

# learning designs: helping teachers to think about learning



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- 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



- planned learning events
- deliberate outcomes
- engaging minds
- catering for diversity
- assessing outcomes formatively and summatively
- systems thinking



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



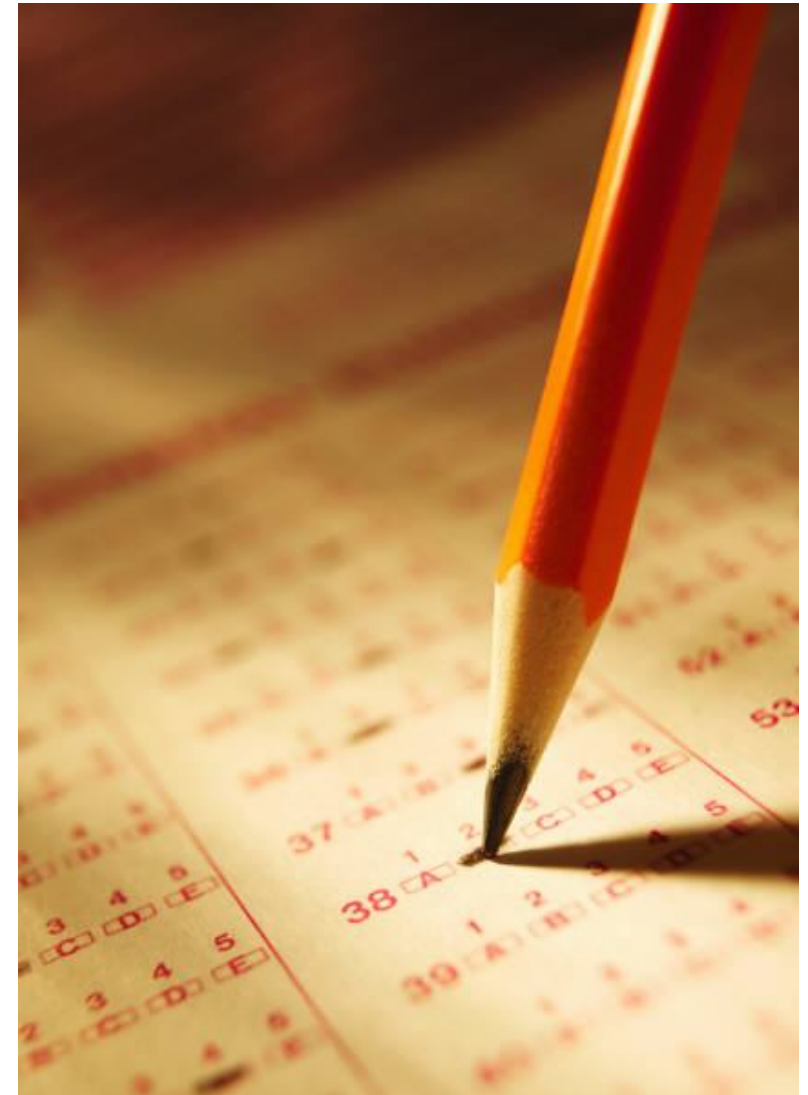


- blueprints of learning activities
- describe learner actions
- deliberate strategies
- encourage particular forms of engagement
- aligned to intended outcomes
- sharable and reusable



# why the interest in learning designs?

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





- 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/tsldb>



# reusable learning designs: case study 1




## Technology-Supported Learning Database

[Home](#) | [Login](#) | [Search](#) | [Show all activities](#) | [Add activity](#)

**The Technology-Supported Learning Database** is designed to make effective technology-facilitated teaching ideas, reusable and sharable. 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.



**Browse and search the database**  
 The activities can be browsed and searched to discover those that might be used or modified. Browsing and searching do not require the user to be logged in.

**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.



**Feedback Welcome**  
 We are very happy to receive your comments and feedback on strategies that might improve the functionality and effectiveness of this resource. Click [here](#) to offer advice, comments and to make some suggestions.

