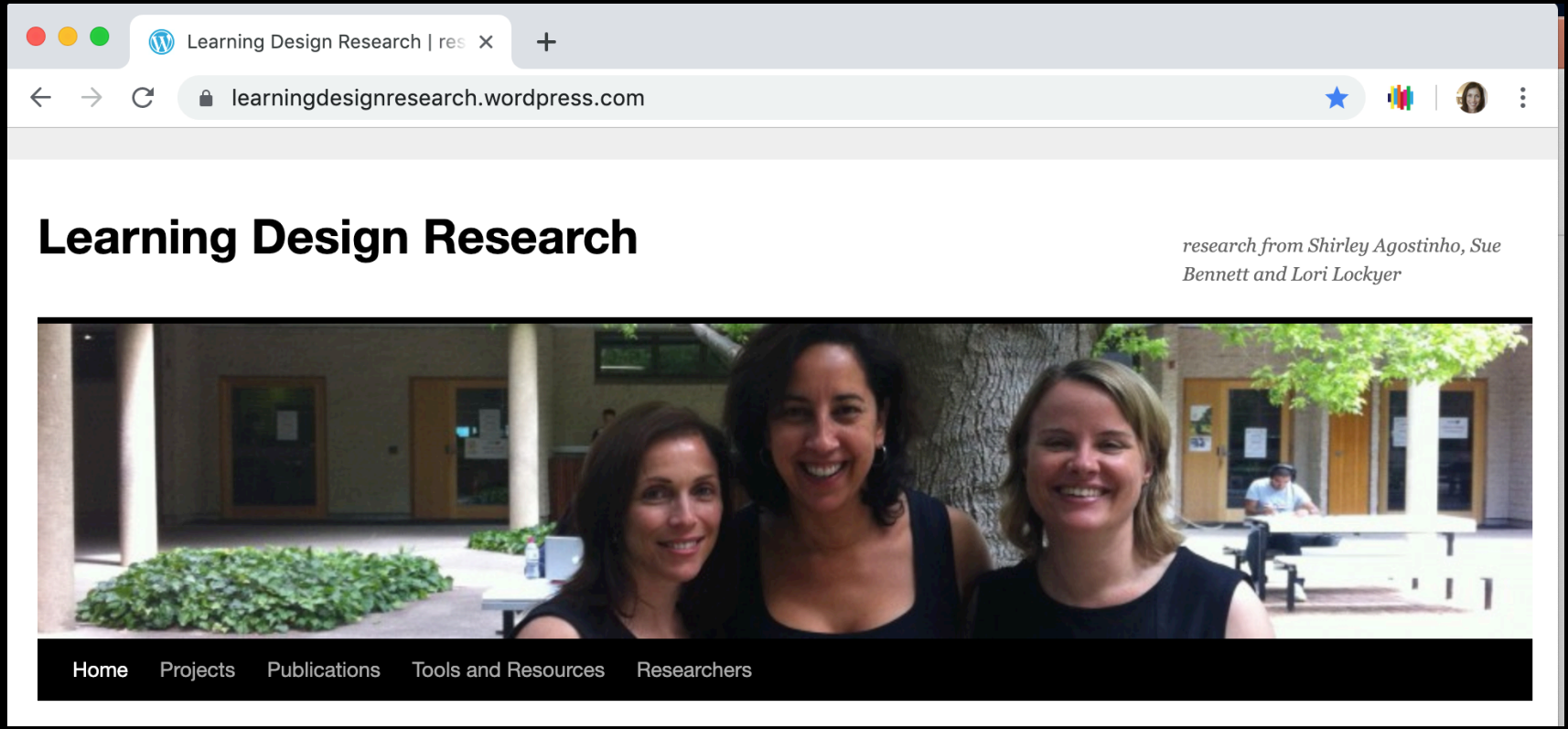
Supporting teachers as designers

Associate Professor Shirley Agostinho, University of Wollongong
shirleya@uow.edu.au
Professor Lori Lockyer, UTS

Our research – learningdesignresearch.wordpress.com



Learning Design

Where did it come from ?

