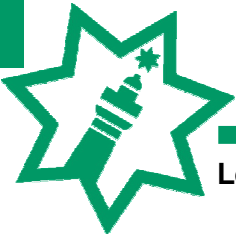


Implementing effective Learning Designs: An ALTC project



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Project Outcomes

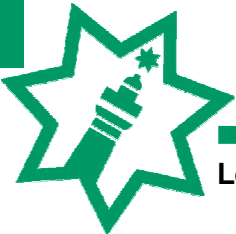


- **A highly scaffolded but flexible learning activity planning tool that helps academic staff understand the rationale for using exemplar learning designs and guides practitioners through learning design options.**
- **20 exemplar learning designs and guides.**
- **A community of educational developers and academic staff.**



What is a learning activity planning tool?

- A course builder?
- A lesson facilitator?
- An activity planner?
- An educational tool?
- A tool to shortcut the learning design process?



The need for a PP tool:

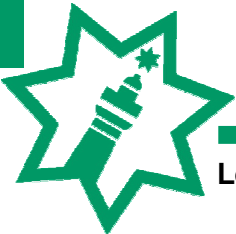


- For the majority of academic staff, teaching is only one of many responsibilities in their work portfolio;
- An assumption that the lecturers know something about student learning, and what makes it possible (Laurillard, 2002).
- In 1996 Gibbs reported that most lecturers were less sophisticated as teachers than as researchers and even the best teachers were often gifted amateurs rather than rigorous professionals with any knowledge of the adult education literature.



My Initial thought:

A scaffold to create a runnable lesson that provides novice or untrained tutors with ideas, suggestions and activities that will often naturally occur to an experienced practitioner.



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Activity Planner :: Teaching Style

Close

The emphasis of the learning design is interacting and collaborating with peers to facilitate the discovery of differing perspectives...

[Exploring Alternative Perspectives](#) - ([Why would I use this?](#))

Provides students with an balanced view of a controversial topic

[Problem-based Learning](#) - ([Why would I use this?](#))

Problem-based learning builds a lesson around a central question that requires the students to either solve a problem or make a decision.

[Project/Case Study Focus](#) - ([Why would I use this?](#))

The emphasis of the learning design is to create a product or artifact.

[Role Play Focus](#) - ([Why would I use this?](#))

The emphasis of the learning design is subrogation: "walking in the shoes of others"

Version 2.1 [2002-2007 LAMS Foundation.](#)



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Activity Planner :: Teaching Style

Exploring Alternative Perspectives

☒ General Overview

☐ *Outline task

☐ *Commit to view

☐ *Share Resources

Introduction to the activity

Add text here outlining the activity

Students give their opinion on the following question here:

Provide students with up to 4 websites providing alternate and opposing points of view:

[Browse...](#)

☐ URL ☐ File ☐ IMS CP package

[Need Help?](#)

Close

Select an open-ended question on the topic of your choice for general discussion. Ensure it is broad enough to encourage wide-ranging discussion and is not biased in any way.

Eg. "Is delivering your entire course online an educationally sound thing to do?"

[Help?](#)

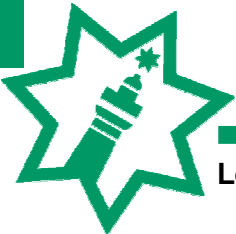
Other planners:

- **Step-by-step guidance to help practitioners make theoretically informed decisions and choose appropriate tools and resources;**
- **To inspire lecturers to adopt a new teaching strategy and support them (Falconer, Beetham, Oliver, Lockyer & Littlejohn, 2007);**
- **Provide design ideas in a structured way (Goodyear, 2005);**
- **Combine a clear description of the learning design, (Goodyear, 2005);**



Reuse:

- **Create a database of existing learning activities and examples of good practice (Goodyear, 2005);**
- **As a mechanism for abstracting good practice and metamodels for learning (Conole & Weller, 2007);**
- **To produce a runnable learning design intended for direct use (Falconer et. al, 2007); or**
- **To encode the designs in such a way that it supports an iterative, fluid, process of design (Goodyear, 2005).**



Why now?

The expansion, restructuring and refinancing of the Higher Education sector has meant that classes are not only larger but quite diversified in terms of student ability, motivation and cultural background (Biggs, 2003).



The new HE audience

Lecturers now faced with larger class sizes, students have become quite diversified in terms of:

- ability,
- motivation,
- access, and
- cultural background.

Some lectures are now rethinking their teaching approaches and are seeking out what is known about *facilitating effective learning*.



Effective Teaching Strategies



Effective lecturers will need to draw upon a variety of:

- research,**
- strategies,**
- approaches**
- and theories**
- modes of delivery**

- not just traditional ones.



Why lecturers look for support

- **Concerned about their students' performance;**
- **Want some reassurance about their teaching techniques;**
- **Want to try an innovation;**
- **Do not know how to start improving their teaching.**

Ramsden (2003)



Your Input:



How might a pedagogical planner be best used – or not?

How much support should be provided throughout the process?

Should it have an instructional purpose?

