ELDeR | Edinburgh Learning Design Roadmap

Learning design in practice

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www.ed.ac.uk/is/learning-design

THE UNIVERSITY *of* EDINBURGH

fiona.m.hale@ed.ac.uk / @fionamhale

Designing for online

Content design:

The process of designing or writing the resources for a course (including course notes, course lectures, etc).

Learning design:

the process of designing learning experiences (planning, structuring, sequencing) through facilitated activities that are pedagogically informed, explicit, and make better use of technologies in teaching.

(adapted from Beetham)

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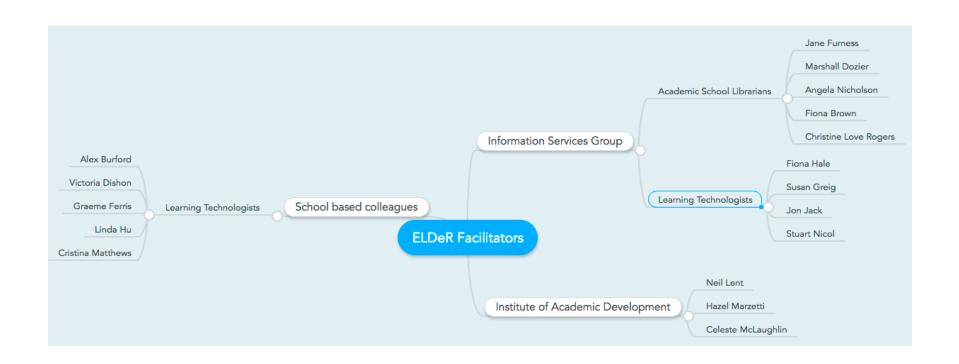fiona.m.hale@ed.ac.uk / @fionamhale

Learning Design Practice

Focus on learning design that prioritises the design of student learning experiences over the development of content.

Position . . .

1. the support staff as facilitators
2. the learning design framework as a scaffold
3. the academic staff as learning designers

fiona.m.hale@ed.ac.uk / @fionamhale

Support staff as facilitators

fiona.m.hale@ed.ac.uk / @fionamhale

Learning design framework

The <u>E</u>dinburgh <u>L</u>earning <u>De</u>sign <u>R</u>oadmap (ELDeR) expertly combines "the following domains – subject knowledge, pedagogical theory, technological know-how and practical experience - while also allowing for innovation in all of these domains".

(Mor and Craft, 2012)

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Who can be involved?

- Development of new programs

- Development of new courses

- Redesign of programs

- Redesign of courses

- Online, on campus

- UG / PG-T

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Sample ELDeR Workshops

- Program level review and redevelopment of all PG-T in School of Art (PG, on campus).

- Program level development of the BSc in Agri-Science (UG, on campus).

- Course level review of "Quantitating Drug Binding" (PG, on campus).

- Course level development of "Politics of Accounting" (PG, online).

- Course level development of "Online Sustainability and Social Responsibility" (UG, online).

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ELDeR Framework – Course Level

Day One:

- Stage 1: Blueprint – includes *mission statement* and *look and feel*.

- Stage 2: Assessment Literacies – includes *learning outcomes*, *assessment and feedback*

- Stage 3: Storyboard – map the student journey, how they move through the process, what the critical moments are

Day Two:

- Stage 4: Reality check – provided by a student or a critical friend.

- Stage 5: Review and Adjust – workshop is following an iterative development model

- Stage 6: Action Plan

- Stage 7: Reflection and Personal Development – tied with UKPSF

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Stage 1: Shared vision . . .

This innovative online course explores the concepts of sustainability and social responsibility through multidisciplinary approaches. It enables students to deepen and develop their critical analysis and communication skills to create integrated solutions to pressing global challenges.

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Stage 1: Look and feel . . . .

Stage 2: Learning outcomes

After completing this course (level 8), students will be able to:

- understand the concepts of sustainability and social responsibility and the role of interdisciplinary approaches in solving pressing global challenges

- utilise common metrics used in sustainability to critically evaluate and reflect on their personal contribution, understanding their relative merits and weaknesses, to make well-informed lifestyle choices to effect positive change

- engage and communicate effectively on issues related to sustainability and social responsibility, whilst understanding of the importance of adapting approaches to suit the context and community

- critically evaluate conventional approaches to resource consumption, and reflect on how personal values and societal systems can act as drivers for transformative change towards new approaches