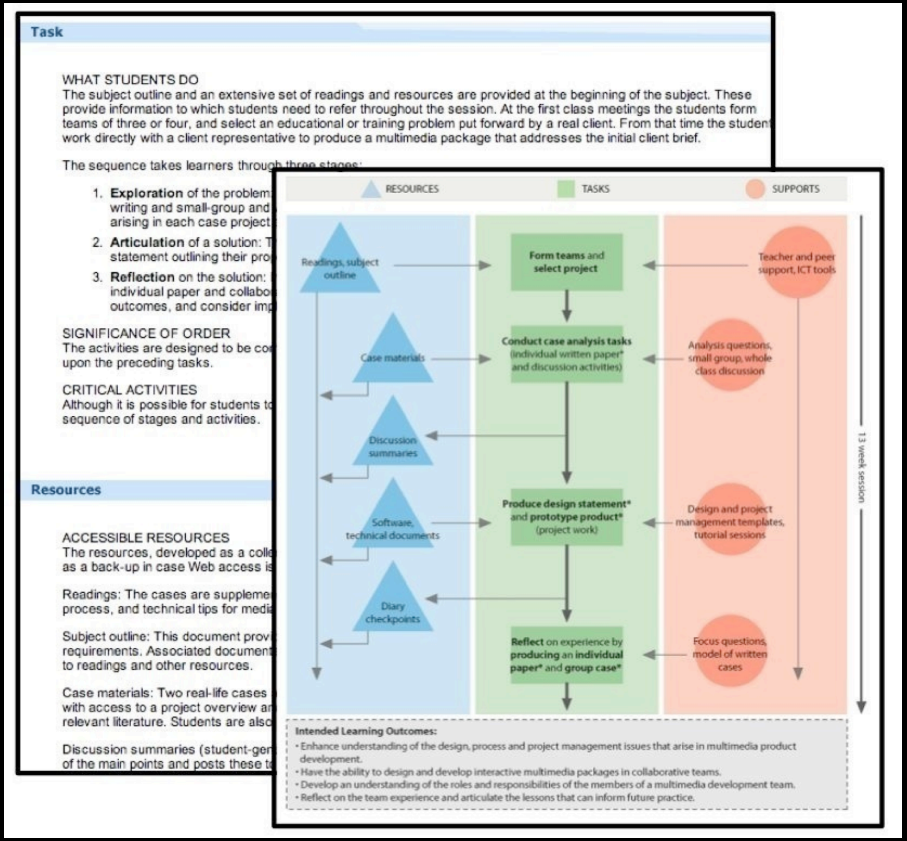
- Calls to improve quality in Higher Education and integrate technology

What is it?

