

Making an effective impact on the quality and reach of education through online learning design

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Outline

- Improving the quality of learning using digital technologies
- Using a learning design tool for a collaborative approach to digital pedagogies
- Activity to use the Learning Designer
- Supporting collaborative development of innovate digital pedagogies
- Activity to explore a MOOC for wider reach



How can we use digital pedagogies to engage students in learning?

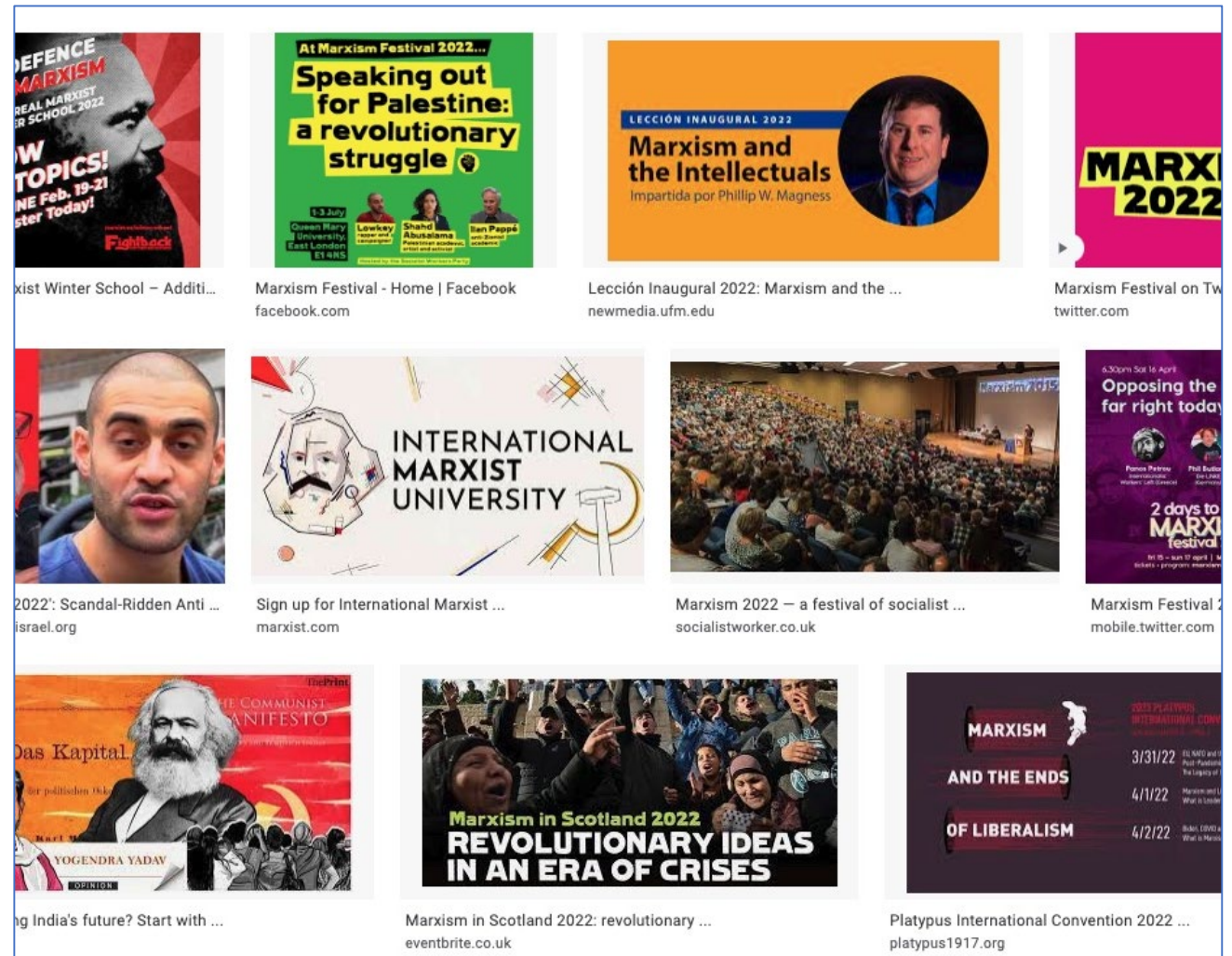
Designing active and social learning through

- Inquiry
- Discussion
- Practice
- Collaboration
- Production

Learning through inquiry

Alternative representations of concepts, images and animations assist understanding at any level...

IF embedded in exercises to compare and critique



Perspectives of Marxism on the internet

Learning through discussion

Every participant
can respond to the
question on a
Menti site, for the
presenter to talk
through and give
feedback

Join at menti.com use code 6737 7224

What are the problems with using learning design to plan your course?

9 responses



I think it is worth if you deliver the same course more than once, and/or more teachers collaborate.	The time for planning and for evaluate the others teachers planning	The possibility of having mixed didactics at the same time
One of the huge problem is the workload for the teachers... learning design requires time, competences and energy	It takes time and motivation to have all involved teachers to learn the model and the tool	Right evaluation of time necessary to do activities of production, discussion, collaboration and investigation (as learning types)
Involve students in asynchronous e-tivities	it is difficult to predict complex events that will take place in the future in such an analytical way. It would	In planning it is important to start thinking so that not only what to do (contents) but also the "mood" that

Learning through collaboration

Teachers use a Padlet wall to collaborate by showing and commenting on the different digital tools they use in creative activities for students

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Using Padlet as a tool whilst students are on placement

The use of the tool will enable students to post relevant links, knowledge, pose questions etc and to maintain contact with one another and the teachers. The concept of using the Padlet and getting used to the E tool will then scaffold their experience as they start to explore and use a similar E-tool for their reflective practice.

**Certificate III CHC33015 In Individual...
Made with charisma
@gge04346**

Using voicethread

This is a screenshot of a tool a colleague and I used to help get students started in thinking about 'learning theories' and 'how I learn.' Voicethread is a simple tool that allows tutors and

issues or vocabulary activities and the results of the tests they had sat in in class. Especially the last represented a very effective motivation tool for them to log in regularly. =)

Berlin, Berlin

Hot topics

We posed a single question and linked to a discussion forum asking people to agree or challenge. The questions were designed to be either controversial or conversation starters.

Formative and Summative feedback Screencast

In this activity we used Screencast to record the assignment brief, formative and summative feedback for students. You can record audio and your desktop screen. Students can go through the recordings at a time of their convenience and can do it as many times as they want. This really improved students' understanding and reduced the pressure of questions from students whether they did attend the class session or they did pay attention during the session.

Driving Test Preparation

In this activity I have students to go to the <http://www.driving...>

Take tests

The students can watch their own and at a time of their convenience for them to take the quiz as many times as they want or need to. They are asked to show that they can do the following. Without your study reference material (Heavy Vehicle test) complete this quiz with 100% passes. When you have achieved 100% you may then go on to the heavy vehicle learning test at the testing centre.

