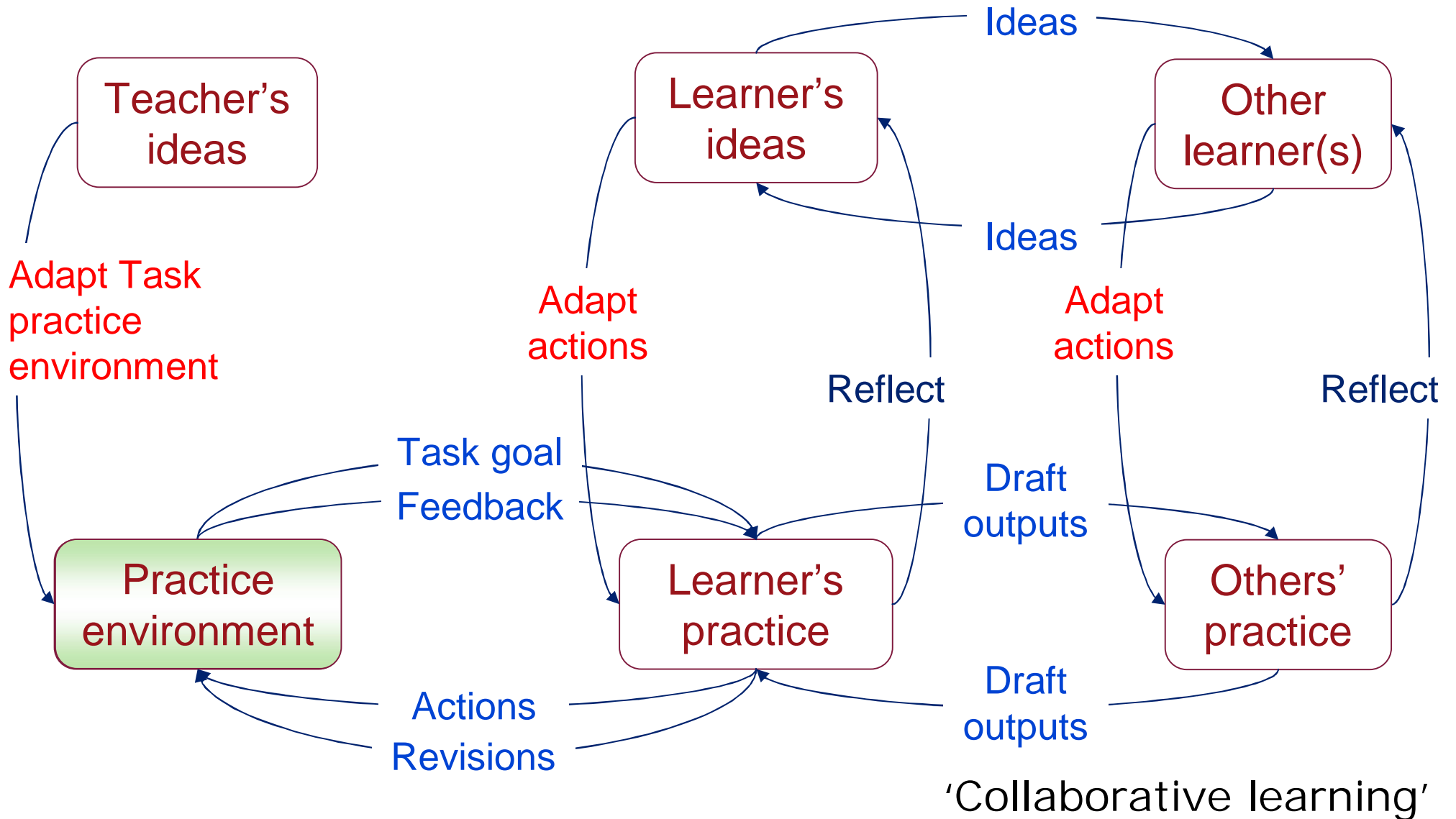
'Constructionist' - *Practice-focused*

# A common framework of representation

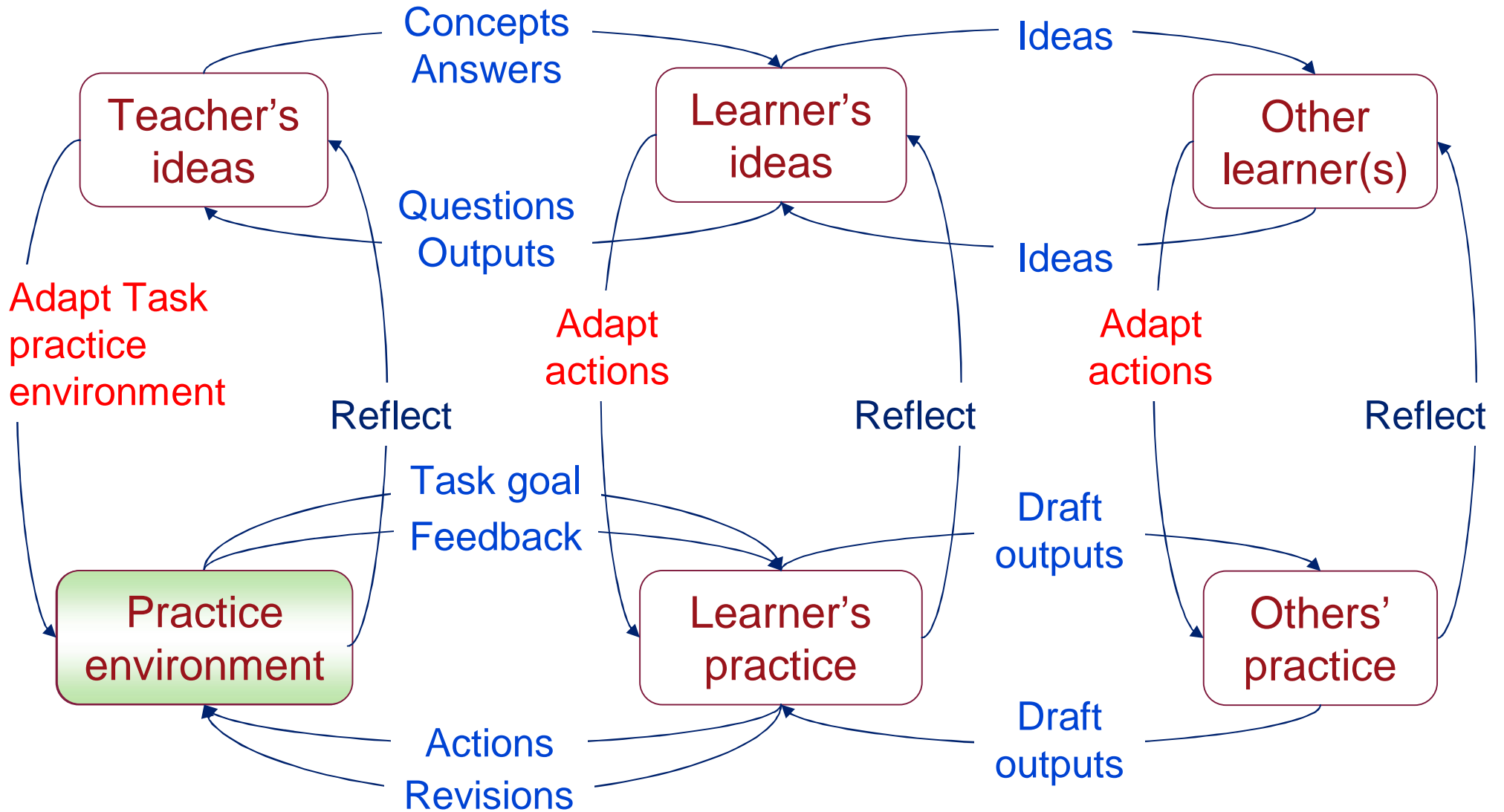


'Social constructivist' - *Learner-focused*

# A common framework of representation



# What does it take to learn? - A Conversational Framework



Instructivism + Constructionism + Social constructivist + Collaborative



# The Conversational Framework

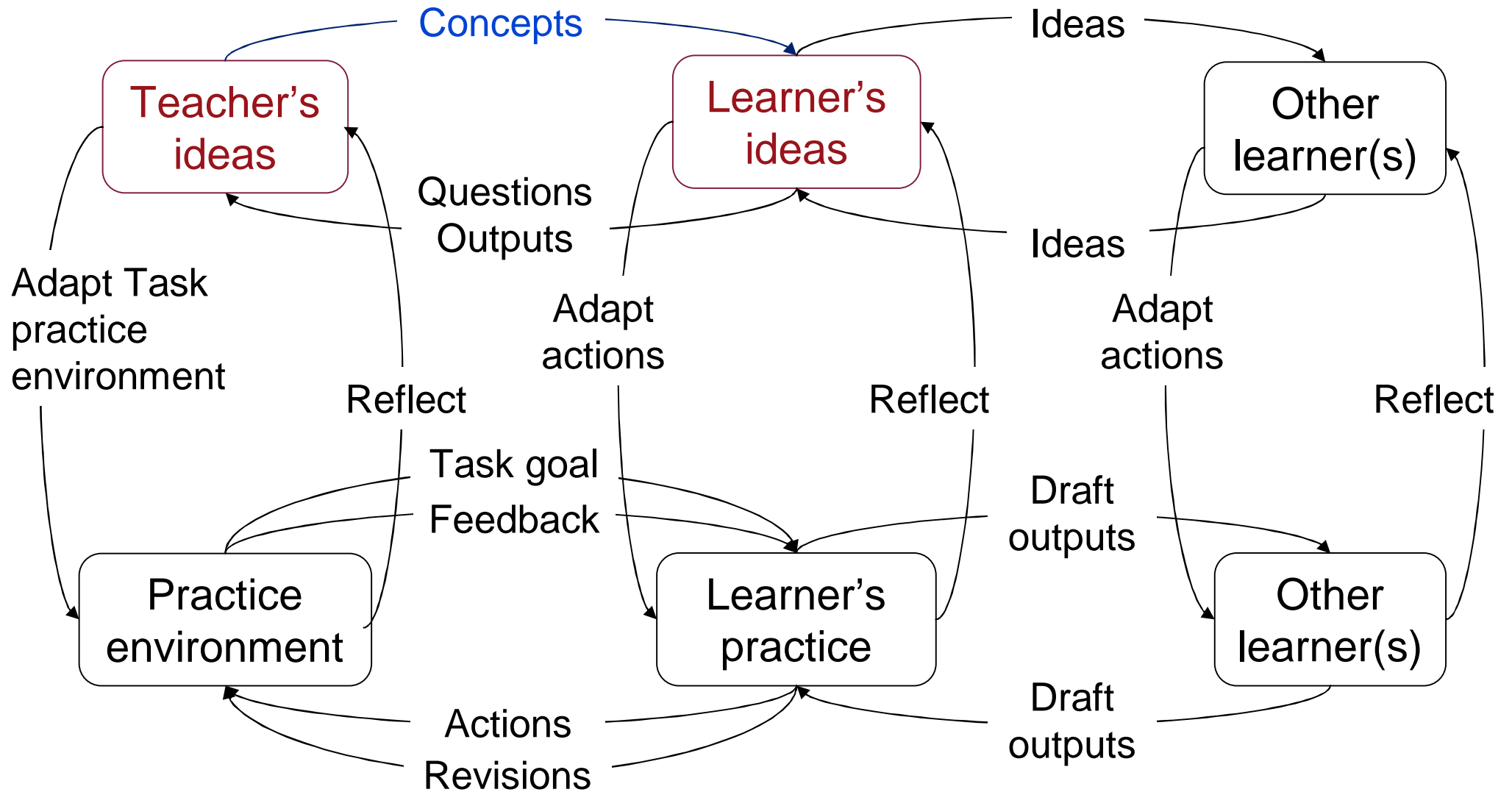
**An attempt to draw on the learning theories developed over the last century, and encapsulate them in a form that enables educators to test conventional and digital methods against them (Dewey, Piaget, Vygotsky, Bruner, Papert, Pask, Anderson, Marton, Biggs, Brown, Lave, Wenger, Engestrom...)**



Testing the value of **conventional** and **digital**  
forms of learning against the Conversational  
Framework

