

From initial to revisited Learning Design

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Where Is Wollongong, Australia?



Location of Wollongong on a map.



Outline

1. **Why** 'teaching as design' is relevant in higher education
2. **What** learning design is
3. **How** you can use a learning design approach for effective design of T&L



Conceptualising teaching as design

- How is teaching a form of **design**?
 - creating a solution to a **complex problem**
 - centred on the needs of **humans in context**
 - **mutual adjustment** between specifications and proposed solution
 - solution draws on **precedent and experience**
- Design is a **routine** part of teaching in HE, but not usually thought of

Why 'teaching as design'?

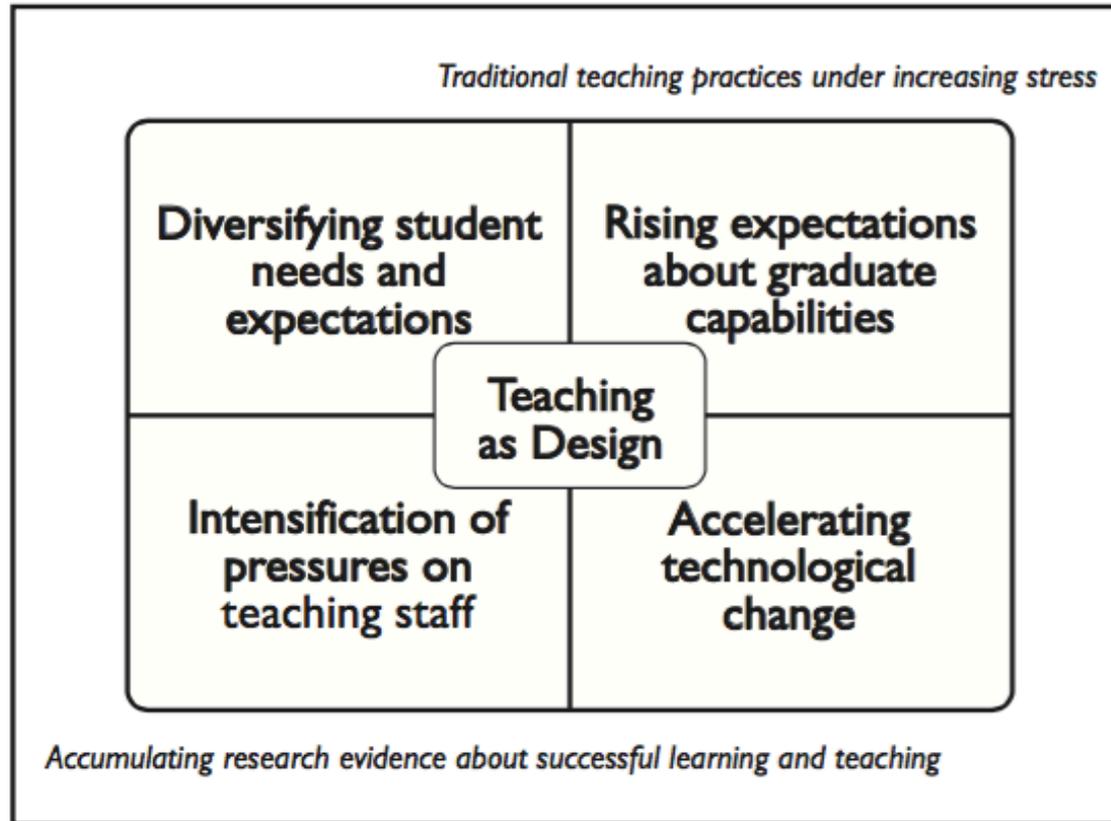


Figure 2: Drivers of change: 'teaching as design' as a means of resolving conflicting forces shaping contemporary higher education

