

Designing for Learning: A Learning-centred Approach to Blended Course Design Based on the University of Waterloo Model

Transforming Learning Through Technology at HKU
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This presentation provides an overview to describe:

- changes in thinking about course design
- the instructional design model that provides the framework (T5)
- the T5 and Learning Mapping Approach consistent with OBASL
- how technology can afford interactive features based on pedagogical choices
- educational implications – ‘learning time’

What is Innovation?

Doing old things in new ways?

Doing new things in new ways?

‘Rethinking’ old and new things to use new tools in new ways?

Pedagogy → Technology → Pedagogy.

The Challenges

- LMS – not designed with Learning Design in mind
- Staff development:
 - Pedagogy (principles of instruction)
 - Technology (training on how to use LMS)

HKU issues:

What are your experiences with LMS systems?

What are your challenges with implementation?

-
- Do you use a course ‘management system’?
 - Do you have Power Points/course notes ‘online’?
 - Do you direct students to web resources?
 - Do you give students online ‘tasks’?
 - How many have tried an online discussion forum?

Do you have challenges getting students to use the ‘online area’ of the course?

Thinking about Online Course Design.

Early thoughts:

Content resources:

- Lecture Notes
- Power Points
- Syllabus

Problems??

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Problems??

*Encourages 'learning for replication'
Vs 'learning for meaning'*

Importance of Interactions

Interaction with:

- Content
- Peers
- Instructor

What Drives Learning? (How do students learn)

- time on task
- student/instructor interaction
- timely, relevant feedback
- engaged with content
- interaction with peers (teams)
- rewards/motivation

“I don’t lecture, I create an environment for them to learn”
Albert Einstein,

Shift in Thinking from

How do I teach this?

What do my students need to do to 'learn' this?

How can I create the environment for them to do the activities needed for learning?



The T5 Model

- a learning-centred instructional design structure where learning outcomes define the framework for a unit of study.
- learning tasks and feedback are the primary vehicles for learning.

T5 Model: Components of a learning environment

Ownership ▲

Reuse ▼

- **Tasks** (learning activities)
- **Tutoring** (feedback)
- **Teamwork**

- **Topics**
- **Tools**

LO's Tasks/feedback Assessment

What is the relationship of the learning task to the content?