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# discovering learning designs

**ECU** AUSTRALIA  
EDITH COWAN UNIVERSITY

**AUSTRALIAN  
LEARNING  
& TEACHING  
COUNCIL**

## Technology-Supported Learning Database

[Home](#) | [Login](#) | [Search](#) | [Show all activities](#) | [Add activity](#)



### Search options

Word search	<input type="text"/>		
Title of activity	<input type="text"/>	Area	<input type="text" value="Any"/>
Year level	<input type="text" value="Any"/>	University	<input type="text"/>
Form of activity	<input type="text" value="Any"/>	Hardware used	<input type="text" value="Any"/>
Software used	<input type="text" value="Any"/>	Scope of activity	<input type="text" value="Any"/>





# technology-supported learning database





**Technology-Supported Learning Database**  
[Home](#) | [Login](#) | [Search](#) | [Show all activities](#) | [Add activity](#)

[ << Previous ] [ Next >> ]

**Activity details**

**'Pressure Point! Getting Framed - the construction of a media release'**



The SWAG workplace in the Civil Scenario

Teacher name	Kristin Demetrious
Teacher Email	<a href="mailto:kristin.demetrious@deakin.edu.au">kristin.demetrious@deakin.edu.au</a>
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
Special hardware	
Special software	XML generated Flash application

**Hardware used** Desktop computer

**Software used** Customised Web-based program

**Description of activity**

**'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 steps 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 completes

**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.



# technology-supported learning database

Enter Activity			
Title of activity (name your activity)		<input type="text"/>	
Unit name	<input type="text"/>	Unit code	<input type="text"/>
Area	<input type="text" value="Select..."/> <input type="button" value="v"/>	Year level	<input type="text" value="Select..."/> <input type="button" value="v"/>
<input type="text"/>		<input type="text"/>	
Your name	<input type="text" value="Ron Oliver"/>	University	<input type="text"/>
Email	<input type="text" value="r.oliver@ecu.edu.au"/>		
Form of activity (choose best description)	<input type="text" value="Select..."/> <input type="button" value="v"/>	Scope of activity	<input type="text" value="Select..."/> <input type="button" value="v"/>
<input type="text"/>		<input type="text"/>	
Hardware used	<input type="text" value="Select..."/> <input type="button" value="v"/>	Special hardware (used in the activity)	<input type="text"/>
<input type="text"/>		<input type="text"/>	
Software used	<input type="text" value="Select..."/> <input type="button" value="v"/>	Special software (used in the activity)	<input type="text"/>
<input type="text"/>		<input type="text"/>	



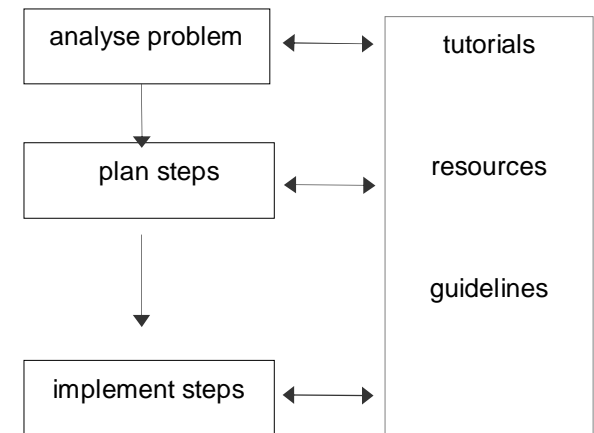
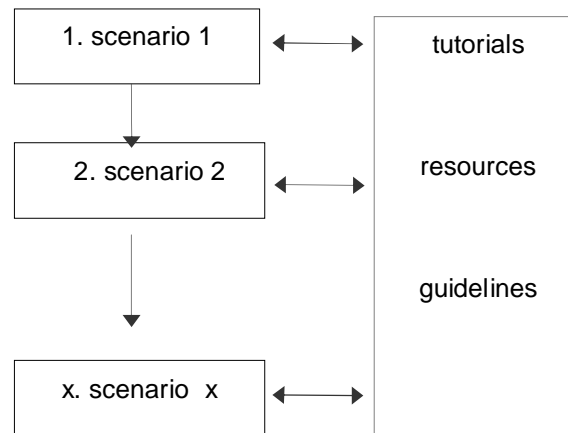
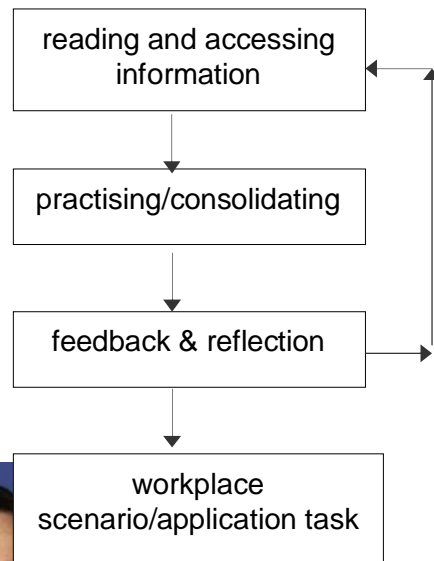
- model for representing learning designs
- an online database
- a community of participants
- explorations of use and reuse
- teacher practices and interests