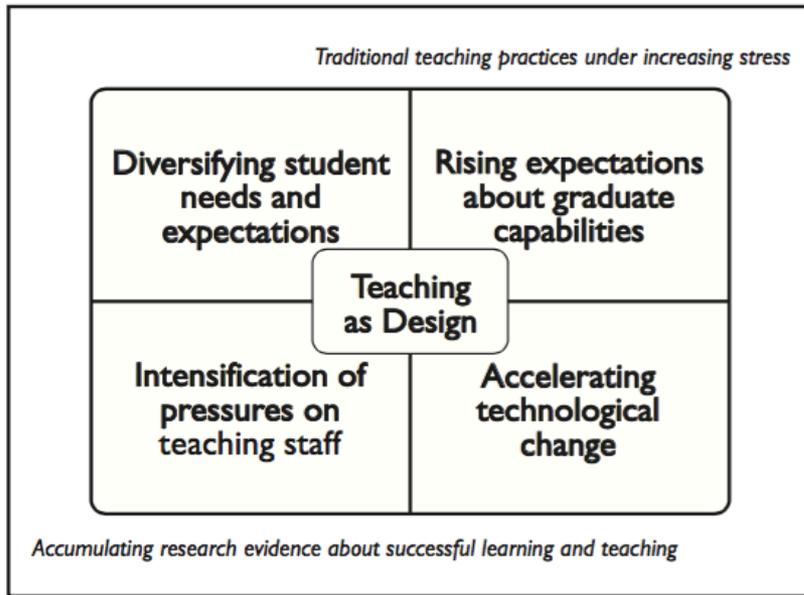


Figure 2: Drivers of change: 'teaching as design' as a means of resolving conflicting forces shaping contemporary higher education

“...means making universities more **design-savvy**; helping everyone in the institution participate in knowledgeable, **design-led change**”

Relevant research findings

- Teaching activities **consistent with previous research** on design practice and thinking
- But **not thought of as design**
 - invisibility of design work
 - ‘accidental’ designers
- **Sharing** of experience occurs but ad hoc
- **Lack of tools** to support educator’s design work

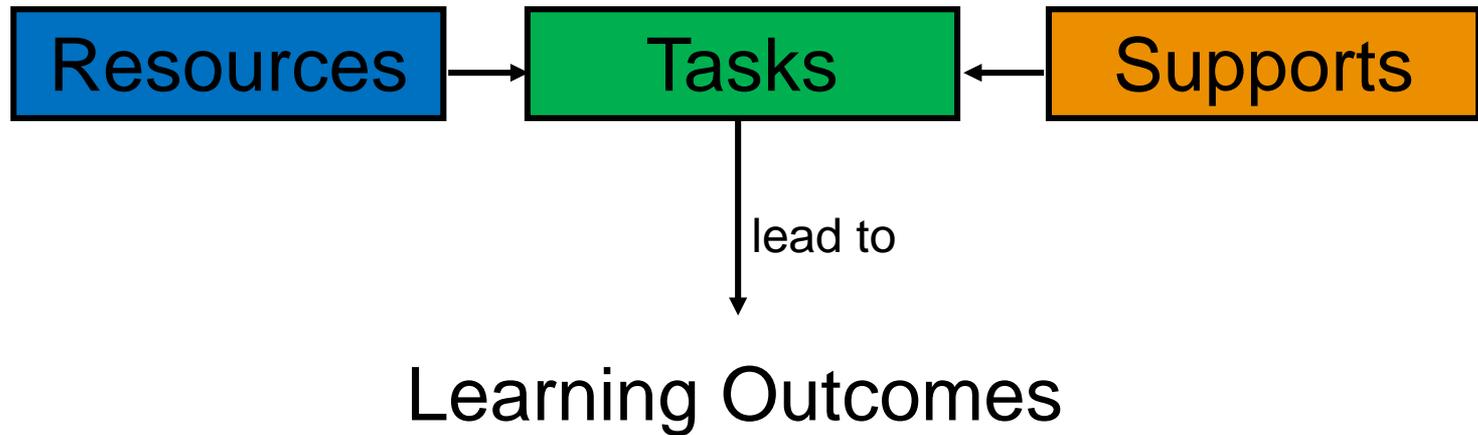
Learning design in HE

- Research and development on 'learning design'
 - Emerged from the challenge of technology integration
 - How do we share good examples?
- Puts the educator in the role of designer