- facilitate interdisciplinary collaboration and enhance their personal learning experience through the use of online learning tools
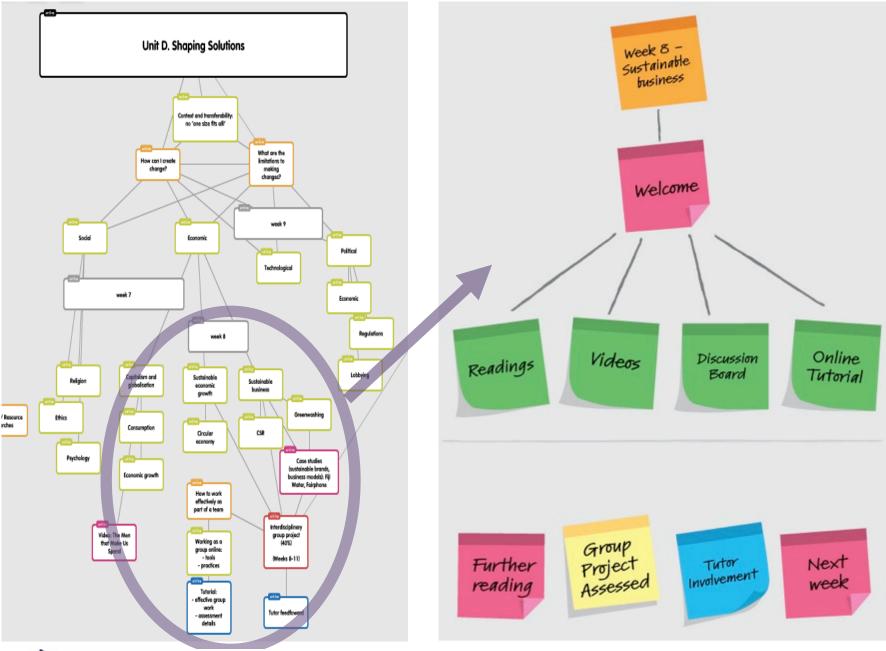
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Stage 2: Learning outcomes

- Tough regulatory issues
- Not even heard of some [of the regulations] before
- Embed [ELDeR] in the formal validation process
- "Painful, but worth it"

Stage 3: Storyboard

Unit D. Shaping Solutions

Context and transferability: no 'one size fits all'

How can I create change?

What are the limitations to making changes?

Social · Economic · week 9

Technological

Political

Religion · Capitalism and globalisation · Sustainable economic growth · Sustainable business

Ethics · Consumption · Circular economy · CSR · Greenwashing

Psychology · Economic growth

Case studies (sustainable brands, business models): Fiji Water, Fairphone

How to work effectively as part of a team

Video: The Men that Make Us Spend · Working as a group online: - tools - practices · Interdisciplinary group project (40%) (Weeks 8-11)

Tutorial: - effective group work - assessment details · Tutor feedfoward

week 7 · week 8

Economic · Regulations · Lobbying

Resource rches

Week 8 – Sustainable business

Welcome

Readings · Videos · Discussion Board · Online Tutorial

Further reading · Group Project Assessed · Tutor Involvement · Next week

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"It was fantastic for **colleagues with various roles across the University to come together** to discuss how their roles fit together and to **articulate a shared vision** for delivering the best teaching and learning experience by drawing on our joint resources".

- Prof Dave Reay, Program Director, MSc in Climate Change

The [workshop participants] discussed the huge benefits of the nature of the process, which allowed them to **truly work together on a collaborative course design**, with a different participant commenting that "this was truly the first time that [they] had ever collaborated on a course design".

- Colleagues within the MSc in Public Health

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ELDeR Framework – Program Level

DAY ONE

STAGE ONE

- 1.1 What are our core values?

- 1.2 What is the purpose of the programme?

- 1.3 What must we teach / what must the students learn?

- 1.4 What would we like to teach / what would we like the students to learn?

- 1.5 What must be taught before what?

- 1.6 What can be taught anytime?

- 1.7 What do we not what to do in the same way any more?

- 1.8 What new things do we want to do / what do we want to do more of?

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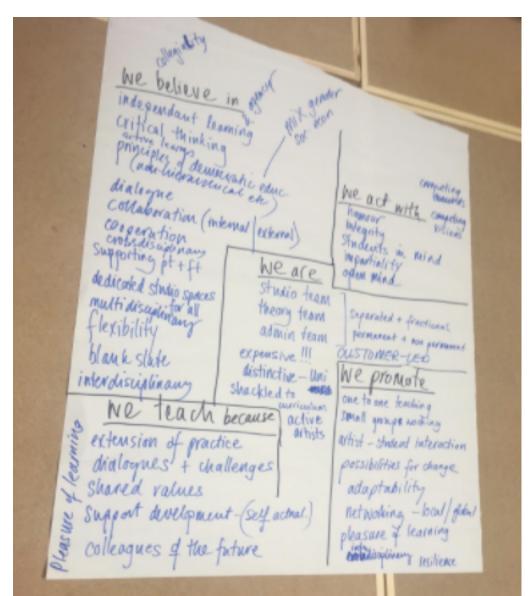# ELDeR Framework – Program Level