- An approach that provides tools to help educators design learning activities

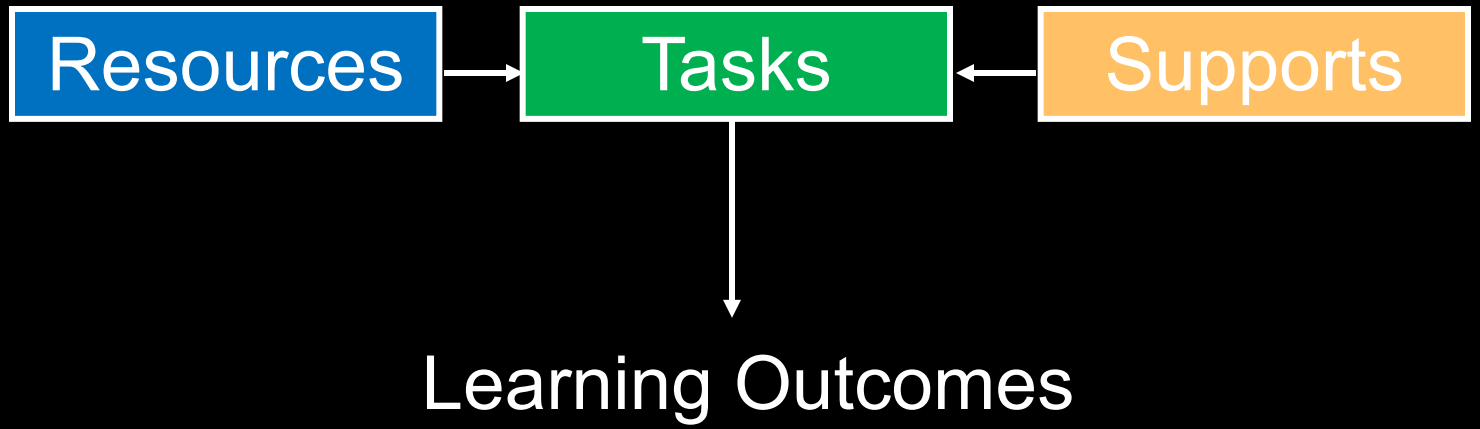
Learning Design

- Describe
  - What learners and teachers do
  - What resources, content, tools are available
  - How the learning process is facilitated/supported
- Development work
  - Repositories, resources, tools
- Design from a socio-cultural perspective
  - Concepts of storing, sharing, reusability of teaching ideas