MonkeySurvey

Monkeysurvey was recommended

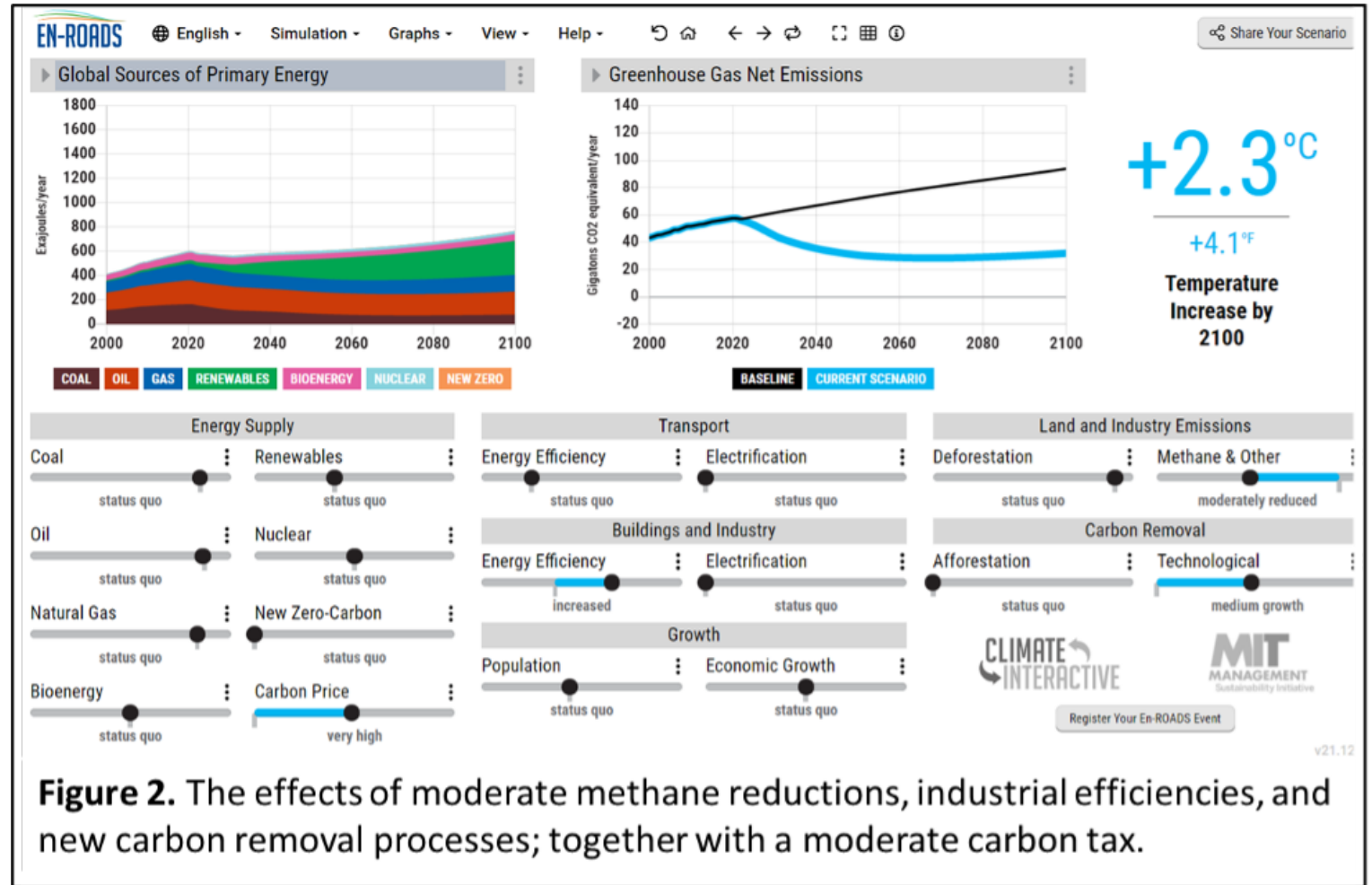
Using vialogue classroom

I used this video...

Practice with meaningful feedback

A program is the ultimate digital model, e.g. effects of energy sources on global emissions...

Students vary inputs to the process, and see what happens as a result, so must decide what to vary to achieve the desired result

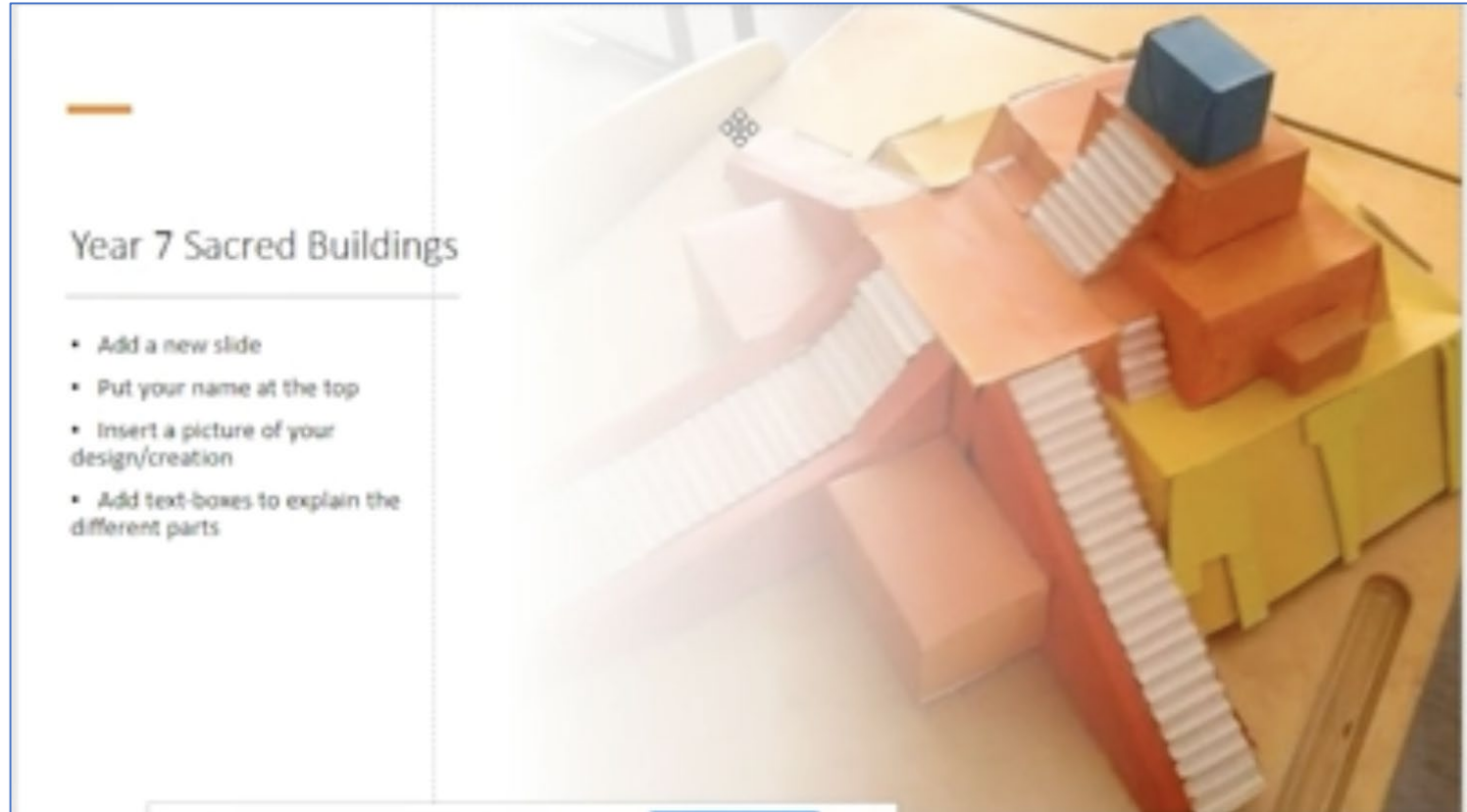


UCAR Office of Education and Outreach
https://eo.ucar.edu/staff/russell/climate/modeling/co2_climate_model_test_drive.html

Learning through production

Teachers' presenter tools also enable students to express what they know or have learned.