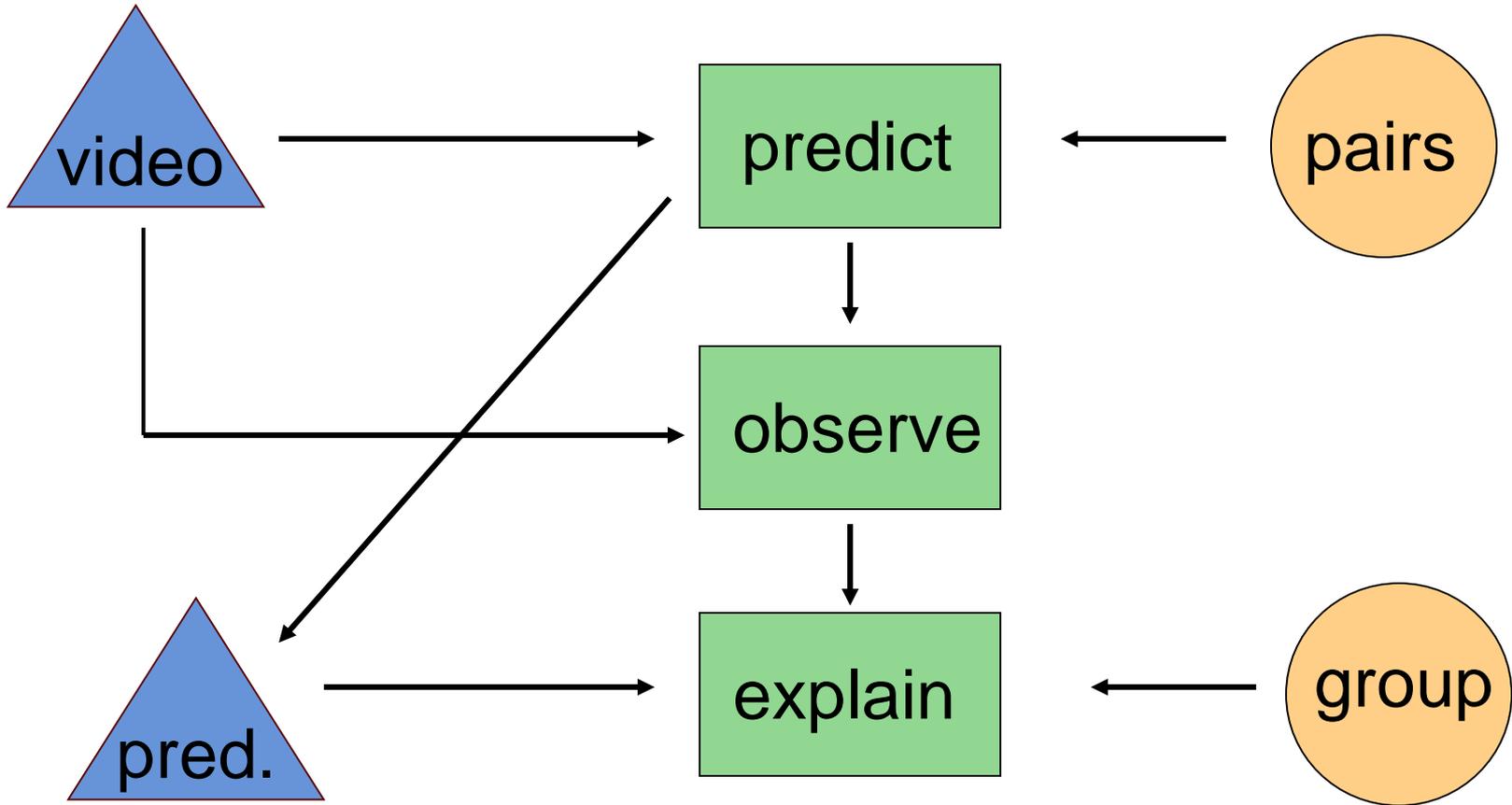
Key ideas of learning design

1. Designs can be **systematically represented**.
2. Representations can be **shared** with others to allow **adaptation and reuse**.
3. Technological tools can be developed to **support** this process (creating, representing, sharing, adapting)