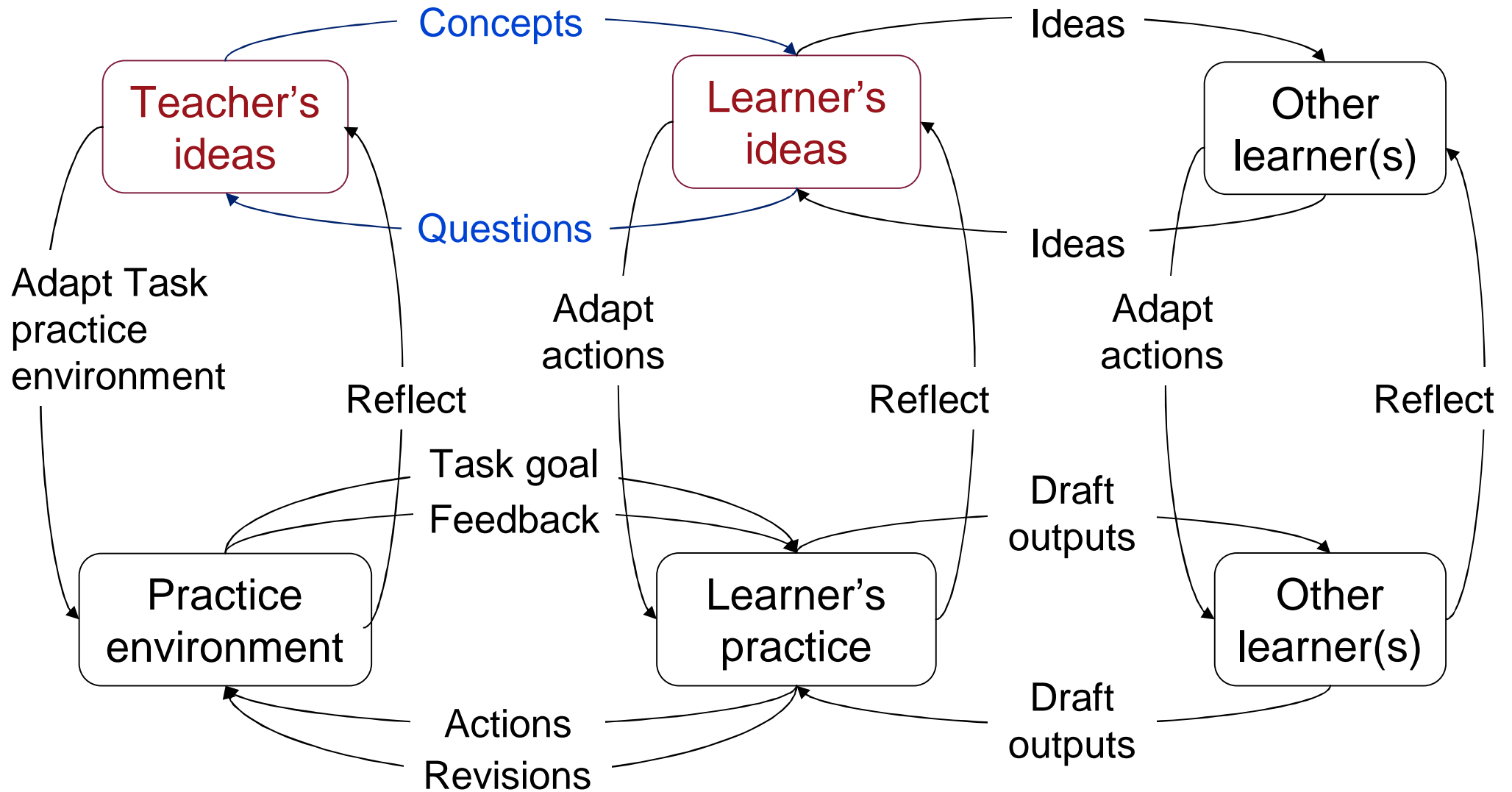


## Learning through *attention*...



