learning designs: helping teachers to think about learning

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learning and teaching

- teaching involves facilitating learning
- learning involves change of state
  - more than knowledge acquisition
  - involves conceptual change
- teaching does not necessarily lead to learning
- effective teaching is designed to foster learning
- teaching as design
the learning journey: an analogy

consider an overseas trip
• starts at A ends at B
• taken for a purpose
  - to learn about history, geography, culture
• different approaches
  - guided coach tour
  - self-drive
  - train pass
  - plane flight A-B
• judging success
  - immediate outcomes
  - residual outcomes
how accurate is the travel analogy?

- the curriculum takes students from A to B
- the endpoint is planned
- multiple learning paths possible
- some paths take the learners directly to B, some linger on the way
- outcomes can be assessed in many ways
- the learning design is equivalent to the itinerary
- needs careful planning
- tour planning/guiding is like teaching
learning designs

• planned learning events
• deliberate outcomes
• engaging minds
• catering for diversity
• assessing outcomes formatively and summatively

• systems thinking
the students’ perspective

- students come to the journey as tourists
- are guided by the teacher
- learn from the experience
- have diverse needs and expectations
learning designs

- blueprints of learning activities
- describe learner actions
- deliberate strategies
- encourage particular forms of engagement
- aligned to intended outcomes
- sharable and reusable
why the interest in learning designs?

- deconstruct teaching processes
- focus on important issues
- encourage reflective practice
- efficiency and sustainability
- improve learning
technology-supported learning designs

• Carrick Fellowship
• factors influencing sharing and reuse
• exploring
  – accessibility of descriptions
  – critical elements in learning designs
  – efficiency in descriptions
  – encouraging sharing
  – encouraging reuse

http://aragorn.scca.ecu.edu.au/tslpdb
The Technology-Supported Learning Database is designed to make effective technology-facilitated teaching ideas, reusable and shareable. The database seeks to share good teaching ideas. The learning activities in this database have been supplied by teachers who are keen to see them used freely by others.

Add an activity
Teachers can add their own innovative activities to the database. Adding simply requires registering a name and password and logging in. Once registered in this way, users can add activities, maintain their entries, and rate other activities.

When adding activities, it is important to complete all the fields as descriptively as possible to allow others to understand the activity. When an activity is first submitted, a Moderator will activate the entry, which may take up to 24 hours. Once activated, the activity can then be viewed by others and edited at any time by the activity owner.

Rate an activity
The rating facility allows teachers to rate activities that they feel have strong prospects for sharing reuse. The rating is intended to help identify strong activities in the database. Rating requires teachers to login.
discovering learning designs
"Pressure Point: Getting Framed - the construction of a media release" is designed as a virtual simulation to shed light on the ways professional communicators reproduce and frame paradigms using instruments such as media releases.

It is a standalone activity which steers the students through a well-defined process. The activity involves a simulated office where public communication students work under intense pressure to write media releases to deadlines and in response to a series of fast-moving incoming events.

Students sequentially assume the position of three different players in a local planning debate. In an interactive workplace simulation, for each position (Civil, Business and State) each student plays the role of a public communication practitioner and advocate.

**Teacher name**  
Kristin Demetriou

**Teacher Email**  
kristin.demetriou@deakin.edu.au

**University**  
Deakin University

**Year level**  
2

**Form of activity**  
Interactive learning eg. learning objects

**Scope of activity**  
Topic (2-5 hours)

**Unit name**  
Ethical Communication & Citizenship

**Area**  
Communications

**Hardware used**  
Desktop computer

**Software used**  
Customised Web-based program

**Special hardware**  
XML generated Flash application

**Learning resources**  
Lectures, tutorials, letters and the online learning management platform Deakin Studies Online (DSO) are used to communicate with students about the activity.

Users require a reasonably up to date and high speed computer. Users need to be generally familiar with computer usage.

CD Rom of "Pressure Point: Getting Framed - the construction of a media release" is available on request.
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<th>Unit code</th>
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<td>Software used</td>
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project outcomes

• model for representing learning designs
• an online database
• a community of participants
• explorations of use and reuse
• teacher practices and interests
reusable learning designs: case study 2

- task-directed
- task-guided
- task-autonomous
task-directed
task-guided

Roderick bought a bike last week. He's upset and you are faced with the challenge of handling his complaint. Select Play to hear his story.

Text alternative

I bought this bike on Friday and my kid's just had a crash because the brakes didn't work. He could have killed himself! You shouldn't be

You'll need to talk to this customer and help manage his complaint. Here's what you'll do in this scenario.
1. Find out what's wrong
2. Decide on what action to take
3. Review what you've done

You can work through each step now, or go on the floor to complete a customer complaint activity in your workplace.

JobFill

total employment solutions

Employment Consultant Skills

Monday 10:00 am
Identify job search options

10:00 am
1 plan
2 do
3 debrief

specific resources

- Analyzing labour market conditions
- Effective communication
- Employment plans
- Legislative and other requirements
- Negotiation skills

Dimiri is a 48 year old man who worked as a painter until 6 months ago when he injured himself while working on the roof at his own home. His injuries have left him unable to work as a painter, but his medical certificate that has enabled him to collect sickness benefits has run out and he is now looking for work.

You want to draw up an employment plan for Dimiri that will help him find a job.

In the plan section you will start to get to know Dimiri, find out about the kinds of skills, experience and interests he has, and assess these against labour market requirements.

In the do section you will work out with Dimiri appropriate strategies and resources to support his job search, draw up an employment plan for him and check that he understands what he is expected to do.

In the debrief section you will monitor Dimiri's progress with the plan and make any necessary changes.

The specific resources are designed to help you with these activities.

Make a selection from the menu.
Website Project 1 - Stage 1

Project Management for the Bazaar Ceramics Website

Overview

Bazaar Ceramics' business growth is outstanding; they have engaged new staff, surpassed targeted sales growth and international demand for the product is growing daily.

Bazaar Ceramics are seeking to develop a website that enables new and existing customers to select products for purchase. A web presence will enable them to showcase their wares, increase sales and enable feedback from potential customers.

We have been asked to develop their website. The project will be implemented over a number of stages.

In stage one of the project you will be required to develop a detailed project plan and contract for the Bazaar Ceramics Website.

The Brief

In this first stage of the project you will be planning the website development process. You are required to develop a project plan and supporting material to facilitate the project.

The Clients

Bazaar Ceramics Information Page

Bazaar Ceramics' business growth is outstanding; they have engaged new staff, surpassed targeted sales growth and international demand for the product is growing daily. Online Systems Solutions will be developing their new communications and product website. Your task is to research and document the business and user needs for the website.

View the attached video-interview with the business owner. All information on the video is available within the documents on this page, however the video may clarify the problem or opportunity faced by Bazaar Ceramics. A transcript from the interview is also available here (Word - 70KB).

View a transcript of a second interview (Word - 62KB) with the Bazaar Ceramics boss. This interview clarifies some issues which arose from the earlier interview.
online support tool

Learning design tool for VET v0.1

Project Map
The diagram below guides you through this tool

Learning design type
Start
Level of learning outcomes
Level of guidance
Content focus
Content application
Learner freedom
Learner preference
Engagement
Learning design type

Learning object design
Define project scope
Size of LO
Identify resources
Determine assessment
LO structure
LO design features
Map the flow
Choose activities
Identity media
Verify design
Learning object design
guiding future work

- need for systems-thinking approach
- engendering teacher interest
- supporting change
- understanding the rate-limiting elements
- supporting teachers’ needs
- bottom-up approaches needed
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