In this case their understanding of the features of sacred buildings, using ppt.



Q&A:

How do your experiences of digital technologies relate to these ways of improving learning?



What digital technologies have improved your learning?

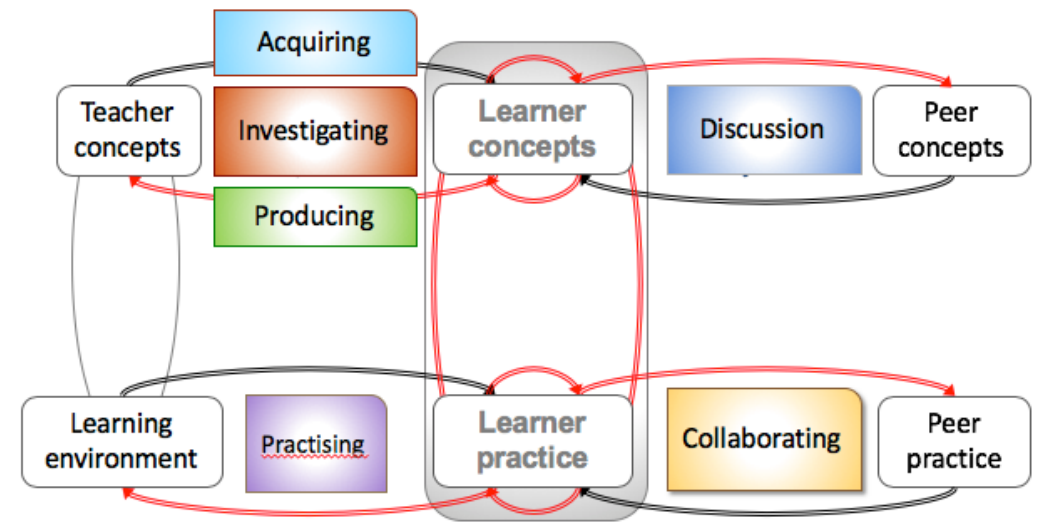
Join at menti.com Use code 8335 9978

Designing with digital tools: The Conversational Framework

Derived from theories and research on learning and teaching

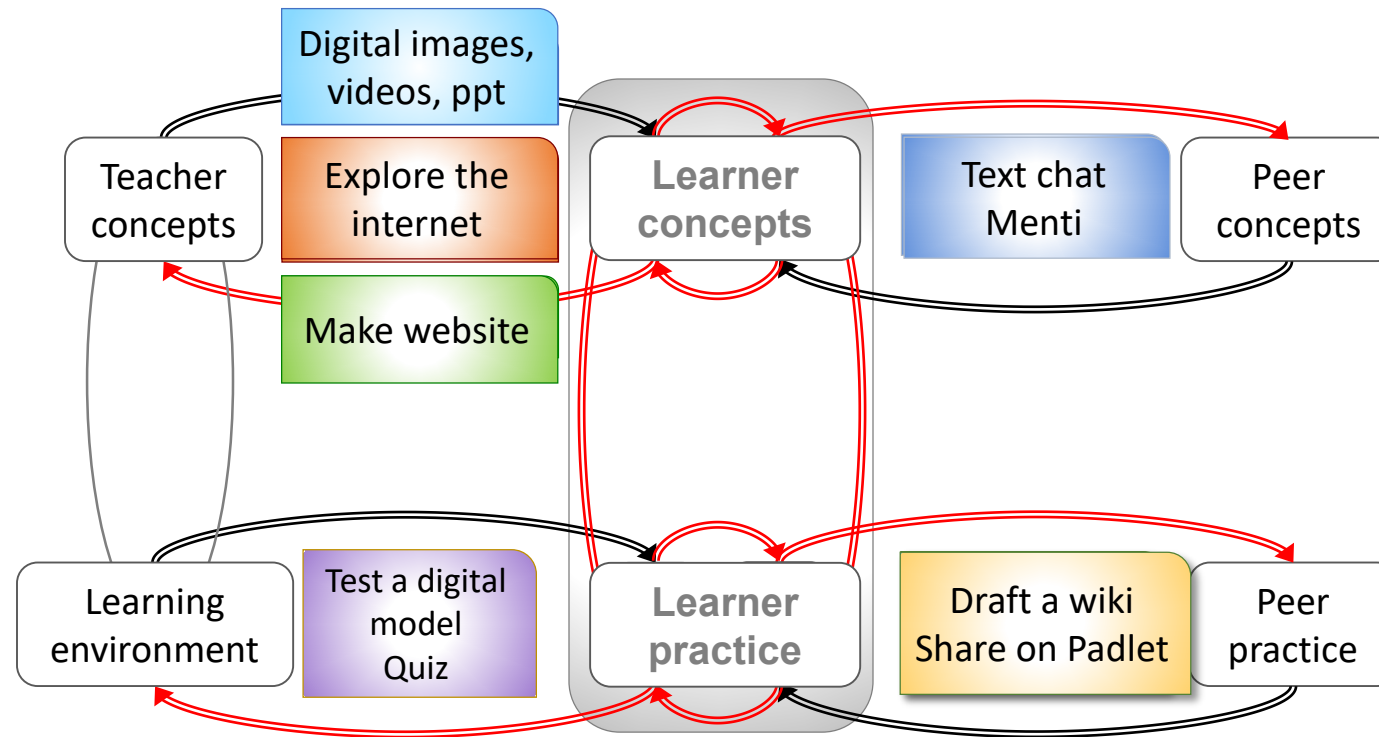
To represent the teaching-learning process as

- a series of iterative exchanges
 - between the learner and a 'teacher' and
 - between a learner and their peers
 - at two levels of concepts and practices
- in any context, primary to professional education, any subject area, face-to-face, online, or blended



(Laurillard, 2002, 2012)

How do technologies help? Digital methods



The same learning types are encouraged also through a variety of digital methods



The Learning Designer: Using a learning design tool for creating collaborative digital pedagogies

Designing activities for learning

Building on what you know

Articulating your learning design ideas

Analyzing a learning design

Designing activities for learning

<https://www.ucl.ac.uk/learning-designer>

The Learning Designer

A free open online design tool to help with planning blended learning.

Based on the six learning types from the Conversational Framework – a model of what it takes to learn.

Supports teachers and educators to

- design a sequence of blended and online teaching and learning activities
- analyse their pedagogic design
- evaluate and reflect on how to optimise it

The screenshot displays the Learning Designer interface. At the top, a banner reads "Express the details of your pedagogy" with a "Learn more" button. Below this are three main sections: "Adapt/Create", "Analyse/Review", and "Share/Publish", each with a brief description and a "View details" button. The main workspace is titled "Which ICT tool? wiki activity" and contains several fields: "Name" (Which ICT tool? wiki activity), "Topic" (Teacher education), "Learning time" (60 minutes), "Designed learning t..." (60 minutes), "Number of students" (50), and "Description" (This activity is based on a learning design used by Tim Neumann at the IOE to introduce trainee teachers to...). To the right, the "Aims" section lists two aims: "To practice using a wiki for learning" and "To discuss a range of learning technologies and their uses for...". The "Outcomes" section lists four outcomes: "Construct a group wiki", "Compile a list of learning technologies and...", "Apply peers' ideas to your own practice", and "Give feedback". A pie chart on the right shows the distribution of outcomes: "Production" (33.33%), "Collaborate", and "Discuss". At the bottom, there are buttons for "+ Add TLA", "New design", "Import design", "Export design", "Share", and "Save". Below these buttons, three activity cards are visible: "Create a shared resource of learning technologies for education", "Comment on others' contributions", and "Create a folksonomy for the wiki contents".