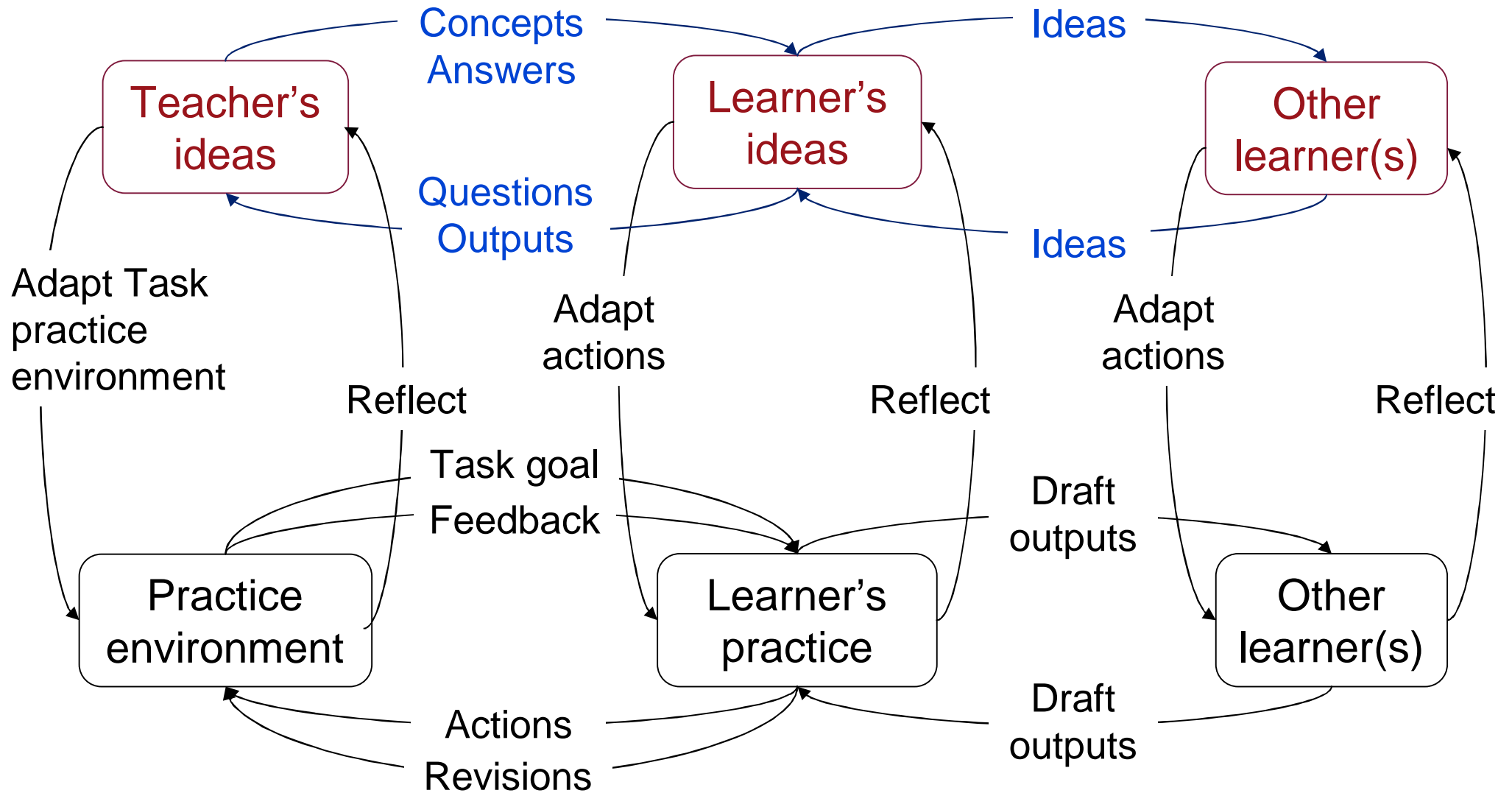
Powerpoint, Digital video, Animation, Podcast...