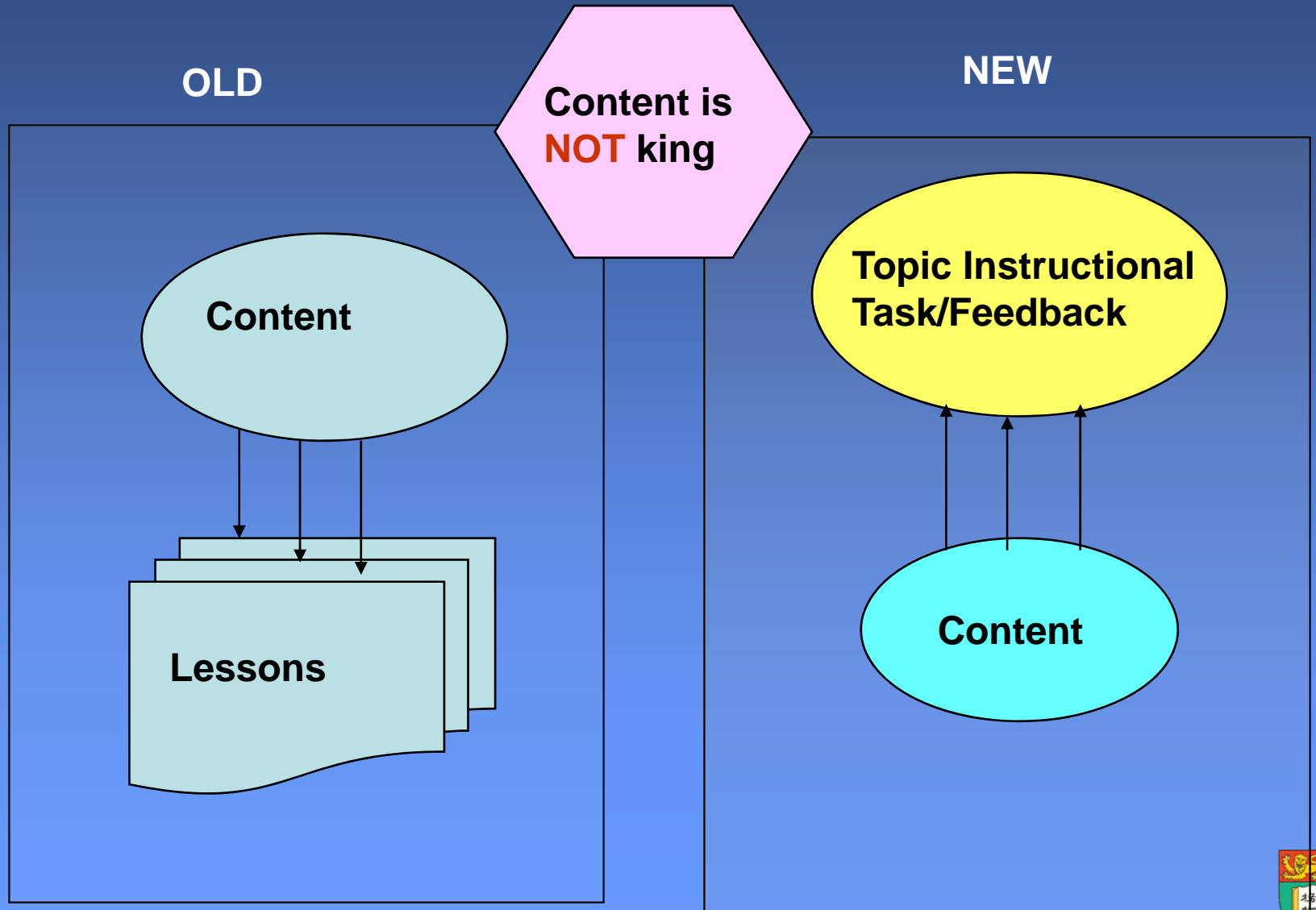
*Encourages 'learning for meaning'
Vs 'learning for replication'*

Tasks (learning activities)
are open questions which
students respond by
engaging with the
content.

Content
resources to help the student
to resolve the task.