Building on what you and others know

Learning Designer

StartBrowserDesigner

en✎diana

TimelineAnalysis

Name

Copy of Sustainable development (classroom)

Topic

Reduce the use of plastics

Learning time

1 hours0 minutes

Designed time

1 hours0 minutes

Size of class

25

Description

How can the use of plastics affect our region? And the planet?

Mode of delivery

Classroom-based

Aims

Develop awareness among participating students about the amount of plastic they use on a daily basis, identify strategies that contribute to reducing "single-

Outcomes +

Identify

Able to identify different types of plastic and how

Critique

Able to critique the use of plastic

Generate

Able to generate ideas for using less plastic



+ Add TLAExpand notes

New designImport designExport this designShareCollaborationSave

Thinking about the use of plastics - in class

Read Watch Listen1525

Watch the teacher's presentation about the use of plastics and make notes on what questions you have.

Discuss525

Ask any questions you have about what the teacher presented

Investigate51

Now "inspect yourself" - make a list of the different types of plastic you carry with you: clothing, books, mobile devices, utensils used for lunch and their packaging. The teacher will be looking at the lists you are all making.

Read Watch Listen1025

Watch the teacher's explanation of how we can replace some of the types of plastic the class has listed with alternative materials or practices.

Improving our use of plastics - in class

Collaborate102

With your partner look at the list of the items you both identified and discuss which ones could be recycled or replaced or reused. The teacher will be looking at the ideas you are all suggesting

Read Watch Listen525

Listen as the teacher comments on some of the ideas that you and the other groups have suggested.

Collaborate53

In your group, think about "what can we do better?" Think of three ways that you, your classroom or the school can reduce the use of plastics and increase the practice of recycling. You can include things you use at home. Make notes of your ideas. The teacher will be looking at the notes you are all making.

Discuss525

Discuss in your group any points you want to make in the final discussion. Are there any you would not like to take part in?

After the class...

ProduceMirSize

These strategies can then be presented in posters or slogans that can be placed in classrooms and at school. Or make the class ideas available on the school intranet site.

Articulating your learning design ideas

The image displays two side-by-side screenshots of a learning design tool interface, showing a sequence of activities for a lesson on plastics. Each activity card includes a title, a duration, a group size, and a set of icons for various actions (checklist, delete, share, link, etc.).

Left Panel: Thinking about the use of plastics - in class

- Read Watch Listen** (15 min, 25 people): Watch the teacher's presentation about the use of plastics and make notes on what questions you have.
- Discuss** (5 min, 25 people): Ask any questions you have about what the teacher presented.
- Investigate** (5 min, 1 person): Now "inspect yourself" - make a list of the different types of plastic you carry with you: clothing, books, mobile devices, utensils used for lunch and their packaging. The teacher will be looking at the lists you are all making.
- Read Watch Listen** (10 min, 25 people): Watch the teacher's explanation of how we can replace some of the types of plastic the class has listed with alternative materials or practices.

Right Panel: Improving our use of plastics - in class

- Collaborate** (10 min, 2 people): With your partner look at the list of the items you both identified and discuss which ones could be recycled or replaced or reused. The teacher will be looking at the ideas you are all suggesting.
- Read Watch Listen** (5 min, 25 people): Listen as the teacher comments on some of the ideas that you and the other groups have suggested.
- Collaborate** (5 min, 3 people): In your group, think about "what can we do better?" Think of three ways that you, your classroom or the school can reduce the use of plastics and increase the practice of recycling. You can include things you use at home. Make notes of your ideas. The teacher will be looking at the notes you are all making. Discuss in your group any points you want to make in the final discussion. Are there any you would not like to take part in?
- Read Watch Listen** (5 min, 25 people): Listen to the teacher's summary of what we learned from this session.

Both panels have a bottom bar with a "+ Add Learning Type" button, a timer (35 min for the left, 25 min for the right), a "Notes" button, and a link icon.

Articulating your learning design ideas

Learning Designer Start Browser Designer en - diana

Timeline Analysis

Name Copy of Sustainable development (classroom) **Mode of delivery** Classroom-based

Topic Reduce the use of plastics **Aims** Develop awareness among participating students about the amount of plastic they use on a daily basis, identify strategies that contribute to reducing "single-

Learning time 1 hours 0 minutes

Designed time 1 hours 0 minutes

Size of class 25

Description How can the use of plastics affect our region? And the planet?

Outcomes +

- Identify
Able to identify different types of plastic and how
- Critique
Able to critique the use of plastic
- Generate
Able to generate ideas for using less plastic

Figure: A pie chart showing the distribution of outcomes. The chart is divided into four segments: a large blue segment labeled 'Acq', a yellow segment labeled 'Col', a red segment labeled 'Inq', and a small blue segment labeled 'Dis'.

Buttons: + Add TLA Expand notes New design Import design Export this design Share Collaboration Save

Activity 1: Thinking about the use of plastics - in class

- Read Watch Listen 15 25
Watch the teacher's presentation about the use of plastics and make notes on what questions you have.
- Discuss 5 25
Ask any questions you have about what the teacher presented
- Investigate 5 1
Now "inspect yourself" - make a list of the different types of plastic you carry with you: clothing, books, mobile devices, utensils used for lunch and their packaging. The teacher will be looking at the lists you are all making.
- Read Watch Listen 10 25
Watch the teacher's explanation of how we can replace some of the types of plastic the class has listed with alternative materials or practices.