http://www.learningdesigns.uow.edu.au/

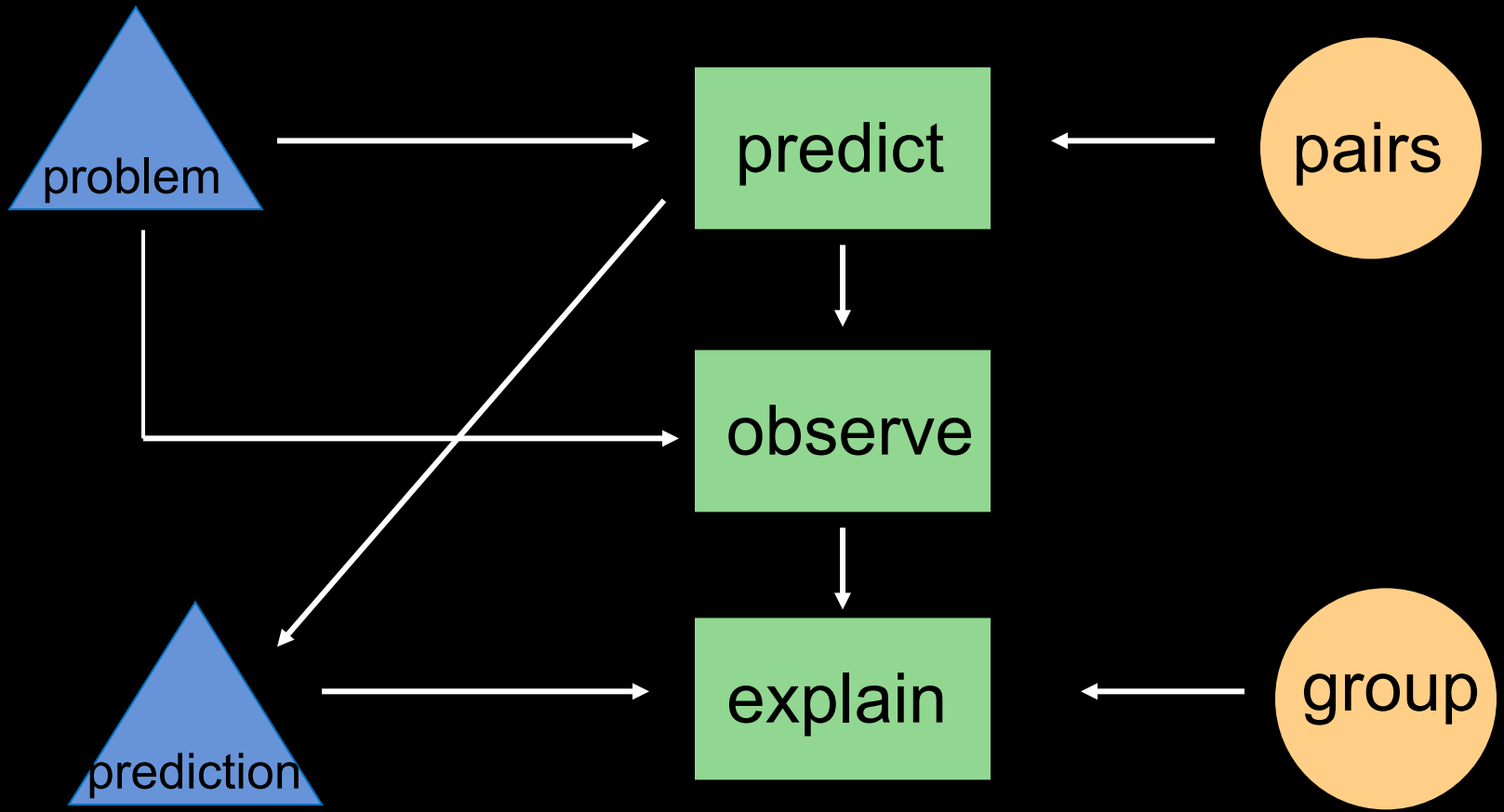
Our learning design approach



Our learning design approach

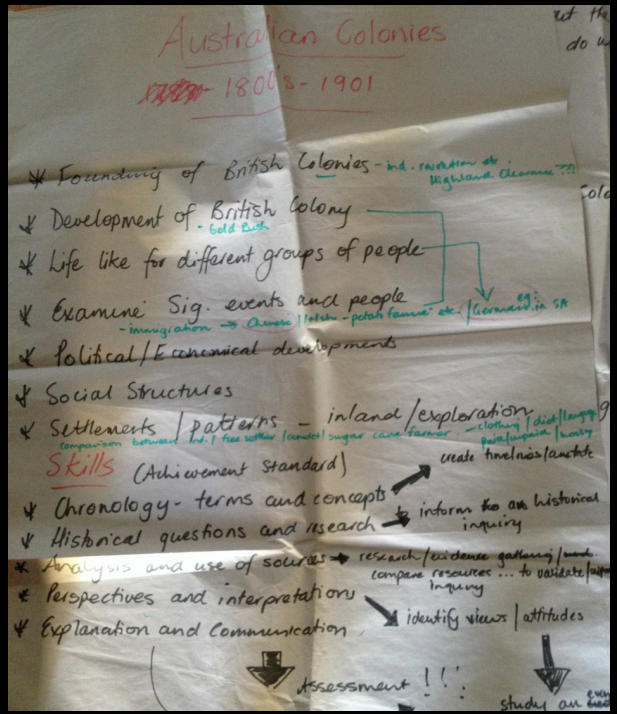
Resources	Tasks	Supports
static	formative	people
dynamic	summative	+/- technology