## Learning through *inquiry*...



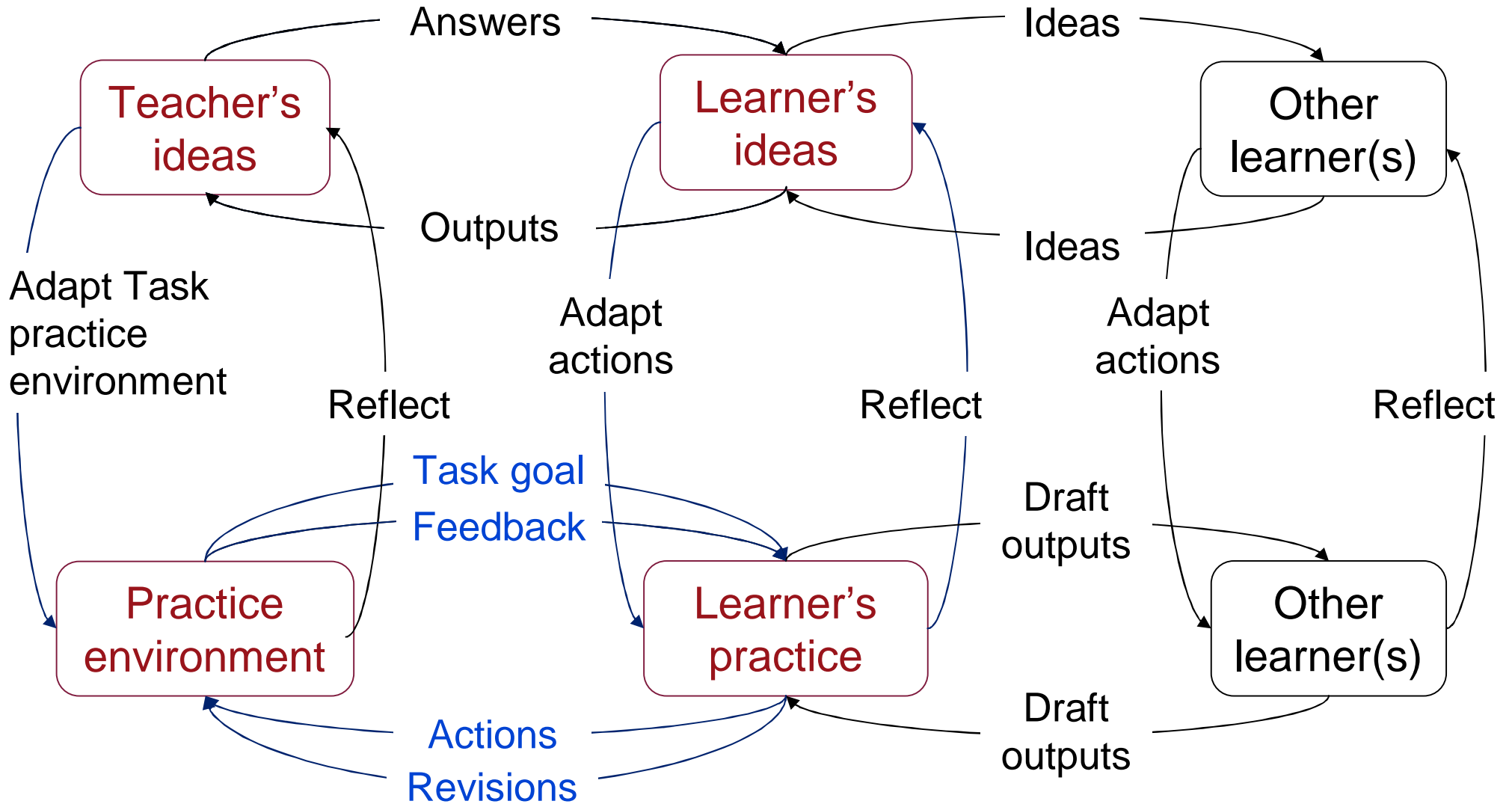
Online resource, Digital library, Website, Search engine...