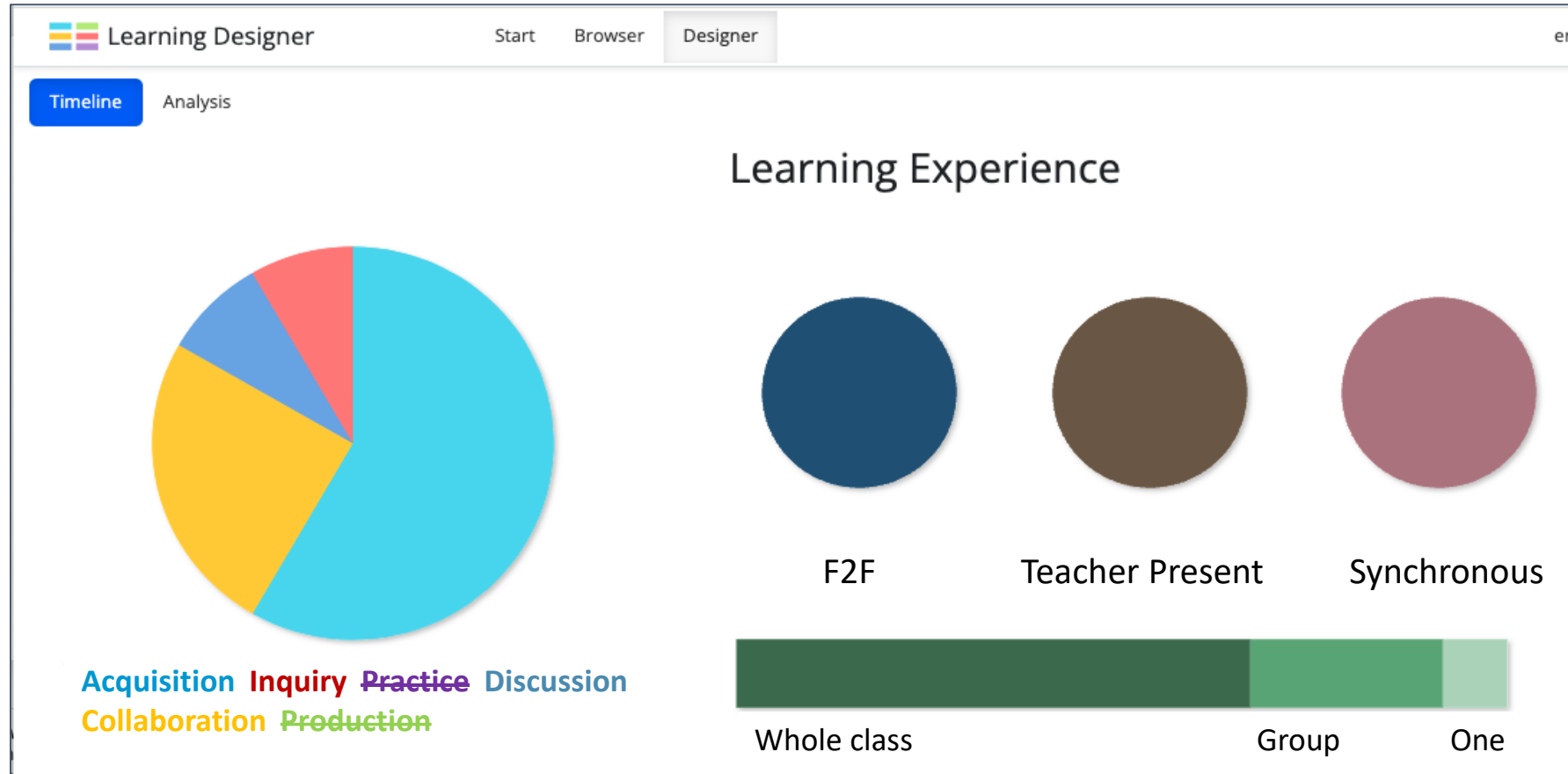
Activity 2: Improving our use of plastics - in class

- Collaborate 10 2
With your partner look at the list of the items you both identified and discuss which ones could be recycled or replaced or reused. The teacher will be looking at the ideas you are all suggesting
- Read Watch Listen 5 25
Listen as the teacher comments on some of the ideas that you and the other groups have suggested.
- Collaborate 5 3
In your group, think about "what can we do better?" Think of three ways that you, your classroom or the school can reduce the use of plastics and increase the practice of recycling. You can include things you use at home. Make notes of your ideas. The teacher will be looking at the notes you are all making.
Discuss in your group any points you want to make in the final discussion. Are there any you would not like to take part in?
- Read Watch Listen 5 25

Activity 3: After the class...

- Produce Mir Size
These strategies can then be presented in posters or slogans that can be placed in classrooms and at school. Or make the class ideas available on the school intranet site.

Analyzing a learning design/redesign



There are no rules about what this analysis should be
Just consider if that looks appropriate for your class

Activity: Articulate your learning design ideas; Check the Analysis

The image shows a screenshot of a learning design tool interface, divided into two panels. The left panel is titled 'Thinking about the use of plastics - in class' and the right panel is titled 'Improving our use of plastics - in class'. Both panels show a sequence of activities with various controls. Red boxes with arrows point to specific features, each with a descriptive label.

Annotations:

- Change a learning type**: Points to the 'Read Watch Listen' dropdown menu in the first activity of the left panel.
- Change the duration (mins)**: Points to the clock icon and the number '15' in the first activity of the left panel.
- Edit any of the text**: Points to the text area of the second activity in the left panel.
- Click/hold to move up, down, across**: Points to the vertical bar on the left side of the activity list in the left panel.
- Change group size**: Points to the group icon and the number '25' in the first activity of the left panel.
- Add another activity**: Points to the '+ Add Learning Type' button at the bottom of the left panel.
- Add notes for self and others**: Points to the 'Notes' button at the bottom of the left panel.
- Toggle teacher presence/absence**: Points to the teacher icon in the first activity of the right panel.
- Toggle internet or digital use / or not**: Points to the internet icon in the first activity of the right panel.
- Toggle synchronous (same time) or not together**: Points to the checkmark icon in the first activity of the right panel.
- Add digital, or other, tools and resources**: Points to the plus icon in the first activity of the right panel.

Activity Details:

- Left Panel Activities:**
 - Activity 1: 'Read Watch Listen', duration 15 mins, group size 25.
 - Activity 2: 'Discuss', duration 5 mins, group size 25.
 - Activity 3: 'Investigate', duration 5 mins, group size 1.
 - Activity 4: 'Read Watch Listen', duration 10 mins, group size 25.
- Right Panel Activities:**
 - Activity 1: 'Collaborate', duration 10 mins, group size 2.
 - Activity 2: 'Read Watch Listen', duration 5 mins, group size 25.
 - Activity 3: 'Collaborate', duration 5 mins, group size 3.
 - Activity 4: 'Watch Listen', duration 5 mins, group size 25.

Discussion:

Could the Learning Designer help teachers with creating more digital pedagogies?



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The Learning Designer: Enabling teachers to innovate

Designing activities for learning

Building on what you know

Articulating your learning design ideas

Analyzing a learning design

Integrating digital methods for learning

Integrating digital methods for learning

The image displays a digital learning interface with two parallel sessions. Each session has a title bar, a main instruction area, and a bottom control bar.

Left Session:

- Title:** Thinking about the use of plastics - in class
- Activity 1:** Read Watch Listen (15 min, 25 people). Instruction: Watch the teacher's presentation about the use of plastics and make notes on what questions you have.
- Activity 2:** Discuss (5 min, 25 people). Instruction: Ask any questions you have about what the teacher presented.
- Activity 3:** Investigate. Instruction: Now "inspect yourself" carry with you: clothing, their packaging. The t...
- Activity 4:** Read Watch Listen. Instruction: Watch the teacher's ex... of plastic the class has...
- Bottom Bar:** + Add Learning Type, 35 min, Notes ^, 0 attachments.

Right Session:

- Title:** Improving our use of plastics - in class
- Activity 1:** Collaborate (10 min, 2 people). Instruction: With your partner look at the list of the items you both identified and discuss which ones could be recycled or replaced or reused. The teacher will be looking at the ideas you are all suggesting.
- Activity 2:** Read Watch Listen (5 min, 25 people). Instruction: Listen as the teacher comments on some of the ideas that you and the other groups have suggested.
- Activity 3:** Collaborate (5 min, 3 people). Instruction: In your group, think about "what can we do better?" Think of three ways that you, your classroom or the school can reduce the use of plastics and increase the practice of recycling. You can include things you use at home. Take notes of your ideas. The teacher will be looking at the notes you are all making.
- Activity 4:** Read Watch Listen (5 min, 25 people). Instruction: Discuss in your group any points you want to make in the final discussion. Are there any you would not like to take part in?
- Activity 5:** Read Watch Listen. Instruction: Listen to the teacher's summary of what we learned from this session.
- Bottom Bar:** + Add Learning Type, 25 min, Notes ^, 0 attachments.