Example

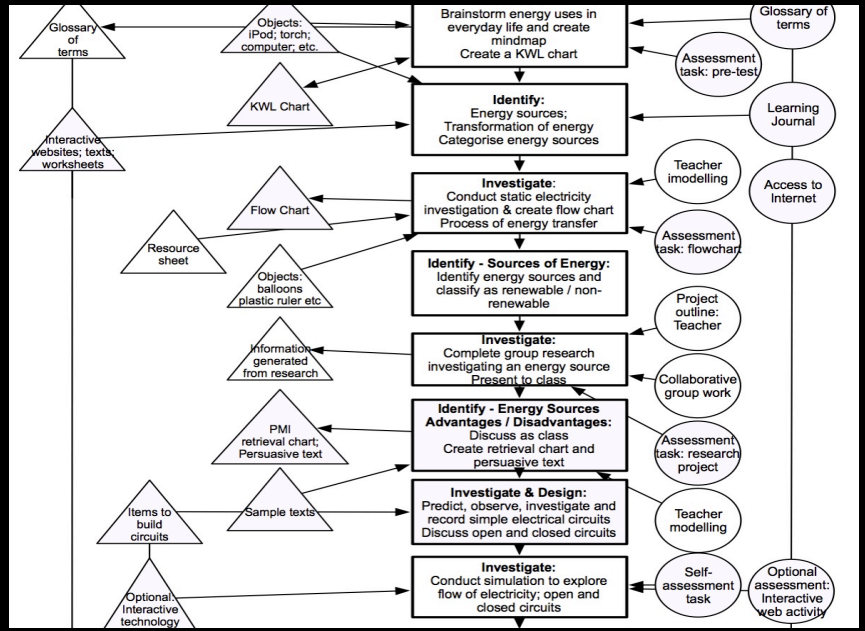


Creating and representing

Planning



Representing



Learning design tool

Home - LDTool

needle.uow.edu.au/ldt/

LDTool

Home

Welcome to the Learning Design collection.

This website holds a collection of Learning Designs that can be used in primary, secondary or higher education courses.

A Learning Design is a sequence of learning tasks with associated resources and supports that help students engage in those activities.

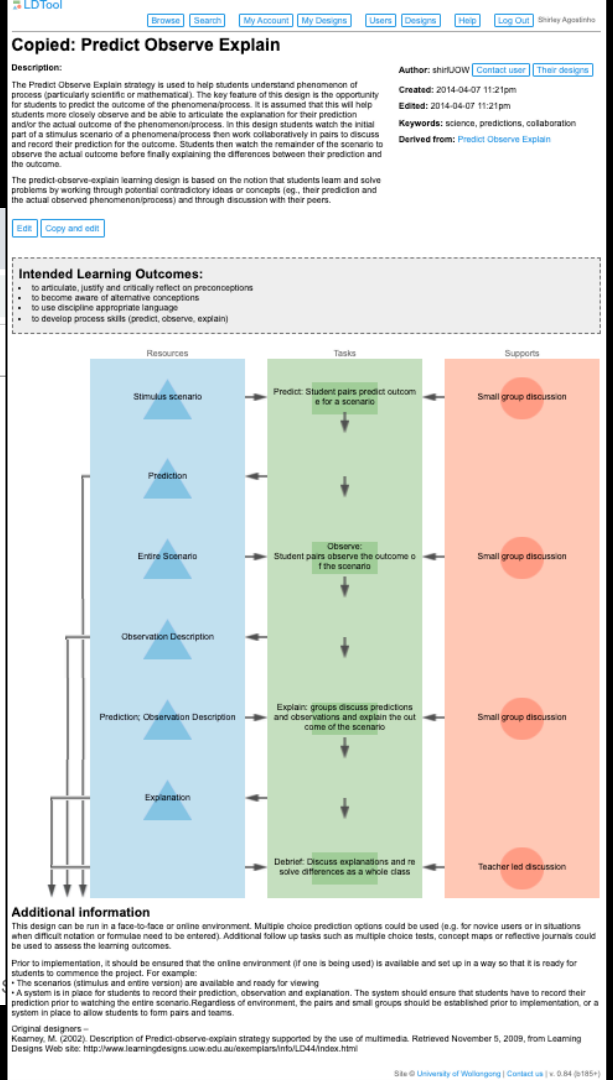
Each Learning Design in this collection consists of a diagram and description. This is based on a method first used in the ICTs and their role in Flexible Learning project.

You can browse or search the collection any time.

To download a user guide for the LDTool, and to learn more about our learning design research, visit Tools and Resources - Learning Design Research.

We encourage you to sign up and share your great designs with others, either by contributing ones you create or adapting designs already in the collection.