Core elements



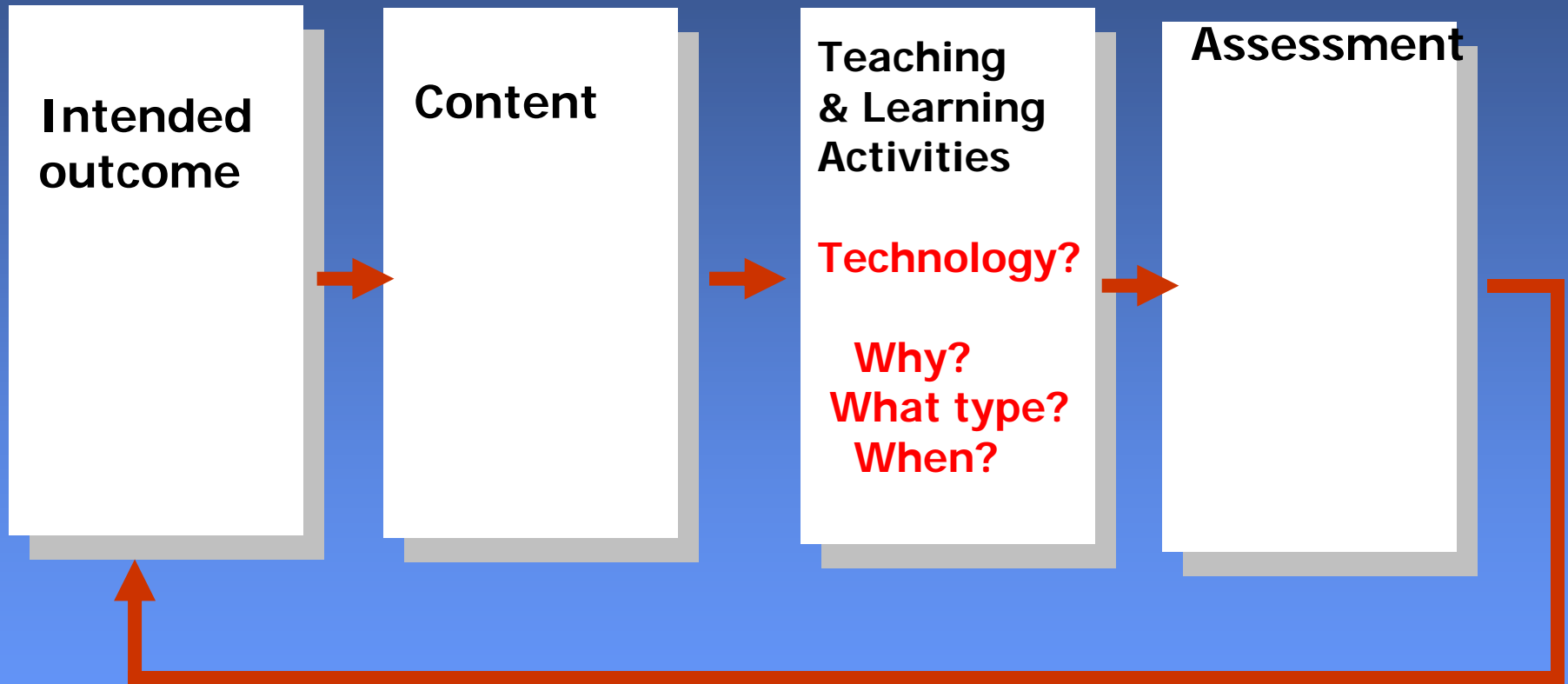
Model of OBASL

What you want your students to learn:
Aims and Learning
Outcomes

How you want your students to learn:
Teaching and Learning
Activities aligned with LO

How you will judge how well your students have learned:
Assessment methods and Standards aligned with LO

Outcome-based Approach



(Consider alignment)

Learning Mapping

Provides a framework for considering the course Learning Outcomes and designing appropriate Learning Activities

Can be paper based (with templates) and/or

With ‘web-based tools’ with online templates

What is the desired Learning Outcome?

Before deciding on the use of a technology option

Consider

What types of Learning Activities might be appropriate to help the student achieve the outcome?

- Audio Visual Presentations
- Field Trips/guests/panels
- Demonstration and Practice
- Small group Discussions
- Case Studies
- Interviews
- Lectures
- Other

Then – consider online options to support student learning

Course name: _____

Learning outcomes	HKU aims	Teaching and learning activities	Assessment tasks
1.			
2.			
3.			
4.			
5.			
6.			