Link a resource Dialog Box:

- Title:** Link a resource
- Type:** URLFileNote
- Note:** Add a note
- Buttons:** Add, Close

Optimizing digital methods for learning

The image is a collage of overlapping digital interface elements, likely from a learning management system or a collaborative workspace. It features several browser tabs at the top, a sidebar menu on the left, and two prominent 'Resources linked' pop-up windows in the center.

Browser Tabs:

- Thinking about the use of plastics - in class
- Resources lin...
- our use of plastics - in class

Sidebar Menu:

- Read V
- Watch on wh
- Discus
- Ask a
- Invest
- Now ' carry their
- Read V
- Watch of pla
- + Add I

Resources linked Pop-up 1:

Resources linked

Students will use their own word processing document for this.

Resources linked Pop-up 2:

Resources linked

- Ask students to use their phones or a chat room to discuss their list, which can be shared on a Googledoc or in their shared space.
- Provide an online list of ideas for recycling plastics and changing to other materials, or other practices

Background Content:

The background shows snippets of text from various documents or discussions, including:

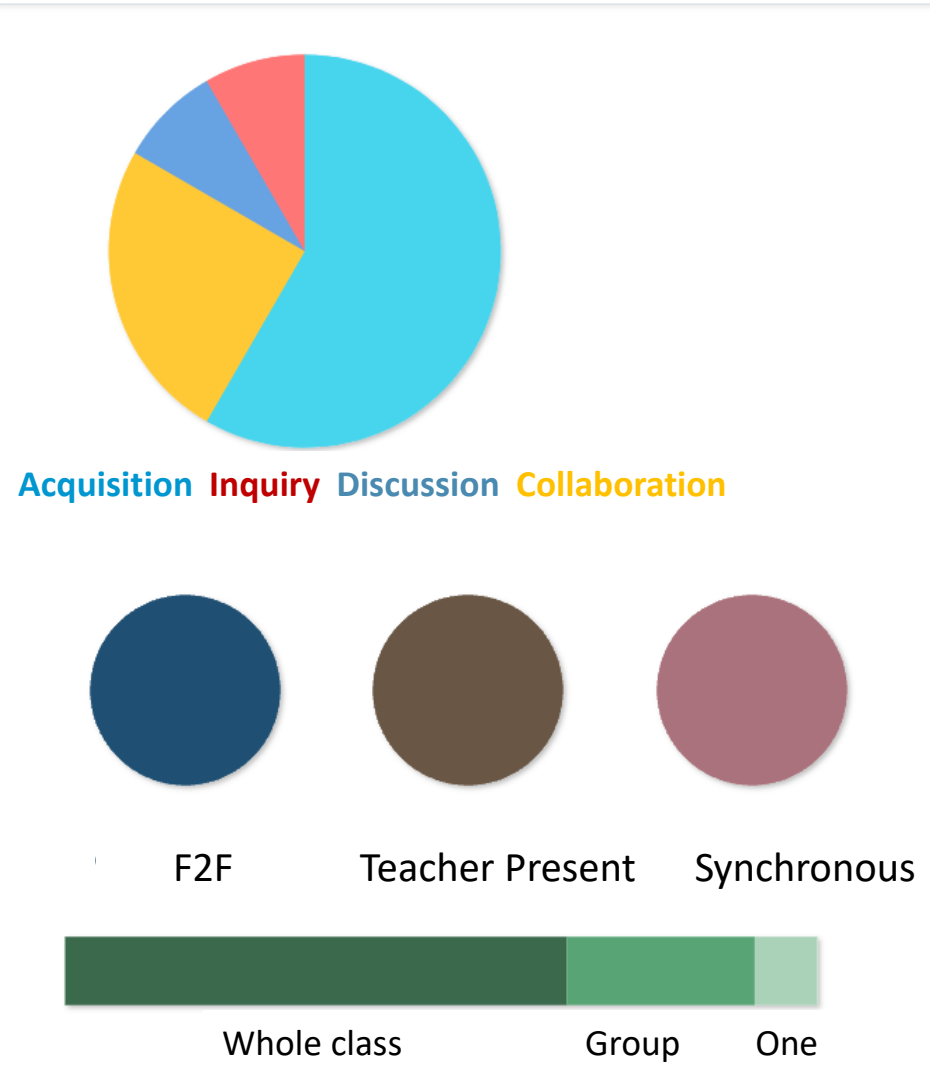
- ...ation of how we can replace some of the types ed with alternative materials or practices.
- ...n we do better?" Think of some ways pool can reduce the use of plastics and you can also include things you can do at p space.
- ...to look at what the other groups have you want to make in the final discussion.
- ...take part in?
- ...r points to the teacher's summary of

Buttons:

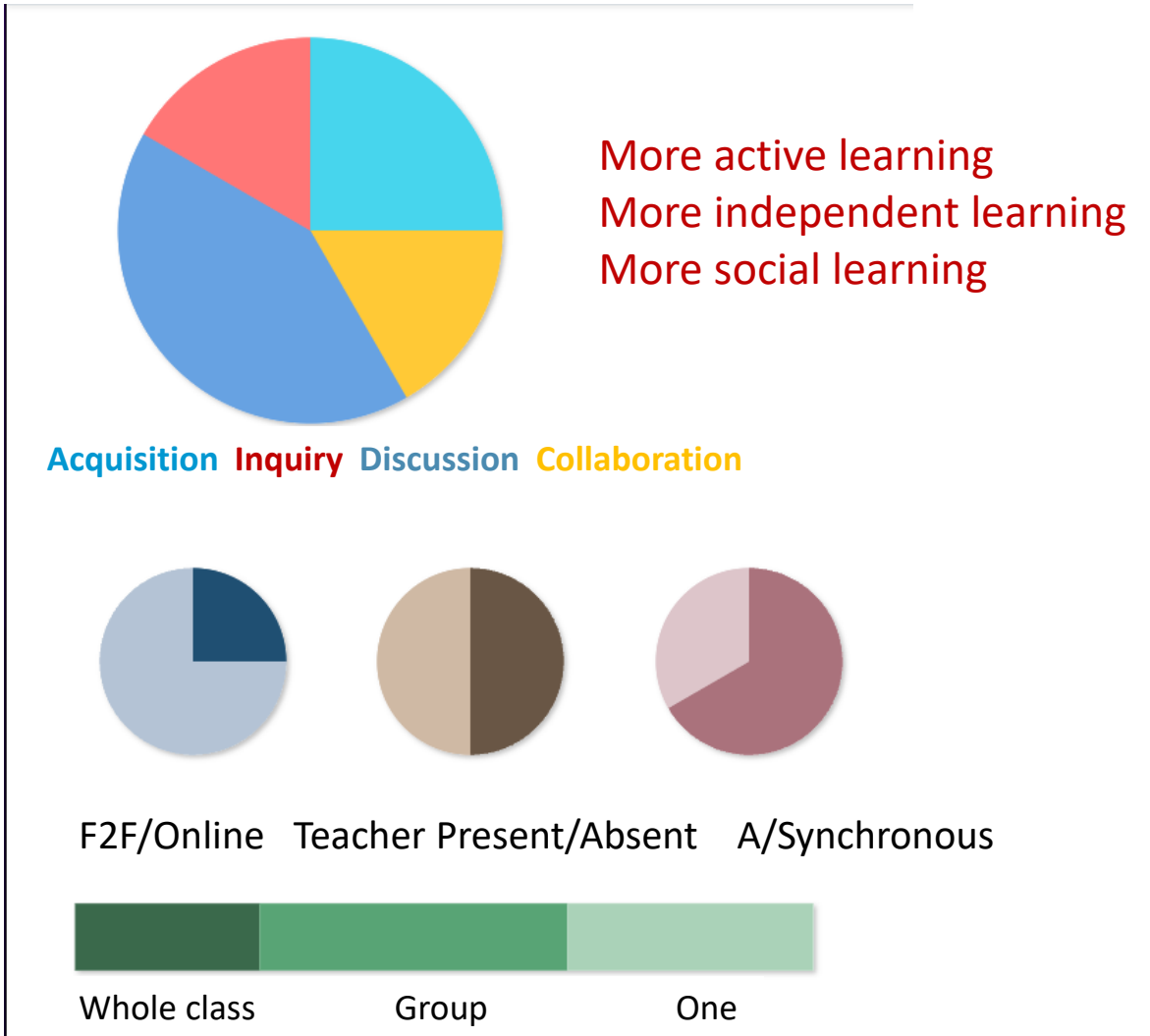
- OK

Analyzing the two learning designs: Why is this important for management?