DAY TWO

STAGE TWO

- 2.1a Program Learning Outcomes
- 2.1b Mapping to module level
- 2.2   Programme storyboarding
- 2.3   Assessment and feedback

STAGE THREE

- 3.1   Action Plan

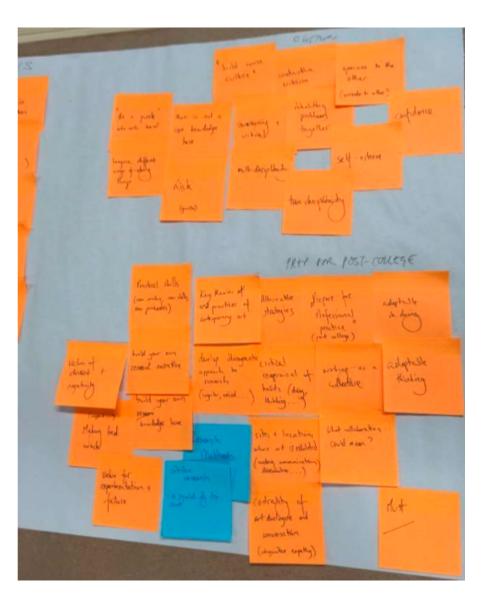ELDeR | Edinburgh Learning Design Roadmap

Stage 1.1: Core Values

Stage 1.2: Shared vision . . .

. . . our creative approach to research, theory and practice supports the development of critical and self-directed artists who shape cultural practices through independent and collaborative working.

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Stage 1.3 and 1.4: What must we teach

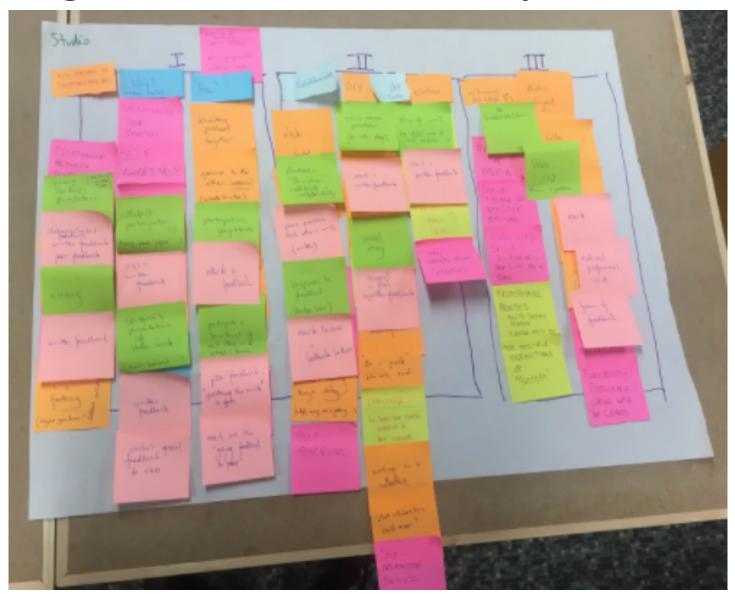# *Stage 1.5 and 1.6: Sequence of content*

Stage 2.1a: Learning outcomes

After completing this program (level 11), students will be able to:

- Evidence a critical understanding and integration of the principal theories, methods and practices of contemporary art.

- Apply appropriate knowledge, skills and understanding in the development of an original and creative body of work.

- Apply and synthesise critical analyses to evaluate complex issues within the contexts of contemporary art.

- Use appropriate methods to communicate with peers, colleagues, specialists and a range of audiences of different levels of knowledge and expertise.

- Exercise both autonomy and a collaborative approach within contemporary art practice.

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Stage 2.2 and 2.3: Storyboarding

"Program-level and Course-level ELDeRs were **invaluable in helping us to focus on the vision and values** of our new suite of BSc Agricultural Science programmes, and how the year 1 courses interacted to deliver on these.

The workshops were a **very positive, creative experience** for all of us involved and helped us to plan linkages, sequencing, feedback and assessment very efficiently, and helped us to grow as a team – thanks to Fiona's expert facilitation.

I would **strongly recommend these workshops** to anyone starting a new programme or course, or refreshing existing ones. We will certainly be back for more!".

- Prof Geoff Simm, Program Director, BSc in Agricultural Science

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Questions . . . .

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