Outcomes

Assessment

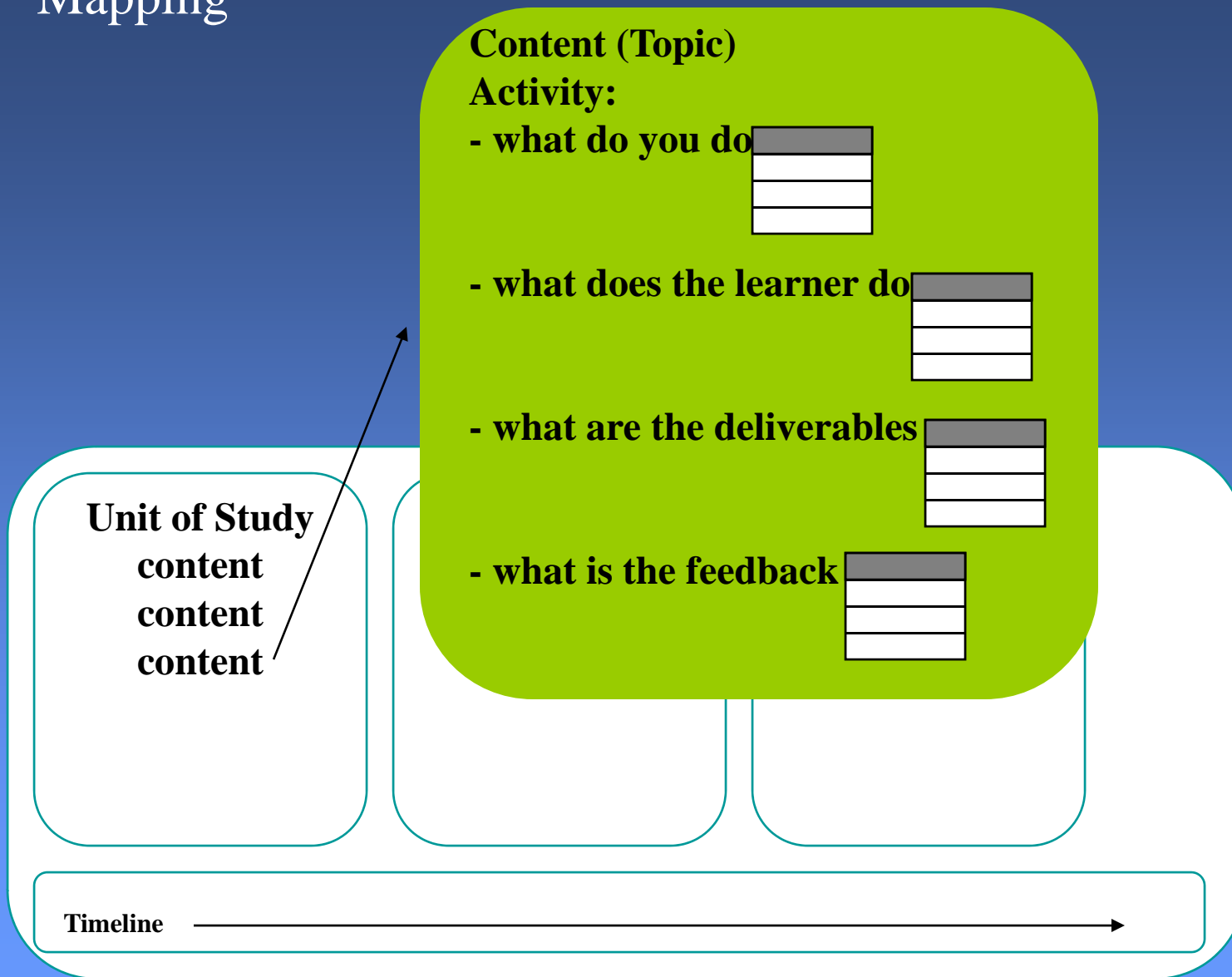
(Desired)