## Learning through *discussion*...



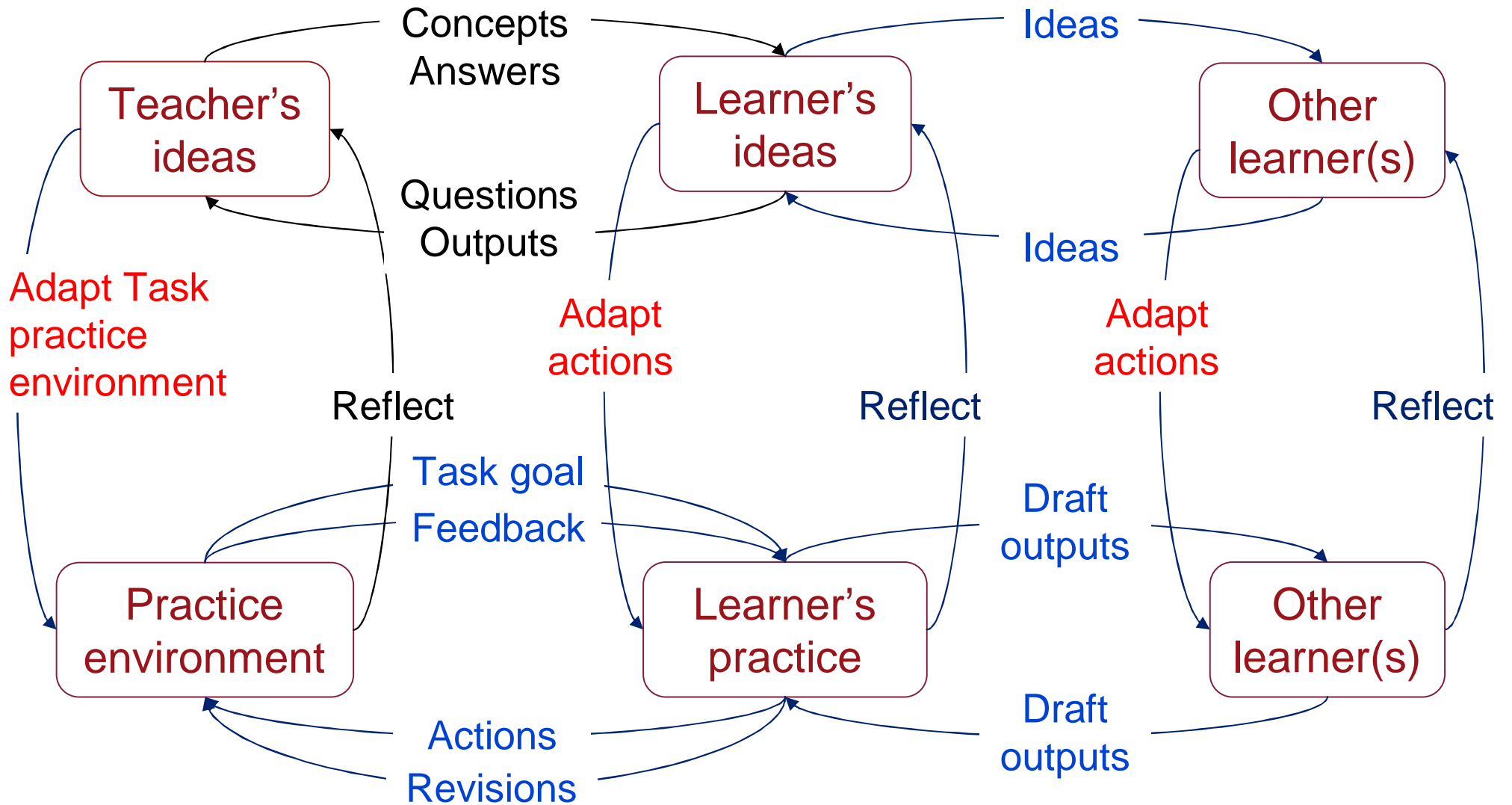
Online conferencing, Forum, Chat room, Wiki...