Classroom-based



Blended (home and class, with digital methods)

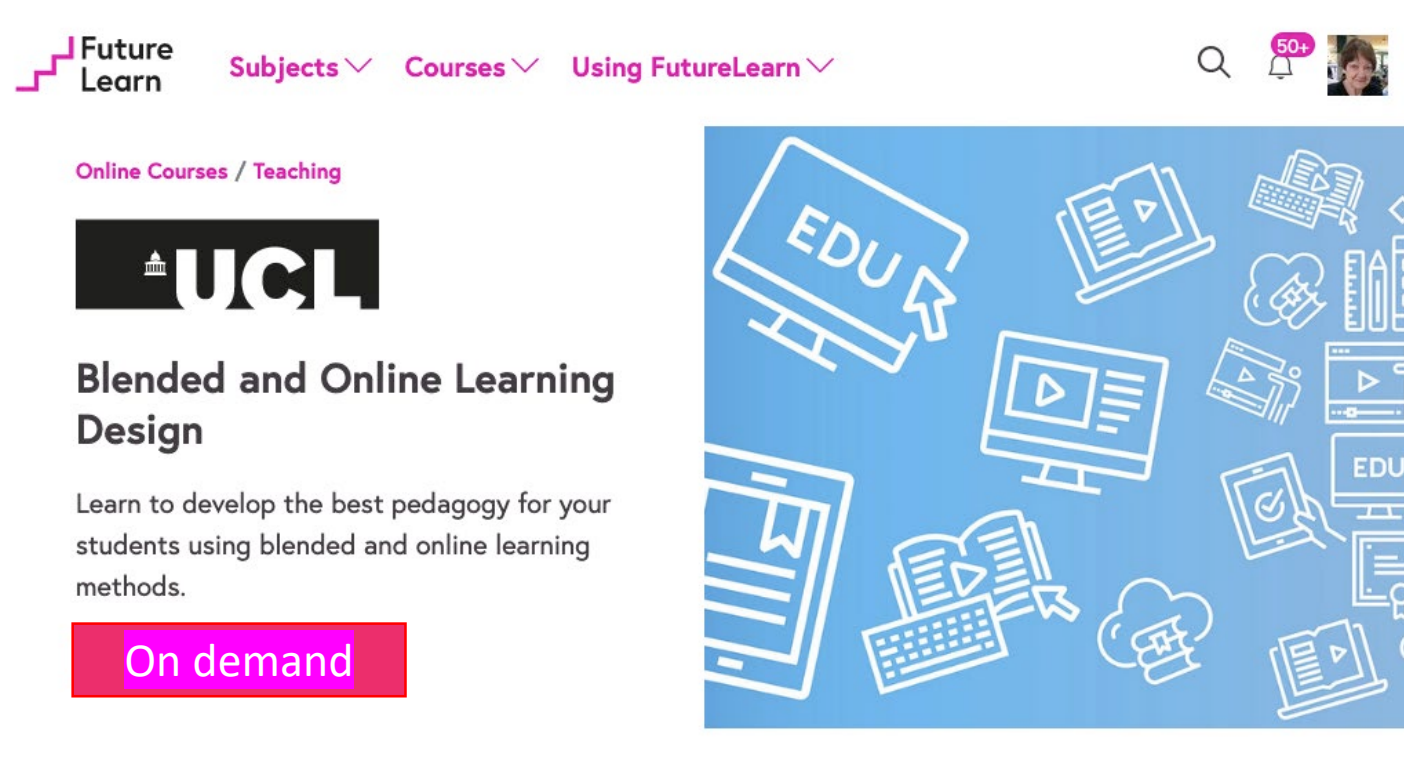




The Blended and Online
Learning Design course;
Teachers collaborating to
innovate

Making an impact on reach:

Large-scale online courses to orchestrate collaborative knowledge development by professionals



<https://bit.ly/BOLDcourse>

<http://bit.ly/Learning-Designer>

12,000 active participants in Year 1 in >100 countries

Week 1: Rethinking your current teaching

- Builds on current teaching
- Introduces the Conversational Framework for the underpinning pedagogic principles
- Introduces the Learning Designer as the means to take these into your new digital practices
- Prepares the groundwork for collaboration

Learning design as the means to think through your teaching

The concept and practical applications of learning design.



1.2 The Conversational Framework VIDEO (05:10)

1.3 Checking the definitions of the learning types QUIZ

1.4 Planning a learning design using the Conversational Framework ARTICLE

Moving online

Planning the move from conventional methods to online and digital methods



1.5 Working collaboratively ARTICLE

1.6 Which digital tools for which types of learning? ARTICLE

1.7 Converting your current teaching to online ARTICLE

1.8 Applying the Conversational Framework to creating a learning design VIDEO (05:10)

Learning designs for 'learning to explain a concept'

Double-click to post the link to your design. Make the title similar to the title of your design. Make a constructive comment on one or two other designs.

Explaining how to write effective conclusions in academic essays

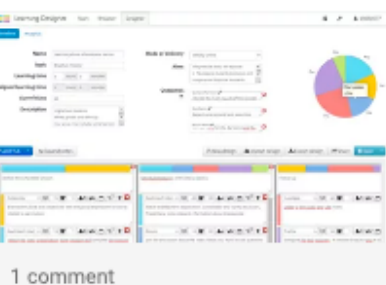
This lesson is for first year Japanese university students studying English for Academic Purposes. This lesson is designed to take them beyond a simple (but ineffective) summary.



Explaining a complex concept (effectiv...
by janew654
ucl

Add comment

Vaccine Rebellion



1 comment

Digital Mixing Desk



Explain the Essentials of a Digital Mixin...
by reidireilly
ucl

Add comment

Explaining how to conjugate regular and irregular verbs in the Past tense.



Learning Designer
ucl

Add comment

How to use RADAR for evaluating resources



Planet conservation plan



Making a conservation plan · Learning ...
by yasmine
ucl

Add comment

Child development



child development outline MS
Word document
padlet drive

Add comment



Hend Elshahat

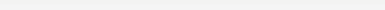
The idea of designing games for students is really important to improve learners skills and encourage them to participate in the learning process. The idea of padlet and how we can ask students to express their ideas into it is really essential. We can also ask them to share their photos and videos on their own to make sure everyone is participating in the process.