Outcomes ... Learning Tasks Feedback* ... Assignments... Evaluation



* Different Learning Tasks ... Feedback cycles repeated

Mapping

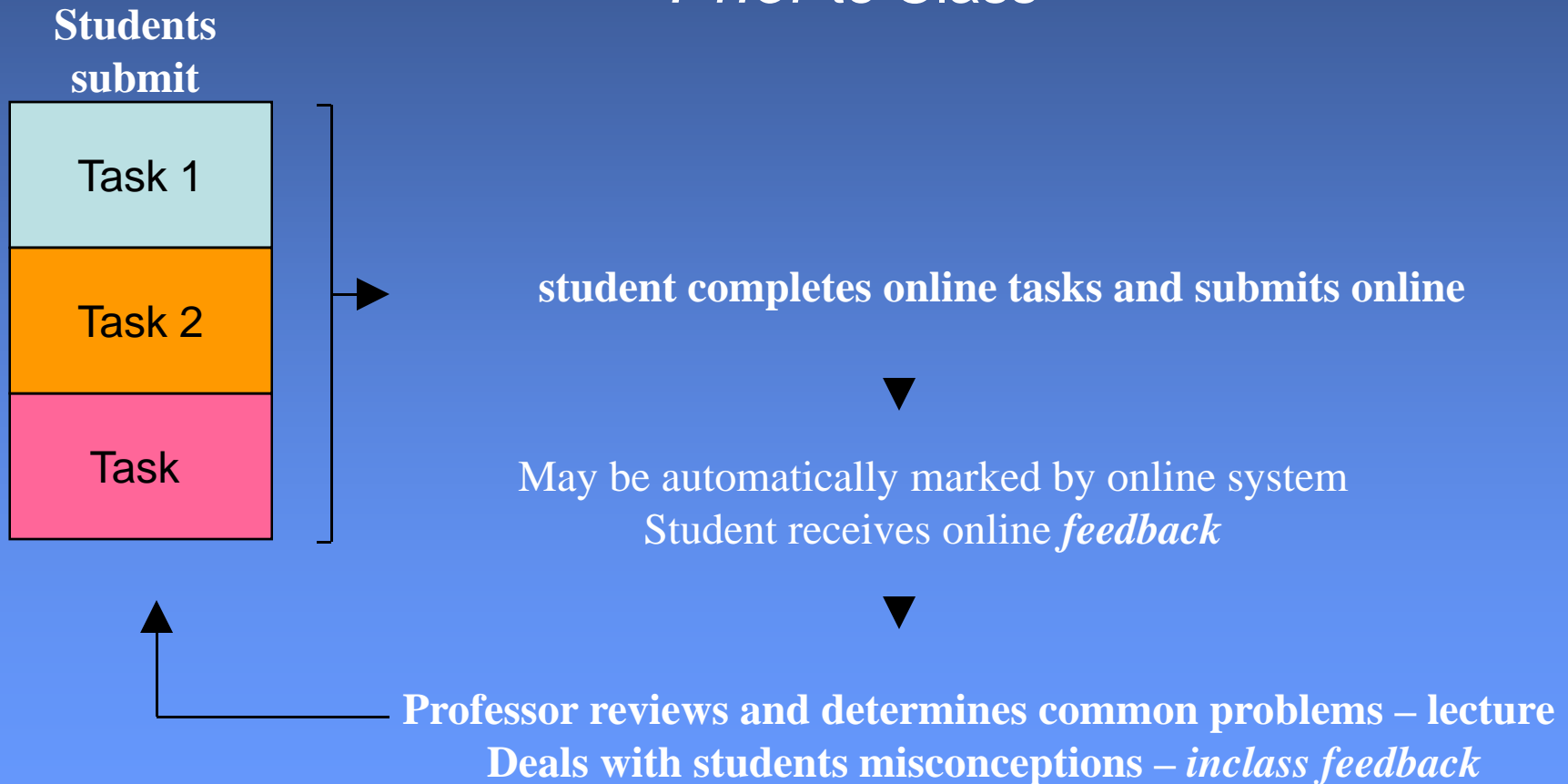


Time & Space/Common Practice Model :

Class Time	Student Time	Feedback	
Lecture	Homework	Assignments	

Alternatively

Prior to Class



What type of Tasks ...

(a few examples)

Generate the questions/about topic..

Online Quizz ...
Short answer 'tests'

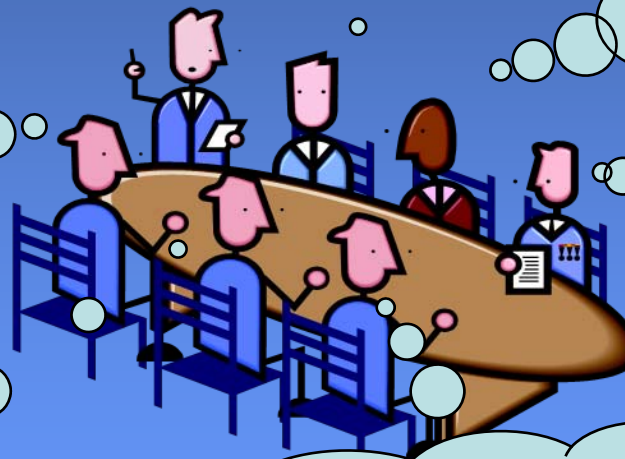
Class blogs
Or wikis...