Sign up



How this helps you design

- Makes your thinking visible
- Makes your thinking shareable
- Other designs can become inspiration
- It helps you identify the key elements of a design
- It help you to check for coherence
- It encourages you to be student-centred
- Gives you a focus for reflection and comparison
- Enables you to document adjustments and change over iterations
- You can adapt your own design in another unit

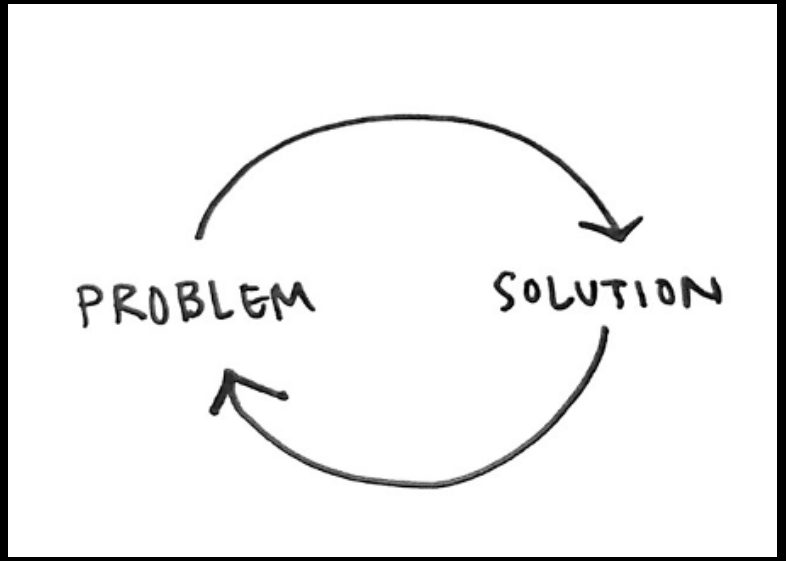
LDTool

- https://learningdesignresearch.wordpress.com/
- 600+ users worldwide
- Examples of use:
  - Professional learning - European university
  - Education Masters degrees – Australia, Europe

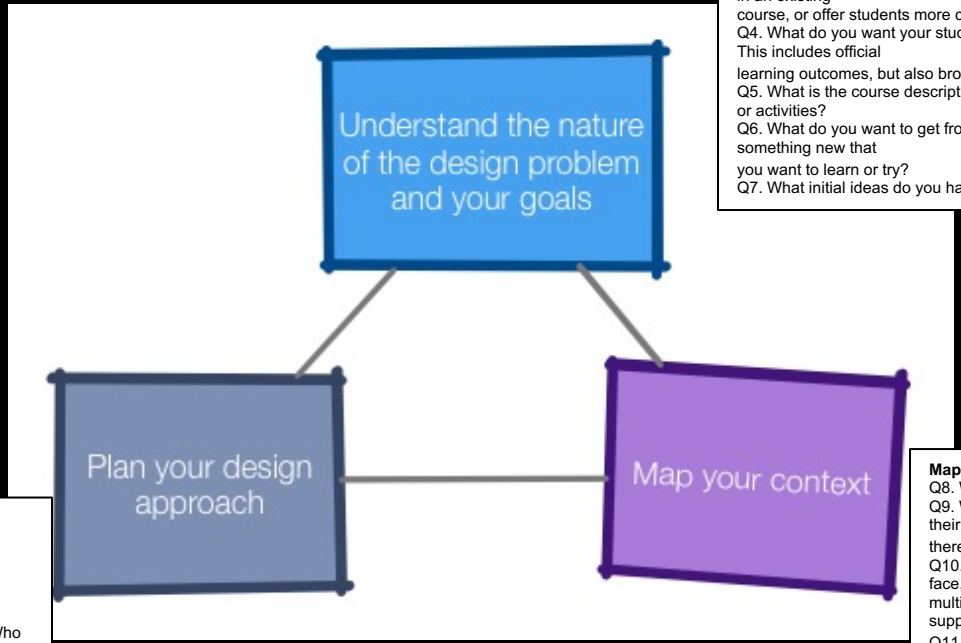
We need to know more about how teachers design

Key finding

- Teachers are designers



Problem generation tool



Understanding the nature of the design problem and your goals
Q1. What kind of problem is this? Are you designing something new or redesigning something that already exists?
Q2. Why is this design being done? Has this come about from an institutional process (e.g., from a course review) or is this a problem you've identified from your own reflections?
Q3. What is the rationale for this design? For example, will it fill a gap in an existing course, or offer students more choice?
Q4. What do you want your students to achieve from this course? This includes official learning outcomes, but also broader aims and goals.
Q5. What is the course description? Are there required content, tasks or activities?
Q6. What do you want to get from this course as a teacher? Is there something new that you want to learn or try?
Q7. What initial ideas do you have?