# reusable learning designs: case study 2

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



Please select a link from the left window

Overview **See** Try Apply

Task: Develop creative and flexible solutions

**See** Sort this one out!

Problem  
Solution  
Review

About Jamilah

How will Jamilah prevent problems?

- **Needs to identify** all possible obstacles to successful implementation of the change
- **Can't afford** to incur any system down-time
- **The team** wants the project to be successful.

back << >> next

Start up Find out Try it Do it Home Toolbook Glossary Contact

SKILL SET: Calculations  
TASK: Perform the four basic rules

**Find out**

This is where you assemble your knowledge for this task. Click on each of the questions below to find out more information. Use your Workbook to record notes.

If you think you know the answers, click on **Try it** to check your understanding.

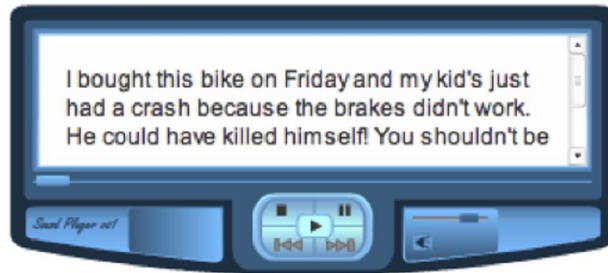
**FAQs**

- What are the four basic rules?
- How do you add?
- How do you subtract?
- How do you multiply?
- How do you divide?
- How do decimal points affect these basic calculations?



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



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.



## EmploymentConsultantSkills

[Diary index](#) > [Monday](#) > 10:00 am

[intranet](#)

[support resources](#)

Monday 10:00 am  
Identify job search options

Dimitri 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 Dimitri that will help him find a job.

In the **plan** section you will start to get to know Dimitri, 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 Dimitri 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 Dimitri'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.

### specific resources

- > [Analysing labour market conditions](#)
- > [Effective communication](#)
- > [Employment plans](#)
- > [Legislative and other requirements](#)
- > [Negotiation skills](#)





## 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 this.

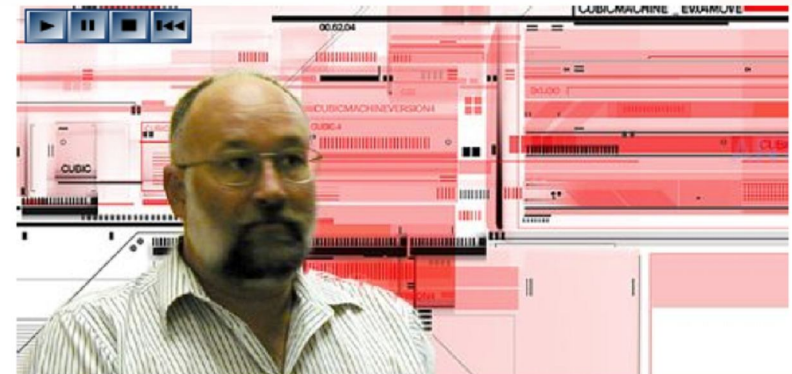
#### The Clients

##### 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 Choose a learning design Design a learning object About Help

New project Save project Open project Project map

Project - Project Map

The diagram below guides you through this tool

Project: My first project

**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 Identify media Verify design Learning object design



- 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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