## Learning through *practice*...



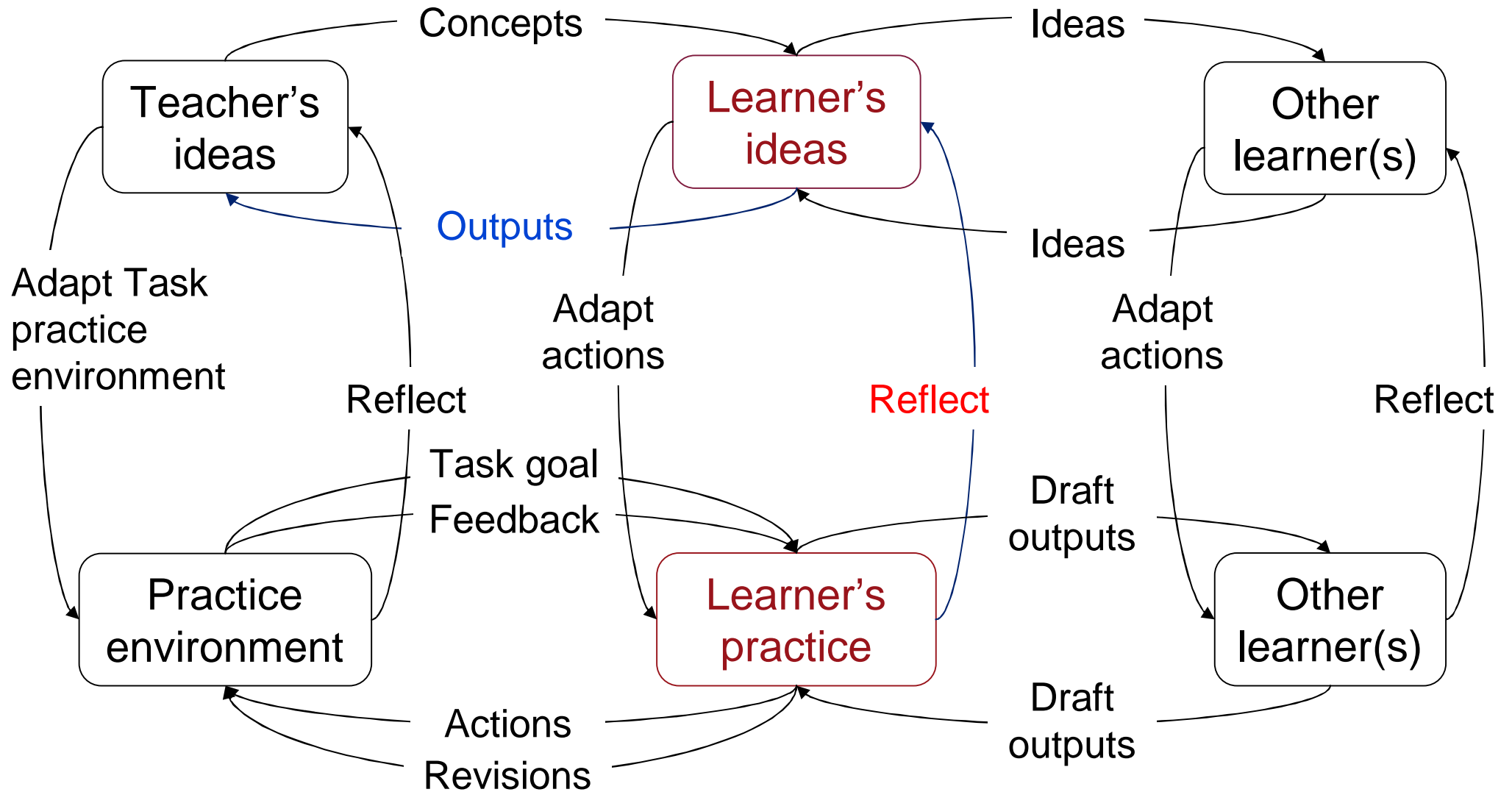
Interactive simulation, Spreadsheet, Data analysis tool, Game...

# Learning through *collaboration*...



Computer-Supported Collaborative Learning, Multiplayer games...

## Learning through *production*...



Powerpoint, Program, Model, Website, Design, Digital video...

# The Conversational Framework – Represented as checklist

The Conversational Framework poses the following questions to the learning activities planned for a learning session.

## How does your pattern of learning activities motivate students to:

1. access explanations and presentations of the theory, ideas or concepts?
2. ask questions about their understanding of the theory, etc, by providing the opportunity for answers from (i) the teacher, or (ii) their peers?
3. offer their own ideas and conceptual understanding, by providing comment on them from (i) the teacher, or (ii) their peers?
4. use their theoretical understanding to achieve a clear task goal by adapting their actions in the light of their understanding, or in response to comments or feedback?
5. repeat practice, by providing feedback on actions that enables them to improve performance?
6. repeat practice, by enabling them to share their trial actions with peers, for comparison and comment?
7. reflect on the experience of the goal-action-feedback cycle, by offering repeated practice at achieving the task goal?
8. discuss and debate their ideas with other learners?
9. reflect on their experience, by having to articulate or produce their ideas, reports, designs, performances, etc. for presentation to their peers?
10. reflect on their experience, by having to articulate or produce their ideas, reports, designs, performances, etc. for presentation to their teachers?

# The Conversational Framework – as model of learning activity

The London Pedagogy Planner

File Edit View Help

Properties Teaching Methods Link Allocate

Use this panel to distribute the total credit hours among your selected teaching and learning methods.

The default values under cognitive activities give a sense of the likely learning experience each method offers to learners.