Plan your design approach
Q16. What is your timeframe?
Q17. What do you need to produce?
Q18. What preparation do you need to do? Is there anything that you currently don't know that you need or like to find out?
Q19. What resources and supports are available? Who will you work with? Who can provide advice?
Q20. What is your initial plan or steps you will follow for your design process?

Map your context
Q8. Where does this fit within a broader course of study?
Q9. Who are the students who will take this course? What are their characteristics? Are there different groups? How many students will take this course?
Q10. How will the course be taught? This might include face-to-face, online, blended, multi-campus etc. What spaces are available? What tools will support?
Q11. Is there timetabling or timing issues to consider?
Q12. Who will teach this course?
Q13. What approach/philosophy will guide the teaching approach?
Q14. Are there any other important features of the context you need to consider?
Q15. Are there any particular constraints (time, resources etc.)?

Hernández-Leo, Agostinho, Beardsley, Bennett, Lockyer (2017)

Why is it important that teaching is considered design?

Conceptualising teaching as design:

- provides a more holistic view of teaching as a continuous design practice
- offers a more sophisticated appreciation about what teachers do
- enables the development of evidence-based teacher design thinking tools

Selected publications

- Agostinho, S., Bennett, S., Lockyer, L., Jones, J., & Harper, B. (2020). Learning designs as a stimulus and support for teachers' design practices. In H. Beetham & R. Sharpe (Eds.), *Rethinking Pedagogy for a Digital Age: Designing and delivering e-learning* (3rd Edition) (pp. 105-119). New York: Routledge.
- Agostinho, S. (2011). The use of a visual learning design representation to support the design process of teaching in higher education. *Australasian Journal of Educational Technology*, *27(6),* 961-978.
- Agostinho, S., Lockyer, L., & Bennett, S. (2018). Identifying the characteristics of support Australian university teachers use in their design work: Implications for the learning design field. *Australasian Journal of Educational Technology,* 34(2). doi*:* https://doi.org/10.14742/ajet.3776
- Bennett, S., Lockyer, L., & Agostinho, S. (2018). Towards sustainable technology-enhanced innovation in higher education: Advancing learning design by understanding and supporting teacher design practice. *British Journal of Educational Technology*. doi:10.1111/bjet.12683.
- Bennett, S., **Agostinho**, S., & Lockyer, L. (2017). The process of designing for learning: Understanding university teachers' design work. *Educational Technology Research & Development, 65*, 125-145. doi: 10.1007/s11423-016-9469-y
- Bennett, S., **Agostinho**, S. & Lockyer, L., (2016). Investigating University Educators' Design Thinking and the Implications for Design Support Tools. *Journal of Interactive Media in Education*. 2016(1), p.9. DOI: http://doi.org/10.5334/jime.404
- Hernández-Leo. D., Agostinho**.** S., Beardsley. M., Bennett, S., Lockyer, L. (2017). Helping teachers to think about their design problem: a pilot study to stimulate design thinking. *Paper presented at: 9th annual International Conference on Education and New Learning Technologies EDULEARN17*; 2017 July 3-5; Barcelona, Spain, pp. 5681-5690. doi: 10.21125/edulearn.2017.2291
- Lockyer, L., **Agostinho**, S., & Bennett, S. (2016). Design for e-learning. In C. Haythornthwaite, R. Andrews, J. Fransman & E. M. Meyers (Eds.), The SAGE Handbook of E-Learning Research (2nd Edition) (pp. 336-353). London: SAGE Publications.

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shirleya@uow.edu.au

Thank you ☺