Add comment

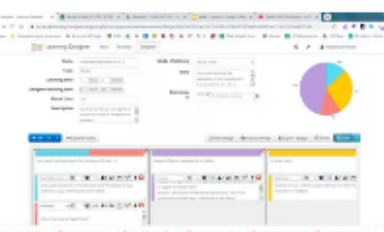
Explaining the life cycle of a bird (same content as the water cycle)-Thomas Crossland McCarthy



Explaining a complex concept (Bird Lif...
by tomcrossland
ucl



Othello Act 1 Sc3- considering how methods are used to present characters in connection to themes.



Add comment

Deforestation and the use of palm oil



Learning Designer
ucl

Add comment

Irma, Albania



Week 2 Activity 3: Developing students' independent learning

In-depth
collaborative
examination of what
it takes to develop a
good learning
design

Developing students' independent learning

Designing to support effective student learning online

2.9

Creating motivational momentum ARTICLE

2.10

Using the Conversational Framework to generate cycles of learning ARTICLE

2.11

Engaging students in discussion and active learning VIDEO (05:06)

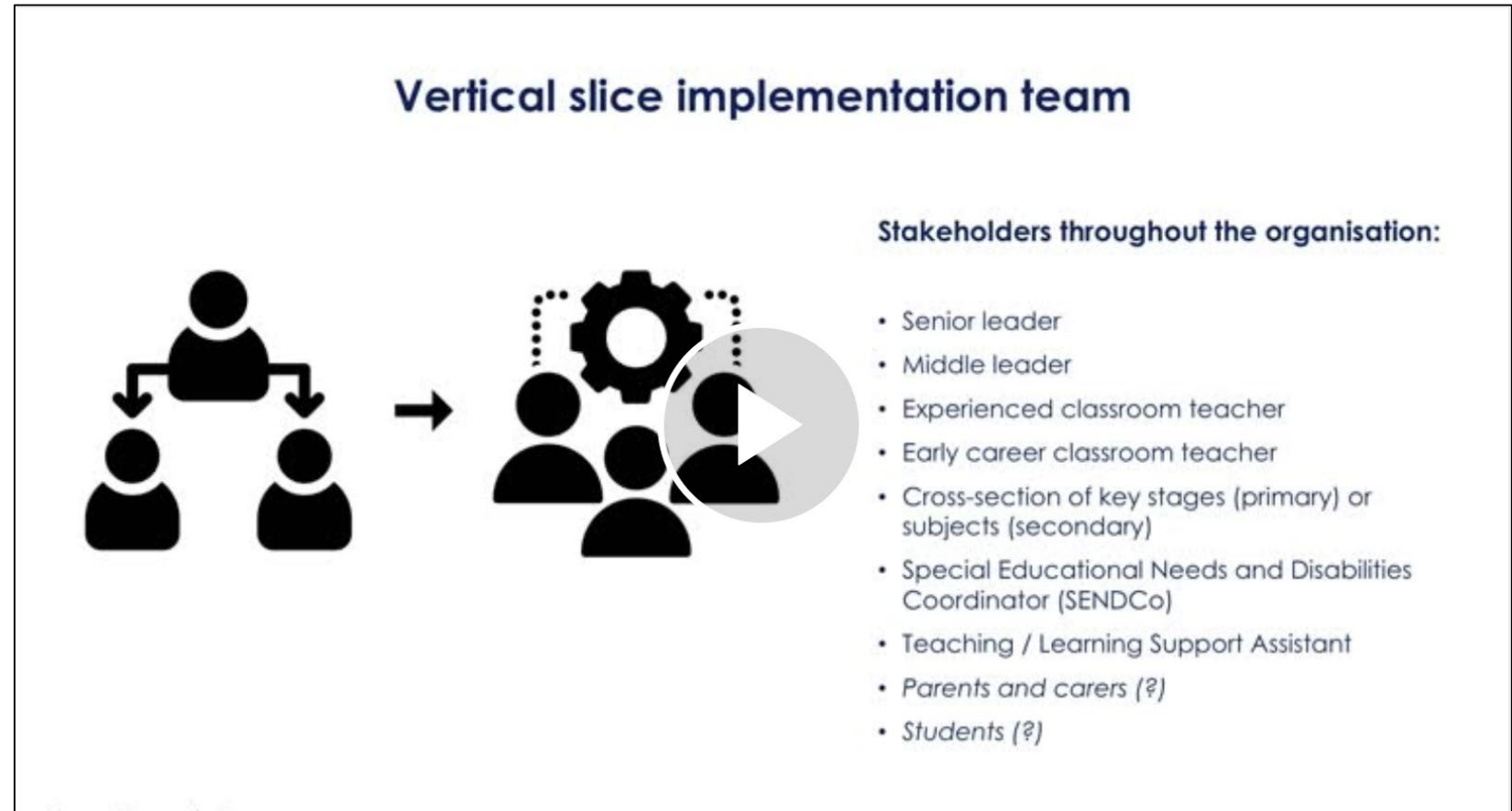
2.12

Reflecting on Week 2 ARTICLE



Week 3 Activity 4: Moving a school, college or university to more online

How would you support the process of moving the teaching-learning process to more use of online/digital methods?



Week 3 Activity 3: Collaborative knowledge-building

Building a collaborative community of teaching and learning innovation

Collaborative knowledge-building

Working collaboratively with colleagues to develop effective online learning designs

3.5

Contribute a design to the community ASSIGNMENT

3.6

Review other participants' designs ASSIGNMENT REVIEW

3.7

Reflect on the feedback on your design ASSIGNMENT REFLECTION

3.8

A bold future for teaching ARTICLE



Week 3 Activity 3: Collaborative knowledge-building

Peer sharing and review:

Building a collaborative community of teaching and learning innovation

Collaborative knowledge-building

Working collaboratively with colleagues to develop learning designs

3.5 Contribute a design to the community

3.6 Review other participants' designs AS

3.7 Reflect on the feedback on your design

3.8 A bold future for teaching ARTICLE

“the democratization of innovative capacity”
(Scardamalia & Bereiter, 2010:11)

Learning how to

modified on Fri 05 February 2021 at 10:56:57

Academic and social skills last modified on Sun 07 March 2021 at 12:19:02

Edited by you, derived from Sasi Antony by sasmaster

Internet Safety regarding Phishing Scams and Cyber-Bullying last modified on Tue 26 January 2021 at 21:31:59

Edited by ezalavra, derived from Explain how to protect from phishing scams by ezalavra

Linear and Binary Searches last modified on Tue 02 February 2021 at 11:37:39

Edited by jtownsend530

Speaking last modified on Sat 20 February 2021 at 10:58:33

Edited by khoalina, derived from Copy of Copy of Group 2 by khoalina

Developing a practical skill last modified on Mon 22 February 2021 at 06:56:18

Edited by khoalina

Explaining a complex concept: Motivated Reasoning last modified on Wed 20 January 2021 at 18:04:53

Edited by Imourad, derived from Explaining a complex concept (system) by Administrator

Writing sensory poems last modified on Sat 23 January 2021 at 18:50:13

Edited by mariadidier

Activity to inspect a course on learning design

- Go to the course on 'Blended and Online Learning Design' at <https://bit.ly/BOLDcourse>
- Explore the activities in the course
- Could these large-scale online courses for teachers help to build innovative teaching communities?
- How else do we improve both quality and reach of education?

Discussion:

Could you imagine collaborative development for innovation being feasible for teachers?



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Summary

- Improving the quality of learning using digital technologies
- Using a learning design tool for a collaborative approach to digital pedagogies
- Activity to use the Learning Designer
- Supporting collaborative development of innovate digital pedagogies
- Activity to explore a CoMOOC for wider reach