Preparation for Assignments....

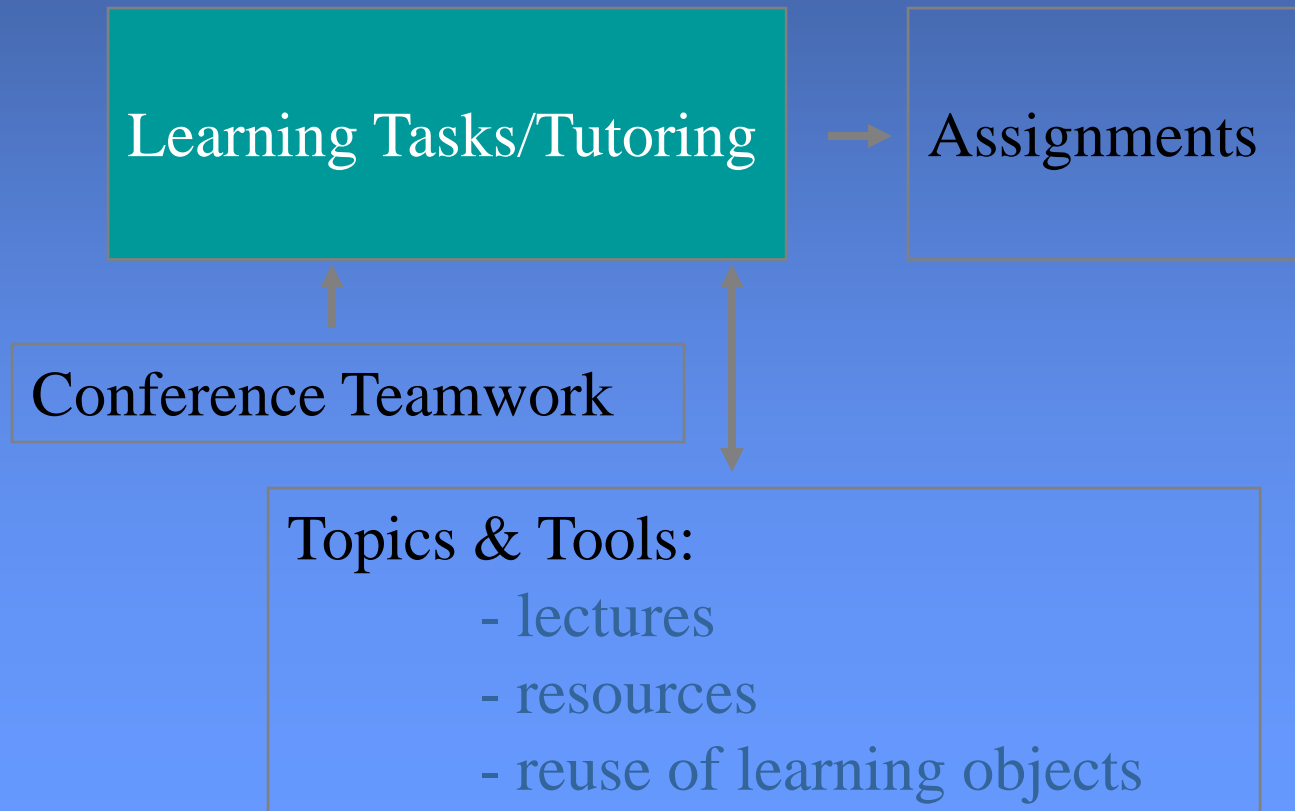
Discussion forum

Peer feedback

Individual or Group....



Improved View of Online Course Design.



Thank you!

Questions/Discussion/Comments?

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- the T5 / Learning Mapping / OBASL
- how technology can afford interactive features based on pedagogical choices
- educational implications – ‘learning time’