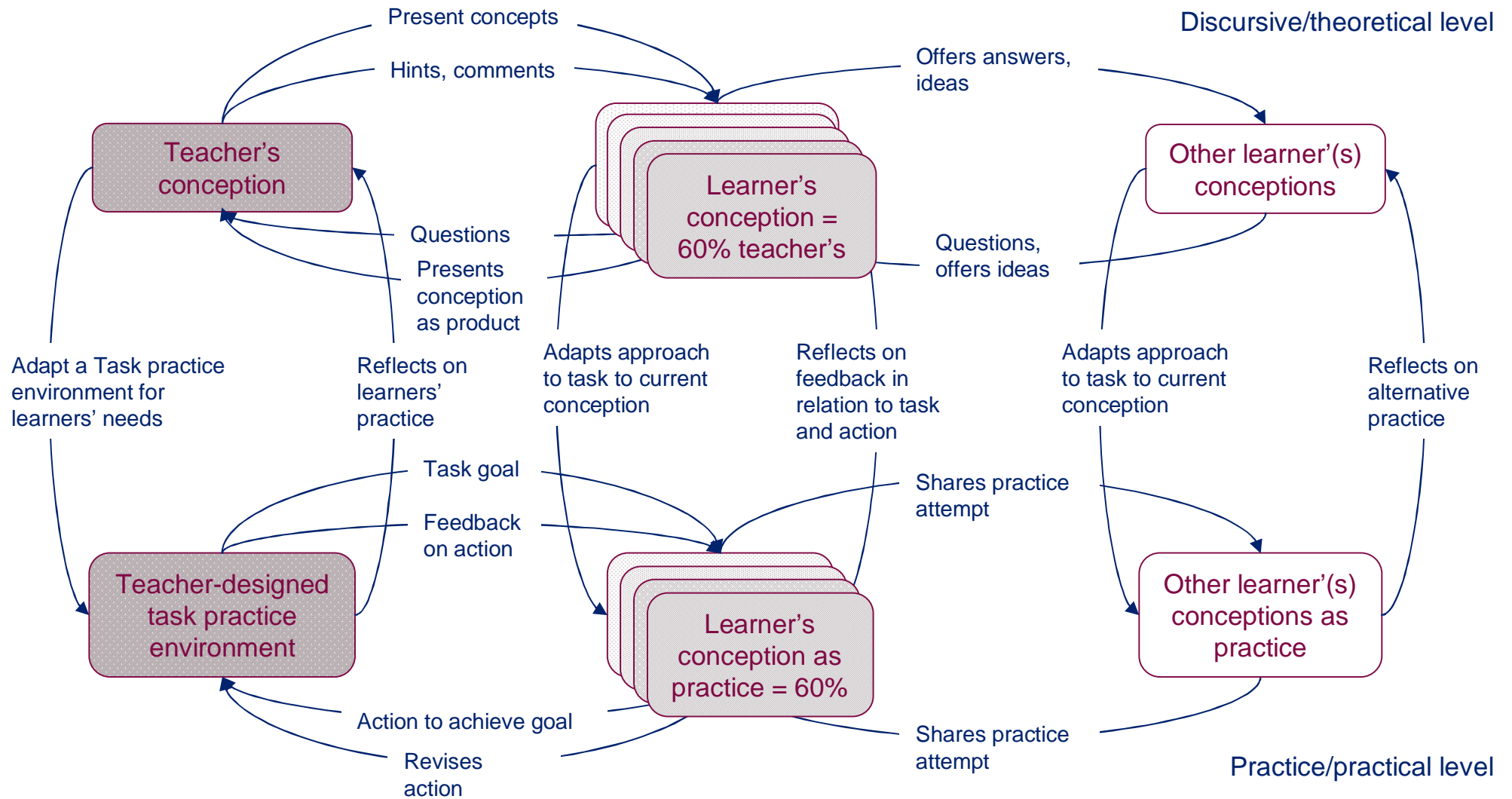
If you prefer to insert your own expectations of the learning experience generated by your Teaching Method, edit these values so that they sum to the same number of hours.

double-click 'Teaching Methods' to select teaching methods.

Teaching method	TIME	Attention	Inquiry	Discussion	Practice	Production	
Lectures	<del>60</del> 60	30		30			100
Tutorials	30	3	3	24			5
Set readings	80	80					n/a
T-M Assignments	80		24		36	20	1
Online tutorials	50	15		35			n/a
Total:	300	128	27	89	36	20	
Target:	300	173	33	24	45	25	



# The Conversational Framework – as dynamic model of learning process



“the best predictor of quality of output is the number of iterations” (William, 2008)



## Concluding points

To exploit the potential of digital technologies for teaching, we need a tool to foster adaptive, collaborative learning among academics to *learn about teaching with technology*.

The idea of the LDSE is to

- put teachers at the centre of pedagogical and technological innovation
  - support teachers in developing and sharing new pedagogical strategies
  - offer both analytical and conceptual modelling at each level of design
  - help shift teaching towards being a ‘science of learning design’
  - as a personal, reflective journey and a collaborative professional activity
- 