Our learning design approach

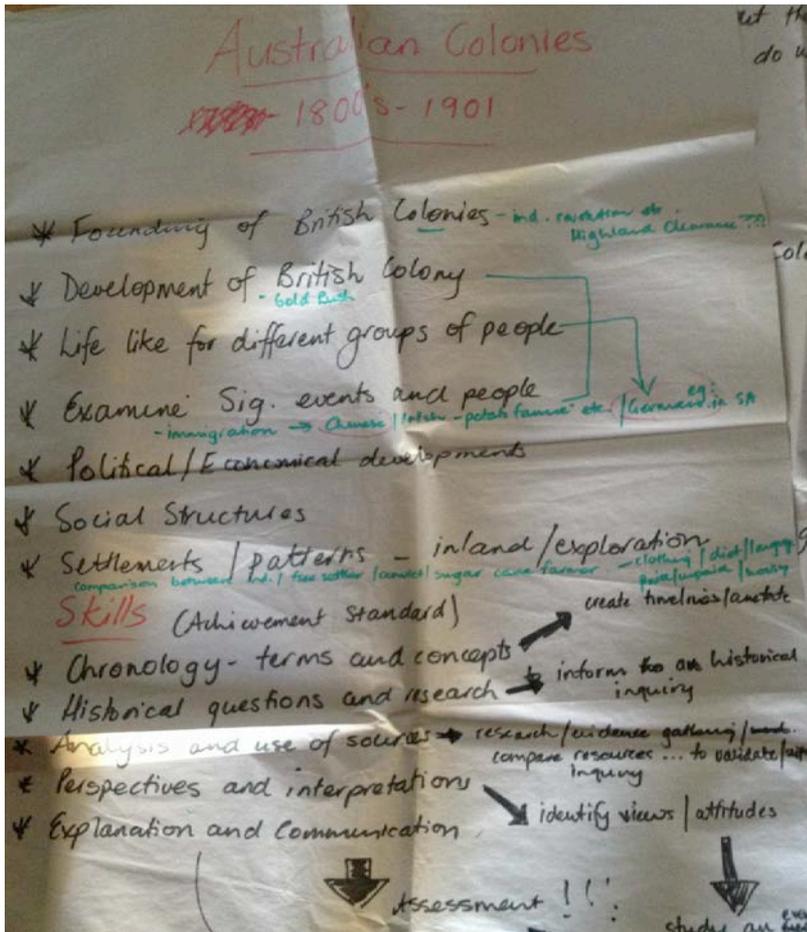


Example

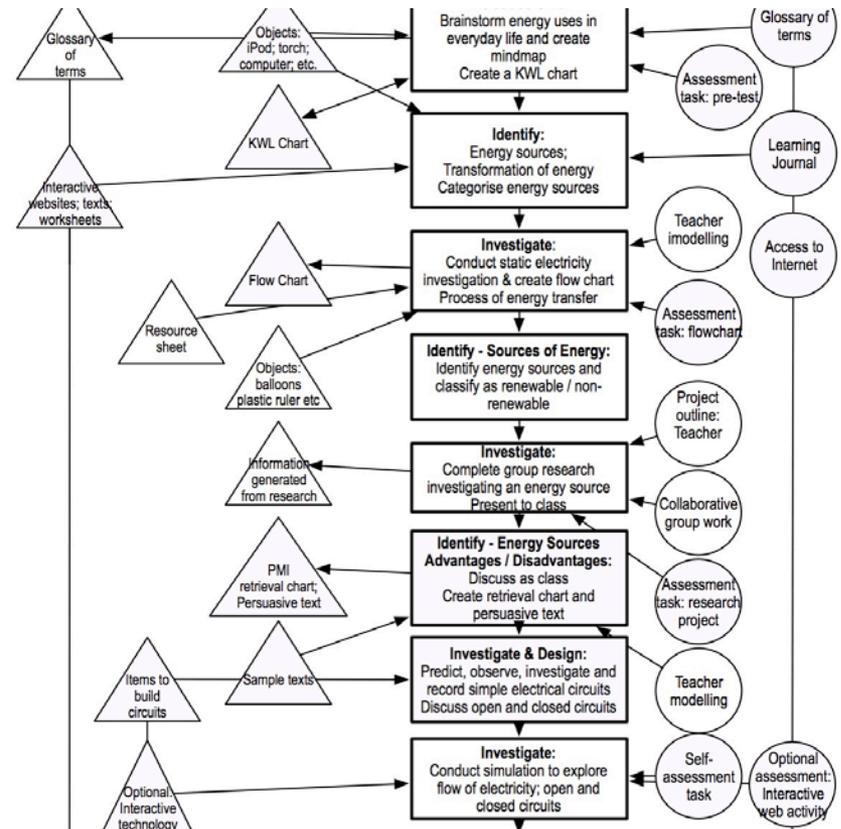


Creating and representing

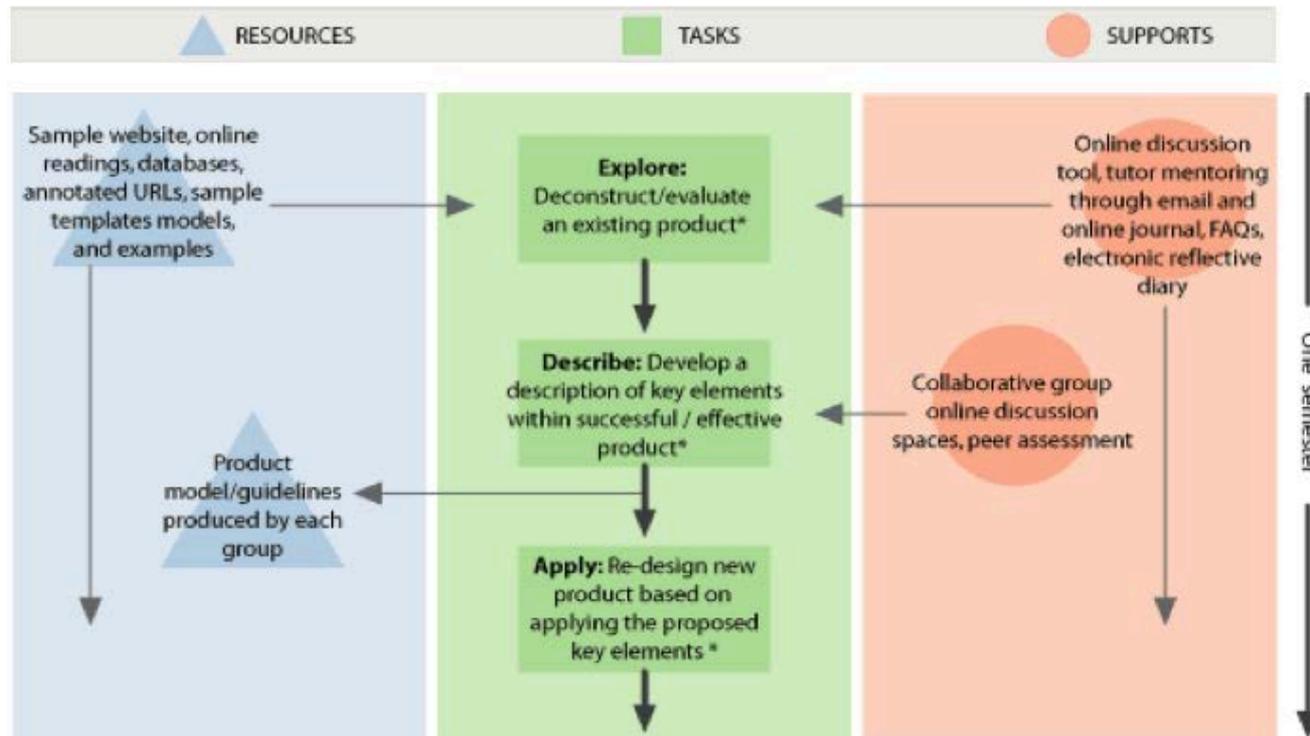
Planning



Representation



Sharing



My adaptation so far...

<p>A set of readings about accessible interface design</p>	<p>Explore An educational website and evaluate its interface design for accessibility (20%)</p>	<p>A initial class discussion about the task (f2f or online or both?)</p>
<p>Examples of forms guidelines might take (checklists, rubrics etc.)</p>	<p>Describe: Develop some guidelines to design 'accessible' website (in groups) (35%)</p>	<p>Collaboration tools? Share guidelines with the class (Discussion forum? Presentations? Feedback from peers?)</p>
	<p>Apply: Develop a design for your own educational website that demonstrates accessible design (45%)</p>	<p>Use discussion forum to pitch ideas and get feedback? Share final designs</p>

How this helps you design

- From **initial** design
 - Makes your thinking **visible**
 - Makes your thinking **shareable**
 - Other designs can become **inspiration**
 - It helps you **identify** the elements of a design you hear or read about
 - It help you to check for **coherence**
 - It encourages you to be **student-centred**

How this helps you design

- From **initial** design to **revised** design
 - Gives you a focus for **reflection** and comparison
 - Helps you identify possible forms of **evidence**
 - Enables you to **document** adjustments and change over iterations
 - You can reuse and **adapt** your own design in another unit

The 'value proposition'

- Why would I do this?
 - To save time
 - To improve your teaching

Questions and comments please